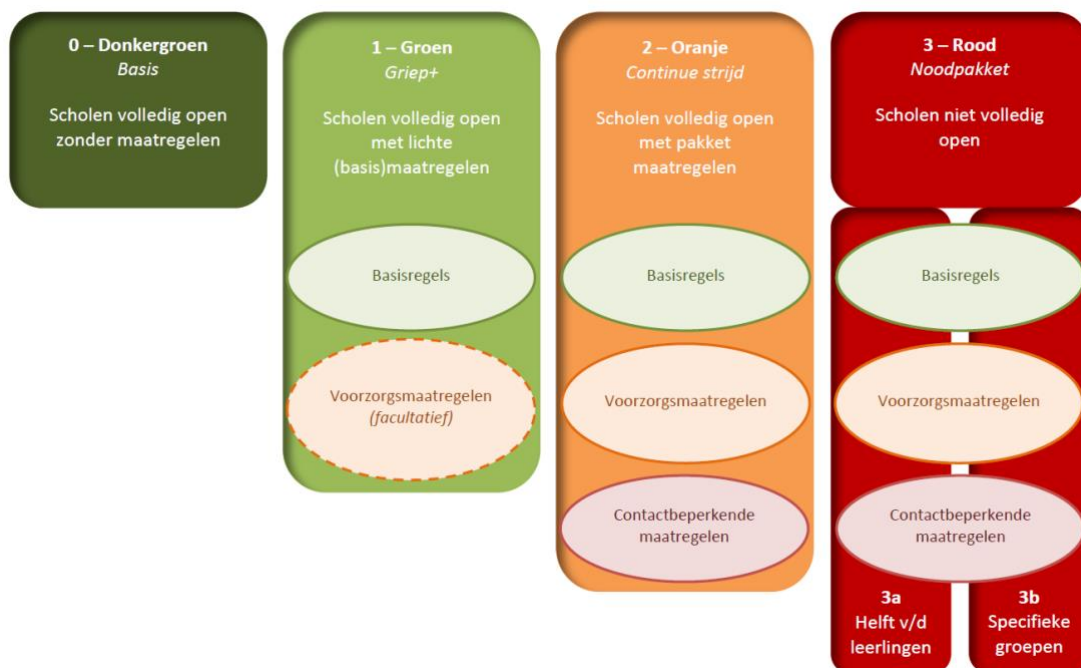


## COVID-19 Checklist

With this checklist BOOR<sup>1</sup> schools can prepare for new COVID-19 measures. It comprises a number of points to think about. It does not describe how you should approach matters, but what arrangements you need to make. We cannot predict how the pandemic will unfold and whether new measures will be needed, but we believe that if every school checks the points on this list they will be well prepared. This checklist is a document in progress, and will be updated in response to current events. Go to [coronapagina op BOORconnect](#) for the most up-to-date version [in Dutch].

In its medium term COVID-19 strategy, the government identifies four scenarios for which sectors need to be prepared. These have been adapted to the situation in schools.<sup>2</sup> The checklist specifies the colour code to which each rule applies.



### TRANSLATION OF DIAGRAM

<p>0-Dark green</p> <ul style="list-style-type: none"> <li>• Basis</li> <li>• Schools open, no measures</li> </ul>	<p>1. Green</p> <ul style="list-style-type: none"> <li>• Flu+</li> <li>• Schools open with basic measures</li> <li>• Basic rules</li> <li>• Precautionary measures (optional)</li> </ul>
<p>2. Orange</p> <ul style="list-style-type: none"> <li>• Infections increasing</li> <li>• Schools open, with package of measures</li> <li>• Basic rules</li> <li>• Precautionary measures</li> <li>• Measures to restrict contacts</li> </ul>	<p>3. Red</p> <ul style="list-style-type: none"> <li>• Emergency package</li> <li>• Schools not fully open</li> <li>• Basic rules</li> <li>• Precautionary measures</li> <li>• Measures to restrict contacts               <ul style="list-style-type: none"> <li>○ 3a. 50% of students</li> <li>○ 3b. Specific groups</li> </ul> </li> </ul>

<sup>1</sup> Governing body of the public-authority schools in Rotterdam

<sup>2</sup> Annexe 3 of [Hoofdpijnen van de \(middel\)lange termijn aanpak COVID-19 funderend onderwijs](#) (Main outlines of the medium-term COVID-19 strategy for schools) provides further information on the four scenarios [in Dutch].

## Main principles

- We follow government guidelines.
- BOOR schools act in line with our policy for 2022 to 2026 (*Sta Open*) and its five promises, including in times of COVID-19.
- Our schools will stay open and teach on-site, as long as this is possible within the measures applicable at the time.
- We will enable every child to attend lessons, however we can and whatever the situation.
- Each school will aim to switch to online or blended teaching within a single working day.
- At the start of each school year, every school will run through this checklist.
- The checklist forms the basis for a scenario to be applied in code orange and code red situations, making a distinction between the two where necessary. The scenario should be discussed with the school team and the participation council, and parents should be informed.
- If at all possible, examination candidates should always attend school. The same applies to vulnerable students.
- [BOORconnect](#) is the main channel of communication on COVID-19 within BOOR.
- After a lockdown, each school will conduct an evaluation among students and parents in order to learn where improvements are needed.

Protection		po*	so**	RISS
1	Check stocks of hand gel. Schools can make use of central purchasing.	x	x	x
2	Check stocks of protective screens. Schools can make use of central purchasing.	x	x	x
3	Check basic stocks of medical face masks. Schools can make use of central purchasing.	x	x	x
4	Check stocks of face shields. Schools can make use of central purchasing.	x	x	x
5	Make sure that you have a basic supply of self-test kits (possibly provided by the government free-of-charge).	x	x	x
6	Check the need for other protective measures.	x	x	x
7	Do you have all the posters you need?	x	x	x

Students' wellbeing		po	so	RISS
1	Make sure that you have an updated list of vulnerable students for use in the event of separate measures for this group. Students may be vulnerable for various reasons relating to their health, IT capacity, home situation, special needs, need for transport by taxi etc.	x	x	x
2	Do all your students possess the skills to follow online lessons? If not, explore opportunities to provide them with these skills.	x	x	x
3	In the event of far-reaching measures, how do you ensure that students stay in contact with each other and with the school?	x	x	x
4	Think up online activities to promote students' wellbeing in the event of COVID-19 measures.	x	x	x
5	Does the school devote sufficient time and attention to discussing the issue of wellbeing – with students, with colleagues and with the school management team? Do you have any idea of whether students can and are willing to express their emotions? Is the school sufficiently aware of	x	x	x

	the role of the teacher in sharing knowledge of the importance of wellbeing?			
6	During periods of online teaching, think how to monitor which students are unable to take full part and might need extra support, or should be regarded as vulnerable.	x	x	x

<b>Staff members' wellbeing</b>		<b>po</b>	<b>so</b>	<b>RISS</b>
1	Do staff members have the skills to switch rapidly to online teaching? Do they need training?	x	x	x
2	Make sure that you have an updated list of colleagues in high-risk groups, and, with a view to prevention, see whether extra support is needed.	x	x	x
3	To protect staff's general wellbeing, you may consider providing training or activities, e.g. sports activities, coaching or conversations with social workers – both during an outbreak of COVID-19 and at other times.	x	x	x
4	Think how you can take account of colleagues with children if schools are not fully open.	x	x	x

<b>IT</b>		<b>po</b>	<b>so</b>	<b>RISS</b>
1	Make an overview of students who have no access to a computer at home. <sup>3</sup>	x	x	x
2	Make an overview of students with no access to Wifi at home.	x	x	x
3	Make an overview of all teachers with no access to a computer and/or Wifi at home.	x	x	x
4	Are the school's computers up-to-date?	x	x	x
5	Does the school have a good, smoothly functioning online environment?	x	x	x
6	Are all students' passwords up-to-date, and do parents and students know them?	x	x	x
7	Consider simulating a lockdown once a year, with home teaching, to see whether the school is capable of switching rapidly to online teaching. You could do this with part of the school, for a short period.	x	x	x

<b>Organisation</b>		<b>po</b>	<b>so</b>	<b>RISS</b>
1	Draft a scenario for the transition to online teaching, in the event of a full or partial school closure.	x	x	x
2	Make an alternative timetable.	x	x	x
3	Coordinate student transport with BOOR services in the event of COVID-19 measures.		x	
4	Consider what constitutes a good online lesson. Are the teaching materials appropriate for a rapid switch to online teaching?	x	x	x
5	Make an overview of the lessons that can and cannot be taught online. Make sure the online lessons are prepared.	x	x	x
6	Have you made clear agreements about the quality and methods of online teaching?	x	x	x
7	Can you work with smaller groups if the situation requires?	x	x	x
8	Consider emergency scenarios for blended forms of teaching. What has to be taught on site, and where is there scope for flexibility?	x	x	x

<sup>3</sup> This can be recorded in the monitoring system

9	How can you organise teaching to take as much account as possible of staff absences?	x	x	x
10	Consider how to organise emergency care if necessary.	x	x	x
11	Bring the school's rules of conduct and/or media regulations up to date. Devote attention to what is expected in relation to online teaching and online privacy.	x	x	x
12	If lessons are cancelled, the Inspectorate should be notified via the online school dossier.	x	x	x

<b>Building and measures to restrict contact</b>		<b>po</b>	<b>so</b>	<b>RISS</b>
1	Can you quickly introduce a one-way system of walking routes in the building?	x	x	x
2	Can you make optimum use of all ventilation systems?	x	x	x
3	Are the CO2 meters in order?	x	x	x
4	Are there sufficient safe work stations for support staff?	x	x	x
5	How do you plan to deal with parents in and around the school?	x	x	X
6	How do you plan to deal with external and specialist teachers in the school?	x	x	x
7	What about in-person team meetings?	x	x	x
8	If the school has several entries, decide how you will use them.	x	x	x

<b>Annual plan<sup>4</sup></b>		<b>po</b>	<b>so</b>	<b>RISS</b>
1	Consider planning examinations and tests that are less susceptible to COVID-19 measures – for example, exams that can also be taken online.		x	x
2	Think about organising a musical or other way of marking the end of pupils' primary schooling that is less susceptible to possible COVID-19 measures.	x	x	N/A
3	Wherever possible, plan school trips etc. in spring or summer to take account of possible COVID-19 measures.	x	x	x
4	In planning festivities, take as much account as possible of possible COVID-19 measures.	x	x	x
5	In planning recruitment activities, take as much account as possible of possible COVID-19 measures.	x	x	x
6	Consider how and to what extent practical training can continue while COVID-19 measures are in place.		x	x
7	Check on time what measures apply to swimming lessons.	x	x	x

<b>BOOR Services</b>	
1	We will put together a crisis management team at BOOR level representing all sectors. Frequency will depend on the colour code. The crisis management team will communicate with the schools by means of updates on BOORconnect.
2	We will make arrangements in advance with suppliers of protective products and equipment, so that we can act quickly if necessary. CO2 meters will be purchased centrally. Schools will be informed on time on BOORconnect when and how they can order or expect to receive items.

<sup>4</sup> COVID-19 measures are more likely to be introduced in autumn and winter than in spring or summer.

3	We organise activities and courses to enhance staff members' wellbeing – during a COVID-19 outbreak and at other times. For this purpose, we make arrangements with health and safety service <i>Perspectief</i> .
4	There is an overview of coaches schools can use for their teachers on BOORconnect.
5	We provide training in online teaching.
6	We provide a protocol for the provision of aftercare if a staff member or student dies or contracts long COVID.
7	You will find a page on BOORconnect where you can share online lessons with each other.
8	Contact with the municipal authorities on taxi transport is organised at central level.
9	Coordination with other school boards on student recruitment activities is organised at central level.

\*po = primary schools

\*\*so = special schools for primary and secondary education

\*\*\* vo = secondary schools