



Te Kura O Ritimana

# Richmond Road School

Growing Together As One

## Design for Transition - Alert level 4 to Alert level 3

### Guiding Principles:

- Link to [Guidance for Schools for Alert Levels 1-4](#)
- Link to [New Zealand COVID-19 Alert Levels Summary](#)
- Alert Level 3 approach in a school environment is designed to limit the number of people that children have contact with based on these principles
- Health and safety is at the forefront of our planning and of decisions that are being taken to respond to COVID-19

Guidelines and Public Health Requirements	Design considerations	RRS Desired Outcome	Who?
If there is a parent/caregiver available to be at home with the child/children, stay at home	Find out through surveys/email response which students will remain at home for level 3	<p>Surveys of email responses show numbers of students in each class/rōpū. Data is collated</p> <p>Continuation of distance learning with children</p> <p>Regular updates for ALL students/whānau through newsletters, notices, ongoing communication with teachers and DPs and Principal</p> <p>Online hui with Tumuaki/DPs if requested</p>	<p>JED</p> <p>Teachers/staff</p> <p>Office/staff</p> <p>Tumuaki/DPs</p>

<p>Children will attend school if there is no other care for them available in their bubble or extended bubble, in level 3.</p>	<p>Find out through surveys/email-responses which students will attend school (for 2 weeks at level 3)</p>	<p>Surveys show numbers of students in each class/rōpū. Data is collated</p> <p>Continuation of distance learning. Learning programme will be the same as the programme students receive at home</p> <p>Communication to families before first day starts about guidelines for students being at school - Google Meet or Zoom whānau hui - invite questions if needed</p>	<p>JED</p> <p>Teachers/staff</p> <p>Principal/JED</p>
<p>Children at higher risk of severe illness from COVID-19 must stay home wherever possible.</p>	<p>Find out which students are 'Student Immuno deficient' invite contact through school text and newsletter</p>	<p>School Spreadsheet update of Student Immuno deficient'</p>	<p>Office/JED</p>
<p>Any educational facilities connected to a confirmed or probable case of COVID-19 must close on an individual or group basis for 72 hours to allow contact tracing and cleaning, and then potentially for a further 14 days.</p>	<p>Local director of Education has contact details of Principal</p> <p>Immediate communication</p>	<p>Quick communication with the community with a template/letter ready to be sent if this occurs</p> <p>School bubble lists ready for immediate contract tracing</p>	<p>Board</p> <p>Principal</p>
<p>No staff member who is sick with COVID-19, caring for someone who is sick with COVID-19, or who has had close contact with a case of COVID-19 and is required to self-isolate, may be at work in any circumstances.</p>	<p>Messages to staff to let Principal know if this is the case or happens during level 3</p>	<p>Staff has details of who to contact if this occurs</p>	<p>Staff</p> <p>JED</p>
<p>Staff members must stay at home if they need to self-isolate, as per Ministry of Health guidelines, due to recent travel or close contact with someone confirmed to have COVID-19.</p>	<p>Staff notification process</p>	<p>Staff are identified and stay off the school site due to recent travel or close contact with someone</p>	<p>Principal</p>

They may choose to stay at home if they, or someone they live with, meets the definition of a vulnerable person, including <a href="#">those with underlying medical conditions, especially if not well-controlled, and the elderly, as described here</a>	Survey or one-to-one staff kōrero to find out individual situations	Staff feel that they are safe if they choose to work or able to voice why they are unable	JED
Schooling staff and kaimahi may not meet the definition of a vulnerable person, but may require assurance that the workplace has adequate health and safety measures in place to minimise their risk of contracting COVID-19.	Survey or one-to-one staff kōrero to find out individual situations	Staff feel that they are safe if they choose to work or able to voice why they are unable	JED
<b>Specific Public Health Measures to be taken in schools</b>			
<b>Guidelines</b>	<b>Design considerations</b>	<b>RRS Desired Outcome</b>	<b>Who?</b>
Undertake a thorough clean of the school before the school is open	<p>Book a thorough clean with cleaners - include current information about cleaning in schools and COVID-19</p> <p>Regular and thorough clean of all surfaces, door handles, bathrooms and toilets etc</p> <p>Meet with cleaners to go through process and provide updated list of what is required</p>	Spaces will be clean for staff and children to work in every day and a very low risk of contaminated surfaces	Cleaners Principal Emma
Physical distancing - 2 metres outside and 1 metre inside.	<p>Allocated learning areas, toilets and play areas for groups of teachers and students</p> <p>Sending students to the bathroom or play - track where children are at all times</p>	<p>Desks or tables organised to address numbers in a room - sticky tape, name tags used</p> <p>Students understand the physical distancing rules</p>	JED/NPW/Teachers

	Office - no sick bay and organised areas of entry - one in one out	Office has tape and signs to organise areas for physical distancing and no foot traffic	Office
Limited ratios of Teachers to students - 1:10 small bubbles	Obtain level 3 roll and list of teachers that will be on site - organise Teachers and students and areas	Students and teachers will have enough space for physical distancing purposes	Office JED
Parents are asked to keep any sick children at home. If a sick child comes to school, send them home immediately  If a child is injured, parents to be called as soon as possible	Teachers know process if a child presents to be sick  No sick bay area in the office  Office area and JED area is set up to provide children a safe place to wait and to be isolated if unwell	Teachers follow process for sending sick or injured children home  Parents are easily contacted to pick up children if needed  Communication to parents is clear and parents understand these guidelines	Office Teachers
Hand sanitiser at entry to classrooms and bathrooms	Enough hand sanitisers for staff and children - MOE and School stock	Staff and students have enough sanitiser and other products	Emma Ngā Pou
Hygiene practices are a high priority	Each bubble has their own bubble box with sanitisers, cleaners, gloves, toilet paper, hand soap - named items for teacher/students  Toilets and classes are cleaned at least once daily  All community use of the school will be ceased until further notice	There is an unlikely risk of the virus being contracted at school or passed on between others.  Clean toilets for all staff and students  All meetings and community use has been ceased until further notice	Office  Cleaners  Lisa
Toilets and bathrooms allocated to bubbles of teachers and students	All children and staff understand which bathrooms to use - a document will make this clear	Use of toilets is restricted to one or two bubbles  School Map displays clearly which bubbles	Teachers Students  JED

		use which toilets at the school	
Play equipment for children onsite to be isolated to bubbles	Boxes of equipment for each bubble  No playgrounds or climbing on any trees or other equipment  Equipment like hula hoops, single skipping ropes, a ball (isolated play equipment)	Break time sports equipment and or other equipment is available and cleaned regularly	Florence Uala Teachers
Staggered entrance/exit to school - allocate gates	Consider the A'oga and their plans for parents/aiga coming on to the school grounds  Times given to school bubbles  Gates allocated to school bubbles  Parents dropping children at their gates and meeting them outside gates if possible	Updates from Aoga about their aiga who will be attending their Samoan Pre-school  Clear instructions for what times and which gates for each bubble  Communicate with parents, student and teachers who can be dropped off and picked up outside gates of school and who needs more assistance	Aoga Principal  JED  JED  Parents
Staggered play times and lunch times OR allocated areas	Times given to school bubbles to ensure they stay in their bubbles	Children have a safe area to have their breaks	Teachers JED
Duty of children during break times	Allocated area for breaks for school bubbles	Children are separated in their school bubbles in allocated area	Support staff
<b>Well-being and Equity for Staff and Students</b>			
<b>Practice</b>	<b>Considerations</b>	<b>RRS Desired Outcome</b>	
Teachers are on-site to teach in school bubbles	Travel Added Time Supervision of own or other colleagues students	Teachers are feeling supported and that their workload is considered and shared if needed	Teachers Ngā Pou JED

Teachers are off-site to teach students from a distance	Support for teachers who are on site  Changes if any and support from JED/Ngā Pou	Teachers are supporting each other whether on site or off	Teachers
Teachers are consistent with teaching practices whether they are at school or at home	Bubble Teachers at school are supporting students to engage with their 'regular teachers' learning content	Students at home and at school are receiving the same content from their 'regular' teacher	Teaching staff
Staff physically at school take time to welcome students and settle them into their school bubble for Level 3	Welcoming spaces at school for children to come back to at level 3  Bubble teachers are not regular teachers	Students feel supported and comfortable being at school	Teachers Ngā Pou
Whakawhanaungatanga is still embedded in the day for children on the school site whilst practicing physical distancing	Students' teachers can still do this from a distance  Bubble Teachers on site with students have morning or daily practices to settle children into the day	Students are provided with the same teaching and care on and off site	Teachers
Whānau have access to school support whether children are on site or off site	Services are continued to be offered to parents from the school	Communication to parents is clear about what is offered and they know how to access services that are offered	Office JED
Communication to the school community is consistent	Consistency of messages for parents with students at school  Consistency of messages for parents with students at home  Signage around the school about what is expected	All messages to parents with children at school are consistent and clear  All messages to parents with children at home are consistent and clear  Signs and areas are clear to see	Principal Staff  Office  David

During this time our School Values and tautoko of each other is of the utmost importance and we must continue to action the mantra of 'Growing together as One' throughout this pandemic journey as change will continue.

Aim High

Compassion and Empathy

Bravery and Resilience

Educational Achievement

Togetherness and Inclusiveness

Respect for Others, Self and the Environment

#### GLOSSARY:

Bubble teacher - a staff member that they have in their bubble when they are at school

Regular teacher - teacher they usually have when school is open for all students and the teacher who is providing their learning content

School bubble - A bubble of up to 10, including a teacher who will be physically at school in level 3