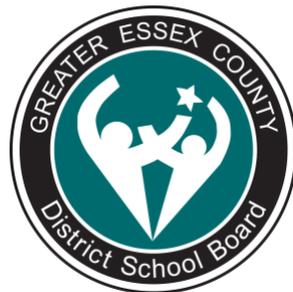




# Plan For Reopening



# Table of Contents

- Message from Erin Kelly, Director of Education ..... 1
- Introduction ..... 2
- Guiding Principles..... 3
- Timeline..... 4
- Gathering Stakeholder Input..... 5
- Learning Models ..... 6
- Return to School: Attendance Confirmation Survey ..... 7
- Supporting Students with Special Education Needs..... 8
- Elementary Instruction ..... 10
  - Model 1 – Conventional In-Person Model – GECDSB Model for September 8th ..... 11
  - Model 2 – Fully Remote Learning ..... 12
  - Model 3 – Adapted Delivery Model ..... 12
  - Before and After School Programs (Extended Day Program Authorized Recreation and Licensed Child Care)..... 13
- Secondary Instruction ..... 15
  - Model 1 – Adapted In-School Day (A and B Cohorts) – GECDSB Model for September 8th ..... 16
  - Model 2 – Remote Learning Model – (Cohort C) ..... 17
- Guidelines for Subject Delivery – Elementary and Secondary ..... 18
- Technology/Allocation of Devices ..... 21
- Well-Being and Supports for Students ..... 23
- Outbreak Plan ..... 24
- Health and Safety ..... 27
- Transportation ..... 32
- Operations ..... 36

### Message from Erin Kelly - Director of Education

The COVID-19 emergency has changed the way we live, interact and operate at home and in the community. I am very proud of the way the GECDSB community responded and answered the challenges of a radically different teaching and learning model in the final quarter of the 2019-20 school year.

We learned a great deal from our experience. The delivery of our services evolved; advancing rapidly over those months. The knowledge we gained and the awareness we developed has served us well in the creation of our plan to return to school for the 2020-21 school year.

The goal in reopening is to minimize risk and increase safety for everyone while continuing to offer the learning and educational resources that our families demand and our students deserve. The following document is a guide for learning, instruction and our expectations for operating under restrictive conditions.

We all have responsibilities to promote everyone's health and safety during these uncertain times. The guidelines have been developed from a variety of trusted sources.

To be successful this year, it will require the same type of fortitude and resilience we have witnessed over the previous 6 months. It will take cooperation with and consideration for each other to safely manage the demands of reopening our schools and continue to provide our essential service to our students.

Be kind, stay safe.



Director of Education

## Introduction

As we plan for a return to school, the health, safety and well-being of our students, families and staff is essential. We are working with the Windsor Essex Health Unit and the Ministry of Education to provide a safe and successful return to our schools.

In addition, we want to make sure that all students have access to a high quality educational experience. On July 30, 2020 the Ministry of Education announced learning models for both elementary and secondary students.

Our elementary students will return to school 5 days a week with a full day program including lunch and recess with enhanced health protocols including cohorting to minimize the number of contacts. All elementary students grades 4-8 must wear masks. Masks are also highly recommended for students grades K-3.

In secondary schools, the GECDSB is one of the 24 designated boards that will operate on an adapted model involving a combination of in-class and on-line learning which is detailed later in this document. This model reduces the number of contacts and interactions for students and divides them into 2 cohorts. All secondary school students are required to wear masks.

There will be age appropriate signage promoting physical distancing, directional arrows for movement as well messages for students about hand washing and avoiding touching their faces will also be in place. Cleaning protocols and the sharing of materials will also be in place.

Students, both elementary and secondary, may also choose to learn remotely through a teacher-led on-line learning program. Parents/Guardians will be asked to select their preferred method of learning by completing the Attendance Confirmation Survey during August 10-17. We respect the choices of all families. We will offer a high quality program in all models. It is important that we have this information for planning purposes. It is imperative that we learn of your intentions as there will be very limited opportunities to return to in-class instruction as per Ministry direction.

Over the weeks ahead, we will continue to provide more details. Additional resources and information will be forthcoming for our families, students and staff.

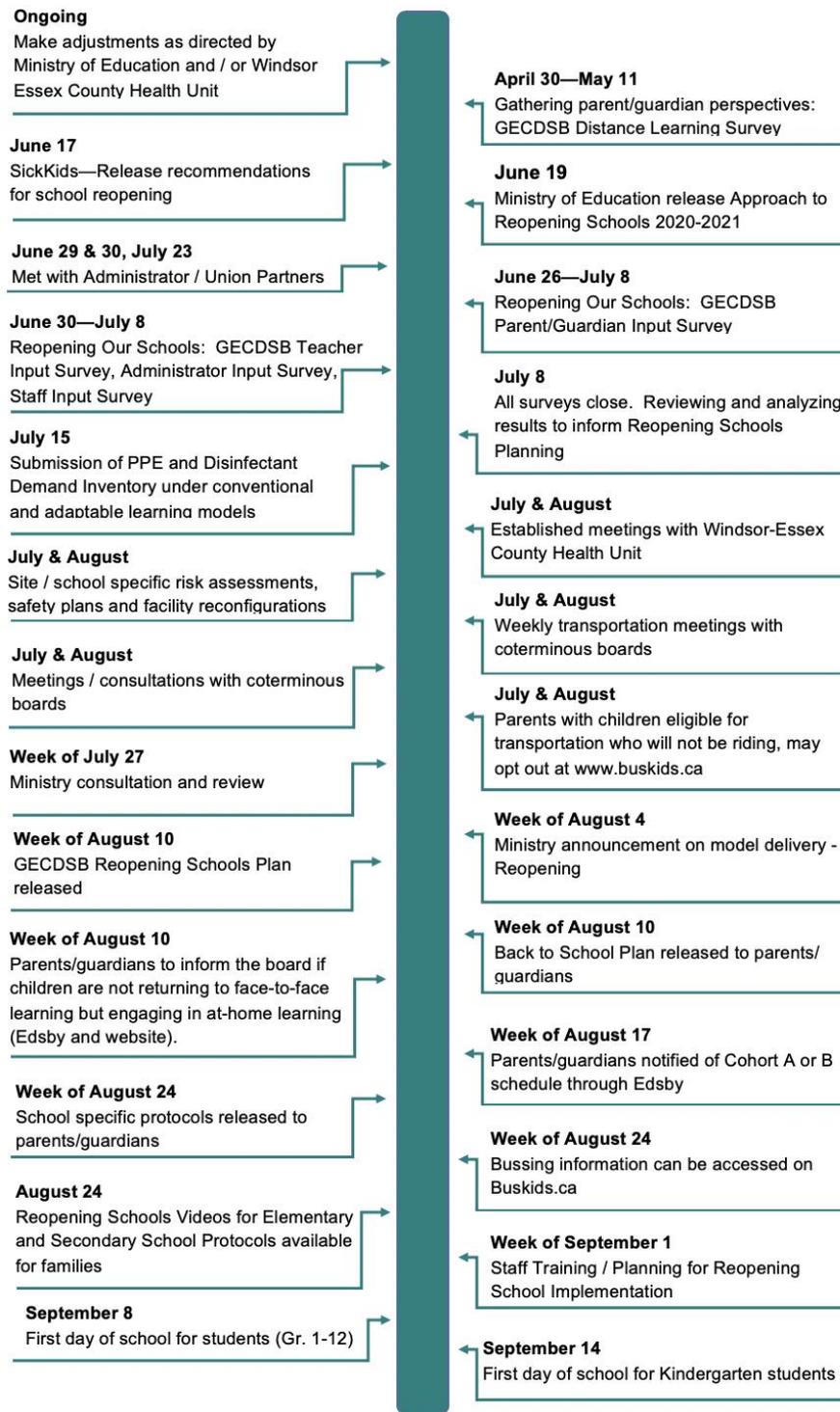
## Guiding Principles

Our decisions and planning are informed by our guiding principles of:

