



LAGOS STATE GOVERNMENT

Emergency Guidance for Public and Private Schools

DEVELOPED BY



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Introduction

This guidance document details recommendations that address safety, well-being and continuity of learning across a range of scenarios and school resource levels. The document is not intended to be fully comprehensive - as one cannot predict the future. It is intended, however to be indicative of the appropriate rationale for and response to types of situations. As we have communicated on numerous occasions, schools must continue to be prepared to address face-to-face, hybrid, and distance learning and must be prepared to close in order to stay open.

For the safety of students, staff, and community members, schools may from time-to-time be required to or choose to implement a range of safety measures including:

- **Shelter in Place**
- **Evacuation**
- **Long-term Closure**
- **Social Distancing**
- **Contact Tracing and Temporary Closure**

2.0

Key Terms

Resource Level:

Resource levels vary widely across public and private schools in Lagos State. As a result, continuity of learning will be different in different schools. We have broken resource levels into low, medium, high and outstanding. Resource levels are described in greater detail below.

Continuity of Learning:

Schools are required to ensure continued access to learning for students whether in face-to-face, distance, or hybrid learning. Recommendations across resource levels can be found below. Government will support students with radio lessons, print packs, and curated online resources

Preparedness:

Schools should prepare for subsequent closures upon school reopening

- **Safety Preparedness:** All schools should practice shelter-in-place and fire drills on a regular basis, have access to working phone numbers of all staff members and families, and ensure that families are aware of emergency procedures.
- **Distance Learning Preparedness:** Depending on resource levels, schools may provide access to print packs, learning calendars, supplemental support through WhatsApp, asynchronous activities through a learning management system, and a mix of live and asynchronous learning through a learning management system. Schools should ensure that all community members are aware of distance learning policies and expectations; and trained on relevant platforms.

Designated Safety Coordinator

Schools must have a Designated Safety Coordinator to serve as the point person for staff and parents in the event of an emergency

3.0 Safety Measures

I. Shelter in place

Response	Shelter-in-place, building or neighborhood under siege
Rationale	Typically limited to a single school under siege
Safety	<p>Safety Coordinator to contact Safety Commission (+2348181002233) and OEQA (info@oeqalagos.com)</p> <p>Windows to be covered and students to cluster in closet or most protected part of the room</p> <p>All-clear signal to be used via WhatsApp or mobile</p>
Well-being	Students and families to receive psychological counselling after the event
Preparedness	<p>Conduct shelter-in-place drills</p> <p>Ensure there is a faculty or staff WhatsApp group run by the Safety Coordinator for danger alerts and an all-clear signal to be shared, if there is no PA system</p> <p>Ensure procedures and contact numbers are posted throughout the building</p>
Continuity of learning	N/A - short-term emergency

II. Evacuation

Response	Evacuation
Rationale	Safety within the building is jeopardized typically due to fire, flood, building malfunction, etc. Safe to exit.
Safety	<p>Students and staff to exit the building and proceed to safe assembly point (away from risk, external to the building)</p> <p>Teachers to bring attendance records with them and exit the classroom after the last student</p> <p>Teachers to recount students at assembly point and send the day's attendance number and number of students evacuated to Safety Coordinator via mobile or a written document</p> <p>All-clear signal (like a previously agreed upon code) to be used via WhatsApp or mobile or school to follow student collection/dismissal procedures from assembly point</p> <p>If possible, Teachers to photograph official ID of adults collecting students from assembly point or require guardian sign out</p>
Well-being	If needed, Students and families to receive psychological counselling after the event
Preparedness	<p>Determine appropriate assembly points</p> <p>Conduct regular evacuation drills</p> <p>Ensure that exit routes and assembly points are posted throughout the school</p> <p>Ensure there is a faculty or staff WhatsApp group for danger alerts and an all-clear signal to be shared, if there is no PA system</p> <p>Ensure that teachers and school administrators have parents/guardians emergency contact details and that parents can be contacted should students need to be collected from the assembly point</p> <p>Ensure parents/guardians are aware of assembly point location and collection procedures</p>
Continuity of learning	N/A - short-term emergency

III. Long Term Closure

Response	State-wide complete physical closure of schools	
Rationale	Students, parents, teachers, and staff to remain at home or travel for essential purposes only.	
Safety	Students, parents, teachers, and staff to remain at home or within residence halls, no immediate threat to building	
Well-being	<p>Students and families to receive psychological counselling during/after event</p> <p>Teachers to monitor student learning and provide weekly one on one check-in on child well-being</p>	
Resource Level	Continuity of learning	Preparedness
<p>Low-resource: Minimal access to technology/ data on the part of students and staff</p>	<p>Continuity of learning will rely on print packs, learning calendars, TV and radio instruction supported by mobile when possible</p>	<p>Ensure 1 week of paper-based learning resources are supplied to families as “emergency learning content”</p> <p>Ensure families have access to radio for transmitted learning</p> <p>Set up WhatsApp or Telegram groups for one on one and small group support for students</p>
<p>Mid-resource: Intermittent access to technology/ data on the part of students/staff</p>	<p>School to host learning calendar, videos, and resources on LMS and conduct optional live learning sessions</p> <p>Teachers to monitor completion of assignments and provide feedback and guidance to students</p> <p>Can be supplemented by radio classes and print packs</p>	<p>Ensure 1 week of paper-based learning resources and/or a learning calendar are supplied to families as “emergency learning content”</p> <p>Ensure families have access TV /radio for transmitted learning</p> <p>Set up LMS with learning content and run a 1-day distance learning “test”</p> <p>Train students, teachers, and parents on use of LMS</p> <p>Establish a distance learning assessment, attendance, and feedback schedule</p> <p>Set up WhatsApp or Telegram groups for one on one and small group support for students</p>

