**SCHOOL PREPAREDNESS ASSESSMENT**

**KAPCHORWA DISTRICT**

COVID-19 RESPONSE PREPAREDNESS FOR SAFE LEARNING ENVIRONEMNT IN SCHOOLs

*Schools, as we all know, not only teach children but also provide nutrition, health, and hygiene services, along with mental health and psychosocial support, while reducing incidents of violence against children, gender-based violence, and unintended pregnancy.*

**

MWOK PARTNERSHIP FOR COMMUNITY RESILIENCE

**BASELINE REPORT**

**APRIL 2021**







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Annex 1: DRR Baseline assessment tool

**EXECUTIVE SUMMARY**

**Background/Rationale**: COVID-19 has caused the death of millions of people worldwide. Countries around the world took broad public health and social measures (PHSM), including closures of schools, to prevent the spread of the SARS-CoV-2 virus, which causes COVID-19. With close to 15 million children in Uganda affected by COVID-19 lockdown, and school closure, government is currently balancing the public health requirements of the nation with the urgent educational and developmental needs of future generations. Because of this, the safe reopening of schools should be given a high priority to prevent children from falling behind, to help them recover from education gaps and to keep children learning in a safe environment.

**Objective:** The main purpose of baseline is to ascertain underlying factors of public health importance in COVID-19 prevention and mitigation to ensure safe learning school environments in the district.

**Method/Approach**: This was a cross-sectional survey that employed largely quantitative approaches including observations to gather relevant data required for the baseline from randomly selected schools in Kapchorwa district, Sebei region. Total of 30 schools (i.e., 20 primary and 10 secondary schools) participated. The primary respondents were the school administrators (i.e., School Management Committee) under the leadership of the Head Teachers. SOP for COVID-19 of wearing facemasks, handwashing and sanitization was strictly adhered to by all volunteers during the rapid assessment.

**Key findings**

**a). Policies and Procedures:**

* 93.3% of the respondents said that the school had a designated staff person responsible for responding to Covid 19 cases
* 93.3% of the respondents said that their school do not offer staff members and students to telework at higher risk of severe illness.
* 96.7% of the school had developed a plan to conduct daily health checks.
* 80% of the school had developed protocols to limit contact among small groups with other students’ guardians

**b). Supplies for COVID-19:**

* 63.3% of the school had obtained supplies for Covid 19
* 53.3% of the school had no hand sanitizer (at least 60% alcohol)
* 60% of the schools do not disinfect frequently touched surfaces
* 90% of the school ensures all water systems and features are safe to use
* 80% of the school had developed a protocol to monitor and ensure adequate supplies to minimize sharing

**c). COVID-19 Education:**

* 93.3% of the schools educated their staff members and students with their families to stay at home when they acquired Covid 19
* 6.7% of the schools had identified someone with trouble in breathing
* 96.7% of the schools had provided information on proper use, removal and washing of cloth covering
* 63.3% of the schools had conducted training virtually and maintained social distancing
* 86.7% of the signs were posted in highly visible areas to promote protective measures

**d). Communication and messaging on covid-19**

* 93.3% of the schools had not developed plans to include messages (videos) about behaviors that prevent the spread of Covid 19 when communicating with families
* 93.3% of the schools had not developed plans to broadcast regular announcements on reducing the spread of Covid 19 on PA systems during morning announcement

**e). Virtual events**

* 86.7% of the school had not identified opportunities to pursue virtual group events
* 66.7% of the schools had not developed a plan to follow consideration that minimize the transmission of Covid 19 to players, families and communities during sports activities

**Recommendations for actions:**

* Tailored SOPs for schools developed for COVID-19 prevention measures
* Step-up risk awareness campaign and risk communication on COVID-19 and prevention measures through local media and use of IEC materials in schools
* Provision of handwashing facilities and soap and sanitizers to vulnerable schools in urban and rural Kapchorwa
* Schools to prioritize supplies (PPEs) including face covering and ensure there is no sharing
* Regular disinfection of touch surfaces in school compounds
* Schools to prioritize /pursue virtual group events/activities e.g., trainings for teachers that maintained social distancing
* Develop key messages (videos) for behavior change communication (BCC) that prevent the spread of Covid 19
* Regular announcements on reducing the spread of Covid 19 on PA systems during morning announcement
* Advocacy for investment in DRR interventions for local disaster mitigation/adaption for enhancing community safety and resilience to COVID-19 and other common disasters