- Maintaining safety
- Maximizing learning
- Protecting programming
- Supporting well-being
- Planning of effective transitions
- Communicating consistently and transparently
- Leveraging partnerships

# BACK TO SCHOOL | PLAN FOR REOPENING OF THE GECDSB

## Timeline



## Gathering Stakeholder Input

Our reopening planning follows the direction of the Ministry of Education and is conducted in partnership with our public health experts. We have also conducted surveys (17,340 responses) with our parents/guardians, administrators and staff to gather important information to inform our plans. A summary of the parent/guardian results is available at [www.publicboard.ca](http://www.publicboard.ca) under the link: Reopening Our Schools. Parent/Guardian survey results.

### Reopening Our Schools: GECDSB Parent/Guardian Input Results (June 30 – July 8)

- Approximately two-thirds (63%) of our families are likely to send their children to school in September



- Families who indicated that they may not send their children to school in September state that they are most concerned with:

Their child's health & safety

Health and safety of schools/classrooms

- Parents/Guardians have indicated that they want information shared with them about:

Their child's timetables/schedules

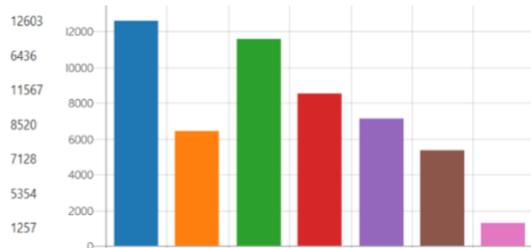
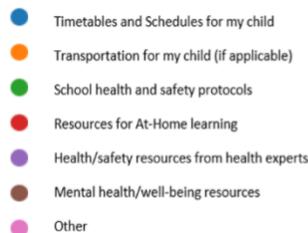
Health and safety resources from health experts

School health and safety protocols

Resources for at-home learning

Mental health and well-being resources

- Parents/Guardians stated that they want to receive communication about the following topics:



- Our families have told us that they want us to consider the following:
  - Keeping student schedules/timetables consistent
  - Focusing on safety for students and staff
  - Communicating frequently, as soon as possible, and when changes occur
  - Sharing the new protocols and rules for schools with parents/guardians
  - Focusing on mental health and wellness for staff and students
  - Focusing on supporting students with significant special education needs
- Our families indicate that they want us to communicate with them through the use of:
  - Phone calls (School Messenger)
  - EDSBY
  - Board and school webpages
  - GECDSB Social Media
  - Local media



## Learning Models

On July 30th, 2020 the Ministry of Education confirmed the following models for return to school in September:

### **Elementary: (Kindergarten to Grade 8)**

Students will attend school 5 days per week, with one cohort of students for the full day, including recess and lunch. Enhanced health and safety protocols will be in place.

### **Secondary (Grades 9-12)**

Adapted model: Students attend school every other day (alternating Wednesdays), in smaller class sizes of approximately 15 students. Schools will operate on a quadmester schedule. Enhanced health and safety protocols will be in place.

- ❖ GECDSB is one of the 24 designated boards that will operate secondary schools on an adapted model involving combination of in-class and on-line learning.

### **Additional details considered in our planning:**

- Parents/guardians will continue to have the choice to opt their children out of in-person learning school delivery and participate in remote learning.
- Cohorting, which is the practice of keeping students together in self-contained groups through the school day, will be used to limit exposure to a wide variety of people.
- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.
- Students in Kindergarten to grade 3 will be encouraged, but not required to wear masks.
- Students in Grades 4 to 12 will be required to wear non-medical or cloth masks/face coverings indoors on school property, including in hallways and in classrooms.
- Students may wear their own non-medical masks, and non-medical masks will also be made available for students.

We will continue to be flexible and responsive to Ministry of Education directives and public health directives as we recognize that we may need to adjust plans and practices based on current health information. This will be an ongoing process throughout the year. We have planned for all possible learning models in the event that we need to change.

While all school procedures and practices will align with system-wide plans, the implementation may vary from school to school, based on the local school environment and unique circumstances.

# Return to School: Attendance Confirmation Survey

As the Ministry has now confirmed the models for September, we will be undertaking an Attendance Confirmation Survey for all elementary and secondary students. We are asking for families to indicate their intentions regarding their child's attendance in-person or remotely (distance learning). This is required for planning and staffing purposes for the start of the school year. The process will begin with an Attendance Confirmation Survey that will be sent to families through Edsby and be available on the GECDSB website ([www.publicboard.ca](http://www.publicboard.ca)).

### **The Attendance Confirmation process will open the week of August 10<sup>th</sup>, 2020.**

Follow up with families who have not responded to the online survey will be through the home school administrative staff. It is imperative for parents/families to let us know what model they plan to have their children participate in for September.

**It is important to note, as per Ministry of Education direction, that parents/guardians who opt out of in person (at school) learning will have very limited opportunities within the school year to switch their child's learning model from at-home learning, to in-person, classroom learning.**

- ❖ **Elementary** – Should students want to move between remote (distance) learning and in-person learning, they will be able to do so only in October and February. Parents/Guardians would have to notify the school through an online survey by October 26<sup>th</sup> for a November 9<sup>th</sup> change and January 18<sup>th</sup> for a February 1<sup>st</sup> change.
- ❖ **Secondary** – Should students want to move between remote (distance) learning and in-person learning they will only be able to do so at the end of each quadmester. Students would have to notify their school through an online survey two weeks before the end of the quadmester. The deadline to notify the school would be Quadmester 2 - October 26<sup>th</sup>, Quadmester 3 - January 18<sup>th</sup> and Quadmester 4 - April 6<sup>th</sup>.

# Supporting Students with Special Education Needs

As schools reopen, the GECDSB is committed to supporting our students with special education needs. Transition meetings have been held in the spring and will continue to be held in late August to help ensure a smooth transition back to school.

As directed by the Ministry of Education, our elementary schools will follow a conventional in-person school day utilizing enhanced cleaning protocols and increased safety measures. In this delivery model, all students with special education needs will be attending for a full school day, five days a week. If the delivery model is changed by the Ministry due to health guidelines, more information will be provided to parents/guardians.

For students with special education needs, schools will work with their Special Education Coordinator to liaise with parents/guardians and, where applicable, their child's healthcare provider to accommodate a more individualized return to school to ensure a better transition.

