






HELP WITH MANAGING THE RETURN TO CLASS AFTER SOCIO-SANITARY CONFINEMENT

ADMINISTRATORS SHOW TRANSFORMATIONAL LEADERSHIP IN ORDER TO CREATE INCLUSIVE, SAFE AND WELCOMING SCHOOL ENVIRONMENTS WITH THE HELP OF STAKEHOLDERS

STEPS	 COURSES OF ACTION	 REFLECTION QUESTIONS
<p>1 PREPARE FOR STAFF TO RETURN Safety, information, collaboration</p>	<ul style="list-style-type: none"> › Contact team members in small groups to learn about their emotions, worries and anticipated needs (be in listening mode). › Elementary: also check in with school daycare staff. › Secondary: also check in with the student council if applicable. › Hold a meeting with the complementary student services team (CSS) and the anti bullying and anti violence committee to create a support plan for students and staff with a view to creating a healthy, safe and welcoming environment and to creating a group responsible for dealing with reports of abuse or violence. › Clearly establish the priorities that will guide actions and decisions: collective well-being, a positive and caring school environment. › Prepare an information document for staff that introduces the measures released by the authorities and their applications in a school environment. › Prepare a message to parents, with the help of the governing board. › Use the resources of the school's social committee or a team of volunteers to prepare a welcome for staff. 	<ul style="list-style-type: none"> › How can the governing board contribute? › How can the different committees within the school contribute? › Which of your organization's documents can you use to prepare? › How should information for staff be organized? › How will you communicate with parents?
<p>2 PREPARE FOR STUDENTS TO RETURN Transparency, flexibility, collective responsibility</p>	<ul style="list-style-type: none"> › Receive staff in a welcoming environment, while modelling the physical distancing measures that will be in place when school reopens. (If necessary, divide staff into two groups, and have each come on a separate half day) › Take time to have a discussion about the effects of the crisis on adults and children, as well as on the connection to school (relationship to knowledge, motivation, meaning of tasks, etc.) › Share priorities and values that will guide administrative, educational and pedagogical decisions: first and foremost, meeting needs that affect interpersonal relationships, individual well-being and healthy lifestyle habits › Share orientations regarding services for students: dealing with grief, addictions, reports of violence, possible trauma › Plan time every morning during the week preceding the return to school to meet and discuss how best to welcome students back in a supportive way 	<ul style="list-style-type: none"> › How can you organize your time to best support your team? › How can you communicate your priorities and encourage staff commitment? › How can you optimize the resources in your environment? › Which conditions in your institution provide an advantage? What are some issues? Grey areas?

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3 PLAN Rigor, balance, collective responsibility	<ul style="list-style-type: none"> › Involve staff in various planning groups in collaboration with the CSS. For example, prepare for discussions to be held every morning with students about their experiences and human learning during confinement or a reflection group on modelling socialization practices during breaks and recess, etc. › Suggest and encourage daily activity sharing that facilitates the expression of emotions and promotes better collective living on a daily basis (choose one or the other). › Create a list of students who are more likely to face mental health challenges and make smaller groups based on needs. For example, managing anxiety, managing behaviours, educational motivation, preventing addictions. › Plan ways to communicate with parents. › Plan alternate solutions for the standard milestones: transition from elementary to secondary school, graduation from secondary school, ceremony in kindergarten, etc. 	<ul style="list-style-type: none"> › How do you address problems from a perspective of solutions and not excuses? › How do you create a collaborative structure and eliminate individualist culture? › How can students contribute? › How should you deal with discrepancies and equal opportunity issues from a social justice perspective?
4 IMPLEMENTATION AND FOLLOW-UP Communication, well-being, safety, collective responsibility	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> › Ensure that all staff are present in the schoolyard or hallways in the morning to welcome and answer the many questions that students and parents will have. › Have the administration deliver a short welcome message over the intercom and provide instructions about proceeding to class; give regular reminders of these instructions. › Ensure that the social and hygiene rules are shared everywhere (the administration and the team responsible going to all the classrooms, providing reminders in various forms each day, for example, intercom, TEAMS in all the classes, video made by the student council or school daycare students) › Organize daily activities that encourage students to express their emotions, prioritize better collective living and promote healthy lifestyle habits. › Lead a discussion every morning during the first few weeks on different themes. (For example: “How am I feeling?” activity with students in groups.) Pay close attention to the discussion and inform the crisis team of the CSS of situations or claims that need to be evaluated. › Quickly address any reports or manifestations of stress and anxiety (in students and staff). <p>FOLLOW-UP</p> <ul style="list-style-type: none"> › Plan short meetings (virtual or in person) with staff every day to address situations before they escalate and share rapidly changing guidelines. Ask staff not to share any information that does not come from the school administration or the director general’s office. › Quickly communicate to parents any relevant information related to the guidelines or any observations made by staff. › Take care of interpersonal relations, be present and model the behaviour expected of staff. 	<ul style="list-style-type: none"> › What measures should be implemented to ensure that social and hygiene guidelines are applied constantly and consistently? › How do you support the school team in the transition to a more humanist model? › How do you deal with the evolving and sometimes contradictory guidelines that are flooding the media? › How do you take care of staff and yourself without burning out? Do you have to make choices? 
5 EVALUATE THE PROCESS	<ul style="list-style-type: none"> › With school staff, analyze the steps taken to identify aspects that helped make the process effective. › Identify aspects that were less effective or that needed to be adjusted during the process. › Identify practices that the school team would like to maintain over the long term. › Communicate the results and the evaluation of the return to school management plan to parents and the school community (clear, concise information, written in plain language). 	<ul style="list-style-type: none"> › What results were observed? › Did the actions produce the expected results? › Are you expecting new challenges? › Are resources being used effectively? › Were any innovative pedagogical or educational practices integrated into daily life?