**1. BACKROUND/CONTEXT**

**1.1. Overview of Kapchorwa District**

### **Population**

Kapchorwa District had a total population of 104,580 people (Census (2014). Majority of the people in Kapchorwa District reside in rural areas (92,235 (88.2%) compared to (12,345 (11.8%) who reside in urban centers. The gender distribution of Kapchorwa is males: 51,169 (48.9%) and females: 53,411 (51.1%). About 99.3% (103,808) of the population form the household population and only 0.7% (772) is non-household. Kapchorwa Town council had the highest population of 12,345 people while Gamogo sub-county had the least population of 3,308 people.

### **Economic activities**

Agriculture is the main economic activity in the district. The district is very productive in agricultural products and is a food basket to most of the Districts in Uganda. Most people in the district produce crops for commercial purposes and little is left for home consumption. Cash crops like coffee, Burley and wheat are purely for cash. The main crops grown are coffee, maize, beans, barley, wheat, matooke, Irish Potatoes, millet, Sun flower, cow peas and passion fruit. Other economic activities include agro-processing of mainly maize and coffee. Livestock farming – cows, sheep, goats, donkeys and pigs. Also, poultry, bee keeping and eco – tourism among other economic activities are also practiced in the district. Vegetable growing has greatly increased with markets as far as Southern Sudan. They include Cabbages, Onions, Carrots, Tomatoes and Sukuma, Other petty trade and transport business is common.

**1.2. Impact of COVID-19 on education**

Since the declaration of COVID-19 as a pandemic by the WHO in December 2019, world wide spread havoc and disruptions in the previously known normal way of life have been witnessed all over the Continent. Covid 19, has caused the death of millions of people worldwide. Countries around the world have taken broad public health and social measures (PHSM), including closures of schools, to prevent the spread of the SARS-CoV-2 virus, which causes COVID-19. The closures of schools as measures to control the spread of the pandemic have had serious negative impacts on communities and pupils. It is now acknowledged that it is in the best interest of all stakeholders including the pupils/students, parents, teachers, community, the government and the economy, to do everything possible to have the schools closure times minimized and to build the ability of schools to withstand, absorb and adapt to these kinds of shocks and stresses in order to maintain continued learning despite the disruptions. The principles underlying the considerations for school-related public health measures to prevent and minimize SARS-CoV-2 transmission in school settings include: Ensuring continuity of safe, adequate and appropriate educational and social learning and development of children; Minimizing the risk of SARS-CoV-2 transmission within school and school-associated settings among children, teachers and other school staff; Guarding against the potential for schools to act as amplifiers for transmission of SARS-COV-2 within communities; Ensuring school-related PHSM are integrated into and support the wider measures implemented at the community level.

**2. RATIONALE**

Uganda announced its first COVID-19 patient on 20th March,2020 and since then the number is increasing day by day ( currently 28,168 cases with 225 deaths and 10,005 recoveries reported as at 16th December 2020) and the role of frontliners including facility health workers and Village Health Teams (VHTs) also referred to as Community Health Workers, parents and children and community leaders at large is paramount in fighting the pandemic and maintaining existing essential health service delivery ensuring safety through adherence to MOH’s Standard Operating Procedures (SOPs). With close to 15 million children in Uganda affected by those closures, government is currently balancing the public health requirements of the nation with the urgent educational and developmental needs of future generations. Uganda has recognised education as a powerful tool for social, economic development and transformation. Education had been considered critical for the achievement of national unity, democracy and social justice for all citizens. Likewise, Uganda’s vision 2040 recognises education as a key endogenous driver of economic growth, providing human capital development needed to strengthen and to accelerate the country’s transformation and harness the demographic dividend (Vision, 2040).