At the secondary level, students with complex special education needs (STEPS programming) will attend five days a week. Students in a MAPS (My Achievement Pathway to Success) program will be assigned to a Cohort A or B and attend as part of the adapted model and will be provided with the supports outlined in their Individual Education Plan (IEP).

Students with special education needs who are participating in regular credit programs and/or working toward fulfilling Ministry curriculum expectations will be assigned to a Cohort A or B and attend as part of the adapted model with the supports outlined in their Individual Education Plan (IEP).

Following Ministry of Education (MOE) guidelines, all students with special education needs who require accommodations and/or modifications will have them implemented as outlined in their Individual Education Plan (IEP). Where applicable, IEPs will reflect remote learning needs.

All students with special education needs, who engage in remote learning, will have virtual contact with a teacher and expectations for synchronous instruction will be determined by the GECDSB.

### **The GECDSB will continue to support student learning in the following ways:**

- **Personal Protective Equipment (PPE)**

Where staff are required to have direct physical contact with students, in which physical distancing of 2 metres (6 feet) cannot be implemented, staff will be provided with PPE such as disposable masks, nitrile gloves and face shields as prescribed.

# Supporting Students with Special Education Needs

- **Identification, Placement and Review Committee (IPRC):** IPRC meetings will continue to be held under any model (face-to-face and/or remotely) using Microsoft Teams.
- **Individual Education Plan (IEP):** IEPs will continue to be developed by teachers following Ministry timelines. Schools will follow requirements to provide parents/guardians/families consultation through the IPRC process/meeting. Schools will follow requirements to provide students with their IEPs in collaboration with the school team and parents/guardians. If the model requires students to be involved in learning at home the student's IEP expectations must align with individual student needs and the delivery model.
- **School Based Team (SBT) Meetings, IPRCs and Transition meetings** will continue either face to face and/or remotely using the Microsoft Teams platform which is an AODA platform. Psychological and Speech and Language Services staff as well as Special Education Coordinators will be included as usual.
- **Itinerant Staff:** The Behaviour Management Team, Psychological and Speech and Language Services as well as Itinerant Blind & Low Vision (BLV) and Deaf & Hard of Hearing (DHH) will continue to support both remotely and in-person following physical distancing guidelines and a Tiered Approach based on a student's IEP. Consultation will be provided remotely using Microsoft Teams.
- **Special Equipment Amount (SEA):** Learning Disabilities Association Windsor-Essex has continued to conduct virtual training with students through the months of July and August. Virtual training will continue into the fall and monitoring will occur to determine when we can return to in-person Assistive Technology training.

### Elementary Instruction

In each of our learning models, learners will receive grade-level content from the Ontario Curriculum. Quality instruction will require teachers to 1) understand student readiness and 2) to design learning tasks to best meet the personalized needs of their students.

Our planning for learning and instruction for Grades K-8 includes:

- *A focus on building relationships and social emotional learning.*
- *A focus on the overall expectations of the curriculum that each student should know and that is reported to parents/guardians.*
- *In each learning model, students will learn the curriculum content, skills and processes in a developmentally and pedagogically appropriate way.*
- *Classroom teachers will be responsible for covering the Ontario curriculum with the exception of prep delivery which will involve subject-specialist teachers going into the classroom. All curriculum areas will be taught, evaluated and reported on.*
- *Assessment will be based on the Growing Success 1-8: Assessment and Evaluation, and Reporting in Ontario Schools, 2010 and the Four Frames of the Kindergarten Program and Growing Success: Kindergarten Addendum, 2016.*
- *Classroom cleaning protocols will be in place for shared learning materials.*

#### **Regular School Day - Elementary**

Elementary school students in Kindergarten through Grade 8 will have 300 minutes of instruction per day, five days a week while remaining in one cohort of students for the full day, including recess and lunch. Enhanced health and safety protocols will be in place.

Cohorted classes will stay together with one teacher with the exception of the prep teachers/specialized teachers. Specialized teachers, such as French teachers, will still be able to go into classrooms to provide the full breadth of programming for students. In addition, students will also be able to leave their classrooms to receive additional support (for ESL and Special Education) in limited groupings.

Staggered timing of recesses, lunches, and washroom breaks to support cohorting should be expected.

## Elementary Instruction

### Model 1 - Conventional In-Person Model – GECDSB Model for September 8th

Monday	Tuesday	Wednesday	Thursday	Friday
Students attend full days and receive full curriculum programming while in cohorts limiting contacts.				

For families who choose to have their child(ren) participate in remote (distance learning), their child(ren) will be placed in 'Cohort C' students. Students in 'Cohort C' will complete their learning remotely.

### Cohort C Schedule- Elementary

Kindergarten	Focus on all four frames with an emphasis on Belonging and Contributing and Literacy and Mathematics Behaviours	Daily synchronous and asynchronous learning will be provided.
Grade 1-3	Literacy and Math Focus Daily Other core subject areas scheduled including Science, Social Studies, Art, Drama and Dance.	Daily synchronous and asynchronous learning will be provided.
Grade 4-6	Literacy and Math Focus Daily Other core subject areas scheduled including Science, Social Studies, French, Art, Drama and Dance.	Daily synchronous and asynchronous learning will be provided.
Grade 7-8	Literacy and Math Focus Daily Other core subject areas scheduled including Science, Social Studies, French, Art, Drama and Dance.	Daily synchronous and asynchronous learning will be provided.
RISE Program (Reaching Individual Success and Excellence)	Literacy and Math Focus Daily Other core subject areas scheduled including Science, Social Studies, French, Art Drama and Dance	Daily synchronous and asynchronous learning will be provided
GAINS Program (Giving Attention to Individual Needs)	Functional Literacy and Math Focus Daily Focus on Building Independence Skills	Daily synchronous and asynchronous learning will be provided

## Elementary Instruction

### **Model 2 - Fully Remote Learning – Elementary**

Considering possible public health requirements, for the safety of all students, we need to be prepared to pivot to a remote (distance learning) model of delivery. In addition, although Elementary students will begin the school year on a daily, in-person schedule, some students may opt to participate in the remote learning model – ‘Cohort C’. The GECDSB guidelines for Remote Learning for elementary students include:

#### **Structure of Day**

- 300 Minutes of learning opportunities (both synchronous and asynchronous)
- Asynchronous independent work available in EDSBY or Brightspace
- Large Group Instruction and Small Group Instruction
- Instruction will be delivered by more than one educator (i.e., remote cohort homeroom teacher, ECE for Kindergarten where applicable, and prep subject specialty teachers)
- Daily attendance will be taken

#### **Focus of Curriculum**

- Best practices to support social emotional learning
- Programming is based on the Overall Expectations of the Ontario Curriculum 1-8 and Kindergarten Program
- Project-based learning units of study
- Synchronous learning sessions will be recorded and placed on EDSBY/Brightspace for student access/reference during asynchronous learning periods
- Varied assessment formats including diagnostic, formative and summative assessments

❖ See ‘Cohort C’ schedule on page 11.

