

PRIVATE SCHOOL REOPENING POLICIES AND GUIDELINES



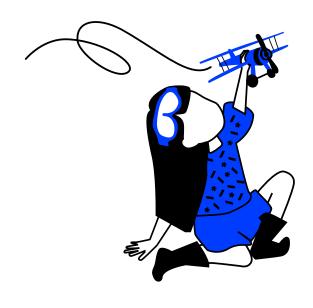
MESSAGE FROM THE CHAIRMAN

The safety of our children, staff, and school community is paramount, and served as the core principle that anchored our consideration around the possible return to the physical classroom.

We conducted extensive research on international reopening models, backed by in-depth analysis and insights from school leaders, teachers, and parents through focus groups and surveys to gauge sentiments, and identify needs and possible challenges. This enabled us to map the way forward and develop the enclosed policies and guidelines, which will ensure that this process is as smooth as possible yet flexible enough to accommodate the complexities of each school's context.

We now place these policies and guidelines in your capable hands, entrusting you with the safety and care of our students as they rediscover school life beyond the screen. As we embark on this new phase, I have the utmost confidence in your commitment and ability to deliver quality education while we shape and define this coming period together. I am also relying on your agility, responsiveness and preparedness in the case that we are required to reverse the opening decision, as your safety and the safety of our children will always come first.

Thank you for your continued support and cooperation.





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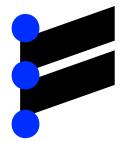
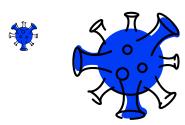


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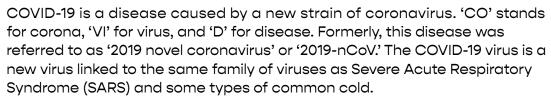




ABOUT COVID-19



What is COVID-19?



What are the symptoms of COVID-19?

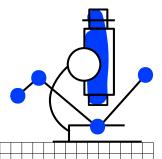
Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

Who is most at risk?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects children. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children.



What is the treatment for COVID-19?

Many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There is no available vaccine for COVID-19 at the moment. However, there are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- · Staying home when sick.
- · Covering mouth and nose with flexed elbow or tissue when coughing or sneezing. Dispose of used tissue immediately.
- · Washing hands often with soap and water.
- · Cleaning frequently touched surfaces and objects.

Source: World Health Organization (WHO). (2020, Mar). Key Messages and Actions for COVID-19 Prevention and Control in Schools.





PURPOSE

To prepare for the possibility of a return to school in the fall of 2020, ADEK began engaging with schools, teachers, and parents on planning for reopening. The purpose of this document is to provide policies and guidelines to private schools in preparing the resumption of operations in the Academic Year 2020/21.

This document aims to set explicit requirements for resuming operations while also providing guidelines and recommendations for how the process may be planned and implemented in a way that is appropriate for the school setting.

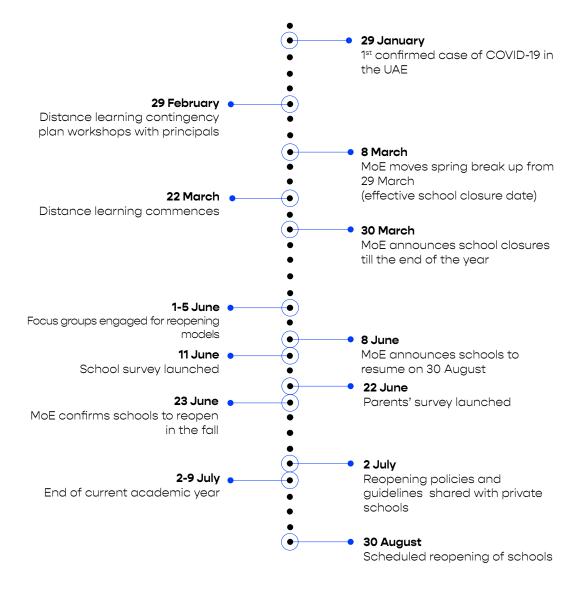


Figure 1. Timeline of school events during COVID-19 pandemic

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FRAMEWORK FOR POLICIES **AND GUIDELINES**

ADEK's framework for the reopening of schools is based on ensuring the safest possible environment - but one that is also mindful of the fact that schools have a mission to educate and to holistically support everyone involved in that mission.

The policies and guidelines have therefore been framed around four dimensions: Safe operations, teaching and learning, staff and student wellbeing, and community support.

In addition, all the policies and guidelines related to general safety in this document have been underpinned by the three basic preventive measures:

PREVENTIVE MEASURES

In the fight against COVID-19, practicing preventive measures is both a personal and an organizational responsibility. Schools must educate all members of their community that in addition to implementing organizational changes, each member must also play their part in preventing the spread of infection by remembering these three preventive measures.

Social Distancing:

Social distancing is defined as leaving sufficient physical space between two people to reduce the risk of infection.

- Individual: Leave sufficient space between oneself and others at
- School: Organize school time and space to minimize interactions between people.

Protective Equipment:

Protective equipment are physical barriers that help reduce the risk of infection.

- Individual: Wear masks, face shields, etc. according to age and function.
- School: Install appropriate equipment, screens, partitions, etc.



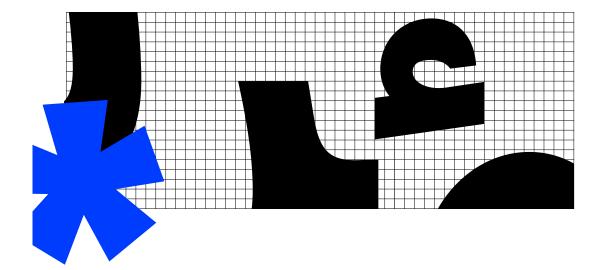


Hygiene:

Hygiene refers to practices that maintain health and prevent infection.

- Individual: Staying home when ill, washing hands frequently, sneezing into tissue or elbow, opening doors with forearms or back if opening a swinging door, etc.
- Schools: Regularly disinfect and clean all frequently used areas.

When schools reopen for the Academic Year 2020/21, it is expected that these preventive measures will become second nature to the entire school community.







1. SAFE OPERATIONS

This section lays out policies and guidelines aimed at ensuring safety in every aspect of a school's operations.

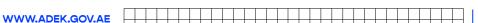
1.1. Resumption of Operations

1.1.1. Timeline for Resuming Operations

- All private schools in Abu Dhabi shall prepare to resume operations as per their published Academic Calendar for 2020/21.
- Schools shall ensure staff presence in the UAE at least 14 days prior to their first day of work to comply with any UAE health requirements (quarantine, COVID-19 tests, etc).
- Schools shall inform parents of students who are traveling to ensure they return to the UAE 14 days prior to school reopening to comply with any UAE health requirements.

1.1.2. Criteria for Reopening Schools

- Schools shall establish a COVID-19 Taskforce composed of the Response Team (see Section 1.9.2) as well as relevant departments within the school (student affairs, human resources, academic affairs, community outreach, etc).
- The school's COVID-19 Taskforce shall ensure the following is completed prior to reopening (detailed requirements are available in the relevant sections below):
 - Conduct a general Risk Assessment for the reopening which is specific to the school (see Appendix 1).
 - Conduct individual Risk Assessments for all Students of Determination (see Appendix 2).
 - Ensure that all school and staff licenses and insurances are valid and up to date.
 - · Cleaning and disinfection of the premises.
 - · Map circulation of transition areas.
 - · Placement of signs, demarcations, off-limit areas.
 - Installation of safety equipment and ensuring stockage of materials.
 - Preparations of all spaces according to the relevant protocols.
 - Verify that all staff and students have undergone COVID-19 Testing.