Schools, as we all know, not only teach children but also provide nutrition, health, and hygiene services, along with mental health and psychosocial support, while reducing incidents of violence against children, gender-based violence, and unintended pregnancy. With each passing day that schools stay closed, the most vulnerable children will be the hardest hit. We know from previous crises that the longer such children are out of school, the less likely they are to return. Given Uganda's demography---with 54 per cent of the population under the age of 18 ---any disruptions to the education of our children will not only threaten the dreams and opportunities of those children, but the sustainable development of the nation, as well. Because of this, the safe reopening of schools should be given a high priority to prevent children from falling behind, to help them recover from education gaps and to keep children learning in a safe environment. Therefore, MWOK will work with Kapchorwa district local government through Education and Health departments to support planning to prepare for schools to reopen safely. While immediate priorities are on maintaining learning, it is important that schools are ready for children to return as soon as it is safe. It is critical that preparations start early to develop guidance and materials to support the safe preparedness plan in the district focusing on preventive activities as well as adaptation in COVID situations when schools reopen early 2021

**3. OBJECTIVES**

**3.1. Main objective:**

To ascertain underlying factors of public health importance in COVID-19 prevention and mitigation to ensure safe learning school environments in rural and urban in Kapchorwa district

**3.2. Specific Objectives:**

1. To assess the level of readiness of schools in terms of WASH facilities for implementation of COVID-19 measures for safe school re-opening and learning;
2. To assess school environments and current practices for implementation of minimum DRR measures for safety of pupils and teachers while in school environments; and
3. To develop/adapt MOH’s SOP for schools and ensure strengthening of local capacity of school administrators and staff and PTA to accelerate COVID-19 prevention and control steps in vulnerable schools in Kapchorwa

**4. METHODOLOGY**

**4.1. Study site/population:** This was conducted in selected schools in Kapchorwa District, Sebei region and it targeted primary and secondary schools in both urban, peri-urban and rural areas of the district. The primary respondents were the school administrators (i.e., School Management Committee) under the leadership of the Head Teachers

**4.2. Study design:** This was a cross-sectional survey that employed a quantitative approach including observations to gather relevant data required for the baseline from randomly selected schools in Kapchorwa district.

**4.3. Sampling technique:** Systematic random sampling technique was employed in selection of the schools for this baseline using the existing list of all primary and secondary schools in the district. The list of updated schools was obtained from the District Education Office (DEO) of Kapchorwa District Local Government. Total of 30 schools (i.e. 20 primary and 10 secondary schools) were randomly selected form the list of primary and secondary schools respectively.

**4.4. Data Collection:** A standardised tool was used to collect both quantitative and qualitative data from all the 30 selected schools on Readiness/Preparedness/DRR measures and WASH facilities (Refer to Annex 1 and 2 for details of checklist used). Tools were shared and cleared by the relevant office of Health and Education Department (DHO and DEO) of Kapchorwa district. A one-day orientation training was conducted for volunteers at MWOK Regional Office in Kapchorwa to familiarise them with the tools and data quality control.

**4.5. Data Analysis:** Data entry and analysis was performed using SPSS based on the variables. Both descriptive and Cross-tabulation frequencies were generated using SPSS to provide the information required for each specific objectives of the baseline.

**4.5. Ethical Consideration:** Clearance to conduct baseline was obtained from the office DHO and DEO respectively after going through the proposed approach. During field work, SOP for COVID-19 of wearing facemasks, handwashing and sanitization was strictly adhered to by all volunteers. Confidentiality of the school data was ensured during data management and reporting.

**5. KEY FINDINGS**

## **5.1. General Readiness Assessment**

### **5.2.1 Policies and Procedures**

The survey results indicated there that there were adequate policies and procedures in place in Kapchorwa district, (at least in theory and on paper) for the district schools to have an enabling environment and programs to successfully have safe school operations if other considerations are appropriately implemented.

Table 1: Shows summary of indicators for school general readiness

|  |  |  |
| --- | --- | --- |
| **POLICY** | **FREQUENCY, N** | **PERCENT (%)** |
| A designated staff responsible COVID-19 concern. | 28 | (93.3) |
| Policies that encourage sick staff members to stay at home | 28 | (93.3) |
| * Options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness
 | 2 | (6.7) |
| * Flexible sick leave policies and practices
 | 28 | (93.3) |
| * Flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts)
 | - | - |
| A plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff | - | - |
| A plan to conduct daily health checks | 29 | (96.7) |
| A plan for organizing students and staff into small groups (cohorting) | 29 | (96.7) |
| Appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities? | 14 | (46.7) |
| * Considerations for students in special education who have individualized education plan to ensure education remains accessible
 | 4 | 13.3 |
| * Considerations for children and youth who need assistance with activities of daily living, as well as their service providers
 | - | - |
| A plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria? | - | - |
| Protocols to limit contact among small groups and with other students’ guardians (e.g., staggered arrival and drop-off times or locations) | 24 | (80) |
| A plan for if someone gets sick or shows symptoms of COVID-19 | 30 | (100) |