### **Model 3 – Adapted Delivery Model**

Ministry of Education directives indicate that school boards are to be prepared to implement their adapted delivery models (alternate day) should public health conditions require them. Cohorts would include a smaller class size attending in-person for at least 50% of instructional days on alternate days.

## Elementary Instruction

The GECDSB alternate day proposal is as follows:

- **Cohort A & B:** Classes divided into cohorts A&B (smaller class size) and attend in-person on alternating days (Wednesdays alternate between cohort A&B).

Week 1	Mon.	Tues.	Wed.	Thurs.	Fri.
	<b>Cohort A</b> In-Person	<b>Cohort B</b> In-Person	<b>Cohort A</b> In-Person	<b>Cohort A</b> In-Person	<b>Cohort B</b> In-Person
	Cohort B At Home Asynchronous	Cohort A At Home Asynchronous	Cohort B At Home Asynchronous	Cohort B At Home Asynchronous	Cohort A At Home Asynchronous

Week 2	Mon.	Tues.	Wed.	Thurs.	Fri.
	<b>Cohort A</b> In-Person	<b>Cohort B</b> In-Person	<b>Cohort B</b> In-Person	<b>Cohort A</b> In-Person	<b>Cohort B</b> In-Person
	Cohort B At Home Asynchronous	Cohort A At Home Asynchronous	Cohort A At Home Asynchronous	Cohort B At Home Asynchronous	Cohort A At Home Asynchronous

- **Cohort C:** Fully remote, access to Edsby or Brightspace with synchronous and asynchronous learning with daily attendance.
- **Cohort D:** Parents/Guardians also have the option to request off-line (printed) learning packages for their children. This is for fully remote learning and does not require access to technology. Written packages will be mailed by a GECDSB teacher who will lead this remote (distance) learning.

### Before-and After-School Programs (Extended Day Program, Authorized Recreation and Licensed Child Care)

The GECDSB is dedicated to supporting the operation of before-and after-school programs (BASP) in schools in September, with the health and safety of children, families, and staff at the forefront. Recently announced by the Ministry of Education are the revised operations for licensed childcare operators to support the safe reopening of programs across the province. We await updates to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide additional operational guidance.

### Elementary Instruction

To date, the Ministry of Education has confirmed that standard ratios and maximum group sizes set out in the *Before and After School Kindergarten to Grade 6 Policies and Guidelines* for authorized recreation providers of after school programs and Extended Day Programs will be required to be followed. In addition, licensed childcares are required to develop infection prevention and control policies and procedures as directed by the Health Unit.

For the commencement of the school year, school boards and BASP operators will collaborate to support cohorting of students to the greatest extent possible. School boards and BASP operators will collaborate to ensure that student lists and information are maintained and readily available to be provided to Windsor Public Health for contact tracing purposes. The GECDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access shared program space.

While the full return to school supports the continued implementation of BASPs in GECDSB schools during the 2020-21 school year, the decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators.

## Secondary Instruction

### Secondary Learning and Instruction – Adapted In-School and Remote Learning

Each semester will be divided into two quads, for a total of two semesters/four quads per school year. The two models in secondary will use the following quadmester schedule:

- Quad 1: September 8 – November 9 + Exam Days November 10 and 11
- Quad 2: November 12 – January 27 + Exam Days January 28, 29, and February 1
- Quad 3: February 3 – April 16 + Exam Days April 19 and 20
- Quad 4: April 21 – June 23 + Exam Days June 24, 25, and 28
  
- PA Days: September 1-3, February 2, February 12, April 23, June 29

Students will be working on two courses for 44/45 days. Classes will be 150 minutes. Examination days will follow the end of each quad. Brightspace (D2L) will be used as a learning platform for all courses.

At the beginning of each quad, students/parents/guardians will choose between:

- **Model 1:** Adapted In-School Day Model (Cohort A and B alternating; Cohort C begin taught remotely by GECDSB Teachers)
- **Model 2:** Remote Learning (All Cohorts taught remotely)

Public Health may require that we switch from the Adapted In-School Day model to Remote Learning model at any time during the school year. The Ministry may direct that we move from the Adapted In-School Day model to Conventional model (every students to attend school every day. Please note that our Conventional model remains with two courses.)

Attendance confirmation will be completed online or through telephone for quad one. There will be opportunities to switch to Adapted In-School Day model from Remote Learning as long as notice is provided to the school by the following dates: Quad 2 by October 26<sup>th</sup>, Quad 3 by January 18<sup>th</sup> and Quad 4 by April 6<sup>th</sup>.

Students are not permitted to switch models during quads, and there will be no timetable changes.

Public Health may require that we switch from the Adapted In-School Day model to Remote Learning model at any time during the school year.

## Secondary Instruction

### **Model 1 - Adapted In-School Day (A and B Cohorts) - Secondary - GECDSB Model for September 8th**

In the Adapted In-School Day model, teacher-directed learning will take place in-person at school, and asynchronous learning will take place at home on alternate days.

Students will be split into an “A” cohort and a “B” cohort whereby the “A” cohort will attend school every Monday, Thursday and alternating Wednesday, and “B” cohort would attend every Tuesday, Friday and alternating Wednesday.

On the alternate home days, there will be resources and activities available and posted for student engagement stemming from the in-person days’ learning.

Students will not have a scheduled lunch break. In order to reduce the number of direct contacts during the school day, there will be nutritional breaks threaded into period 1 and period 2. Students will be dismissed to home following their PM class.

### **Sample Quad Monday Timetable (for illustration purposes only - bell times will vary for each school as will the period numbers):**

#### **9:00 a.m. - 11:30 a.m.**

- Period 1
- Cohort A: In class learning
- Cohort B: Asynchronous learning remotely

#### **11:30 a.m. - 11:40 a.m.**

- Staggered exit and entry to next period

#### **11:40 a.m. – 2:10 p.m.**

- Period 2
- Cohort A: In class learning
- Cohort B: Asynchronous learning remotely

#### **2:10 p.m.**

- Students dismissed to home
- Staff lunch

## Secondary Instruction

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Cohort A Period 1	Cohort B Period 1	Cohort A Period 1	Cohort A Period 1	Cohort B Period 1
PM	Cohort A Period 2	Cohort B Period 2	Cohort A Period 2	Cohort A Period 2	Cohort B Period 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Cohort A Period 1	Cohort B Period 1	Cohort B Period 1	Cohort A Period 1	Cohort B Period 1
PM	Cohort A Period 2	Cohort B Period 2	Cohort B Period 2	Cohort A Period 2	Cohort B Period 2

Considerations for Massey Secondary School - On advice from the Ministry of Education and from health officials, contact tracing is a priority therefore, Massey will follow the quadmester schedule for 2020-21.

Considerations for students attending Trillium Learning Centre – Students who attend the secondary programs at Trillium Learning Centre will have the option of attending classes every day. Families will be contacted by the respective sites personnel (Maryvale or New Beginnings).

### **Model 2 - Remote Learning Model – (Cohort C)**

The second model parents/guardians and students may choose is Remote learning with synchronous and asynchronous instruction.

Students' daily schedule will be two courses of 150 minutes each day with the following timeline:

Time	
9:00 to 11:30 a.m.	First class
11:30 a.m. to 12:30 p.m.	Lunch
12:30 to 3:00 p.m.	Second class

The learning platform for secondary students in Remote learning is *BrightSpace (D2L)*.