- In addition, schools shall also prepare the following prior to reopening:
 - Announce the selected reopening model on the school website by 31 July 2020 (other school-based policies can be announced to the school community closer to the start of the Academic Year.
 - · Adapt timetables to the new school reopening models.
 - · Communicate and train school staff.
 - Communicate with parents (on reopening plans, including criteria for reopening, protocol, and relevant policies).
 - Preparation for training/information session for students during first week to familiarize them with the new protocols.
- Schools are not required to submit their reopening plans to ADEK. However, ADEK will verify adherence to the reopening requirements through a thorough compliance process (to be announced at a later time).

1.2. Criteria for Reclosing Schools

1.2.1. Partial Reclosure

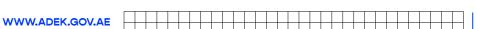
If a member of the school community has tested positive for COVID-19, and that individual's movements in the premises can be isolated to a certain area or group (i.e. confined physical area), the school must close the concerned areas for disinfection and have the concerned groups (class/bus groups and other close contacts) stay home for 14 days. This must be reported to the Abu Dhabi Department of Health (DoH) for follow up according to their processes. ADEK must be notified immediately.

1.2.2. Full Reclosure

- If a member of the school community has tested positive for COVID-19, and that individual's movements in the premises cannot be isolated to a certain confined area, the school may be required to close fully. ADEK must be notified immediately.
- Schools should ensure the presence of a sufficient number of staff who have not been in contact with the index case (infected person) to run the day to day educational and administrative functions of the school during the reclosure period.

1.2.3. Reclosure Requirements

- Disinfection of the physical areas where exposure was identified is necessary.
- A school may reopen following closure upon clearance by health authorities
- The above criteria may be subject to change based on the latest health authority requirements.





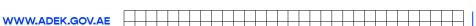
1.3. Requirements for Entry

1.3.1. Authorized Persons

- Schools shall identify and communicate criteria for authorized entry to the school premises, with the objective of limiting entry to essential persons only.
- Schools shall maintain rigorous logs of all persons accessing the school premises.
- Authorized persons must meet the health requirements for entry and follow the relevant entry/exit protocol. Authorized persons include:
 - Enrolled students
 - · School staff
 - Contract staff (security guards, janitorial staff, canteen staff and other 3rd party providers working onsite)
 - Other authorized persons (external providers and authorities, i.e. heavy item delivery personnel, construction workers, etc.)
 - School-aged children of staff (if authorized to be present that day for onsite childcare)
- Unauthorized persons are prohibited from entering the school premises, they must be identified and informed by the school accordingly.
 Unauthorized persons include:
 - Parents/guardians
 - · Unenrolled siblings of students
 - Other persons for whom the purpose for visitation can be carried out without entering the school premises (i.e. delivery of light goods, etc.)
 - School-aged children of staff (if the school does not offer onsite childcare or if childcare is not required that day)
- Students of Determination should be considered on an equitable basis as all other students. A Risk Assessment should be conducted where necessary and the outcomes discussed with parents. Where the support of a third party is required for any Student of Determination, exemptions should be made as appropriate to allow their entry onto the school premises with the appropriate Personal Protective Equipment (PPE) as determined in the Risk Assessment.

1.3.2. Health Requirements for Entry

- All authorized persons may enter the school premises as long as they do not have the following COVID-19 related symptoms:
 - Fever (37.5 C or above)
 - Cough
 - Body ache
 - Fatigue
 - · Shortness of breath





- Sore throat
- · Runny nose
- Diarrhea
- Nausea
- Headache
- Loss of smell or taste
- Health requirements are subject to change to reflect the latest information issued by health authorities.

1.3.3. Additional Entry Requirements for Contract Staff

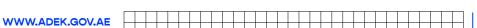
- Contract staff must also meet all the health requirements and conditions for schools in addition to those relating to their sector as determined by the relevant authorities.
- Prior to entry, contractors must sign a declaration of understanding that any suspected cases amongst staff members will be reported to the school.
- Contract staff who are suspected cases are not permitted to enter school premises, and for a confirmed case, clearance of all team members identified through contact tracing is required prior to their entry.
- Daily logs of contract staff attendance and temperature scans must be kept.
- Any subcontract staff must be pre-approved by the school's facilities manager (with 48 hours notice).
- Any further requirements will be announced at a later date in conjunction with the relevant authorities.

1.3.4. Mandatory COVID-19 Test and Travel History

- All staff and students in Abu Dhabi private schools must undergo COVID-19 testing prior to being authorized to return to the school premises. Details concerning coverage, schedules, and process will be announced at a later time in conjunction with relevant authorities.
- All staff, parents, and students with devices are required to download
 ALHOSN app to facilitate contact tracing in case of an incident.
- All staff and students must declare recent travel history.

1.3.5. Admissions, Registration, Communication, and Orientation

- School tours are suspended until further notice. Virtual tours and online meetings are recommended for parents of prospective students.
- Schools shall communicate confirmation of enrollment to parents of new students as soon as is feasibly possible.
- Schools shall use remote means (email, telephone, online meetings, etc.) whenever possible for all matters related to admissions, registration, communication and payment as well as ensuring timely responses to queries.







- A dedicated contact number and/or email for parents to report COVID-19 emergencies should be made available.
- In the rare case that remote means are not possible, parents may request an appointment for an onsite meeting. If approved by the school, these meetings should take place after all students have left the premises. Parents' entries should be logged and they should be accompanied by a staff member while in transition areas.
- Textbook and uniforms should be packaged and sanitized prior to distribution. Distribution should be held preferably before the start of term, and should be organized in an orderly manner (i.e. staggered) to avoid lines and crowds of parents. If distribution is not complete before the start of term, it should be organized after school hours.

1.3.6. Student Medical Records

- Schools shall maintain updated medical records as per Policy 35 of the Private Schools Policy and Guidance Manual 2014-15.
- Student medical records must be kept confidential and only shared with relevant parties as outlined in Policy 35 of the Private Schools Policy and Guidance Manual 2014-15.

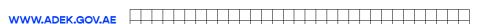
1.3.7. Guidelines for Daily Health Screening Prior to Leaving Home

- Schools shall communicate that parents are strongly advised to check their children's temperatures and screen for symptoms before leaving the house. Children who exhibit symptoms or who are feeling generally unwell are encouraged to stay home.
- Staff are strongly advised to check their own temperature and screen for symptoms before leaving the house. Staff who exhibit symptoms or who are feeling generally unwell are encouraged to stay home.
- The Ministry of Health and Prevention (MoHAP) Virtual Doctor can help assess symptoms and determine if medical help, testing, or home treatment is required:
 - https://www.mohap.gov.ae/en/Aboutus/Pages/COVID-19.aspx

1.4 Entry/Exit Protocol

1.4.1. Guidance on School Access Points

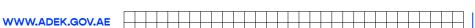
- An access point is a point of access into or out of the school premises, such as a main gate, parking entrance, etc.
- All access points should be designated as either an entry or an exit to privilege one-way directionality. If unfeasible, a priority direction should be designated at specific times of the day (i.e. incoming direction on arrival, outgoing direction on departure – with, for example, an arrow sign to indicate the priority direction).