Source: primary data (2021)

Response on whether the school has a designated staff person responsible for responding to Covid 19, 93.3% of the respondents said that the school had a designated staff person responsible for responding to Covid 19 cases. All respondents said that parents know how to contact staff member in relation to Covid 19 cases. Further, 93.3% of the respondents said that schools have developed policies that encourage sick staff members to stay at home. While **93.3%** of the respondents said that their school do not offer staff members and students to telework at higher risk of severe illness.

Response on whether school has developed a plan to conduct daily health checks, 96.7% of the respondents said that their school had developed a plan to conduct daily health checks. Response on whether the school has incorporated considerations in special education for students who have individualized education plan to ensure education remains accessible, 86.7% of the respondents said that their school had not incorporated considerations in special education. Response on whether the school has developed protocols to limit contact among small groups with other students guardians (e.g staggered arrival and drop-off times or locations), 80% of the respondents said that their school had developed protocols to limit contact among small groups with other students guardians , 20% of the respondents said that they had not developed protocols to limit contact among small groups, the findings from the baseline survey indicate that most of the schools in Kapchorwa district have developed protocols to limit contact among small groups

### **5.2.2. Supplies for COVID-19**

Table 2: Shows summary of supplies for Covid-19 prevention measures

|  |  |  |
| --- | --- | --- |
| **Supplies** | **Freq, N** | **Percent, %** |
| Schools had supplies including: |  |  |
| * Soap?
 | 17 | 56.7 |
| * Hand sanitizer (at least 60% alcohol)?
 | 14 | 46.7 |
| * Paper towels?
 | 3 | 10 |
| * Tissues?
 | 9 | 30 |
| * Cleaning and disinfection supplies?
 | 14 | 46.7 |
| * Cloth face coverings (as feasible)?
 | 19 | 63.3 |
| * No-touch/foot pedal trash cans?
 | 16 | 53.3 |
| * No-touch soap/hand sanitizer dispensers?
 | 8 | 26.7 |
| * disposable food service items?
 | 7 | 23.3 |
| Developed a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following: |  |  |
| * Buses or other transport vehicles
 | 1 | 3.3 |
| * Frequently touched surfaces (e.g., desks, door handles, railings)
 | 12 | 40 |
| * Communal spaces (e.g., restrooms)
 | 16 | 53.3 |
| * Shared objects (e.g., gym equipment, art supplies, games)
 | 3 | 10 |
| Staff, students, and families obtained cloth face coverings for everyday use |  |  |
| * Staff?
 | 26 | 96.3 |
| * Students?
 | 22 | 73.3 |
| * Families?
 | 13 | 43.3 |
| Closed communal spaces or developed a plan for staggered use and cleaning and disinfecting | 25 | 83.3 |
| Developed a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students | 27 | 90 |
| Ventilation systems operating properly. | 9 | 30 |
| If using fans, do they not blow from one person onto another? |  |  |
| Ensured that all water systems and features are safe to use after a prolonged facility shutdown | 27 | 90 |
| Installed physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks) | 8 | 26.7 |
| Provided physical guides, such as tape on floors and signs on walls, to promote social distancing | 6 | 20 |
| Ensured that space seating is at least 6 feet apart and turned desks to face in the same direction | 12 | 40 |
| Developed a protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so) | 28 | 93.3 |
| Developed a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use | 24 | 80 |
| Encouraged organizations that share the school facilities to follow these considerations? | 12 | 40 |

Source: primary data (2021)

On whether the school has obtained supplies including for Covid 19, 63.3% of the respondents said that their school had obtained supplies for Covid 19, 36.7% of the respondents said that they had not obtained, the findings from the study imply that most of the schools in Kapchorwa district had obtained supplies for Covid 19 as shown in Table 2 above

The findings from the baseline survey indicate that most of the schools have soap to mitigate the spread of Covid 19. Response on whether the school has a hand sanitizer (at least 60% alcohol, 53.3% of the respondents said that the school had no hand sanitizer (at least 60% alcohol). Further, 90% of the respondents said that their school had developed a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff including disinfection on buses or other transport vehicles.