# Guidelines for Subject Delivery – Elementary and Secondary

### **Cooperative Education**

The WECHU has approved our Board's Experiential Learning Placement COVID-19 Safety Plan for Co-op in September. All cooperative education and OYAP students will attend work placements, however co-op teachers will be required to conduct a site visit and placement assessment to ensure that the work environment is safe, that students are following protocols specific to the site, and they are in accordance with the Ministry of Education curriculum. Students will also be required to complete a pre-placement preparation module that includes a unit on COVID-19 preparedness.

### **Health and Physical Education**

Health and Physical Education (HPE) is an essential component of the curriculum. Logistics may vary between school sites based on a number of factors, including gymnasium size, indoor space availability and outdoor space availability. All schools will assess their site specific layout and make site specific plans to accommodate physical education for all students. Proper hand washing and personal hygiene routines will be incorporated before entering any space for Health and Physical Education classes. There will be a focus on activities that do not use equipment to support the effort for reduced contact and possible contamination of resources.

### **Library**

The library learning commons is an essential resource for learning in our schools. Access print resources like books, textbooks and papers to facilitate learning is essential for both educators and students. Virtual resources are always available to students. A protocol has been devised to allow use of books (without sharing) to safely manage the use of print materials.

### **Mathematics**

An effective environment for math instruction includes social interaction and the use of manipulative tools to support conceptual understanding. Students should continue to have opportunities to work with a partner or small group following social distancing protocols. For example, to adhere to physical distancing, during partner and small groups, students can work on large chart paper, assign a scribe or have each student independently document group strategies and solutions.

Manipulatives may be used in direct modeling of strategies by the classroom teacher. Manipulatives may also be available as a tool for students to access in solving math problems on an individual basis. Manipulatives cannot be shared. To reduce the use of shared objects, manipulative kits may be developed for individual student use or manipulatives can be sanitized between use.

# Guidelines for Subject Delivery – Elementary and Secondary

### **Science/STEM**

Hands-on learning experiences in science and STEM based learning activities is typical to support engagement and student learning, however limitations in individual equipment use will require activities to be modeled by the teacher. Science labs are typically a partnered activity and will need to be modified to support physical distancing. Lab equipment and shared objects such as microscopes or scales and cannot be shared. If equipment is used by individual students, it will be sanitized before and after use with a rest-period between use of materials. Safety protocols and procedures will continue to be followed.

### **Technological Education**

To support student learning and engagement it is essential for educators to be able to safely provide students in Tech Education courses with hands-on experiences which resemble as closely as possible industry practices. A *Tech Education Safety Guidelines for COVID-19* is presently being developed. The document will support educators and administrators in the implementation of routines and procedures for safely managing the use of equipment and tools in Tech Education classrooms.

### **The Arts**

Arts education remains an important component of the curriculum and focus for learning in the GECDSB. Our district has always valued the arts in supporting student creativity, exploration, innovation and expression. Arts education is a highly collaborative/social subject area and requires students to “create”, “experience” the arts discipline. We know that the arts experience also contributes to the overall well-being of our students. Schools will make a plan according to the programming needs at their school. All Arts instruction can be creatively adapted to adhere to health guidelines.

- **Music**

Students may learn the Ontario music curriculum in a non-performance based program. To commence the school year music programs will focus on a non-performance based program. As the year progresses elements of music instruction (singing, wind instruments) may be permitted and will require special considerations for space and follow physical distancing guidelines as outlined by Public Health and the Ministry of Education. When permitted and where possible, teachers are encouraged to instruct students outside when using instruments.

After the first month of school, schools may choose the option of rotating cohorts using instruments with an approved rest period and cleaning in between use. Further details are being formulated at this time.

- **Drama**

Drama traditionally involves physical contact, movement, and proximity. During the pandemic period drama will allow no contact and maintain social distancing.

# Guidelines for Subject Delivery – Elementary and Secondary

- **Dance**

There will be a focus on activities that do not use equipment or involve lifts (secondary) to support the effort for reduce contact and possible contamination of resources. Lessons will be adapted to accommodate social distancing due to the physical exertion during dance. Weather permitting, instruction may occur outdoors.

- **Visual Arts**

Student learning of visual arts will remain experiential and ‘hands on’ to support student well-being and creative expression. Students are to be provided with an individual art kit so that materials are not shared or borrowed. Utilizing a personal sketchbook for 2-D work and maintaining a personal portfolio to keep artwork organized is encouraged.

### **Additional Considerations**

- To encourage physical distancing classrooms will be organized and set up in ways to encourage maximum space between students.
- Field trips will not be planned at this time.
- Large in-person gatherings are not permitted.
- Lunch and nutrition breaks will be held in the classroom. Outdoor recess will be provided and may be staggered.
- Team sports are cancelled.
- At this time, no organized sports will be permitted. More information will follow regarding extra- curricular activities.

# Technology/Allocation of Devices

### **Plan for the Deployment and Collection of Technology Based on Learning Model**

The Board plans to support families with access to internet and devices at home. Families that do not have access to devices or internet will be encouraged to call the school to inform administration who will submit the requests on their behalf. At this time, requests would only be for secondary students and those students in elementary that are choosing remote (distance) learning. The Requests for Technology link in Connect will be reopened to allow administrators to fill out these requests. Information about technology requests will be placed on the board website and there will be School Messenger messaging to families about technology. Distribution of these items will begin when school offices reopen in August.

### **Bring Your Own Device (BYOD) Personal and Board Owned**

Students are allowed and encouraged to bring their own device to school daily to allow access to digital learning tools. Students can bring their own personal device or one that was loaned to them by the GECDSB for distance learning. The GECDSB is in the process of setting up a link on the website for parents/guardians to purchase devices through board approved vendors.

### **GECDSB Approved Platforms for Learning**

The use of Board supported resources is done because of privacy and security concerns with non-supported platforms and applications. The goal is to provide staff with consistent ways to communicate with families and their students. Staff work within these resources for their students and families.

Board supported platforms include Edsby, Brightspace (D2L), Office 365 and myBlueprint. Students are able to utilize the existing Microsoft Suite of Products including Outlook for Email, Microsoft Word, Microsoft PowerPoint, OneNote, Microsoft Forms, and Microsoft Stream. Microsoft Teams is also used for video and audio conferencing.

**Edsby** is the platform that teachers use to communicate with their students and parents. It is a fully functional Learning Management System (LMS) accessible to staff, students and parents/guardians with group communication and calendaring, news sharing and a closed social network for students, staff and parents/guardians. It is a closed system with access only provided to those who have been granted a login based on the GECDSB Human Resources and Student Information System databases. Edsby is a tool that helps to organize, share, publish and distribute documents.

**Office 365** - Microsoft Office 365 is available to all staff and students in the GECDSB. Staff and students can take advantage of all of Microsoft's tools such as Microsoft Word, PowerPoint and Excel. Microsoft Office makes it possible to create, collaborate and share files between students and also with their teacher. Staff and students are also entitled to five downloads of Microsoft Office for use on multiple devices.