- To maximize flow, schools are advised to use as many access points as possible, preferably by designating access points to different groups according to proximity to their classroom to minimize mixing. For example, if access point A is closer to the Cycle 1 areas and access point B is closer to the Cycle 2 areas, designate access point A for only Cycle 1 students and access point B for only Cycle 2 students.
- Access points should be manned by trained security personnel to oversee flow and enforce the preventive measures (social distancing, PPE and hygiene, see Section "Framework for Policies and Guidelines").
- Non-contact temperature screening must be held for each person prior to entering the school or taking the bus. To maximize flow, schools are advised to install thermal scanners in an indoor area at the main access points. Infrared thermometers are not suitable for access points with heavy circulation but may be used for less frequented access points. Persons with temperatures of 37.5 C or higher should be screened again with a handheld infrared thermometer and transferred to the isolation area upon confirmation of fever for further follow up as per the incidence management protocol (see Section 1.9.4)
- Queuing areas at all access points must be demarcated with standing intervals 1.5 m apart.
- Entry/exit should be staggered, with limited crossover between students arriving by private transportation and bus-riders. Timing should also be organized so KG and early Cycle 1 students / one parent can be accompanied in groups by staff to and from the access points.
- Hand sanitizing gel dispensers should be installed (preferably contactless) at every access point for obligatory use by every person entering the premises.
- An isolation area close to the main access point should be installed for students who did not pass screening to wait to be picked up by their parent/guardian.
- Arrival and departure times for each group, alongside the protocol for entering and exiting shall be clearly communicated to parents.
- Students may be accompanied by a maximum of 1 parent or guardian during drop off or pick up. Guardians must wear masks at all times and may accompany the student until the access point (but not enter the premises). Accompanying guardians may remain in the waiting area for a maximum of 10 minutes. It is recommended that accompanying guardians be in good general health (to protect themselves from exposure).
- Students of Determination may have designated arrival and departure points and measures in place to accommodate specific needs. These should be developed and discussed through the Risk Assessment and development of an Individual Educational Plan (IEP).





- Students of Determination and their parents should be made aware of the arrival and departure points and the process entailed in arrival and departure. This may need to be communicated in a differentiated manner according to age, ability, and behavioral needs.
- Students of Determination and their parents should be provided with all information on school timings as per school communications. Where necessary timings may need to be adapted slightly by 5-10 minutes to provide a quieter, calmer arrival and departure dependent upon need. This should be clearly communicated to parents.

1.4.2. Entering the School

- All authorized persons must enter one at a time, spaced 1.5 m apart (as per the floor markings).
- All authorized persons must enter wearing the appropriate PPE. Schools should stock extra PPE to accommodate authorized persons who do not have the required PPE for entry.
- The requirement for PPE for Students of Determination and those working with them should be evaluated through the Risk Assessment process.

1.4.3. Exiting the School

- Exiting priority should be given to bus-riders in order to empty the school as much as possible.
- Exit times for bus-riders should be staggered to reconfigure bus groups (see Section 2.4.2) with class groups (see section 2.4.3).
- Students leaving with private transportation should be picked up after buses have left to avoid overlapping (and crowding).
- Adult guardians waiting to pick up children should maintain a 1.5 m social distance, wear masks and should wait in their vehicles (if applicable) until the designated pick up time.
- Waiting areas at all access points must be properly designated (with 1.5 m social distancing demarcations).
- School staff are discouraged from exiting the school premises during school hours.

1.4.4. Entry/Exit Protocol for Other Authorized Persons

 Other authorized persons may include external providers and authorities (i.e. heavy item delivery personnel, construction workers, etc).





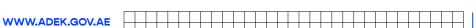


- Other authorized persons may only enter upon meeting the health requirements for entry (see Section 1.3.2).
- Other authorized persons must wear appropriate PPE at all times while on school premises.
- Schools shall ensure that the activity is supervised (with distance measures in place) and conducted after school hours. If an emergency requires the intervention during school hours, school shall ensure that neither employees nor students are present in the vicinity.
- Appropriate cleaning and disinfection must be carried out following the completion of the activity.
- Where the support of a third party is required for any Student of Determination, exemptions should be made as appropriate to allow their entry onto the school premises with the appropriate PPE as is determined in the student's individual Risk Assessment.

1.5 Space Management

1.5.1. Transition Areas

- Transition areas including all spaces between a starting and end point (i.e. hallways, corridors, waiting areas, entries/exits, etc.).
- Schools shall carry out an inspection of their premises and plan a circulation map of the campus (see Appendix 3).
- Schools shall ensure the following when planning their circulation map:
 - One-way circulation is to be privileged and signaled through floor/wall markings. Where one-way circulation is not possible, two-way paths should be clearly marked to minimize crossovers.
 - Adopt easy-to-understand signage (i.e. signs, arrows, color, signals [red/green for stop/go], etc.)
 - Identify bottleneck and waiting areas (staircase, elevator, entry to classroom, entry to bathrooms, entry into narrower hallways, etc.)
 where crowding is likely and create standing demarcations 1.5 m apart.
- Organize timings for breaks to limit crossover between classes and to minimize congestion in hallways and other circulation zones.
- Keep classroom doors open when possible (i.e. unless a fire hazard) to increase entry/exit flow and avoid touching of door handle/knob, etc.
- Supervise student group transitions and ensure social distances.
- Provide clear guidance to Students of Determination, differentiated as appropriate, to ensure the safe movement of themselves and others around the school site. Adaptations to the protocol may be required to meet any specific needs of the individual however these should not result in increased risk to themselves or others.

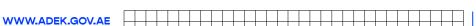






1.5.2. Classrooms

- Schools shall set up classrooms according to the following standards:
 - A hand-gel dispenser (preferably contactless) should be installed at the entrance to the classroom, and students and teachers should sanitize their hands when entering and leaving the class if handwashing is not possible.
 - A teaching area should be set up at the front of the classroom,
 1.5 m apart from student workstations. A box of sanitizing wipes should be placed on every teacher's desk (and regularly stocked).
 - Workstations should be arranged so that students are positioned 1.5 m apart, and the same workstation should be used by the same student each day.
 - Shared tables must be demarcated so that it is clear where students should be seated.
 - All non-essential furniture should be removed to maximize available space and reduce contact area.
 - All cupboards/bookshelves holding shared supplies should be clearly marked as off-limits.
 - The installation of hooks on the side of each workstation is recommended to hang personal belongings and avoid floor clutter.
 - Lockers are not recommended but may be used for older students, under the condition that social distances can be maintained.
 - Physical barriers/partitions (i.e. floor screens, bookshelves, etc.) are required in larger spaces (i.e. a converted gym) that may be shared between different classes. Care must be taken to ensure that there is absolutely no mixing between groups. For example, entry/exit of groups should be staggered (and use different entrances/exits if available), and students in one group should be prevented from walking through the barriers of another group.
 - Where possible, indicate recommended circulation paths within the class (privilege one-way directionality).
 - Clean and disinfect regularly between student groups.
 - If the weather allows and the classroom has windows, ventilate whenever possible.
- ADEK is not stipulating an absolute maximum number of students per class given the social distancing configuration – however, this should be small enough that every student can effectively hear the teacher and participate fully in the class. The maximum capacity for each classroom/ teaching space should be clearly indicated on the door.







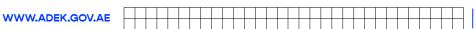
- It is highly advised that students remain in the classroom, in designated seats throughout the day (except for breaks), and that teachers rotate in and out. However, this may not be feasible if students need to share facilities (i.e. labs, sports facilities, etc.), in which case only one class should be given access to that space at a time, with cleaning and disinfection between groups of students. Larger spaces may hold multiple groups simultaneously but can only do so with strict separation between groups.
- Schools are recommended to serve lunch in the classrooms.
- In order to accommodate Students of Determination, who may require additional support and guidance to access their learning, schools should consider the space available in classrooms to provide this, compliant with social distancing guidelines. Schools may want to consider how students are grouped and how additional space can be utilized to ensure compliance with social distancing guidelines.

1.5.3. Restrooms

- Schools shall develop strict rules concerning restroom usage.
- A maximum number of students should be authorized at any given time to ensure that social distancing is maintained. This number should be clearly indicated on each restroom door.
- Restrooms are congested spaces and thus schools are highly advised to place demarcations indicating where to stand while queuing (preferably outside), circulation paths, and available handwashing basins (to maintain social distancing).
- Simple signage and posters should be posted to remind users of hygiene protocols.
- Use of restrooms must be appropriately supervised for younger students.