Response on whether the school does disinfection frequently touched surfaces (desks, door handles, railings), 60% of the respondents said that they do not disinfect frequently touched surfaces. In addition, 53.3% of the respondents said that they disinfect communal spaces while 46.7% said they do not. 86.7% of the respondents said that they had obtained face coverings including learners (pupils/students) reported at 73.3% coverage**.**

Response on whether the school has developed a protocol to ensure safe and correct use of cleaners and disinfectants unbuckuding storing products securely from students, 90% of the respondents said that their school had developed a protocol to safe and correct usage pf cleaners and disinfectants and 70% of the school ventilation systems were not operating properly.

Response on whether the school ensures that all water systems and features are safe to use after a prolonged facility shut down, 90% of the respondents said that the school ensures that all water systems and features are safe to use. However, 73.3% of the respondents had not installed physical barriers such sneeze guards and partitions in areas where it is difficult for individuals.

Response on whether the school has developed a protocol to monitor and ensure adequate supplies to minimize sharing of projects or limit use to one group, 80% of the respondents said that the school had developed a protocol to monitor and ensure adequate supplies to minimize sharing. Further, 60% of the respondents said that they had encouraged organizations that share the school facilities to follow safety considerations of safety against Covid 19

**5.2.3.** **COVID-19 EDUCATION**

Table 3: Shows level of education about COVID-19

|  |  |  |
| --- | --- | --- |
| Key Questions | Frequency of Yes, N | Percent, % |
| Educated staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. | 28 | 93.3 |
| Educated staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences | - | - |
| Taught the importance of handwashing with soap and water for at least 20 seconds | 30 | 100 |
| Taught the importance of social distancing and staying with small groups, if applicable | 30 | 100 |
| Identified who would wear cloth face coverings, and communicated the importance of wearing them. Cloth face coverings would not be placed on: | 30 | 100 |
| Children younger than 2 years old | 3 | 10 |
| Anyone who has trouble breathing,  | 2 | 6.7 |
| Provided information on proper use, removal, and washing of cloth face coverings | 29 | 96.7 |
| Trained staff on all safety protocols |  |  |
| Conducted training virtually or maintained social distancing during training | 19 | 63.3 |
| Had guidelines or considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable? | 30 | 100 |

Response on whether the school has educated staff, students and their families about when they should stay at home if they have Covid 19 symptoms, 93.3% of the respondents said that they educated their staff members and students with their families to stay at home when they acquired Covid 19

Response on whether the school has identified anyone who has trouble breathing to wear face coverings, 93.3% of the respondents said that they had not identified any one has trouble with breathing, 6.7% of the respondents said that they had identified someone with trouble in breathing.

Response on whether the school has provided information on proper use, removal and washing of cloth face coverings, 96.7% of the respondents said that their school had provided information on proper use, removal and washing of cloth covering, 3.3% of the respondents had not provided information on proper use

Response on whether the school has conducted training virtually or maintain social distancing during training, 63.3% of the respondents said that their school had conducted training virtually and maintained social distancing through the trainings, 36.7% of the respondents said that they had not conducted training virtually or maintained social distancing during training.

Response on whether signs are posted in highly visible areas to promote protective measures, 86.7% of the respondents said that signs were posted in highly visible areas to promote protective measures, 10% of the respondents said that they had not posted signs in highly visible areas to promote protective measures