### Technology/Allocation of Devices

**Brightspace (D2L)** is the virtual learning environment provided to Ontario school boards by the Ministry of Education. This platform allows teachers to offer online and blended learning opportunities to students. While many of the courses are prepopulated with course material, teachers can also load in their own files, record video lectures, and hold web chats with students. Other features include announcement posting, discussion area, quizzes, surveys, email, O365 account linking, and many more.

**myBlueprint** is a powerful tool that can be used by students, parents/guardians and educators to facilitate the exploration of careers, pathways, and course selections. The Individual Pathways Plan on myBlueprint will help students explore their interests, abilities and identify their strengths to plan for their initial post-secondary destination.

### Well-Being and Supports for Students

Students and families have all had different experiences during the COVID-19 pandemic. When returning to school, students may not have connected with their school friends or been able to share with others about the impact of being out of school during this time. School is a natural place for them to express themselves.

Students told us in our 2019 School Climate Survey that 53% of them were able to calm themselves down when they felt stressed and 44% noted that they worried too much. These statistics were pre-pandemic and we need to listen to where they are now. Therefore, we will be conducting a voluntary modified school climate survey to focus on these and other mental health questions to better inform our future planning.

To welcome back our students to a safe and nurturing environment and to develop solid relationships between and among our students, we must all prioritize mental health and well-being upon returning to school. Our school-based staff has dedicated time on the first PD days (as well as sessions throughout the year) to learn how to:

- promote student social connection after school absence due to pandemic
- promote appropriate ways to respond to students who are anxious
- build a mentally healthy positive classroom
- monitor student reaction and how to support as they adapt to the new environment
- address stigma and intolerance associated with COVID-19 through a mental health lens

Additional social emotional learning resources will be available to our school-based staff members to integrate into their lessons and activities for tier one and two learning.

At the board level, we have a robust team of social workers who will be offering support in the schools and through virtual means. Every school has access to the support and services of qualified mental health clinicians. Our social workers will continue to be available to students, as appropriate, for trauma/crisis support, for individual counselling and new this year evidenced-based group sessions. Social Workers frequently consult with families, provide information, and make clinical appropriate referrals to our community mental health providers.

If a student is struggling and requires extra support, our Student Success/School-based teams work with classroom teachers to provide students with interventions, access to the expertise of various specialized staff members, and other school-specific supports. The social worker can be part of these Student Success/School-based teams to provide particular recommendations, strategies, and overall advice.

All school-based mental health clinicians will strictly adhere to the health and safety guidelines when providing services to our students.

## Outbreak Plan

This Outbreak Plan was consulted with and approved by the Windsor Essex County Health Unit. This plan may change when further direction from the Ministry of Education is received.

- Staff members/students/ parents & guardians for their children/visitors must conduct a daily self-assessment prior to entering the school/workplace
- If experiencing symptoms of COVID-19, either new or worsening, then they must not attend school and they should be tested.
- When ill person is waiting for COVID-19 results, they must self-isolate until results are communicated to them.
- Following the advice of the Windsor Essex County Health Unit (WECHU) is essential in the recovery of COVID-19, including self-isolation.

### **Exhibiting symptoms at school:**

If a staff member, student or any other person in the school/workplace exhibit the symptoms of COVID-19 while at school/workplace, the following procedure must be strictly followed:

- Ill person is to be immediately directed to the Isolation Room to self-isolate. The ill person should be given a mask to wear if not already wearing one. Those exempt from wearing a mask will not need to wear one.
- Designated staff person(s), with first aid training, will assist ill person.
- If it is an emergency, then call “911” immediately. Notify parent/guardians/staff member directly. Designated staff member will wait with student/staff member until EMS arrives.
- The ill person must be isolated and physically distanced from any other person by two metres.
- Tissues, touch less garbage pail and hand sanitizer must be available in the Isolation room.
- The ill person must continue to wear their mask.
- Designated staff member will supervise students.
- Designated staff member will wear all PPE in the Isolation Kit and are to physically distance from the ill person.
- Respiratory etiquette and hand washing must be followed.
- There will be a checklist for the designated staff member to complete as they engage with the ill person. This checklist will be provided to the parent/guardian/student/staff member upon leaving.
- The Principal will contact the Windsor Essex County Health Unit 519 258 2146 x 1555 for screening and advice on next steps.
- Parent/guardian will be contacted to pick up their child. Emergency contacts will be called if parent/guardian cannot be reached.

### Outbreak Plan

- Staff members are to determine if they can drive home safely. If not, other arrangements must be made for transportation. Staff member is directed to get COVID-19 tested either by their primary care provider or at an assessment centre.
- The locations of COVID-19 screening facilities will be provided to the person who picks up.
- If there is more than one ill person, then all ill people must be physically distanced from each other, and from the designated staff member. Ideally, there will be more than one isolation room, but if not available, then the additional ill person must be isolated and physically distanced from any other person by at least two metres.
- After the ill person leaves the premises, then the Isolation Room will be cleaned and sanitized based on health and safety guidelines.
- The principal is responsible to contact the Health Unit to report a suspected case of COVID-19 (as in any communicable disease), as per protocol.
- There will be areas required for cleaning and disinfecting based on where that ill person has been or has been in contact with, for example desk, chair, learning materials. If the materials cannot be cleaned, such as paper, books, then they are to be sealed in a container for 7 days. These items are to be stored in a secured confidential area with the date clearly marked.
- As per privacy legislation, the ill person's name is to be held confidential and not be shared with staff, students, nor the school community. WECHU will conduct their investigation and will identify close contacts for appropriate advice on isolation.

#### **Isolation Kit:**

Every school/workplace will have a designated Isolation Kit that will be available for the designated staff member, who is trained in First Aid, to use. The items, as outline in the Windsor Essex County Health Unit *Toolkit*, consists of the following stored in a plastic container.

- Instructions on its proper use on the outside or inside of the kit,
- Alcohol-based hand rub,
- Disposable gloves,
- Disposable surgical/procedural mask,
- Eye protection,
- Disposable gown.

Staff are to wear the gown, eye protection, mask, and gloves when speaking to the student or staff member.

Items will be replenished directly to ensure that the kit is always ready.

## Outbreak Plan

### **If the ill person tests negative for COVID-19:**

- The staff member or student can return to school once they are symptom-free for 24 hours.
- Medical documentation from the primary care provider or from the test assessment centre will be expected in order for the student or staff member to return to school.

### **If the ill person tests positive:**

- WECHU will contact the parent/guardian or staff member if they test positive and will follow up with the principal with further information.
- School staff is to fully cooperate with the WECHU in contact tracing procedures.
- Principals are to provide all information to the WECHU which may include, but is not limited to, lists of all persons whom have been in and out of their school, class lists with student names, parent/guardian names, and contact information, summary of the steps taken when the ill person came to the attention of the school, and timetable.
- WECHU will assess potential exposures within 14 days prior to symptom onset and will determine potential transmission among close contacts.
- School staff is to fully comply with any WECHU investigation to the source of the outbreak.
- WECHU will provide clearance for cases to return.
- WECHU will direct any communication that is to be sent from the school/workplace to families.
- Privacy and confidentiality are essential for the ill person.

