

CHECK LIST BEFORE REOPENING OF SCHOOLS

INFORMATIVE DATA

Name of school:

Country:

Province:

Address:

Phone:

School official:

City:

Date:

E-mail:

Other: (detail your position)

Methodology

Select "Yes" or "No" in the appropriate box. If you need to add additional information, use the Comments box.

Before reopening

Prepare with the critical policies, procedures and funding plans needed to improve schooling, focusing on safe operations, including strengthening distance learning practices.

1. SAFE SCHOOL OPERATIONS.

SAFE SCHOOL OPERATIONS

1.1

Are there protocols and guidelines to ensure safe school operations?

Yes

No

Comments

Do you have a work plan for the prevention and control of epidemics?

Do you have a detailed description of the responsibilities of staff members?

Do you have an organization chart for information flow and communication with parents?

Do you have adequate facilities, menstrual hygiene supplies, sex-segregated bathrooms, lighting, ensuring menstrual hygiene for girls?

Are the accessibility needs of children and persons with disabilities considered in materials, supplies and protocols?

Have you defined measures and materials needed to survey teachers, students, thus preventing the transmission of COVID-19?

Are there guidelines on how to re-establish safe and healthy school feeding?

Is the opening of schools conducted in stages?

Is the opening of schools limited to a few days a week?

Do you identify the school population?

Do you identify the maximum number of students per classroom in order to maintain recommendations for physical distancing?

Does the staggered calendar apply to certain grades? Please specify the grades (1st, 2nd, etc.)

Does the staggered schedule apply to certain levels? Please specify levels (preschool, elementary, middle school).

Have you developed a clear and understandable measure of physical distancing?

Are the arrangements for activities involving large numbers of people appropriate? (parent meetings, graduations, etc.)

Do you have a staggered schedule with entry and exit times?

Do you have a staggered schedule of recess times?

Do you have a schedule for students to do outdoor activities?

Have you considered working in shifts to reduce class size?

Have you develop a protocol on hygiene measures?

<p>Is there a daily reporting system on the health status of staff and students?</p> <p>Have teachers and staff been trained in the COVID-19 prevention and control program?</p> <p>Do you conduct sanitary cleaning and preventive disinfection of all areas before opening?</p> <p>Do you review the list of all members in the educational community?</p> <p>Do you know the location of all the members in the educational community?</p> <p>Do you identify if there are students outside the country?</p> <p>Do you check the cleaning and disinfection materials available? (soap, water, masks, gloves, alcohol)</p> <p>Do you socialize the protocol with parents and caregivers before the return of students?</p> <p>Do hygiene measures include hand washing and respiratory etiquette?</p> <p>Do hygiene measures include the use of protective equipment for maintenance and cleaning workers?</p> <p>Do hygiene measures include cleaning and disinfection procedures for the facilities?</p> <p>Do hygiene measures include solid waste management procedures?</p> <p>Are the protocol and hygiene measures adapted to all audiences, in different communication formats, and in all languages?</p> <p>Do you include an analysis of the form of transport used to get to school?</p> <p>Do you include protective instructions for staff, teachers and students who are at high risk because of their age or medical condition?</p> <p>Do you prioritize the costs of services for cleaning and disinfecting school facilities?</p> <p>Do you prioritize the purchase of essential cleaning and disinfection supplies for contingency planning and stockpiling?</p> <p>Do you prioritize repair of water and sanitation facilities?</p> <p>Do you prioritize placement of hand washing stations?</p> <p>Do you review school budget and prioritize the purchase of essential supplies for cleaning, repair of WASH facilities, etc.?</p> <p>Do you include distance education to support students who are unable to attend school?</p> <p>Do you review the distance education modalities available?</p> <p>Do you have a registration system to monitor COVID-19 related absences?</p>			
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CONTINUITY OF SCHOOL FEEDING AND NUTRITION SERVICE IN A SAFE MANNER

1.2

Do you provide school feeding and nutrition services safely? Yes No Comments

<p>Do you implement adequate biosafety, quality and safety standards throughout the supply chain?</p> <p>Do you ensure that transitional measures for delivery of rations continue until reopening?</p> <p>Do you develop biosecurity protocols for food handling along the supply chain?</p> <p>Do you conduct controls on school infrastructure such as kitchens, canteens and warehouses?</p> <p>Do you control the materials needed for staff, storage, preparation, consumption and disposal in safety from COVID-19 related risks?</p> <p>Do you have staggered feeding schedules?</p>			
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2. CONTINUITY OF LEARNING.

LEARNING				
2.1	There are measures that guarantee the continuity of learning for children such as:	Yes	No	Comments
	<p>Do you train teachers and educational staff in sanitation and hygiene protocols, physical distancing and the use of masks?</p> <p>Do you develop teachers' skills to support students in recovering lost learning?</p> <p>Does teacher support and training include content on diversity, inclusive education and initial assessment of student learning delays?</p> <p>Do you have a format for initial assessment of learning delays?</p> <p>Do teachers have practical guidance on the areas of learning that require the most reinforcement?</p> <p>Is there a guide for adapting curriculum content based on quarantine time and learning to be recouped?</p> <p>Do teachers have training to identify children at risk of violence or school drop-out?</p> <p>Have teachers been provided with equipment and training in the use of distance platforms?</p> <p>Do you strengthen the capacity of teachers and education personnel to respond to distance education?</p> <p>Do you have strategies to identify mental exhaustion of teachers and mechanisms to support them?</p> <p>Do you have a data management and monitoring system to identify students at risk of dropping out of school?</p> <p>Does the data management and monitoring system consider the specific risks experienced by girls and adolescents?</p> <p>Have you established contact mechanisms to support families?</p> <p>Has it involved communities, created volunteer groups or peer support programs?</p> <p>Is a peer group created for teachers?</p> <p>Do you provide telephone credits to contact parents that include networks of parents with children with disabilities and diverse types of interests or potential?</p> <p>Are girls able to access learning materials online and offline, especially in remote areas without electricity?</p> <p>Have families been accompanied to maintain commitment to girls' education?</p> <p>Do boys and girls have equal access to learning equipment (computers, Internet connection, etc.), as well as to space for distance education?</p> <p>Do you train teachers and school staff on the risks of constant Internet use and tools to provide online protection from violence?</p> <p>Do you use public radio or television platforms to ensure access to distance education in remote communities?</p>			

3. PROTECTION AND WELFARE.

PROTECTION AND WELFARE				
3.1	Are there protection and welfare mechanisms in place for children, teachers and other staff?	Yes	No	Comments
	<p>Do you ensure the continuous and diligent payment of teachers' salaries?</p> <p>Do you provide special attention given to teachers with precarious contracts to mitigate their attrition?</p> <p>Do you consider providing psychosocial support and counselling for teachers who are in daily contact with students?</p> <p>Do you provide special attention to teachers who must reconcile work with the care of their families through flexible working arrangements?</p>			

4. HOW TO REACH ALL CHILDREN AND ADOLESCENTS WITH A FOCUS ON THE MOST VULNERABLE.

REACHING OUT TO THE MOST VULNERABLE				
4.1	Are there protocols for reaching all children and adolescents with a focus on the most vulnerable?	Yes	No	Comments
	<p>Do you review cases of students/families who have been socio-economically affected and is any intervention supported to keep them in school?</p> <p>Do you review school enrolment of vulnerable populations who may need psychosocial support services?</p> <p>Do you provide subsidies or direct transfers for the reintegration of girls who are teenage mothers and pregnant adolescents?</p> <p>Do you inform the vulnerable population about school re-opening times through flyers or communications in migrant and refugee centers?</p> <p>Do you work with community actors to diversify safety and protection messages in the education community in an appropriate manner?</p> <p>Do you have printed learning materials in local languages and scripts?</p> <p>Do you have complementary assistance through communication channels such as WhatsApp or text messaging?</p> <p>Do you maintain ongoing contact with parents and caregivers to ensure the well-being of children?</p> <p>Does the school have a follow-up mechanism for children and adolescents who may be at social risk and need a specialized protection service?</p> <p>Do you promote the participation of adolescent girls in decision-making process of the education system?</p> <p>Does the recognition of the value of girls' voices promote their meaningful and empowering participation?</p>			