Response	State-wide complete physical closure of schools	
<p>High-level of resources: Standard access to laptop, Mobile Technology and limited access to electricity and data/internet</p>	<p>School to provide a mix of synchronous whole class and synchronous small group, as well as asynchronous whole class, small group, and independent learning</p> <p>Reliance on synchronous whole class and small group learning should be limited</p> <p>Ensure that lessons are recorded and accessible to students with internet difficulties or shared devices</p> <p>Record attendance in synchronous sessions and completion of work</p> <p>Contact families every other week to ensure satisfaction and address learning gaps.</p>	<p>Survey parents to ensure equity of access to technology</p> <p>Setup LMS and train staff, students and families on core functions for synchronous and asynchronous learning</p> <p>Train staff ineffective digital teaching practices</p> <p>Work with students and parents to develop and implement academic honesty policy</p> <p>Establish a distance learning lesson, assessment, attendance, and feedback schedule</p> <p>Ensure that lessons are recorded and accessible to students with internet difficulties or shared devices</p> <p>Consider taking one day to “practice” distance learning.</p>
<p>Outstanding level of resources: Continuous Access to multiple laptop/mobile technology and above average access to electricity and data/internet</p>	<p>School to provide a mix of synchronous whole class and synchronous small group, as well as asynchronous whole class, small group, and independent learning</p> <p>Reliance on synchronous whole class and small group learning should be limited</p> <p>Ensure that lessons are recorded and accessible to students with internet difficulties or shared devices</p> <p>Record attendance in synchronous sessions and completion of work</p> <p>Contact families every other week to ensure satisfaction and address learning gaps.</p>	<p>Survey parents to ensure equity of access to technology</p> <p>Set up LMS and train staff, students and families on core functions for synchronous and asynchronous learning</p> <p>Train staff in effect digital teaching practices including engagement of students in live lessons</p> <p>Work with students and parents to develop and implement academic honesty policy</p> <p>Establish a distance learning lesson, assessment, attendance, and feedback policies and schedule, including expectation for camera use and participation</p> <p>Ensure that lessons are recorded and accessible to students with internet difficulties or shared devices</p> <p>Consider taking one day to “practice” distance learning.</p>

IV. Social Distancing

Response	Social distancing
Rationale	Highly contagious disease outbreak.
Safety	Schools to operate at about 50% capacity with social distancing norms enforced Schools to be equipped with hand sanitizer/hand-washing station and PPE Schools to have a separate isolation room and a designated health and safety leader
Well-being	Schools to implement well-being policy including informal “check-ins” with students, as well as health and fitness challenges for students.
Student groups	Students should attend school and engage in classes with the same peers and on the same day as their siblings to ease contact tracing and reduce outbreaks.
Boarding/day students	Boarding and day students should attend physical classes every other week and not mix. Day students and boarding students should be in classes with the same peers to ease contact tracing and reduce outbreaks.
Continuity of learning	See distance learning. Schools with high levels of access may teach online and in-person students simultaneously, but all lessons should be recorded so that students with connection challenges or limited device access can view at a later time. Schools with limited access may provide print packs and assignments for home learning to students when attending in-person classes for their home learning days.
Optimizing in-person learning	Assessment, pastoral care, remediation, and practical subjects should be prioritized when students attend class in person.

V. Contact tracing and temporary closure

Response	Isolation/contact tracing/individual school closure
Rationale	COVID-19 cases reported at a school
Safety	<p>Students and staff to stay home if ill</p> <p>Students and staff to test for COVID-19 if they present symptoms and immediately inform the school of the test. Do not wait for results.</p> <p>All students and staff who have been within 6 feet of the student should be Isolated until the student or staff member's result is received.</p> <p>If the test is positive, all isolated students and staff must remain quarantined for two weeks and produce a negative PCR to return to school. The student or staff member with the positive test should produce two negative PCRs separated by a three-day interval to return. If the test is negative, all students and staff may return to school.</p> <p>Call and Write to inform the following authorities, Permanent Secretary (Ministry of Education), Permanent Secretary (Ministry of Health), Director General (OEQA). See Contact address and phone numbers on Page 11 & 12 of this document.</p>
Short-term closure	If PCR tests are unavailable or if the school's positivity rate exceeds 3% of the full student and staff population, the school should close for a period of at least two weeks.
Boarding schools	In the case of an outbreak and school closure, boarding students should remain quarantined in their residence halls for two weeks.
Academic continuity	Quarantined students should receive appropriate home learning per social distancing guidance in the case of a short-term school closure, schools should provide distance learning.

4.0

Contact Address

- **Director General,**
Office of Education Quality Assurance
Block 5, 1st Floor
The Secretariat, Obafemi Awolowo Way,
Ikeja, Lagos, Nigeria.

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Tweets: Twitter - @oeqalagos
Follow us: Instagram - @oeqalagos

- **Director General,**
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Contact Address

- **Permanent Secretary,**
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- **Permanent Secretary,**
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