### **Absences:**

- Parent/guardians are to call in their child's absence and students will be marked ill.
- School work will be provided to the student to complete, as much as possible during recovery.
- The teacher is to keep in contact with the student which will ease the transition back to school.
- Each case may be different in terms of the length of time for recovery, so it is essential to communicate with family.
- Staff are to report their absence through TESS. The staff member's assigned Human Resources Officer will monitor the situation.
- All principals are to report absences to the WECHU of over 10% of the school's population. If schools are in the "adapted" learning model, then it would be 10% of Cohort A or B's population. The WECHU will direct principal on next steps.

## Health and Safety

The GECDSB has conducted COVID-19 health and safety risk assessments for its elementary and secondary schools and is currently implementing their associated safety plans and cleaning protocols focused on protecting the health and safety of our staff and students. Our planning is informed by the Ministry of Education, Ministry of Health and the Windsor-Essex County Health Unit.

### **Hierarchy of Controls**

Until now, protection from COVID-19 has been through the elimination of the hazard with the closure of our board facilities. As the board prepares for re-opening, consideration has been given to Engineering controls, Administrative controls and Personal Protective Equipment (“PPE”).

### **COVID-19 Self-Screening for Staff and Students**

For each person entering the school environment, self-screening (*hotlinked when released*) is required before leaving their home. Parents/ Guardians are requested to complete daily screening of their children before the child boards a school bus or before arriving at school by other methods. Staff are also required to complete a daily self-screening before reporting to work.

Should any staff or students have an unsuccessful result from the daily self-screening, feel unwell or have symptoms of COVID-19, they should seek advice from their health-care professional and not attend school. Non-essential visitors will be restricted and will require that a self-screening be completed prior to entering the building.

The usage of a multiple layered health and safety approach is part of this fundamental strategy intended to decrease the number of interactions with others while increasing the safety of interactions. Such multiple layers of health and safety include:

- daily screening
- physical distancing strategies
- increased hygiene (hand washing practices, hygiene etiquette)
- enhanced cleaning and disinfecting
- physical infrastructure ventilation systems
- personal protective equipment
- posting, signage, cues
- prohibitions
- consultation
- communications, planning, operations
- training
- monitoring and enforcement

## Health and Safety

### **Entering and Exiting School**

Staff and students will be directed to designated entrances which will be configured with the following:

- COVID-19 screening signage;
- Alcohol-based hand sanitizing stations;
- Visual cues, including signage and floor stickers, to promote physical distancing;
- Log books for visitors, contractors and itinerant staff to support contact tracing;
- Staff and student attendance processes to support contact tracing.

### **Maintaining Physical Distancing**

Physical distancing is an effective measure to minimize the risk of person-to-person transmission of COVID-19. The following measures are being implemented:

- Cohorting of students to limit the number of contacts;
- Visual cues, signage and floor markings, including directional arrows for traffic flow, where appropriate;
- Educating students about the importance of physical distancing;
- Adaptations to classroom settings and other shared spaces to provide as much space as possible between students and staff;
- Keeping lunchtime in the classroom or outdoors, where possible;
- Staggering measures to minimize traffic in shared spaces such as hallways and washrooms.

Individual schools will determine school specific protocols including identifying entry/exit doors and parent pick up/drop off (Kiss and Ride) protocols.

### **Promote Hand Hygiene and Respiratory Etiquette**

Hand washing is one of the most effective ways to minimize the risk of transmission of COVID-19. In order to support this important safety protocol, the following measures are being implemented:

- Age appropriate education of students about the importance of handwashing, including promoting the proper technique;
- Visual cues including age appropriate signs;
- Mandatory face masks for all students in grades 4 – 12 inclusive – GECDSB is exploring the use of masks for all students;
- Classrooms with sinks will be outfitted with soap dispensers and paper towels;
- Classrooms which do not have sinks will have wall mounted alcohol-based hand sanitizing stations;

## Health and Safety

- Alcohol-based hand sanitizing stations placed strategically throughout the school, including at entrances;
- Lined and no-touch waste baskets;
- Scheduled hand washing breaks throughout the day.

### **Personal Protective Equipment (“PPE”)**

All staff members will be provided with the appropriate PPE to safely interact with each other and with students. PPE provided to staff may include medical masks, face shields, gloves and gowns, based on their job responsibilities.

All students in grades 4 – 12 inclusive are required to wear a non-medical or cloth mask when attending in-person instruction at school. While not required, students in JK – Grades 3 are encouraged to wear a mask, if possible. The GECDSB is exploring the use of masks for all students. A supply of non-medical masks will be available at schools for those students who require one. For those students who chose to wear a cloth mask, parents/guardians will be responsible to ensure that it is appropriately cleaned.

The board recognizes that masks may not be tolerated by those with underlying health issues or beliefs. Please contact your school principal if this is a concern for your child.

All board facilities will have PPE kits in the event that a staff member, student or visitor becomes ill. The PPE kit is intended to be used by the ill individual and the staff member attending them. PPE kits will contain the following:

- Instructions on use
- Alcohol-based hand sanitizer
- Disposable gloves
- Disposable medical masks
- Face Shields
- Disposable gown

### **Training**

All staff will be provided with COVID-19 training, prior to the start of school, which will include the following:

- Background information on COVID-19 and how it is transmitted;
- Protective measures including the care, use and limitations of PPE, proper hygiene and respiratory etiquette, and physical distancing measures;
- Prevention and mitigation.

## Health and Safety

Additionally, a handbook will also be made available to our staff.

### **Cleaning and Other Additional Measures**

The board recognizes that the health and safety of our staff and students is paramount. Implementing enhanced cleaning protocols is a key consideration from a health and safety perspective.

Custodial staff will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces twice daily including:

- light switches
- handrails
- door handles
- faucet handles
- toilet handles
- bottle fill stations
- countertops
- sinks

Shared items will be used minimally and will be cleaned between users. Porous materials such as rugs and plush animals will be removed from classrooms.

To support the cleaning initiatives, day custodians will disinfect areas mid-way through their shift and at the end of their shift. Afternoon custodians will start their shifts early to clean and disinfect their areas, and to clean and repeat the process at the end of their shift. Additional replacement custodians are being hired to support the enhanced cleaning protocols.

Water fountains will be bagged and will be unavailable for use. Bottle filling stations will be installed in all schools and will be available for student use. All students are encouraged to bring a reusable water bottle to school.

Mechanical HVAC systems have been checked during the summer months to ensure they are operating as designed and the board will increase the frequency of filter changes. In addition, the intake settings will be adjusted to increase the amount of fresh air and reduce recirculation. Where possible, windows will be opened to increase natural ventilation.

## Health and Safety

### **Attendance and Absenteeism Reporting**

The GECDSB will track student and staff attendance and alert the WECHU about 10% increase in absenteeism due to illness. Through our attendance system, restricting visitors and requiring all visitors, contractors and itinerant staff to sign the log book at our schools, measures to support contact tracing are in place.

## Transportation

Transportation is provided to students in Windsor and Essex County by the Windsor Essex Student Transportation Services (WESTS), which is a separate legal entity providing transportation to the Greater Essex County District School Board, Windsor Essex Catholic District School Board, Conseil scolaire catholique Providence, and Conseil scolaire Viamonde.

WESTS staff have been meeting regularly with bus operators and the boards over the summer to prepare for a safe return to school.

Student transportation safety and cleaning protocols are informed through consultation with the WECHU, the Ontario Ministry of Education's *Guide to Reopening Ontario's Schools* and federal guidelines.

### **COVID-19 Self-Screening for Bus Drivers and Students**

Before utilizing student transportation, self-screening (*hotlinked when released*) is required of all bus drivers, students, staff and bus monitors for any COVID-19 symptoms.

### **Signage**

Signage cues will be displayed on school buses to reinforce the importance of wearing masks, following physical distancing (e.g. lining up for the bus, boarding and disembarking), promoting hand hygiene and appropriate behaviour while riding the bus.

### **Cleaning and Other Additional Measures**

Enhanced cleaning protocols will be implemented on school buses to support the safety of bus drivers, students and staff. Signage will be prominently displayed on buses and enhanced cleaning protocols will be in place for high touch surfaces, using the disinfectant product recommended by Health Canada and provided by the Ministry of Education.

High touch surfaces such as the tops of seats, hand railing, etc. will be cleaned after morning runs, prior to the start of the school-to-home trip and at the end of the shift. All other enhanced cleaning will be performed either before or after the shift. Due to the extra precautions, boarding the buses may take longer and buses may be late getting to bus stops and to school.

In addition to regular cleaning of school bus interiors, to the extent possible, the same drivers will use the same vehicle and keep the same work schedules in order to limit contacts as much as possible. Some limits to busing have been imposed to start the school year, such as the elimination of courtesy rides and bus stop relocation reviews.

Where possible, the seat directly behind the school bus driver will remain empty to maintain physical distancing. Windows should be opened when feasible to increase ventilation.

## Transportation

### **Training**

Through the student transportation portal, WESTS will provide parents/guardians and students with information on how to ensure a safe start-up, such as arriving at the bus stop (physical distancing), on the bus (remaining in the seat, wearing a mask and not touching face or others) and disembarking the bus (physical distancing, patience and washing hands upon arrival at school). Other supporting information will be available.

### **Safe Work and Hygiene Practices**

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

Drivers will use hand sanitizer after assisting a child to their seat (if applicable), touching wheelchairs or other assistive devices or after having other direct contact with students, where other PPE such as gloves are not available to be used.

### **Personal Protective Equipment**

Medical masks and eye protection (e.g. face shields) will be provided for school bus drivers and school bus monitors. Bus drivers will wear masks and face shield when children are boarding and disembarking the bus. The choice of PPE shall not interfere with the driver's ability to access vehicle controls, hinder, or distort the driver's view directly or through mirrors of the road, students or pedestrians around the bus or of passengers. Drivers will also be provided with an on-board PPE Kit containing additional PPE such as gloves, safety glasses/goggles, face shield or any other PPE that is deemed necessary. Operators will follow the Ministry of Transportation requirements as well as guidance from Transport Canada.

Drivers and riders are sharing an enclosed space with limited opportunities for adequate ventilation. The Ministry of Education and the WECHU are recommending that all riders from grades 4 – 12 inclusive wear a face mask or other covering at all times while on board the bus. Any student who fails to wear their face mask, as per the Ministry of Education, and does not have a documented underlying health issue that exempts the wearing of the mask will not be allowed to board the bus. Students from JK – Grade 3 are encouraged, but not required, to wear masks while using student transportation. A supply of non-medical masks will be available at schools for those students who require one.

### **Assigned Seating and Other Protocols**

Students will be assigned seats and a record of the seating plan will be kept to assist with contact tracing in the event of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort will be seated together.

## Transportation

Students will be required to sit face forward with legs down and their arms in the seat. They will not touch the seat in front of them or another child on the bus. Students must not touch the windows, put their arms out the windows, throw objects or eat on the bus.

Where possible, students will load from back to front when being picked up and unload from front to back when being dropped off. This will limit close contact between students on the bus. Students are encouraged to walk to their seat without touching seats as they pass as much as possible. Students must follow the instructions given to them from the bus driver and sit in the seat assigned to them. Students may not change seats at any time during the bus trip.

The parent/guardian is responsible for the student until the student gets on the bus. It is recommended that all students and parents/guardians wear their face masks and maintain a 2 metre physical distance while waiting at the bus stop.

### **Students with Special Education Needs**

Special care and attention will be given for immunocompromised and otherwise medically vulnerable students, and students with special transportation needs. It is understood that some children may not be able to use masks or may have medical or other special circumstances that may require accommodations. Please contact your school principal if this is a concern for your child.

Parents/guardians who need to board the bus to secure a vest or other equipment for their child, must wear a face mask or face shield when boarding the bus.

### **Active Transportation**

Active transportation by walking and bicycling to school via safe routes, and maintaining physical distancing of 2 metres is encouraged. Students utilizing active transportation will be provided guidance (school specific) of arrival protocols. Upon arrival, students are expected to practice appropriate hand hygiene upon entering the school and will proceed directly to their classroom.

### **Communication**

Students who were previously eligible to ride the bus last year, parents/guardians/schools DO NOT need to re-register for the student transportation. Parents/guardians are only required to re-apply for transportation at the school if there are changes (moved residential, changed/new to school).

Should parents/guardians chose to not have their child use the bus for this upcoming September, parents are requested to complete the opt out form at [www.buskids.ca](http://www.buskids.ca). This will assist with physical distancing on the bus and give a more accurate manifest of who is taking student transportation.

# Transportation

To access your child's busing information, parents/guardians are requested to create an account through [www.buskids.ca](http://www.buskids.ca)

To set up your account:

- Click on "Create Account", follow the onscreen instructions to validate account
- Log into new account and then add student (one at a time if multiples apply).
- Adding students requires the OEN number (found on the top of report cards), the birthdate (as the school has it recorded), the grade, and the school.

Once your account has been set up you may log in and view your child's information. (note - transportation information must be checked each summer after Aug 15 as routes/times change from year to year). For new JK students for September, a temporary ID number will be assigned until the Ontario Education Number ("OEN") is assigned, usually by the end of September. This number will be sent to parents/guardians by the school any time after/during May/June of each year for the upcoming September. Parents who do not have this temporary number are requested to contact the school. Parents/ Guardians may access their child's busing information after August 15<sup>th</sup>. We highly recommend that the parent checks the information again between September 1 and 6 to ensure that no changes have been made to their child's transportation.

Parents/guardians with questions may contact the WESTS office at 519 776 6431 or through email at [info@buskids.ca](mailto:info@buskids.ca)

## Operations

### Community Use of Schools

Permits for the fall will be restricted to those programs which we are required to provide, such as Before and After School programs and programs operated by lease holders as part of their lease.

### Cafeterias and Other Considerations

Cafeteria services are closed. Students are encouraged to bring their lunch. A policy of no food sharing will be enforced, to not only prevent allergy spread, but to minimize the risk of contact between students.

We are happy to be



with you!