**5.2.4.** **COMMUNICATION AND MESSAGING ON COVID-19**

Table 4: Shows communication and messaging on Covid-19 in schools

|  |  |  |
| --- | --- | --- |
| **Key Questions** | **Frequency of Yes, N** | **Percent, %** |
| Signs posted in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include: |  |  |
| * Entrances
 | 26 | 86.7 |
| * Dining areas
 | 13 | 43.3 |
| * Restrooms
 | 24 | 80 |
| * Classrooms
 | 27 | 90 |
| * Administrative offices
 | 29 | 96.7 |
| * Cafeteria
 | 8 | 26.7 |
| * Auditorium
 | 6 | 20 |
| * Janitorial staff areas
 | 25 | 83.3 |
| Developed plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on |  |  |
| * websites
 | 2 | 6.7 |
| * email
 | 3 | 10 |
| * social media accounts
 | 2 | 6.7 |
| Developed plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements | 2 | 6.7 |
| Notified all staff and families of who to contact for questions and concerns related to COVID-19 | 29 | 96.7 |
| Ensured communication is developmentally appropriate and accessible for all students, including those with disabilities | 28 | 93.3 |

Response on whether the school had developed plans to include messages (videos) about behaviors that prevent the spread of Covid 19 when communicating with families on, 93.3% of the respondents said that their school had not developed plans to include messages (videos) about behaviors that prevent the spread of Covid 19 when communicating with families.

Response on whether the school had developed plans about behaviors that prevent the spread of Covid 19 on email or social media including on website, over 90% of the respondents said that they had not developed plans about behaviors that prevent the spread of Covid 19 on email or social media. Further, Response on whether the school has developed plans to broad cast regular announcements on reducing the spread of Covid 19 on PA systems during morning announcements, 93.3% of the respondents said that their school had not developed plans to broadcast regular announcements on reducing the spread of Covid 19 on PA systems during morning announcement

**5.2.5.** **VIRTUAL EVENTS**

Table 5: Shows virtual school events due to Covid-19

|  |  |  |
| --- | --- | --- |
|  | **# Yes** | **%** |
| Identified opportunities to pursue virtual group events, gatherings, or meetings, if possible, and developed a protocol to limit those where social distancing cannot be maintained | 4 | 13.3 |
| Developed a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.) | 30 | 100 |
| Identified opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible | 2 | 6.7 |
| Developed a plan to follow considerations that minimize transmission of COVID-19 during sports activities | 10 | 33.3 |
| Identified and prioritized outdoor activities where social distancing can be maintained as much as possible | 15 | 50 |

Response on whether the school has identified opportunities to pursue virtual group events, 86.7% of the respondents said that their school had not identified opportunities to pursue virtual group events

Response on whether the school has developed a protocol to limit non-essential visitors, volunteers and activities involving external groups, 100% of the respondents said that they had developed a protocol to limit non-essential visitors.

Response on when offering sporting activities, has the school developed a plan to follow consideration that minimize the transmission of Covid 19 to players, families and communities , 66.7% of the respondents said that their school had not developed a plan to follow consideration that minimize the transmission of Covid 19 to players, families and communities during sports activities.

Response on whether the school has identified and prioritized outdoor activities where social distancing can be maintained as much as possible, 50% of the respondents respectively shad both identified/prioritized outdoor activities where social distancing can be maintained as much as possible and also not prioritized outdoor activities where social where social distancing can be maintained as much as possible.

**6. RECOMMENDATIONS FOR JOINT ACTIONS:**

**Schools:**

* Schools to prioritize supplies (PPEs) including face covering and ensure there is no sharing
* Regular disinfection of touch surfaces in school compounds
* Schools to prioritize /pursue virtual group events/activities e.g., trainings for teachers that maintained social distancing
* Regular announcements on reducing the spread of Covid 19 on PA systems during morning announcement

**DEO/DHO and partners:**

* Tailored SOPs for schools developed for COVID-19 prevention measures
* Step-up risk awareness campaign and risk communication on COVID-19 and prevention measures through local media and use of IEC materials in schools
* Provision of handwashing facilities and soap and sanitizers to vulnerable schools in urban and rural Kapchorwa
* Develop key messages (videos) for behavior change communication (BCC) that prevent the spread of Covid 19

**Kapchorwa District Local Government:**

* Advocacy for investment in DRR interventions for local disaster mitigation/adaption for enhancing community safety and resilience to COVID-19 and other common disasters in the ditrict.

