

COVID RESPONSE PLAN

Glentunnel School (Mātai Rangatira) (Update 5 March 2022) [GTS Covid Response Flow Chart](#)

Sources/References:

[GTS Business Continuity Plan - Phases](#)

[Government Phases for response to Omicron](#)

[Derek Wenmoth \(2020\) Resilience Planning for Schools](#)

Hybrid Learning [Guidance for school leaders and staff | Learning from home](#)

[Covid Protection Guidelines at the RED setting](#)

Throughout 2022 there is a very high likelihood that there will be positive cases of COVID-19 in our school community. This will result in staff and students being unable to attend school in-person for periods of time due to them being (a) a positive case, (b) a family member of a positive case, or (c) a close contact of a positive case.

The school's response to Covid will depend on the various scenarios that could play out within the school community. Some decisions will need to be immediate while others will come into effect with some warning to our community. The movement between the stages needs to be responsive to community circumstances and government requirements. Preparing at home for various changes that may be ahead will be helpful for all.

Contacts

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SPOC phone number 0272654618 if you have a probable/confirmed case

<p>PRIMARY FOCUS: HOME-BASED LEARNING</p> <p>School programmes highly impacted by Covid due to large numbers of student absence.</p> <p>Majority of staff are available. The staff, in consultation with the Board, will decide to implement home-learning programmes. Students at school will follow the home-based learning programme. Priority for school-based learning will be given to children of essential workers.</p>	<p>PRIMARY FOCUS: SCHOOL CLOSURE</p> <p>School programmes heavily impacted by Covid.</p> <p>Majority of staff and students absent. Consideration of the H&S risks due to not enough staff available on-site. No longer possible to support school-based and home-based learning programmes.</p> <p>The MOE, in consultation with the Board, will decide to shut the school because learning programmes can't be sustained.</p> <p>Priority for school-based learning will be given to children of essential workers.</p>
<p>PRIMARY FOCUS: ONSITE LEARNING</p> <p>School programmes not impacted by Covid.</p> <p>Majority of staff and students on site. Occasional staff or student absence due to Covid catered for. Programmes primarily focused on school-based learning. Catch up sessions for absent students when they return to school.</p>	<p>PRIMARY FOCUS: HYBRID LEARNING</p> <p>School programmes impacted by Covid. 2-4 teachers across the school are absent.</p> <p>Mixture of home-based and school-based learning programmes offered.</p> <p>Staff responsibilities and teaching team locations are flexible. Relieving teachers, Principal maybe called in to support learning programmes.</p> <p>Priority for school-based learning will be given to children of essential workers.</p>



School preparing for Stages 2-4.	<ol style="list-style-type: none"> 1. Covid Response Stages Guidelines shared with the community. 2. Principal records students who do not have devices or have faulty devices at home. 3. Teachers prepare several hard packs as per whanau feedback. 4. Teachers explain what online learning will look like to students where applicable. 5. Teachers make students familiar with Zoom/Google Classroom/Seesaw. 6. Teachers prepare to switch over to online learning as appropriate to year groups and community needs. 7. Phase 1 at GTS and preparing for Phase 2 if positive cases increase.
Community preparing for Stages 2-4	<ol style="list-style-type: none"> 1. Be familiar with our Covid Response Plan and be fully prepared should students need to switch to home-based learning. Self-isolation is critical for Household positive cases or Positive cases. 2. Be ready at short notice should your child/ren need to self-isolate. 3. Keep your employer/employees informed how Covid and our Response Plan could impact your work. 4. List of things that could be handy during isolation: <i>Stationery, playdough, plain paper, whiteboards & whiteboard pens, games, playing cards, tennis balls, sport equipment, recipes and ingredients/baking, keep a stationery pack at home, renew library books regularly, several jigsaw puzzles stacked away, booklets and resources your child/ren could use during isolation, etc. Places like Kmart, Warehouse & Stationery Warehouse could be useful to visit.</i> 5. Phase 1 at GTS. If outbreak spreads then Phase 2.

	Scenarios	Possible options
Staff absent from school due to Covid	<ul style="list-style-type: none"> • 1 teacher absent from a class • 2 teachers across the school from either Teina (Rm 2&3) or Tuakana (Rms 1, 4 & 5) 	<ol style="list-style-type: none"> 1. Designated relievers appointed to the class affected by staff absence. Hybrid learning programme. 2. Principal to help where needed but will not work across groups (gatherings). 3. Support staff allocated to the affected class(es) to support learners. They stay with this gathering (Teina/Tuakana).
	<ul style="list-style-type: none"> • 1 (of the 2/3) teachers absent from one gathering (Teina/Tuakana) and a maximum of 3 teachers across the school. This is half of the teaching staff. 	<ol style="list-style-type: none"> 1. Designated relievers appointed to the gathering affected by staff absence but will not work across Teina/Tuakana. 2. Teachers from other learning teams are 'merged' to help in affected Teina/Tuakana. For example, teacher of Rm 2 helps Rm 3 or Rm 1 helps Rm 4 or Rm 5 (vice-versa). 3. Principal to help where needed and will work in either Teina or Tuakana. 4. Support staff allocated to the affected class(es) to support learners. They stay with this gathering (Teina/Tuakana)

- 4-5 teachers across the school

Staff, in consultation with the Board, will consider the following options depending on staff availability (on & offsite):

1. School is open, but with limited staff (Principal only or Principal and 1 teacher).
2. Hybrid learning model (limited onsite to essential workers) which involves a mixture of online/home-based and onsite learning.
3. Roster gatherings (cohorts/groups) of students on site during the school week.
4. Move school to home-based/online learning only - ALL students remain offsite.
5. In consultation with the MOE, shut the school due to lack of available staff.
6. [Phase 3 at GTS](#)

Students absent from school due to Covid

- It is expected that students/siblings/whānau will be absent from school due to Covid (sick, or isolating) at different times during the school term.
- The workload of staff will be carefully managed over this period. It will not be possible to run full school and home learning programmes for all students at the same time.
- The amount of home learning programmes and support available will be proportional to the number of students absent from school (due to Covid).
- Learning will be made available to students upon request once the school has been notified of a student's absence (due to Covid), depending on:
 - The approximate length of time the student will be absent, e.g. 6-21 days.
 - Whether the family would like (a) a hard pack or (b) the student will participate in learning online
- A brief survey will be sent to whānau, or questions can be answered over the phone when the class teacher or support staff contact the family.

	First 5 days if sick with Covid	Isolating or absent for longer than 5 days due to Covid	Absence from school not related to Covid
Hard pack	Not provided as the student is recovering from illness, but activity sheets may be downloaded from the school website . Link will be provided by e-mail.	<ul style="list-style-type: none"> • Requested by whānau. • 3 x hard packs(3 weeks) available A, B or C • Pick-up packs pre-arranged by teacher from <i>On The Spot, Glentunnel</i>. • Teachers available by phone or e-mail. 	Not available
Online programme (Yr 0-6)	Not provided as the student is recovering from illness, although learning programmes are available online from the school website . Mathletics/Mathseeds, Sunshine online etc. See Distance Learning links on the school website.	<ul style="list-style-type: none"> • Class programmes shared online every Monday. • Teachers available by phone or e-mail. • In consultation with whānau, online learning support (in the form of online meetings with teachers and/or other students) may be available. • Where practical, students may be able to participate in school programmes (Google Classroom)/Zoom. 	Not available, although some learning programmes are accessible online. Teachers not available.

Key personnel absent	<ul style="list-style-type: none"> Principal 	<ol style="list-style-type: none"> If on sick leave, Deputy Principal, then Assistant Principal becomes acting Principal If isolating, Deputy Principal, then Assistant Principal leads on site in collaboration with Principal. Reliever if necessary for DP and AP to complete duties other than their class.
	<ul style="list-style-type: none"> Deputy Principal 	<ol style="list-style-type: none"> If on sick leave, other staff support the Principal and Assistant Principal where practical. If isolating, Principal and Deputy Principal collaborate while they support the Assistant Principal where practical.
	<ul style="list-style-type: none"> Principal, Deputy Principal, Assistant Principal 	<ol style="list-style-type: none"> An experienced teacher becomes acting Principal. Where possible, this teacher will be released by a nominated reliever. Principal, Deputy and Assistant Principal will liaise daily with acting Principal.
	<ul style="list-style-type: none"> Teachers 	<ol style="list-style-type: none"> If on sick leave, another teacher becomes 'acting leader' with the support from Principal/Deputy/Assistant Principal If isolating, the teacher leader and remaining teachers collaborate while Principal/Deputy/Assistant Principal supports where practical.
	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> While in Phase 1 Admin staff, Principal, Deputy Principal become familiar with key roles & responsibilities asap. If the Admin staff is on sick leave. Principal, Deputy Principal, & Assistant Principal then teachers are rostered on to action the Admin role, as much as possible. If a Support Staff member is available to complete some of these Admin roles then this will occur. First Aid - Trained teachers to help with incidences. If the Admin staff is isolating. Principal to transport the school computer to Admin staff's home to work remotely. Principal, Deputy Principal, Assistant Principal, and teachers collaborate and share duties/responsibilities onsite/online. If a Support Staff member is available to complete some of these Admin roles then this will occur. First Aid - Trained teachers to help with incidences.
	<ul style="list-style-type: none"> Cyclone Technician/Principal/DP 	<ol style="list-style-type: none"> If on sick leave, devices will be referred to a capable staff member, otherwise devices will be kept until Cyclone Technician/Principal and DP are able to sort on their return to school. If isolating, Cyclone can give virtual support. Devices can be dropped/collected from <i>On the Spot</i> store in Glentunnel. Cyclone Isaac Keelty 027-422-3009 based at Darfield High School.
	<ul style="list-style-type: none"> Caretaker 	<p>Caretaker shares with Principal other key roles, storing of supplies, etc asap.</p> <p>If on sick leave and/or isolating</p> <ol style="list-style-type: none"> Caretaker ensures that extra keys are left in school office. Principal/Deputy Principal assist with emergency cases, mowing lawns and moving heavy objects.

		<ol style="list-style-type: none"> Caretaker or Admin staff member assists with ordering supplies (from home).
	<ul style="list-style-type: none"> Cleaner 	<p>If on sick leave and/or isolating</p> <ol style="list-style-type: none"> Current Caretaker assists with “caretaking duties” with the support from staff and students Students ensure floors are cleared, class areas are maintained and learning spaces are regularly dusted. Staff are responsible for the overall cleanliness of learning spaces, tables, desks, wet areas, etc. Caretaker will vacuum all classes once students have left the premises. Principal/DP/AP, teachers and Support staff can assist with dividing up roles of cleaning aspects. All cleaning products are available to other staff to access from the disabled toilet area.
	<ul style="list-style-type: none"> Support Staff (TA's in this case) 	<ol style="list-style-type: none"> Will support other teams if required, going where the need is greatest. Will support students with specialist learning needs if they are absent from school due to Covid.
Board	<ul style="list-style-type: none"> Board members 	<ol style="list-style-type: none"> Under the current (Red) level, board members decide whether they will attend meetings online, or face-to-face. Use of 'What's App' for communication If sick due to Covid: Board member excused from meetings etc. If isolating: Board members can join meetings/discussions online. BOT's informed of current situation and actions.
School buses (MOE contracts)	<ul style="list-style-type: none"> Affected bus routes 	<ol style="list-style-type: none"> Parents/caregivers need to be prepared for the possibility that school transport service is cancelled at some point over the next few months and that they need to have their own plan in place for transporting children to and from school for Coalgate and Whitecliff's routes. School will be informed by the bus provider (Pirika Buses Ricky – 021-121-0933) and Driver Sue Eden – 021-023-79328. And the school will inform parents by School Loop/e-mail/Facebook of any changes to bus transport. The MoE offers a Conveyance Allowance to support those eligible students whose school transport service has been cancelled for five days or more. The school will arrange for each affected student's caregiver to receive the payment.
Students with specialist needs who are away from school		<ol style="list-style-type: none"> Learning Support Team (AP, ORS Teacher & Teacher Aides) are allocated students while they are learning at home. Phone calls or online meetings will be arranged with caregivers/whanau and the student at suitable times for all.