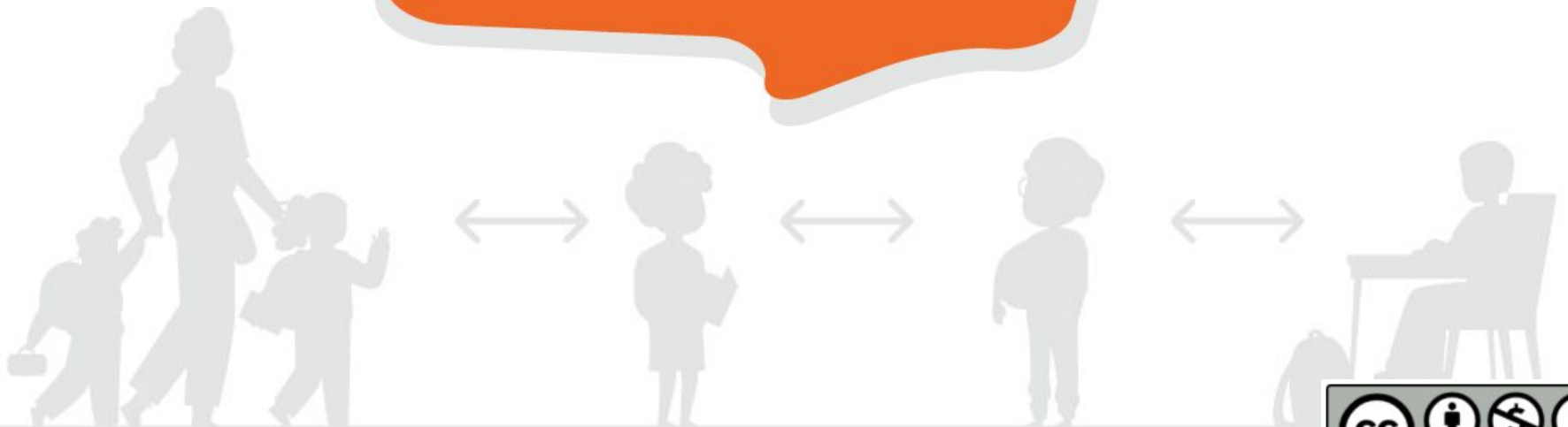**LEAD** SCHOOL

POST LOCKDOWN
HANDBOOK

HOW **SCHOOLS** CAN **LEAD**
IN A POST LOCKDOWN
WORLD

Dear School Owners and Principals

Charles Darwin is rumoured to have said that it is not the smartest or most intelligent species that survive. But it is the one that adapts the fastest to change. We are in the midst of unprecedented change. Covid-19 and the subsequent lockdown has changed the dynamics of schooling, teaching and learning. Schools and school buildings have become two different things. Online learning has become mainstream. Parents are confused and uncertain about what to do. So are school owners.

When there is uncertainty, chaos and rapid change, most people merely react or wait for things to settle down. Leaders, on the other hand, lead the change. They start connecting the dots, they start driving clarity and they start to paint a picture of the future as they see it.

In this handbook, we have tried to do precisely this. In order to help schools prepare for a Post-Lockdown world, we have looked at guidelines from reputed bodies such as UNICEF, we have learnt from countries that have re-opened schools, we have discussed ideas from over 800 school owners and put together a handbook that can guide schools as they plan to re-open post Lockdown. We invite you to read this, use this and make it better by sending your suggestions to partner@leadschool.in or call or Whatsapp us on 86828 33333. We will incorporate your comments and release updated versions periodically.

I hope you will put this handbook to good use to take care of the safety of your students and staff and deliver excellent high quality learning in your schools

Best Wishes,
Sumeet Yashpal Mehta
Co-Founder and Chief Executive Officer
LEAD School

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LEAD SCHOOL

What is a 'Novel' coronavirus?

A novel coronavirus (CoV) is a new strain of coronavirus.

The disease caused by the novel coronavirus, first identified in Wuhan, China, has been named coronavirus disease 2019 (COVID-19) – 'CO' stands for corona, 'VI' for virus, and 'D' for disease.

Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.'

This virus (from hereon referred to as COVID-19) is a new virus but linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing), and by touching surfaces which are contaminated with the virus. COVID-19 may survive on surfaces for several hours, but simple disinfectants can kill it.

What are the symptoms of coronavirus?

Symptoms can include fever, cough and shortness of breath. In more severe cases, the infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal.

These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19. It's important to remember that key preventive measures are the same – frequent hand washing, and respiratory hygiene (cover your cough or sneeze with a flexed elbow or tissue, then throw away the tissue into a closed bin).
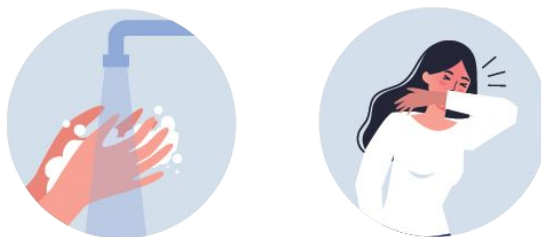
Does COVID-19 affect children?

This is a new virus and we do not know enough yet about how it affects children or pregnant women. We know it is possible for people of any age to be infected by the virus, but so far there have been relatively few cases of COVID-19 reported among children. The virus is fatal in rare cases with so far mainly among older people with pre-existing medical conditions.

At the outset, let it be stated that there is no post-COVID-19 world. There is only a post-lockdown world. The virus is here to stay and we will need to learn to live with it. As yet, there is no vaccine that has been invented for COVID-19. The latest estimate is that it may be available in 6 months to 1 year. However, for this vaccine to reach 1.3 billion people across the country, it could possibly take another year post the release of vaccine.

So, in the post-Lockdown world, schools need to work together with parents, communities, education departments and local governments to create safe and healthy environments of learning and working for students, teachers and staff.

A post-lockdown world will look different from the pre-lockdown for schools and school owners -

1. Increased concern around safety among students, teachers, staff and most of all, parents.
2. Fear of sending students to school among parents or of sending staff among families.
3. Frequent interruptions because of:
    a. Change in the zone status (red/yellow/green) of a particular school area leading to shutdown of the school buildings in the area.
    b. A second outburst of COVID-19 leading to state-wide shutdown of schools.
    c. Quarantine of teachers, students, staff or an entire class due to contact tracing of a COVID-19 positive case.
    d. Student absenteeism due to migration.
4. Following government regulations on social distancing, health and hygiene.
5. Students being at home for some part of the academic year.

The above realities will throw new challenges for schools in the post-lockdown world.

1

Ensuring Uninterrupted Learning for all Students

Since the COVID-19 virus is here to stay, it will mean that certain parts of the country will repeatedly go into lockdowns of shorter durations, whenever necessary, if there is an increase in virus. Governments will be proactive and will shut down schools or parts of a school multiple times during the current and the next academic year. It is important that schools factor this into account while planning their operations and ensure that there is no learning loss during these multiple interruptions. To understand the learning gaps of students due to lockdown, non-stressful assessments should be taken.

2

Delivering High Quality Learning in all Circumstances

Delivering high quality learning will continue to be one of the top parental expectations from schools during these frequent interruptions. With the limited income that parents receive, they will choose to send their children to schools which are innovative and can adapt to any challenges. Therefore, schools need to make choices that will ensure that student learning is given high priority. Simultaneously, teachers must discuss curriculum with their students, along with different techniques of learning that are to be adopted.

3 Ensuring Student and Staff Safety

Schools will be under the media spotlight post-lockdown. Even one case of COVID-19 found in the school may result in the school and its safety protocols coming into the radar of the authorities. Parents may decide to not send their children to school, or worse, move them to another school. It is therefore imperative that schools rigorously follow the safety protocols and constantly communicate with parents to ensure student and staff safety.

4 Managing Increased Costs

Enforcing safety protocols in schools which includes fewer number of students in a class, increasing teaching and non-teaching staff, investing in cleaning material, sanitizers and personal protective equipment (masks, gloves etc.) will result in increased spending. Due to the current economic and social climate, schools may not be in a position to force parents to pay school fees, resulting in reduced income. Increase in expenditure and quality safety expectations from parents and reduced income will mean schools will have to find innovative and prudent ways to manage their costs.

1 LEARNING STRATEGY

2 SCHOOL OPERATIONS STRATEGY

Schools need to make robust strategies and plans to successfully operate in the post-lockdown world. The post-lockdown period might extend for the next 2 years until a vaccine is widely available or a treatment is found. This necessitates the employment of strategies across every aspect of schools:

3 HEALTH AND HYGIENE PROTOCOLS

4 MEDICAL SUPPORT AT SCHOOL

5 ROLES AND RESPONSIBILITIES
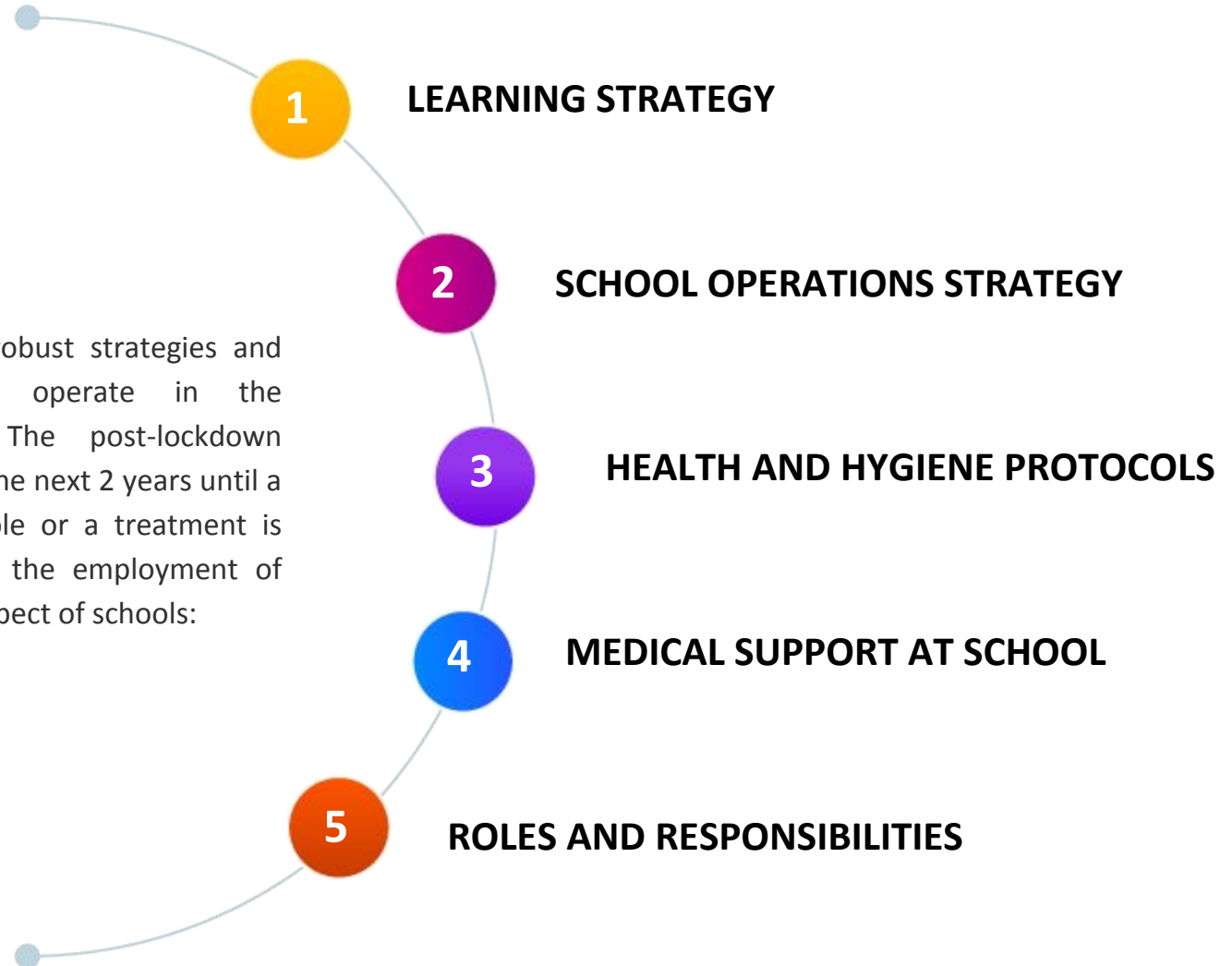
D.1. LEARNING STRATEGY

Schools will do well to adopt an 'integrated online-offline' strategy to succeed in the post-lockdown world. This will ensure that schools are able to overcome the first two challenges of preventing learning loss due to frequent interruptions and delivering high quality learning in all circumstances.

What is an integrated online-offline strategy?

An integrated online-offline strategy means that student learning will happen through a combination of learning at home (hereafter referred to as 'online') and learning at school (hereafter referred to as 'offline'). When students come to school, their teachers teach them from the same curriculum and lesson plans and when they stay at home, they can continue from where the teacher left off at school. The student experiences zero loss or interruption in learning, irrespective of whether school building is open or not.

The benefit of an integrated online-offline strategy is high student achievement without any loss in learning coverage or syllabus. In the absence of an integrated online-offline strategy, students will miss out on learning when the school is interrupted. Also, if there is online learning but it is not integrated with offline learning, students will struggle to see continuity and coherence in everything they are learning.

The basic requirement for an integrated online-offline strategy is a technological system that coordinates the online with the offline. Achieving this is very difficult without technology. However, the technology doesn't have to be complicated. A simple cloud-based system can ensure that all stakeholders access the same material irrespective of where they are located.

D.2. SCHOOL OPERATIONS STRATEGY

A. School timings, attendance norms and time-table

Schools should plan for social distancing while planning timings, time-table and attendance norms. Every classroom currently accommodates around 35-50 students. In order to maintain social distancing norms, we will need 12-16 sq ft per student, translating to 20-24 students in a 300-500 sq ft classroom (leaving out space for the teacher). The unit of social distancing is the classroom, not just the school. Therefore, every classroom will need clear structures and processes to achieve social distancing. State should also total student hours spent between school and home:

(i) Number of hours at school (ii) Number of hours spent at Home School Hours (active learning) (iii) Number of hours spent on keeping physically and mentally healthy (iv) Number of hours spent on creative activities related to art, and art integration.

This creates two options for schools:

1. **Alternate-day school** - Half a class comes on one day and the other half comes on the other day. This can be done in two ways:
   a. The half that stays at home attends school from home. This way, there is no learning loss. Students can complete their syllabus and parents get the value of a full of full-year of learning.
   b. The half that stays at home just does homework, assignments etc. Learning only happens in school. This way, there is learning loss in times of unexpected shutdowns or interruptions since learning is dependent on school being open. Parents do not get the value of a full-year of learning.

D.2. SCHOOL OPERATIONS STRATEGY

2. **Double-shift school** - One form that the double-shift system takes is half the students from each class attending school in the morning and the other half attending in the evening. This option looks great on paper but has two challenges:

    a. In case of frequent interruptions, there will be learning loss because learning is dependent on school being open.

    b. School's operating cost will go up in order to run two shifts for the same total number of students.

The other form of the double-shift system is lower classes (primary school) attending in the morning and higher classes (middle/high school) attending in the evening. But this is unlikely to work because if there are 40 students in a class, social distancing norms would permit no more than 20 at a time. This will mean that the class has to be split into two separate rooms, requiring two teachers instead of one, or one half sits idle outside the class and they take turns. Neither of which are ideal options for learning and the logistics are extremely tedious.

Based on the above, it is prudent for schools to run on alternate days with tasks clearly demarcated for offline days and online days. If schools have an integrated online-offline strategy in place, they will be able to manage alternate day school seamlessly without any hiccups.

A sample time table for such a school can look like this:

	Mon	Tue	Wed	Thurs	Fri	Sat
First 50% of class	Offline at School	Online at Home	Offline at School	Online at Home	Offline at School	Online at Home
Second 50% of class	Online at Home	Offline at School	Online at Home	Offline at School	Online at Home	Offline at School

D.2. SCHOOL OPERATIONS STRATEGY

B.   Academic Year Planning

a.   Many state governments are exploring the possibility of schools reopening in the month of August or September.

b.   Schools should start their academic year latest by June-end, even if they have to begin online in order to complete a full-year of academic curriculum. This is critical because learning is sequential and any loss in one year shows up as gaps later.

c.   Despite government circulars to reduce the syllabus, schools should aim to complete one full-year of curriculum for each class to avoid learning loss.

d.   Schools that have already started their academic year in April or May with online classes will be in a good position to complete a full-year of curriculum comfortably. Administrators should re-work the academic calendar of the year.

e.   Schools should aim to increase the number of teaching days and reduce the number of holidays. Schools can also extend the academic year to complete the lessons, if needed.

f.   Assessments have to be planned well in advance. Schools should consider staggered assessments (different students taking it at different times) and also a combination of online and offline assessments.

g.   School events and functions can be either avoided entirely or done in a different manner to avoid crowds.

h.   Schools should build in enough days in the annual calendar for revision and remedials.

D.2. SCHOOL OPERATIONS STRATEGY

C. Classroom seating arrangement

a. Social distancing norms should be maintained at all times. The WHO and UNICEF recommend a distance of 6 ft between two students when they are sitting or standing.

b. The ideal situation is to have a single table and chair for each student and maintain a distance of 6ft.

c. If this is not possible:

- Have only one student on each bench. If the bench is long then two students can sit while maintaining the expected distance.

- Ask students to remove shoes outside class and sit on mats which are 6 feet apart. However, please bear in mind that this may spark concerns about hygiene among students. Parents should be aligned on this idea as they may not want their children to sit on the floor.

Some sample seating arrangements based on different options of seating available:

Single Chairs:
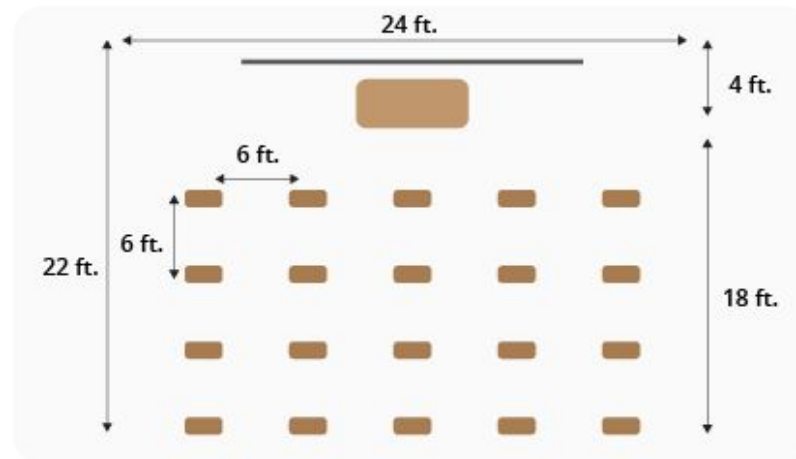
D.2. SCHOOL OPERATIONS STRATEGY

Long-bench arrangement ('X' represents an empty spot):

S1	X	S2
X	S4	X
S7	X	S8
X	S10	X
S13	X	S41
X	S16	X
S19	X	S20

X	S3	X
S5	X	S6
X	S9	X
S11	X	S12
X	S15	X
S17	X	S18
X	S21	X

Short-bench arrangement ('X' represents an empty spot):

S1	X
X	S2
S3	X
X	S4
S5	X
X	S6
S7	X

S8	X
X	S9
S10	X
X	S11
S12	X
X	S13
S14	X

S15	X
X	S16
S17	X
X	S18
S19	X
X	S20
S21	X

D.2. SCHOOL OPERATIONS STRATEGY

D. Management and monitoring of absenteeism

a. Schools will have to review their leave policy for all staff.

b. Schools will have to encourage teachers and students to stay at home if they are unwell or show symptoms of illness.

c. Attendance percentages in lower classes will be less as they have the tendency to fall sick often. Parents may also not send their children as they may fear the virus.

d. Schools should, therefore, have online learning options available for such students so that they don't miss learning, even if they are at home.

e. Schools will have to identify critical roles in the school and train people to take care of their responsibilities if they are on leave.

f. Schools will have to be prepared for staff being absent for short periods like a day or sometimes for 14 days as recommended by the government.

g. Finding substitute teachers to continue teaching where the teacher left off will be difficult. This loss of time will again affect the completion of syllabus and the academic calendar. Online learning options will be helpful in such situations.

h. Schools will also have to be ready to replace teachers who may have to take care of family needs if the situation worsens.

D.2. SCHOOL OPERATIONS STRATEGY

E. Games and other physical activities

a. Schools will be forced to cut the number of games and physical activity classes per week as they focus on completing the syllabus and staying safe.

b. For relaxation, students should practice simple yoga asanas/breathing exercises like tadasana, Vrikshasana, Kapalbhati, Anuloma-Viloma and Pranayama.

c. All contact sports will have to be discouraged.

d. All students should wear masks and wash their hands before and after the games' class.

e. Classes will have to be split into smaller groups unless the school has a large facility.

f. PE teachers and other staff should constantly monitor whether students are maintaining the social distancing norms.

g. All equipment should be cleaned by using a disinfectant so that it is safe for other students to use.

Types of non-contact games and activities that might be ok:	Games with minimal contact that might be ok:
Yoga and pranayama	Throwing and catching a ball
Aerobics	Volleyball, Throwball, Dodgeball
Hopscotch	Badminton, Table-tennis, tennis
Athletics	Cricket, Baseball
Chess, carrom and other board games	
Crossfit and floor exercises	
Indoor - Verbal and thinking games	

D.3. HEALTH AND HYGIENE PROTOCOLS

Schools will need to have comprehensive Health & Hygiene protocols to prevent the spread of COVID -19 in schools. **[Refer Appendix B]**

1. **Sanitization and health measures to be enforced in schools**

   ➜ All classrooms (desks, toys, door knobs etc.), staff rooms and common areas should be cleaned every day with disinfectants. WHO recommends 70% ethyl alcohol to disinfect small surface areas and equipment, or sodium hypochlorite 0.1% for disinfecting surfaces.

   ➜ These areas should be cleaned after every shift if the school is operating in multiple shifts.

   ➜ Toilets should be cleaned at least twice a day. This schedule should be pasted behind the toilet doors so that checks can be conducted regularly.

   ➜ Hand-wash and running water should be provided in all toilets. Students should wash their hands after using the toilet. Schools should establish routines to ensure that students follow this procedure.

   ➜ All students should be asked to bring a sanitizer with them. In addition, there should be sanitizer dispensing stations available outside toilets or at 2-3 vantage points on each floor.

   A dedicated quarantine ward should be created in the school. Any students showing symptoms like fever, dry cough, body aches, loss of smell or taste, nausea, vomiting, diarrhoea, fatigue, weakness or tiredness should be asked to rest in the quarantine ward.

   All schools should tie-up with a local hospital or nursing home and ideally, have a nurse or attendant in the school premises at all times. At the very least, a nurse or doctor should be available on call.

D.3. HEALTH AND HYGIENE PROTOCOLS

Schools will need to have comprehensive Health & Hygiene protocols to prevent the spread of COVID -19 in scho

2. Student and staff hygiene and safety

➔ Students may attend schools/institutions only with the written consent of parents.

➔ Social distancing norms should be maintained at all times in the school premises. Students should be advised to avoid shaking hands, hugging, and touching each other.

➔ Seats may be designated with adequate distance for teachers in the staff room and other available rooms/halls.

➔ Schools should implement a strict 'No spitting' policy. Any person found spitting in the playground, water drinking area or corridor should be warned or fined.

➔ Display posters/messages/stickers and signage at appropriate places to enforce physical/social distancing and safety protocols.

➔ All staff members should install the **'Aarogya Setu'** app and update their health condition regularly.

➔ Schools should buy 2-3 Infrared digital thermometers. The temperature of all students, staff and visitors entering the school should be checked. The person checking should wear a mask, gloves and sanitize their hands regularly.

➔ Anyone having body temperature higher than 100 degree Fahrenheit should be quarantined in the ward. The nurse can decide to let the student attend classes or call parents and send the student home. Staff should be asked to immediately return home if the temperature is high.

➔ All students and staff should wear masks at all-time in the school.

➔ We recommend a N-95 mask. However, cotton or cloth masks washed regularly with a disinfectant like dettol or savlon can be used by the students and staff.

➔ Teachers or any adults entering the class should sanitize their hands using their own sanitizer or the sanitizer in the station before entering the class.

➔ Students should carry their own hand sanitizers. A 1-minute sanitizer break should be given 3 times a day for students to clean their hands.

➔ We recommend that schools revise their sick leave policy for their staff as many of them may have to take unscheduled leaves.

D.3. HEALTH AND HYGIENE PROTOCOLS

3. Food and water safety

➔ All students should carry their own water bottle and food. They should not share their water and food with other students.

➔ Filter water station/s should be provided in the school. This area should be kept clean to avoid puddles.

➔ Schools should explore the possibility of having staggered lunch breaks so that there is no commotion in the hand-wash and toilet areas.

➔ Students should be asked to wash their hands with soap and water before and after eating.

➔ Younger students should be asked to eat their lunch in their classrooms under the supervision of the teacher.

➔ Younger students should carry healthy food which does not spill like rotis, parathas, sandwich, fruits, salad. This will ensure that the area around them is clean.

D.3. HEALTH AND HYGIENE PROTOCOLS

4. School transport

➔ Drivers and attendants temperatures need to be checked by the school authorities before they start the day to pick up students.

➔ Drivers and attendants need to wear masks and gloves at all times.

➔ School buses need to be sanitized with disinfectant before every shift.

➔ Students should leave the middle seat vacant to maintain social distancing norms. On a 3-seater, 2 students should sit (window and aisle). On a 2-seater, one student should sit (window). If it is a smaller bus, keep one seat space between students. Vacant seats should be marked with a cross to indicate that a student should not sit in those seats.

➔ The attendant/s should check the temperature of students before they enter the bus.

➔ Hand sanitizers should be made available in the bus. Students should use it while entering the bus.

D.4. Medical Support at school

1. Action to be taken if someone is ill

Screening procedure - Should be performed by a responsible school authority or nurse. Infrared thermometers should be used to check the temperature of students and staff. If their temperature is above 100 degree Fahrenheit, then they should be asked the following questions.

Question	Yes	No
Do you have a high temperature?		
Do you have a cough?		
Do you have a sore throat?		
Do you have difficulty breathing (shortness of breath)?		
Do you feel weak and tired today?		
Do you have difficulty tasting food and drinks normally?		
Do you have difficulty smelling normally?		

If the question to any of the above questions is 'Yes', the nurse should inform the hospital. The hospital should follow the standard quarantine protocol referred by the state health and education department depending on the local zone banding.

D.4. Medical Support at school

2. Action to be taken if someone is confirmed to be COVID-19 positive

The student/staff should not be allowed into the school premises and should be placed under quarantine for the duration recommended by the health and education department. The details of this person should be entered in the '**Aarogya Setu**' app.

3. Action to be taken if someone is exposed to a COVID-19 positive patient

The student/staff should not be allowed into the school premises and should be placed under quarantine for the duration recommended by the health and education department. The details of this person should be entered in the '**Aarogya Setu**' app. Place the ill student or staff in a room or area where they are isolated   from others. Provide a mask/face cover till such time as he/she is examined by a doctor. Immediately inform the nearest medical facility (hospital/clinic) or call the State or district helpline.If a suspect or a case detected in a hostel, the student/staff should not be sent back to his/her home as it may lead to the spread of the disease. He/She should be isolated, and State/district health officials should be informed.

D.5. Roles and Responsibilities

Both post-lockdown and during the reopening of a school, each of the stakeholders, both internal and external to a school, plays a significant role in ensuring that the school is well-equipped to handle the varied situations that it may be confronted within a COVID-19 environment.

School Leadership

➔ **Enable psychological well-being for all stakeholders:**
  - Keep the morale high - positive and unbiased, exemplify leadership
  - Motivate parents
  - Attendance flexibility should be permitted until the situation is eased
  - Plan the procedure/protocol for red zone staff/teachers/students
  - Spread awareness through the school and community - posters and videos
  - Send a detailed circular to parents and teachers; call and make all parents aware of the plan

➔ **Empower your Staff:**
  - Have staff-only days for the first week
  - Share the operational plan in detail with your staff
  - Teachers must polish their skills for integrating ICT in class.The training modules may be prepared for the same.
  - Ask staff to install Aarogya Setu app
  - Make contingency plans:
    - If lockdown repeats
    - If a teacher or staff member tests positive
    - If a student tests positive

D.5. Roles and Responsibilities

School Leadership

➔ **Make detailed Learning, Operational and Safety plan as per this manual with clearly laid out roles and responsibilities:[Refer Appendix A]**
- 'At home' and 'At school' learning protocols
- Entry-Exit routines
- Walking through the school norms
- Drive behaviour change in school among teachers, staff and students for social distancing and hygiene

➔ **Empower Parents:**
- Help parents increase their use of technology by adopting smart-phones
- Drive installs of the apps that you will use for at home learning
- Educate parents on the use of smartphones for greater awareness and personal benefit

➔ **Stay Connected and aware:**
- Change in zone of your school
- Change in Govt regulation
- New ways of delivering online-offline strategies
- New ways of teacher training

LEAD SCHOOL

D.5. **Roles and Responsibilities**

Coordinators

1. Act as a bridge between the principal and teaching/non-teaching staff.
2. Communicate with parents regularly.
3. Delegate work to teaching/non-teaching staff.
4. Train teachers on effective online teaching.
5. Monitor attendance of staff.
6. Assist principals and teachers in understanding the problems of parents and teachers and resolving them.
7. Help principal and teachers plan the full-working week, set time-tables and chart out the academic calendar.
8. Make sure adequate instructions are available at various places at the school premises.

Administrators

1. Put new rules in place for the following:
   ➜ Sanitization
   ➜ Entry/Exit
   ➜ Bus
   ➜ Field
   ➜ Infirmary
   ➜ Break/Lunch
   ➜ Morning assemblies
   ➜ Areas with students

2. Supervise and check sanitization and disinfection is done well.
3. Screen Driver/Cleaners/staff.
4. Ensure that there is sufficient stock of PPE & medicines.
5. Ensure that there is an emergency plan/protocol incase of any positive case on the school premises.
6. Train staff/students/teachers on procedure/protocol/action in case of an emergency.

D.5. **Roles and Responsibilities**

Teachers

1. **Psychological Support:**
   a. Provide assurance to students of their safety.
   b. Direct them towards the importance of catching-up on learning this year.
   c. Execute the norms themselves: Being a role-model for students.
   d. Train themselves and students on Social and Emotional Learning (SEL).

2. **Academic:**
   a. Modify curriculum and pedagogy to adapt to the new normal. Ideally, aim for full year coverage.
   b. Stay vigilant on student attendance.
   c. Follow-up on students who haven't attended and enquire about their health.
   d. Prepare for online formats.
   e. Make preparations for blended learning (school+online) in the short and long-term.
   f. Plan for unit tests.

3. **Safety and Logistics**
   a. Provide counseling and health tips to students on a daily basis.
   b. Make sure students in their classrooms are trained on the new procedures.
   c. Make sure students in their classrooms are following new rules/procedures.
   d. Supervise and check sanitization and disinfection is done in the delegated parts of the school.
   e. Ensure that emergency plan/protocol is followed if there is any case in their classroom.
   f. Be vigilant during corridor duty.
   g. Follow social distancing norms.
   h. Hold morning assemblies in classrooms.
   i. Quarantine notebooks collected for corrections for a period of ONE day before opening them.

D.5. Roles and Responsibilities

Non-teaching staff

1. **Ayahs/Cleaners should be diligent with rules/procedures**

2. **Ensure all entry-exit rules/procedures are followed:**
   a. Screen and check for temperature at entry-exit gates
   b. Ensure students wash hands

3. **Make sure disposal of waste is done accurately:**
   a. Segregate waste
   b. Close waste bins
   c. Dispose hazardous waste appropriately

4. **Regular sanitization and disinfection of places/items on school properties**

5. **Appropriate social distancing seating arrangement on the bus/canteen/field**

6. **Ideally, students should get their own food. If the school is preparing, serve food while maintaining an appropriate distance**

D.5. **Roles and Responsibilities**

Students

1. **Following all the new rules/procedures**

2. **Maintain social distancing at all times - even with their best friends**

3. **Understand the enormity of breaking rules/procedures**

4. **Be 'extra' respectful of every item at the school premises**
   a. Be careful while touching them
   b. Be sure to sanitize your hands post touching anything

5. **Wear masks at all times**

6. **Typical pen-paper tests must be discouraged at all levels.**

7. **Sanitize as often as possible**

8. **No touching of their faces**

9. **Inculcate good behavior for online learning and at home generally**
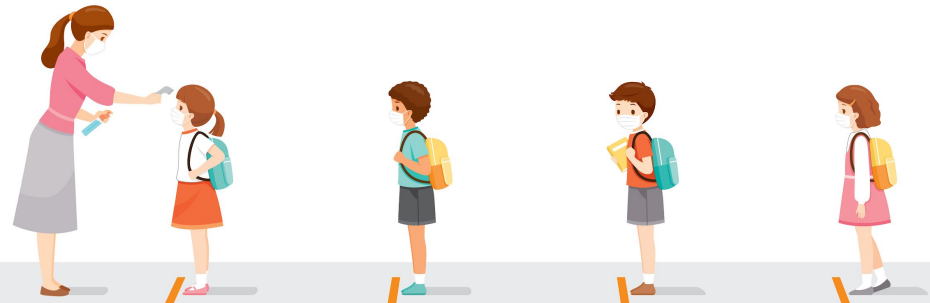
D.5. **Roles and Responsibilities**

Parents

1. **Psychological Support:**
    a. Stay calm, especially in front of children.
    b. Spend time with children and listen to their concerns. Provide emotional support where required. Ensure that panic and fear is not engulfing them.
    c. Use technology to build awareness: read through government health advisory.

2. **Supervision:**
    a. Avoid sending children out to play.
    b. Keep family outings to a bare minimum.
    c. Monitor what they do online.
    d. Ensure that they wear masks and make sanitization a habit.
    e. Ensure that they eat healthy food that boosts immunity.
    f. Give constant assurance that if norms are followed, they are at low risk.

3. **School:**
    a. Read through and observe norms of the school.
    b. Attend PTMs when invited.
    c. Help students navigate online learning when required.
    d. Ensure that students are following the rules.

D.5. Roles and Responsibilities

Strategies for New Admissions

If you are a school that has been providing high quality online learning during COVID-19 lockdown, you have a good chance to drive admissions. Showcase your ability for seamless, integrated online-offline learning where students can learn through the year without interruption with irrespective of whether they are at home or in school.

There are multiple options to reach out to parents:

1. **Social media:** Testimonials of students, parents who are satisfied with learning at your school, esp of online learning provided during lockdown.
2. **Online:** Invite prospective parents and students to take a test to check their current levels and promise them better learning at your school.
3. **Referral:** Encourage parent referrals by launching a 'Bring your Friend' campaign where existing parents can recommend your school to their friends.
4. **Digital:** Reach out to prospective parents via SMS, WhatsApp, Email.
5. **Website:** Online admission link and interaction forums on your website.
6. **Traditional:** Pamphlets and door-to-door marketing.

Indian classrooms

Students' temperature check in Indonesia

Classrooms in Denmark

Older students getting back to classes in China

APPENDIX

A. School Reopening Checklist
B. School Cleaning Schedule

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.1 Net capacity		
Available capacity of the school is reduced when social distancing guidelines are applied	**Number of students who can attend the premises on any given day following social distancing rules calculated.[30% or 50%]** **Agreed new timetable and arrangements confirmed for pre-primary, primary, middle and high school** **Arrangements in place to support students when not at school with remote learning at home.**	
1.2 Organisation of teaching spaces		
Classroom sizes will not allow adequate social distancing	**Classroom size and numbers reviewed.** **Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (30% or 50% students)** **Classrooms re-modelled, with chairs and desks in place to allow for social distancing.** **Spare chairs/benches removed from desks so they cannot be used.** **Clear posters displayed in classrooms promoting social distancing.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.2 Organisation of teaching spaces		
Large spaces need to be used as classrooms	**Limits set for large spaces (e.g. auditorium, sports hall, dining hall) for teaching.** **Large gatherings prohibited.** **Design layout and arrangements in place to enable social distancing.**	
1.3 Availability of staff and class sizes		
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	**The health status and availability of every member of staff is known and is regularly updated so that all procedures can be planned.** **All staff who are unwell work from home.** **Staff above 55 years, staff with pre-existing illness and pregnant women are given extra attention.** **The staff members who are well enough to teach can teach lessons online.**	

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.4 Prioritising provision		
The continued prioritisation of vulnerable students and the children of critical workers will create 'artificial groups' within schools when they reopen	**Plans are in place to meet the learning needs of the students who are learning from home.** **Efforts continue to improve the attendance of students who are not attending online classes.** **Efforts are made to improve learning of students who cannot attend online classes.** **Classroom lessons could include, essential topics that are conceptually difficult to understand.** **Self-learning lessons could consist of essential but are conceptually easier topics to understand.** **Pedagogical interventions may be included which emphasize linking classroom activities with children's current/relatable experience .**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.5 The school day		
The start and end of the school day create risks of breaching social distancing guidelines	**Start and end times of classes are staggered.** **The number of entrances and exits to be used is increased.** **Different entrances/exits are used for different groups.** **Staff and students are briefed, and posters and signs provided to identify which entrances, exits and circulation routes to use.** **Floor markings are visible where it is necessary to manage any queuing.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
**1. Establishing a systematic process of partial opening, including social distancing**		
**1.6 Planning movement around the school**		
Movement around the school risks breaching social distancing guidelines	Student movement plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where possible. Appropriate posters and signs are in place to clarify routes. Bottle necks are identified in the school and managed accordingly. Movement of students and staff around school is minimised as much as possible, with students staying in classrooms with dedicated staff. Students are regularly briefed regarding observing social distancing guidance.	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.7 Curriculum organisation		
Students will have fallen behind in their learning during school closures and achievement gaps will have widened	**Gaps in learning are assessed and addressed in teachers' planning.** **Students should bring their books according to the curriculum that is being covered. In case the blended approach, students requiring various technological tools to support the model.** **Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.** **Instead, other engaging formats like role plays, choreography, class quiz, puzzles and games should be encouraged.** **Exam syllabi are covered.** **Plans for intervention (remedial) are in place for those students who have fallen behind in their learning.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
**1. Establishing a systematic process of partial opening, including social distancing**		
**1.8 Staff workspaces**		
Staff rooms and offices do not allow for observation of social distancing guidelines	**Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.** **Staff have been briefed on the use of these rooms.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.9 Managing the school lifecycle		
Limited progress with the school's first term academic calendar because of COVID-19 lockdown measures	**School academic calendar for the first and second term has been reworked.** **The formats for exams may be designed as per the demand, keeping in view the number of days and adjusted curriculum.** **Schools shouldn't plan any assessment of student learning in the initial weeks of reopening to ensure the emotional well-being of students.** **Principal, coordinators and other leaders in the school are involved in the calendar planning.** **Staff recruitment for the academic year completed. Vacant positions of all teachers who have resigned have been filled.** **Extra teachers are hired for critical subjects.** **Term 1 portions and assessments are completed with remedials.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
	1.9 Managing the school lifecycle	
New admissions will find it difficult to gel into the new school	**A plan is in place for admin and specific teaching staff to speak with students and their parents and resolve any issues.** **Regular communications with the parents of new admissions students are in place, including letters, messages and videos.** **Virtual video tours of the school are available for parents and students.** **Zoom/Hangout induction days for students and parents are planned.**	
	1.10 Communication strategy	
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	**Communications channel and messages for the following groups are in place:** **Staff** **Students** **Parents** **Vendors and partners**	

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.11 Staff induction and CPD		
Staff are not trained in new procedures, leading to risks to health	**A staff handbook is issued to all staff prior to reopening.** **Safety and health procedures training is conducted for all staff.** **Constructive behaviour management - Corporal punishment is completely out of bounds.**	
New staff are not aware of policies and procedures prior to starting at the school when it reopens	**Induction programmes are in place for all new staff – either online or in-school – prior to them starting.** **The staff handbook is issued to all new staff prior to them starting.**	

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.12 Risk assessments		
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidelines	**Risk assessments of contracting the virus are undertaken before the school reopens and mitigation strategies are put in place and communicated to staff:** **When students enter and leave school** **During movement around school** **During break and lunch times** **Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used**	

Areas for concern	Control measures	In place? (Yes/No)
1. Establishing a systematic process of partial opening, including social distancing		
1.13 School transport		
Changes to bus schedules as a result of COVID-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times	**The details of how students will travel to and from school are communicated to students and parents.** **Effective training and communication is carried out with bus drivers and attendants is redundant.**	

Areas for concern	Control measures	In place? (Yes/No)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.1 Cleaning		
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	**A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.** **A rigorous cleaning plan is agreed and implemented which minimises the spread of infection.** **This is communicated to parents to increase their confidence and allay any fears around child-safety and hygiene.** **Working hours for cleaning staff are increased.**	
2.2 Hygiene and handwashing		
Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency	**An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.** **Monitoring arrangements are in place to ensure that supplies of soap, tissue paper and sanitiser are maintained throughout the day.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.2 Hygiene and handwashing		
Students forget to wash their hands regularly and frequently	**Staff training includes the need to remind students to wash their hands regularly and frequently.** **Posters and ringing bells reinforce the need to wash hands regularly and frequently.** **School leaders monitor the handwashing process and 'check' whether it is it is taking place on a regular and frequent is redundant basis.**	
2.3 Clothing/fabric		
Not wearing clean clothes each day may increase the risk of the virus spreading	**Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks.** **Uniform policies are relaxed as many students may not be able to afford uniforms** **Expectations and guidelines are communicated to parents.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.3 Clothing/fabric		
The use of fabric chairs may increase the risk of the virus spreading	**Take fabric chairs out of use where possible.** **Use wooden furniture and clean it regularly**	
2.4 Testing and managing symptoms		
Infection transmission within school due to staff/student (or members of their household) displaying symptoms	**Robust collection and monitoring of absentee data, including tracking return to school dates, is in place.** **Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms.** **A record of any COVID-19 symptoms in staff or students is reported to the hospital/health authorities**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.4 Testing and managing symptoms		
Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	**Staff, students and parents have received clear communications informing them of current government guidelines on the actions to take should anyone display symptoms of COVID-19 and how they will be implemented in the school.** **These guidelines have been explained to the staff and the students as part of their induction process.** **Any updates or changes to the guidelines are communicated in a timely and effective way to all stakeholders.**	
Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	**Staff, students and parents have received clear communications informing them of current government guidelines on confirmed cases of COVID-19 and how they will be implemented in the school.** **These guidelines have been explained to the staff and the students as part of their induction process** **Any updates or changes to the guidelines are communicated in a timely and effective way to all stakeholders.**	

Areas for concern	Control measures	In place? (Yes/No)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.5 Medical rooms		
Medical rooms are not adequately equipped or configured to maintain infection control	**A partnership needs to be signed between the school and a local nursing home** **A room in the school is designated as a medical room and social distancing provisions are in place.** **Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.** **A dedicated nurse is on duty at all times.**	
2.6 Personal Protective Equipment (PPE)		
Provision of safety gear for staff consider removing is not in line with government guidelines	**Government guidelines on wearing masks and gloves is understood, communicated and sufficient quantities have been procured.** **Drills are conducted in the school with students and staff to train them on using the masks** **Staff are reminded that wearing gloves is not a substitute for good handwashing.**	

Areas for concern	Control measures	In place? (Yes/No)
3. Maximising social distancing measures		
3.1 Student behaviour		
Students' behaviour on return to school does not comply with social distancing guidelines	**Timetable to be designed such that large gatherings are avoided** **Students need to be informed about the social distancing norms they have to follow in the school.** **Staff members to model the social distancing norms.** **Break times and lunch times to be closely supervised.**	
3.2 Classrooms and teaching spaces		
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing guidelines	**At any point the total number of students in the class should be calculated keeping in mind that every student has 2sq metre area to themselves. In order to maintain this discipline the class needs to be split into two groups.** **All furniture not in use has been removed from classrooms and teaching spaces.**	

LEAD SCHOOL

Areas for concern	Control measures	In place? (Yes/No)
3. Maximising social distancing measures		
3.3 Movement in corridors		
Social distancing guidelines are breached when students circulate in corridors	**One-way corridors to be created to avoid crowding.** **Students to be issued passes during classes for any movement.** **Shortest distance (b/w the class and the washroom/library) to be mapped for every class to minimize free movement.** **Regular supervising to be done by teaching/non teaching staff.**	
3.4 Toilets		
Queues for toilets and handwashing risk non-compliance with social distancing guidelines	**Queuing zones for toilets and hand washing need to be established and monitored.** **Students are encouraged to access the toilet during class/throughout the day to help avoid queues.** **The toilets are cleaned frequently.** **Monitoring ensures a constant supply of soap and paper towels.**	

Areas for concern	Control measures	In place? (Yes/No)
3. Maximising social distancing measures		
3.5 Arrival and departure from school		
Students and parents congregate at exits and entrances, making social distancing guidelines difficult to apply	**Parents need to be invited in different groups to ensure hassle free pickup and drop.**	
3.6 Staff areas		
The configuration of staff rooms and offices makes compliance with social distancing guidelines problematic	**50% of the staff members should be allowed into the staffroom at any time. Remaining staff to be involved in either teaching duty or invigilation duty (to ensure social distancing guidelines are being followed by the students.)**	

Areas for concern	Control measures	In place? (Yes/No)
4. Continuing enhanced protection for students and staff with underlying health conditions		
4.1 Students with underlying health issues		
Students with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	**The parents are using Arogya setu App, students are not showing any symptoms of COVID-19 and are not residing in any of the containment zones.**	
4.2 Staff with underlying health issues		
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	**The teachers are using Arogya setu App, are not showing any symptoms of COVID-19 and are not residing in any of the containment zones.**	

Areas for concern	Control measures	In place? (Yes/No)
5. Enhancing mental health support for students and staff		
5.1 Mental health concerns – students		
Students mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	**School teachers conduct SEL classes with all their students. Teachers, school counsellors and school health workers should work in unison to ensure the emotional safety of their students.**	
5.2 Mental health concerns – staff		
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	**Conduct SEL sessions for your staff.**	

School Cleaning Schedule

Area	Description	[Tick if done]	[Tick if done]
Toilets	Clean toilets and door handle		
	Wipe wash basin and taps		
	Mop floor with disinfectant		
	Wipe soap dispensers/sanitizer bottles		
	Wipe down mirrors		
Corridors and common areas	Mop all corridors with disinfectant		
	Wipe all door handles, glass panels, door plates and light switches		
Stairs	Wipe all rails with disinfectant		
	Mop all floors and steps with disinfectant		
Classrooms	Wipe all student desks and chairs		
	Empty bins and clear rubbish		
	Wipe teacher desks and chairs		

Area	Description	[Tick if done]	[Tick if done]
Computer Room	Mop the floor with disinfectant		
	Wipe all the computer desks and chairs		
	Wipe shared keyboards and mouse		
Staff room	Wipe all appliances and sinks		
	Empty bins and clear rubbish		
	Wipe all desks and chairs		
Reception/offices	Wipe sign-in system (biometric scanner)		
	Wipe computer and telephone handsets where possible.		
	Empty bins and clear rubbish		
	Wipe desks and chairs		
Dining hall	Clean all tables and chairs		
	Mop the floor with disinfectant		
	Empty bins and clear rubbish		
	Clean door and door knobs		
	Clean the wash basin area		
PE/play equipment	Wipe play equipment down after use		