**ASSESSMENT TOOLS FOR SCHOOL PREPAREDNESS AND RISK REDUCTION OF COVID-19 AND OTHER SIMILAR DISEASES.**

**ANNEX 1 SCHOOL PREPAREDNESS AND RISK REDUCTION OF COVID-19**

**Interviewer: ………………………………………………………………………………**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel. |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Consult local health officials about the school’s approach to planning for COVID-19. |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Review CDC’s considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held. |

|  |  |
| --- | --- |
| Yes | No |

 |  |

1. **General Readiness Assessment**

*(explain that the data gathered will not be used in any way to expose the interviewee or the school but for planning purposes and needs to be as truthful as possible))*

Tool to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19 and other similar infectious diseases.

1. **Policies and Procedures**

**Point Person (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Dose the school have a designated staff person responsible for responding to COVID-19 concerns.If yes, Who? Mr/Miss/Mrs........................................................................................................ Do other staff, parents, and students know how to contact this person? …………………………………………………………………. |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the School Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Dose the school Offer flexible sick leave policies and practices? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has incorporated considerations for students in special education who have individualized education plan to ensure education remains accessible? |

|  |  |
| --- | --- |
| Yes | No |

Or Not applicable |  |
|  | Has incorporated considerations for children and youth who need assistance with activities of daily living, as well as their service providers? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed protocols to limit contact among small groups and with other students’ guardians (e.g., staggered arrival and drop-off times or locations)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a plan for if someone gets sick or shows symptoms of COVID-19? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any other?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. **Facilities and Supplies**

**Point Person (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Has the school obtained supplies including: |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Soap? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | hand sanitizer (at least 60% alcohol)?  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | paper towels? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Tissues? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | cleaning and disinfection supplies?  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | cloth face coverings (as feasible)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | no-touch/foot pedal trash cans? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | no-touch soap/hand sanitizer dispensers?  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | disposable food service items? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any other?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |  |  |
|  | Has the school developed a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following?: |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | buses or other transport vehicles?  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | frequently touched surfaces (e.g., desks, door handles, railings)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | communal spaces (e.g., restrooms)?  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | shared objects (e.g., gym equipment, art supplies, games)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any other?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |  |  |
|  | Have the staff, students, and families obtained cloth face coverings for everyday use?Staff?....................................... Students?...............................Families?................................ |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school closed communal spaces or developed a plan for staggered use and cleaning and disinfecting? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Are ventilation systems operating properly? If using fans, do they not blow from one person onto another? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school ensure that all water systems and features are safe to use after a prolonged facility shutdown? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school innstalled physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school provide physical guides, such as tape on floors and signs on walls, to promote social distancing? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school ensure that space seating is at least 6 feet apart and turned desks to face in the same direction? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school encourage organizations that share the school facilities to follow these considerations? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any Other?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. **Education and Training**

**Point Person (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Has the school educated staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school educated staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school taught the importance of handwashing with soap and water for at least 20 seconds? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school taught the importance of social distancing and staying with small groups, if applicable? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school identified who should wear cloth face coverings, and communicated the importance of wearing them? Cloth face coverings should not be placed on: |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Children younger than 2 years old |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Anyone who has trouble breathing,  |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school provided information on proper use, removal, and washing of cloth face coverings? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school trained staff on all safety protocols? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school conduct training virtually or maintain social distancing during training? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Does the school have any guidelines or considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any other?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. **Communication and Messaging**

**Point Person (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Are signs posted in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs? Signage locations include: |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | entrances |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | dining areas |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | restrooms |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | classrooms |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | administrative offices |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | cafeteria |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | auditorium |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | janitorial staff areas |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Any other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  | Has the school developed plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on?: |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | websites |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | email |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | social media accounts |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  | Has the school developed plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school notified all staff and families of who to contact for questions and concerns related to COVID-19? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school ensured communication is developmentally appropriate and accessible for all students, including those with disabilities? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. **Gatherings and Visitors Events**

**Point Person (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Has the school Identified opportunities to pursue virtual group events, gatherings, or meetings, if possible, and developed a protocol to limit those where social distancing cannot be maintained? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school developed a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible— especially those who are not from the local geographic area (e.g., community, town, city, country.)? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school identified opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | If offering sporting activities, has the school developed a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Has the school Identified and prioritized outdoor activities where social distancing can be maintained as much as possible? |

|  |  |
| --- | --- |
| Yes | No |

 |  |
|  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. **Planning—Notes and Next Steps**

**Point Person(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Use this space to note any required resources and next steps, or potential barriers and opportunities: