

July 8, 2020

## School reopening – classification report

### Introduction

Members of classification groups were elected by their peers at OSBCU's convention in 2018. All members on the committee must work in the classification they represent.

Meetings were held by videoconference on June 29 and 30 in one-hour time slots and were facilitated by Laura Walton, in order to ensure consistency in the approach. All groups were asked the same questions about school reopening:

- a) What do you foresee for your role in September? What will change? What remains the same?
- b) What do you need to ensure that you are providing the services required for your students, schools and communities?

All meetings were well attended. There were some meetings in which it was more difficult to refocus the groups on the task at hand – it is easy to get focused on the plethora of things that may or will go wrong, rather than focus on what we can do to ensure we provide the best services possible.

It is clear that all classification groups have concerns around PPE and its accessibility – unique requirements have been noted in the classifications. Also of note is the overwhelming desire for training on protocols, both around screening and response to possible outbreaks and exposures. All groups raised concerns regarding child care as we move forward.

### Considerations and recommendations by classification

#### Library Workers

- Video conferencing into classrooms.
- Videos of how to's for secondary students.
- Electronic reservation, curbside pickup or classroom delivery of materials.
- A return bin for "quarantining" books and technology.
- Close libraries at the beginning of the school year to take inventory, set up systems, etc.
- Use outdoor spaces by organizing "libraries on the lawn".
- Build access to libraries for teachers through Google Classroom.
- For itinerant workers: reduce rotations to a maximum of one or two schools per week.
- Newsletters to supplement learning at home.

- Installation of plexiglass at circulation desks in secondary school.
- Floor decals and arrows.
- Protocols for “quarantining” books and materials.
- Libraries must not be used for classroom overflow.
- Set maximum numbers of staff and students in libraries.
- Use of face shields, particularly in elementary schools.
- Training on new software.
- Protocols for student seating.

## Custodial

- Creation of provincial cleaning standard for schools, with applicable staffing formula.
- Focus on cleaning of key areas, including touch points, desktops, washrooms.
- Absolutely no community use of schools without custodian(s) on site.
- Clear rules around who is responsible for cleaning specific items, including toys, desktops, technology, etc.
- Casual worker pools improved or created to ensure that staffing never falls below minimum levels.
- Increased staffing levels on day shift.
- Increase of at least one to two custodians per school or worksite.
- Remove all carpets and substitute with easy-to-clean mats, as required.
- Weekly deep cleaning.
- Use of fogging machines, with one machine for each school.
- Creation of taskforces to respond to outbreaks and exposures.
- Washrooms to be cleaned a minimum of four to five times a day, including after entrance, after recess, after lunch and again after school.
- No every-other-day cleaning schedule in any school or worksite.
- Water fountains must be put out of bounds.
- Child care centres in schools must be cleaned by CUPE staff and custodians must be on site before centres opening.
- Limit spaces for before- and after-school care; no entry to program participants until rooms are cleaned at the end of the school day.

## Maintenance

- Schedule work around students’ presence in school.
- Need knowledge/awareness of who is on site and any potential exposures.
- Protocols for entering schools or worksites.
- Arrows and other signage in school to enforce physical distancing.
- Workers assigned to smaller groupings of schools to enable contact tracing.
- Review systems of air ventilation, circulation, and filtration.
- Remove hand dryers and substitute paper towels.
- Improve communication between management and itinerant workers.
- Protocols for sanitation of board vehicles.
- Less reliance on central hubs.
- Possible need for staggered shifts.
- Protocol for maintaining playground equipment.

## Instructors

- Provision of signage in multiple languages.
- Use face shields, rather than masks.
- Rather than delivering lessons multiple times to different cohorts, live stream classes in real time to those at home.
- Consider need for increased preparation time.
- Consider a hybrid model of online, in-class and learning packages.
- Rethink moving itinerant instructors among multiple locations.
- Improve staff's access to technology.

## Designated Early Childhood Educators (DECEs)

- Rethink students' seating arrangements.
- Development of a "touch policy" (admittedly harder to implement among younger students).
- Improved assessments and follow-through for illnesses.
- Increase outdoor play, possibly through staggered scheduling.
- Use the Montessori model and supply students with their personal buckets of materials like playdough, magnets, etc.
- Cleaning protocols to assign responsibilities and sufficient time for ongoing disinfection.
- Use of face shields, rather than masks.
- Reporting back to parents may switch from anecdotal to a style of progress reports.
- More focus on students' social and emotional needs in class.
- Staggered re-entry in September, especially for children who are entering junior kindergarten/Year 1 and who did not attend open houses and other familiarization activities.
- More soap, water, and paper towels, rather than hand sanitizer.
- Outdoor hand-washing stations.
- More investment in outdoor play.
- Laminate pages for easy sanitation.
- Stream classes for children learning at home.

## IT

- Workers to continue work from home.
- Staggered schedules.
- Itinerant workers should no longer be required to report to hubs.
- Establish designated drop spots for work order items, rather than in-class pick ups.
- More access to handwashing, rather than relying on use of gloves.
- Protocols for cleaning technology.
- Limit face-to-face contact.
- Work orders and tickets need a minimum of 24-hour rule for pick up.

## Education Assistants (EAs)

- Adjust Itinerant EAs' schedules to allow for fewer transitions between classrooms.
- Use face shields, rather than masks.
- Protocol for "sensory diets," including scheduling across multiple rooms.
- Protocol for sanitizing Kevlar equipment.
- Each EA *must* have their own PPE.
- No rotation, to reduce spread and provide additional supports.
- More use of outdoors spaces.
- Reintroduce small groups, possibly made up children from multiple grades, in one location.
- Minimum of one EA per class.
- Consider classroom needs along with supervision schedules.
- Staggered starts for students with special needs.
- Prior to school starting, send visual schedules and social stories sent to students, photos of EA with masks/shields, etc.
- Adhere more strictly to schedules.

## Clerical

- Install plexiglass shields where space allows.
- Separate staff to allow for physical distancing.
- Secretary's office can no longer serve as a "sick bay" or "holding pen".
- Attendance reports cannot be delivered in person.
- If responsibility for screening is assigned to clerical staff, ensure protocols and additional supports are in place.
- Clear directions on screening and buzzer system.
- Temporary moratorium on handling money (may require cancellation of milk programs, pizza days, etc.).
- Substitute plastic totes for cloth bags for school board courier.

## Paraprofessionals

- Clear guidelines for working with the mental health professions, since existing funding does not provide sufficient staffing.
- Students to be seen by appointment only (no drop-ins will ensure better contact tracing).
- Staggered entrance and exits to reduce congestion in hallways.
- Increased staffing to support the transition and ensure protocols are followed.
- Protocols for crisis intervention.
- Moratorium on food programs: withdraw food service or restrict to grab-and-go/packaged food.