1.5.4. Recreation/Play Areas

- Students shall take regular supervised breaks (preferably outdoors) but break times should be staggered to avoid mixing of different classes (especially age groups).
- If a recreation space is large enough to host multiple groups, this may be done under the strict supervised separation of these groups.
- Playground equipment (i.e. slides, swings, etc) are to remain off-limits during the initial return to school period.
- While break is a time for independent and self-directed play, KG and early Cycle 1 students looking for guidance may be encouraged to play physical games that promote distancing (i.e. "Simon Says", jump rope, hula hoops, etc). However, social distancing should not be excessively enforced to the point of being emotionally harmful to the younger students. Light interaction outdoors while playing is permitted for short periods, and handwashing before and after break is mandatory.



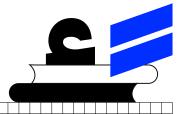




- Hand sanitizing gel dispensers (preferably contactless) and sanitizing wipes should be made available in the vicinity.
- Students of Determination must be appropriately monitored and supervised to ensure appropriate physical distancing while outside to ensure the safety of themselves and others.
- Adaptations to the agreed protocol for other students may be implemented to reduce risks to themselves and others and if appropriate, to the resources are available. Students of Determination should have equitable access to play areas.

1.5.5. Libraries

- Schools are recommended to close libraries and make library resources available online where possible. If a library is to remain closed, its conversion into an additional classroom space is recommended, where possible.
- Schools shall ensure the following if they choose to keep the library open:
 - Hand gel dispensers (preferably contactless) should be made available throughout the library premises and their use encouraged before and after handling a resource.
 - Library staff should wear gloves in addition to masks and sanitize their hands (over gloves) regularly before and after handling a resource.
 - Sanitizing wipes should be available for student use with clear directions on appropriate usage (i.e. to wipe down surfaces but not books, etc).
 - Libraries may remain open as long as access is controlled and supervised. Access may be given to one class at a time (with cleaning and disinfection in between) and supervised by the teacher/teaching assistant assigned to that class.
 - Books made of fabric or other hard-to-clean materials should be removed from circulation, and where possible, covers laminated for easy cleaning and disinfection.
 - A clearly marked receptable (with a cover or with a small opening to discourage reuse) for used library resources should be made available. A separate drop-off box for used resources can also be installed at the entrance of the library.
 - Library books and other resources should be disinfected following use before being made available for circulation again.
 - A log should be maintained to keep track of library access (entry/exit of all persons).





1.5.6. Sports Facilities

- All students are highly encouraged to participate in sports to maintain their health and wellbeing. However, physical education at school is currently suspended until further notice.
- Physical education teachers should provide distance learning options for students to stay fit.
- Sports facilities may be converted as extra classroom space, if appropriate.

1.5.7. Cultural Facilities

- All students are highly encouraged to participate in cultural activities to channel their creativity and maintain their wellbeing.
- Cultural activities that are part of the curriculum such as the arts may also take place under the condition that social distancing is implemented, and shared material is minimized and/or disinfected before and after use (i.e. paintbrushes, pottery wheels, etc).
- Musical instruments that can be easily disinfected after use may be used (i.e. percussion, strings). However, wind and brass instruments may not be shared, so students can bring their own or one must be assigned exclusively to that student after proper disinfection (see National Association for Music Education recommendations:

https://nafme.org/covid-19-instrument-cleaning-guidelines/)

1.5.8. Shared Areas for Staff

- Staff shall maintain the following social distances at all times:
 - 1.5 m with students
 - 2 m with other staff
- In shared staff-only spaces and workstations, demarcations can be placed at 2 m intervals, and use of the spaces should be staggered to minimize interaction. Staff meetings and trainings should be held online whenever possible.
- Other staff-related policies and guidelines will be announced at a later time in conjunction with relevant authorities.

1.5.9. Prayer Rooms

- Students and teachers must bring their personal prayer mats, which must be properly stored while at school and cleaned regularly.
- Other guidelines regarding prayer rooms will be announced at a later time in conjunction with relevant authorities.



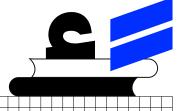




1.6 Hygiene Management

1.6.1. Handwashing and Sanitization Protocol and Supervision

- All schools shall set up handwashing or hand sanitization stations in key locations around the school, such as at access points, playgrounds, entrances of all school buildings and classrooms, at the entrance of the cafeteria, in the school kitchen/canteen, etc.
- Each handwashing station must be equipped with liquid soap, sanitizing wipes, disposable paper towels, and posters with effective handwashing and drying instructions.
- Air dryers should be not be used (unplug or mark off-limits) due to their ability to circulate air in a concentrated space and spread germs.
- Schools shall clearly instruct students and staff to dry their hands properly after handwashing as moist hands may breed germs.
- Each hand sanitization station must be equipped with 70%-80% alcohol-based hand sanitization gel.
- Handwashing stations (e.g. in bathrooms etc.) must have markings on the floor to implement a 1.5 m distance between each student/ staff member who is using the facility.
- Schools shall encourage students to wash their hands for 20 seconds with soap:
 - When hands are visibly soiled
 - · Before eating
 - · After using the toilet
 - After touching high-touch surfaces such as doorknobs, handrails etc.
 - · After coughing or sneezing
- If handwashing is not possible, students may sanitize their hands using hand gels (for 20 seconds) and wash their hands as soon as they have access to a handwashing facility.
- Young children (KG and early Cycle 1) must be supervised when washing hands and also when using hand gels.
- Students should use a tissue or paper towel when coughing and sneezing, and promptly dispose of it in a covered bin and wash their hands immediately with soap and water for 20 seconds or sanitize their hands with gel if a washing station is not nearby).
- If a tissue or paper towel is not available, students should sneeze or cough into their elbows, and sanitize their hands if possible.

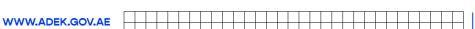




Students of Determination should be provided with appropriate guidance on hygiene management and supervised to ensure compliance with any guidance. Where the needs of the child prevent them from achieving this independently, appropriate support may be given provided the risk to the student and member of staff is mitigated. Personal protective measures for members of staff supporting the hygiene management of Students of Determination must be considered.

1.6.2. Personal Belongings and Shared Supplies

- To reduce the risk of contamination and carrying viruses, staff and students' personal belongings must be reduced to a minimum.
- School supplies may be used when the possibility of sharing is low (i.e. scissors, glue, rulers, lab equipment), given that they are sanitized after individual use.
- For classrooms of younger students, a receptable (with lid or small opening to prevent access by students) should be set up for any items that have been exposed to/come into contact with biological fluids (saliva, mucous secretions) for cleaning and sanitization after class and prior to reuse.
- Non-essential furniture, equipment, and resources should be removed or demarcated as off-limits, and those that are made available should be easy to clean and disinfect (ie. non-fabric materials and surfaces).
- Each student should be provided with a designated stationery kit or should be asked to bring their own stationery kit that they will keep at school if storage is possible (pens, pencils, markers, scissors, etc.). Otherwise, these should be brought daily. Stationery kits are for exclusive use and should not be shared.
- Efforts should be made to reduce, where possible, the transfer of paper from home and to home by assigning class work using worksheets or assigning work online.
- In case Students of Determination have special equipment and/or emotional support material, it must be adequately cleaned and disinfected, and never be shared with other children.
- For older students who are allowed personal digital devices as per the school's rules, ensure cleaning with sanitizing wipes regularly, and prohibit sharing with other students.
- The installation of small hooks on all workstations is recommended to hang personal belongings and avoid having encumbrances on the floor.
- Guidance regarding the personal belongings of staff should be considered for those working with Students of Determination and evaluated in the Risk Assessment process.

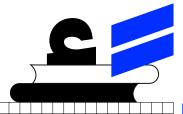






1.6.3. Personal Protective Equipment (PPE)

- Masks are obligatory for anyone entering the school premises. Exceptions include:
 - · Students in KG.
 - For teachers of Students of Determination that have hearing impairments, transparent masks may be used.
 - School staff may wear a face shield when interacting with younger students to encourage social-emotional development.
 Masks must be worn at all other times.
 - For all other students and staff, masks may only be removed during lunch, provided strict social distancing is maintained.
 - Face shields should be worn by students and staff with medical conditions for which mask-wearing is not recommended (supported by a medical certificate).
- Any further exceptions to the above list will be announced at a later time in conjunction with relevant authorities.
- A home-made cloth mask or medical mask may be used.
- Students and staff are required to bring two masks per day: One for use in the morning, and a new one to be used after lunch. Masks must be disposed of (one person at a time) in bins designated for medical waste. In the case of cloth masks, precaution must be taken to ensure that the used mask is stored properly in student bags and cleaned on a daily basis.
- Schools shall maintain a supply of masks for students who may not have them or have misplaced or damaged their masks. These should be readily available at the entrances and exits of the school, and in classrooms if needed.
- Oue to the increased proximity of some staff working with Students of Determination, it is the school's responsibility to ensure staff working with Students of Determination are provided with the appropriate PPE as per the Risk Assessment conducted.
- Schools shall ensure that students are wearing masks correctly.
 Schools shall also provide training to students on proper hand hygiene and mask-wearing.
- For proper mask usage and removal see Appendix 4.
- Gloves are not recommended but may be worn. Staff and students should be made aware that gloves do not prevent infection and that frequent handwashing is preferable.
- Students should be encouraged to always carry a sanitizer with 70%-80% alcohol in their pockets/bags to sanitize their hands frequently.





- In some cases, additional personal protective equipment is required to be worn by staff (face masks, face shields, gloves, and/or singleuse full sleeved aprons). These include:
 - Staff responsible for temperature screening.
 - The school nurse/other trained medical professional.
 - Cafeteria and kitchen staff.
 - Janitorial staff responsible for sanitization and disinfection.

1.6.4. Physical Contact

- All students and staff must maintain a distance of 1.5 m from each other at all times.
- For younger students who may have difficulty in following social distancing instructions, schools may consider minimizing exposure and contact by grouping students into "bubbles" (see Section 2.4.4) and following proper hand hygiene. Staff may need to be in closer proximity to them as they work (i.e. if a student is hurt, needs assistance tying shoelaces, etc.).
- For Students of Determination who require physical contact or support, the carer must ensure that their hands are sanitized before they come into contact with the student to support their needs.
- Where a school decides it has the capacity to allow the return of a Student of Determination who requires a high level of support, and it is in the child's best interests, it must ensure that this does not increase the risk for the child or other members of the school community.
- Where a student requires physical contact to enable access to the school, for example due to a physical need or mobility issue, a comprehensive Risk Assessment must demonstrate how the needs of the child are to be managed. A highly personalized IEP should be developed and this, along with the Risk Assessment, should be reviewed on a daily/weekly basis as appropriate.
- Care must be exercised in all other activities that may bring students in close contact with each other.

1.7 Cleaning, Sanitization, and Disinfection

1.7.1. Cleaning of School Buildings and Furniture

- Schools must carry out the general cleaning and disinfection of the premises every 24 hours. This includes cleaning and disinfecting floors, vacuuming, spot cleaning, dusting horizontal surfaces such as furniture, classroom equipment, etc., and taking out the trash.
- Surfaces must undergo cleaning with soap/detergent and water to remove organic matter and debris, followed by disinfection (germ elimination) with a disinfectant (see Section 1.7.2).





- 70%-80% alcohol-based sanitizing gels and wipes may be used by students and staff for sanitization (germ reduction) of hands and workstations.
- Loose carpets and rugs should be removed and stowed away until the pandemic is over.
- High-contact surfaces touched by many different people, such as light switches, handrails, doorknobs, faucets, toilet buttons, toilet seats, countertops, etc., must be cleaned and disinfected every hour.
- Toilets must be cleaned and sprayed with disinfectant solution every hour.
- Waste bins in classrooms and toilets must be emptied before they are full, and at a minimum of once per day.
- Cleaning, sanitization, and disinfection management for additional resources as necessary for Students of Determination should consider guidance outlined in the points above.

1.7.2. Cleaning Techniques

- Oleaning should progress from the least soiled (cleanest) to the most soiled (dirtiest) areas, and from the higher to lower levels so that debris may fall on the floor and is cleaned last in a systematic manner to avoid missing any areas.
- Schools shall use fresh cloths at the start of each cleaning session (i.e. routine daily cleaning before the beginning of the school day).
- For areas considered to be at high risk of COVID-19 virus contamination such as the school clinic or sites regularly used by a confirmed COVID-19 patient (e.g. desk, floor etc.), schools shall use separate cleaning equipment and cloth.
- Detergent or disinfectant solutions become contaminated during cleaning and progressively less effective if the organic load is too high; therefore, the continued use of the same solution may transfer the microorganisms to each subsequent surface. Thus, detergent and/or disinfectant solutions must be discarded after each use in areas when cleaning sites used by suspected/ confirmed patients with COVID-19.

1.7.3. Approved Disinfectants

- Fresh disinfectant solution should be prepared daily or for each cleaning shift. Only EPA-approved disinfectants should be used.
- Schools shall follow these guidelines when cleaning a site used by a COVID-19 affected student or member of staff:
 - Close off the affected areas that were used by the patient.
 - · Open doors and windows to increase air circulation in the area.
 - It is advised to wait 24 hours before cleaning or disinfecting the area.
 - Ensure that the cleaning staff is wearing full PPE (i.e. mask, face shield, gloves, and a long sleeved single-use apron).
 - Clean and disinfect the area using a disinfectant solution and fresh cloth. Discard or wash the cloth with detergent and dry it before reuse.





1.7.4. Cleaning of Shared Equipment

- Sharing of IT equipment, especially that which is frequently touched by students (such as computer keyboards, mouse devices and mobile computing devices, etc.) is not recommended. However, if required, all surfaces should be sanitized after individual use.
- Schools are encouraged to reduce the risk of transmission and crosscontamination due to shared resources by:
 - Locking away items that are difficult to clean or disinfect, such as some toys, educational manipulatives, etc.
 - For younger students, supplies such as worksheets, notebooks, and stationery should be stored separately in individually labelled containers.
 - Ensuring that materials such as toys, books, manipulatives, models etc. are in adequate supply to reduce sharing.
 - Limiting the use of supplies and equipment by one group of children at a time and sanitizing between use.

1.7.5. Ventilation

- Schools should maintain good indoor ventilation. For better ventilation, schools should keep the windows (if the weather allows) and doors of classrooms open using exhaust fans/ventilation units to circulate fresh air.
- If the air-conditioning system is used, schools should ensure there is sufficient fresh air supply and the dust-filters are cleaned and sanitized regularly.
- Olosed spaces such as classrooms, etc. should be ventilated with fresh air for at least 10 minutes before students arrive at school, during recreation/recess, at lunch time, and after school.

1.7.6. Lunch / Safe Food Preparation

- Schools should encourage parents to send individual packed lunches with students.
- Students should not share food with others.
- The use of the canteen by different groups is not recommended unless isolation of groups and cleaning/disinfection between cycles can be guaranteed. Lunch should be served in the classroom where possible.
- Vending machines for individually pre-packed food and beverages are allowed provided they meet sector requirements for safe use.
- Canteens may not cook food on the school premises but may serve individual, pre-packed meals. Schools shall:
 - Comply with all requirements of personal hygiene, general cleanliness, temperature controls, food packaging and display, food transportation and storage, and food waste management set out under the school canteen standards established by the Abu Dhabi Agriculture & Food Safety Authority (ADAFSA).





- Ensure that employees observe social distancing, hand hygiene, and wear face shields, gloves, and face masks while preparing meal distribution.
- Ensure functioning of handwashing stations in the kitchen for frequent handwashing facilities.
- Where Students of Determination have additional dietary requirements that cannot be managed in line with guidance for other students, their specific needs must be considered as part of the Risk Assessment process and discussed with parents. Any decisions and provisions made must be communicated to all appropriate members of staff.

1.7.7. Water Systems

Schools shall conduct inspections and perform necessary maintenance on water systems to ensure their safety following a period of prolonged disuse.

1.7.8. Waste Management

- Waste generated at school should be packed in strong black bags, closed completely and disposed of for the municipal waste collection to pick up.
- Medical waste generated by the school clinic must be disposed of, as per the requirements set by the Abu Dhabi Waste Management Centre. After waste is disposed of, hands must be washed for at least 20 seconds using soap and water.
- Any additional and specific Waste Management needs for Students of Determination must be considered as part of the Risk Assessment procedure and measures clearly communicated to appropriate members of staff.

1.8 Transportation

1.8.1. Private Vehicles

- Students are strongly advised to arrive to school by individual means, whenever possible, in order to alleviate pressure on the bus system.
- Travel time should be increased to consider heavier traffic during this period.
- If students are carpooling, parents should keep track of daily carpooling arrangements for contact tracing purposes.

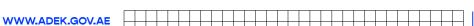






1.8.2. Bus Safety and Hygiene Measures

- All students who are in Grade 1 and above are required to wear a mask.
- Temperature checks must be carried out for each child before pickup from home and school.
- Younger students must be accompanied by an adult guardian until boarding the bus as they will not be able to board if found to have an elevated body temperature.
- In case a student has an elevated body temperature at the time of boarding the bus from school to home, they will be asked to wait for a parent/legal guardian to pick them up by private means.
- In case a student shows symptoms during the trip, they must be seated 2 m from other students and placed in isolation upon arrival at school to follow incidence management protocol (see Section 1.9.4). If symptoms occur during the trip home, the student should be dropped off first and the incident reported to the school for follow up. The student may only return upon medical clearance.
- All school buses must be equipped with hand sanitizer at their entrance doors. Bus monitors should be provided with sanitizing wipes and an appropriate waste bin.
- No food or drink (other than water) can be consumed on the bus. Students must sanitize their hands when getting on the bus, and once before dismounting.
- Students must maintain a distance of 1.5 m from each other while boarding and dismounting the bus.
- Only one bus at a time may allow students to descend and enter the school premises. Students should wait inside their bus until all students have disembarked from the previous bus.
- Areas around the school entrance should be demarcated for bus drop-off organization (drop-ff area vs. bus waiting area).
- Obscending from the bus should be done in an orderly fashion, row by row, and respecting social distancing.
- Each bus is required to have at least one bus supervisor to check students' temperatures, dispense hand sanitizer, tend to students who require assistance, and usher them when disembarking.
- Students should be assigned seating, with the same seating assignments maintained daily.
- The interior of the bus must be cleaned and disinfected after each one-way trip.
- All other safety measures (i.e. driver partitions, driver/bus supervisor) health requirements, etc.) for buses will be announced at a later time in conjunction with relevant authorities.







1.8.3. Space and Capacity Management

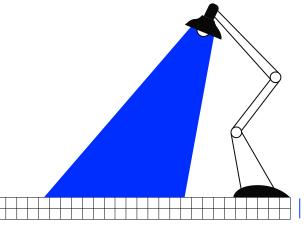
- Following federal guidelines, buses may carry a maximum capacity of 50%. More detailed guidelines will be announced regarding buses at a later time.
- Siblings may be seated together as long as they maintain social distancing from other groups of siblings/other students.
- All seats must be marked with tape/paint/stickers to show students where to sit.
- Where Students of Determination require additional support from an adult, a clear and comprehensive Risk Assessment must be conducted and travel plan developed.
- Where Students of Determination travel on school buses and also use supplementary aids to ensure their safety, such as "car seats", specific harnesses, etc., these should be disinfected in accordance with the protocols outlined.

1.8.4. Scheduling and Shifts

- Schools shall review and update their transportation plans considering their fleet, number of students using the transportation facility, and the social distancing requirements.
- Schools will need to stagger student arrival and departure times based on arrival/entry by bus or by other means to avoid crossover between the two groups. To allow working parents maximum time between drop-off and pick up, it is advised to schedule private drop-off before bus drop-off at the start of the day, but bus pick-up before private pick-up at the end of the day.
- Schools shall collect daily bus passenger logs to enable contact tracing in case a student tests positive for COVID-19.

1.8.5. Provision of Bus Service

Schools are strongly advised to provide bus service to accommodate parents who do not have alternative arrangements. The provision or cancellation of bus service remains at the discretion of the school upon assessment of demand.







1.9 Incident Management and Emergency Readiness

- 1.9.1. Protocols for Contact Tracing and Reporting COVID-19 Related Health Concerns to Relevant Health Authorities
 - In case a student or member of the staff reports that they have tested positive for COVID-19, the school must
 - Give leave to the person and arrange for them to continue to learn or teach online depending on their personal preference and health status.
 - Immediately use student/staff attendance data to identify the group of people who had been in contact with the affected person during the period of 2 days before the onset of symptoms (for symptomatic COVID-19 cases) and from the date of swab collection for asymptomatic cases.
 - Inform this identified group of people about their potential exposure to COVID-19 without disclosing the identity of the person who has tested positive. In the case of students, the school must inform the parents of their child's potential exposure.
 - Send this exposed group of people home and advise them to home quarantine for 14 days from last exposure with the COVID case. The members of their household don't need to self-isolate unless the exposed person subsequently develops symptoms. In case a young child is exposed, a parent or carer may also need to self-isolate with them.
 - Share guidance with this group on observing symptoms and ensuring personal safety over 14 days in case they have been infected with COVID-19.
 - Report the infection and the number of potentially exposed people to ADEK and Abu Dhabi Public Health Center (ADPHC) using the infectious diseases notification (IDN) system.
 - Ensure that all school staff /concerned supporting members are well aware of the above protocol and the detailed plan and actions required during any positive or suspected case (via a clear checklist, process charts, etc.)
 - Each school should have an active group email and the responsible members should be included for quick updates. Concurrent meetings/e-meetings for quick updates are required.







1.9.2. Setting Up a Response Team with Defined Roles in the School

- A "Team Leader", ideally the Principal or Vice Principal.
- A "First Responder", who must be a trained medical professional or healthcare provider, ideally the school nurse, and must be present in the school premises during the entire school day to offer emergency care to students and manage COVID-19 related incidents, and refer them appropriately if needed.
- A "Facilities Supervisor" responsible for the hygiene management/ sanitization of the school and responsible for members/staff/student movements and utilization of facilities in the school premises.
- A "Contact Tracing Supervisor", responsible for reviewing staff and student attendance records in case a student or member of staff reports testing positive for COVID-19. This person will identify and record the group of people who may have come in contact with the affected person. This person must be supported by trained members for contact tracing.
- A "COVID-19 Focal Person", responsible for communicating with staff, parents, ADEK and the Department of Health in the case of any COVID-related incident at school.

1.9.3. Establishing a Quarantine Space within the School Premises

- An isolation room in the school clinic should be established and equipped in accordance with the approved specifications of suspected cases of staff or students.
- A specialized nurse in the school clinic to take the necessary preventive measures for suspected cases and to inform the concerned authorities.
- The space must be adequately ventilated and have its own separate bathroom with toilet and hand washing facilities.
- If the space is to be used by multiple people, beds should be placed at least 2 m apart from each other.
- If the school enrolls male and female students in Cycle 2 and 3, gender segregated spaces should be provided in the form of two quarantine rooms, each with their own ensuite bathroom.
- Essential supplies such as PPE including surgical masks, gloves, single-use long-sleeved aprons or gowns and face shields must be present in the quarantine room. N95 masks should be available for the school nurse when handling suspected COVID-19 cases.
- Cleaning supplies such as a hypochlorite-based surface disinfectant, rubber gloves and PPE for cleaning staff must be available in the quarantine room.





- A trained medical professional must always be available in/near this quarantine room when a patient is admitted.
- The medical professional must always maintain a distance of 2 m from the suspected COVID-19 patient. If this is not possible, the medical professional must wear PPE before approaching the suspected patient.
- Schools are not allowed to manage or administer any medicines for symptomatic relief of COVID-19 symptoms without parental consent unless deemed lifesaving or essential. If a school carries medicines and/or equipment for dealing with medical emergencies, it must ensure consent of the student's parent/guardian and administer any treatment only through a trained medical professional at their own risk. The administration of paracetamol is allowed if parents will take a while to arrive to reduce fever. If a student is short of breath, basic low flow oxygen can be administered till he/she is moved to hospital.
- Under no circumstance should schools try to manage any COVID-19 cases on their own. In case a patient's condition deteriorates and emergency services is required, the medical professional must follow existing processes for dealing with emergencies.
- The student with an onset of COVID-19 symptoms should be moved to the quarantine room and picked up by a guardian as soon as possible. In the case of a staff member, they should follow the medical professional's recommendations.

1.9.4. Guidance on Protocols for Managing a COVID-19 Related Incident at School

- In this section, a "COVID-19 related incident" refers to a student or staff having sudden onset of symptoms such as fever, shortness of breath, cough or sore throat with or without fever.
- In case a COVID-19 related incident occurs where a student is experiencing symptoms, their teacher must immediately inform the Team Leader, and provide the student with a surgical mask if he/she is able to tolerate wearing the mask.
- The Team Leader must arrange for the First Responder to collect the student from their classroom and move them to the quarantine room while keeping a distance of 2 m from them, and ensuring that the student avoids touching high-contact surfaces such as railings, doors, etc.
- The Team Leader must also instruct the Facilities Supervisor to immediately have the classroom cleaned and disinfected, especially the affected student's desk and belongings.





- The Team Leader must also inform the COVID-19 Focal Person, who will call the student's parent/legal guardian to have them picked up immediately to be taken home/to a hospital.
- The criteria for returning to school includes two negative consecutive results and clinical improvement, or the completion of 14 days since the first positive result.

1.9.5. Guidance for School Clinic Staff

- Schools shall have School Clinics on the premises as per Policy 64 of the Private Schools Policy and Guidance Manual 2014-15.
- Schools shall employ a full-time school nurse who holds a valid Department of Health (DoH) healthcare professional license for registered school nurses.
- Clinic staff shall verify that all furniture, PPE (for clinic staff but also for students/staff developing symptoms while on school premises), and other equipment required by the healthcare authorities are available and stocked, and that any other requirements regarding the clinic's physical space have been met.
- The school clinic should have an updated list of all staff and students who have high risk medical conditions (DM, HTN, cardiac disease, immunosuppression, asthma, etc.).
- The school nurse should report confirmed COVID-19 cases (students/staff with positive COVID-19 PCR result) using the IDN system.
- Clinic staff shall work with the COVID-19 Taskforce to ensure all staff and students are aware of the availability of their services, the location of the clinic, as well as COVID-19 related protocols.
- All clinic staff should have full awareness of the needs of Students of Determination. These include any communication, sensory, physical, emotional or behavioral needs. These needs should also be clearly communicated through a Student Profile to any health professionals involved in an emergency.
- Specific COVID-19 training for school clinic staff will be communicated at a later time in conjunction with relevant authorities.

1.9.6. Emergency Readiness

Any adaptations to regular emergency drills (i.e. fire, earthquake, evacuation, etc.) will be communicated to schools at a later time in conjunction with relevant authorities.









1.10 Extracurricular Activities and Travel

1.10.1. Extracurricular Activities

- While ADEK strongly encourages the participation of all children in extracurricular activities to promote their health and wellbeing, such activities are to be suspended within the school premises until further notice.
- Extracurricular activities may be allowed to continue remotely, if the nature of the activity is such that remote participation is possible.

1.10.2. Interschool Events

- All interschool events such as debates, literature contests, performing arts or IT and science competitions shall be suspended or moved completely online until further notice.
- All interschool sporting events are suspended until further notice.

1.10.3. School Trips

School trips are currently suspended until further notice.





2. TEACHING AND LEARNING

This section lays out policies and guidelines aimed at ensuring that teaching and learning processes are adapted to the COVID-19 context but remain central to the school's mission.

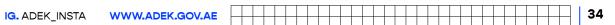
2.1. Attendance

2.1.1. Student Attendance

- All students shall return to school as per their school's published Academic Calendar for 2020/21.
- Students with any high-risk health conditions may be exempted from returning to school upon submission of a medical certificate attesting the medical condition (further details will be announced in conjunction with relevant authorities).
- Exempt students are still required to attend classes remotely via distance learning.
- Where Students of Determination follow a distance learning mode due to their increased vulnerability or the inability of the school to provide the appropriate measures to ensure safety, they must be provided with all learning materials to enable their academic, emotional, and behavioral progress. Parents and students must be provided with support to access the learning materials which should all be appropriately differentiated according to needs and levels. Their attendance will be marked accordingly.

2.1.2. Student Absence

- These policies should be read in conjunction with the Policy 54 and Policy 55 of the Private Schools Policy and Guidance Manual 2014-15.
- Schools shall develop a system by which students at home can "check-in" every day to keep track of attendance.
- Attendance is compulsory during all modes of learning (face-to-face or distance learning). A student is marked absent if they fail to attend classes.
- An absence is only authorized for the following reasons, confirmed by a signed letter from Parents/Guardians or by way of official documents to attest for the full duration of the absence:
 - Illness
 - · Death of a first- or second-degree family member
 - Scheduled doctor appointments
 - · Official community task







- Mandatory appearance before an official body
- Essential urgent family travel for matters such as medical treatment or the death of a family member
- Schools will immediately communicate with parents following an unauthorized absence or a cumulative absence rate of 10% or more.
- Schools shall collect and maintain accurate attendance records for all students.
- Parents shall notify the school in advance of any planned absences and submit the required documentation.
- Where exemption to return to school is granted to any Student of Determination to ensure their health and safety or that of other students, staff and community members, schools shall provide clear and comprehensive educational provision to ensure their ongoing academic, social, behavioral and emotional progress during distance learning. All decisions must consider the needs of the child and their parents and all efforts must be made to accommodate the Student of Determination appropriately.

2.1.3. Staff Absence

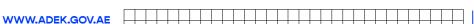
- School staff shall attend the full workday as per the school's calendar in accordance with the official contracted work hours.
- Upon consultation and agreement with the school, the continuation of remote work for certain staff may be necessary for health reasons. Staff with any high-risk health conditions (details will be announced at a later time in conjunction with relevant authorities) must submit a medical certificate attesting the medical condition.
- School staff must inform the school in advance of their absence, when possible, to allow for planning that will ensure continuity of learning for students.

2.1.4. "Stay Home When in Doubt" Policy

- Any member of the school community feeling unwell and/or exhibiting any COVID-19 associated symptoms should stay home. They will not be permitted to enter the school's premises or will be isolated according to the incident management protocol if their illness should be evident during the day.
- Medical clearance is required to return to school premises following a period of physical absence.

2.2. Morning Assemblies

 Large assemblies are not permitted, and schools shall continue to perform the UAE National Anthem in classrooms.







Students of Determination must be provided with appropriate support as outlined on their IEP to participate in all school activities on an equitable basis as their peers. Where Health and Safety needs prevent this, alternative provision must be outlined on the IEP.

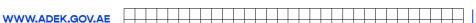
2.3. School Reopening Models

2.3.1. Full, Partial and Distance Learning Models

- In light of new social distancing requirements (1.5 m between students, and students and staff; 2 m between staff), schools shall complete an analysis of their physical capacity to determine whether they are be able to reopen fully or partially (see Appendix 5).
- Schools may choose to reopen fully if they can accommodate all students onsite at any given moment.
- Schools may choose to reopen partially if they can only accommodate a portion of students onsite at any given moment.
- Schools are not authorized to implement a full distance learning model. However, schools may decide to combine models to cater for the needs of different student groups. Schools who are considering a model other than the ones proposed must contact ADEK.
- When selecting the reopening model for the school, schools shall take into consideration the results of the ADEK Parent Survey. ADEK recommends that the model that allows for the maximum amount of contact hours per student be considered but determination of the most appropriate reopening model for a school must also weigh safety, student learning, teacher workload, priority groups, parent needs, and the school's logistical feasibility in implementing whichever model is chosen.
- Social distancing and safe operation measures, continued distance learning (for students and staff staying home), and readiness to revert to full distance learning underpin every model presented.
- Students of Determination should have all aspects of their educational provision met in an equitable manner to their peers. Support to access learning and enable progress should be provided in line with guidance given in Sections 1.4, 1.5, 1.6. and 1.7.
- Students of Determination should be supported with appropriate differentiated materials to enable them to access remote learning from home, this should be an extension of the work completed in school to ensure continuation of learning. Schools shall also plan and deliver intervention sessions to maximize impact on learning.

2.3.2. Full Return Model

 Schools may choose to resume full school operations where all students return to school for face-to-face learning.





- Schools shall consider the following when choosing a full return model:
 - Full return implies as close to full operations as is possible, considering that shortened hours may be necessary to accommodate transition times (staggered arrivals and departures, breaks, additional handwashing sessions, etc.).
 - Where possible, non-classroom spaces may be converted for classroom use.
 - · Distance learning continues to be required for students and staff who are home.
- If capacity allows, a full return model is preferred to allow all students to return to school with as close to a regular schedule as possible.

2.3.3. Partial Return Model

- Schools may choose to resume partial school operations where students return to school at a lower capacity using a blended learning approach (face-to-face and distance learning).
- Schools may choose one of the partial return model options in Table 1 below (see Appendix 5 for more details and example schedules).

Model	Definition	Considerations
Half-Day Model	Partial return model where all eligible students are grouped into 2 half-day shifts (attend either morning or afternoon), with distance learning (DL) for the non-FTF group.	Reduced contact hours, but most regular Face to Face (FTF) learning Logistically demanding (2 daily bus and cleaning shifts) Higher risk of mixing groups
Alternating Day Model	Partial return model where all eligible students are grouped into 2 alternateday shifts (attend FTF a minimum of 2 days per week), with DL for the non-FTF group.	Reduced contact hours Somewhat regular FTF learning (without long breaks) Logistically manageable (daily bus and cleaning shifts) Somewhat easy to trace and isolate in case of an incident
Alternating Week Model	Partial return model where all eligible students are grouped into 2 alternateweek shifts (attend FTF 1 week fully, 1-week rest, 1 week fully, etc.), with DL for the non-FTF group.	Stability and full contact hours Long irregular breaks between each week Logistically the most feasible Easiest to trace and isolate in case of an incident
Hybrid Model	Hybrid of alternating-day and alternating-week model where a 5-day week is stretched out over two weeks, so group A would attend FTF 2 days in Week 1, then 3 days in Week 2. DL for the non-FTF group.	Full contact hours Somewhat regular FTF learning (without long breaks) Logistically manageable Somewhat easy to trace and isolate in case of an incident

Table 1. Partial Return Models

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2.3.4. Pilot Phase

- While not recommended, schools may opt to test the reopening process with a pilot of reduced numbers of students.
- Schools will have a maximum of four weeks to carry out their pilot, after which they must welcome all eligible students back for as much equal face-to-face learning as is possible.

2.3.5. Priority Groups

- Schools shall consider the following priority groups for partial return models and the pilot phase:
 - Students most in need of regular face-to-face learning are young children (KG, early Cycle 1), Students of Determination, and those with special educational needs. These priority students most likely also require more distance learning support from their parents.
 - Students transitioning between cycles would also benefit from the added support to cope with new teachers and new educational experiences.
 - Students in their final or high-stakes assessment years would also benefit from FTF learning for the purposes of better exam preparation.

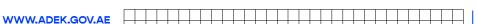
2.3.6. Mandatory Distance Learning Provision

- Whether reopening fully or partially, all schools shall provide distance learning to cater for students and staff who cannot physically be present on campus. This includes:
 - Exempt students.
 - Students and staff who are home for health reasons (from feeling unwell to isolating) and should stay home until cleared to return.
 - Staff who need to stay home for childcare or other personal reasons.
 - Students of Determination whose needs cannot be safely met in accordance with the Risk Assessment conducted and in discussion with parents.
- Distance learning modes can include live streaming, recorded live classes for playback, pre-recorded classes, independent work packages, group and partner sessions, offline project-based work, etc.
- Schools shall inform parents of what distance learning entails and the different modes by which it is delivered. This is important to manage parent expectations that distance learning is not just live sessions with teachers.

2.3.7. Teacher Workload

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 Distance learning does not imply double teaching (double workload or double contact hours). Teacher workload can be effectively managed by diversifying distance learning modes (see Section 2.3.6).







To simplify scheduling, schools may want to consider assigning teachers who are working at home (either regularly or on an ad hoc basis) to teach the distance learning courses of the day.

2.3.8. Readiness to Resort to Full Distance Learning

 To prepare for the possibility of reclosure, all schools must be ready to resort to full distance-learning mode at any time.

2.4 Student Grouping

2.4.1. Student Grouping Levels

- Schools shall organize students by groups and ensure that measures are in place to limit mixing between groups. How grouping is determined is at the discretion of each school.
- Given the high number of students that take the school bus, schools are recommended to determine grouping on at least two levels: bus groups and class groups to ensure the following:
 - All students who take private transportation would only interact with their class group
 - All students who ride the school bus would only interact with their class and bus groups
- Any partial model adopted should consider grouping students by family to ease working parents' schedules.
- Schools shall evaluate their ability to conform with the recommendations outlined for any Students of Determination. Risk Assessments should be conducted and IEPs developed to enable Students of Determination equitable access to return to school.
- Students of Determination should not be discriminated against, but where necessary, additional arrangements must be made, and resources implemented, to support their return to school alongside their peers. Arrangements should be discussed with parents and clear communication on student groupings provided.

2.4.2. Bus Groups

- Schools are advised to organize entry/exit by bus groups as staggered entry by class groups is not possible for students arriving in school buses.
- Staggered entry times are recommended for the remaining students who are arriving by other means. Schools are advised to designate specific time frames for arrival that do not coincide with bus timings.

2.4.3. Class Groups

• Once on the school premises, groups should be organized by classes to minimize mixing with other grades.







2.4.4. Bubbles

- Bubbles refer to a group of students and teachers/school staff that spend the entire school day together, and do not interact with others during this period. This strategy is particularly useful for reducing the risk of cross-transmission of the virus between young students (KG and early Cycle 1) who have difficulty practicing social distancing.
- Bubbles, consisting of a maximum of 10 students and a dedicated team of teaching and assisting staff, are required for KG students. Bubbles should remain in the same classroom throughout the day (except for breaks) and toys and other shared resources must not be accessible to other groups without prior cleaning and disinfection.
- Bubbles may be considered for younger students (early Cycle 1) if staffing allows. However, bubbles are not possible for older students as subject teachers will be rotating between classes.
- Staff who provide additional support to Students of Determination should be assigned a bubble which limits their exposure to other students. It may be necessary to divide Teaching/Learning Support Assistants into bubbles to minimize contact with other teachers and students.

2.5 Building on Distance Learning Practices

2.5.1. IT Staffing/Outsourcing Plans to Manage and Consolidate Online Learning

- All schools must be prepared to transition to a full distance learning mode in the case of a virus outbreak or other public health emergencies, based on guidance received from ADEK.
- Schools are encouraged to:
 - Re-evaluate their educational technology needs based on the experience of distance learning, as expressed by teachers, academic leaders, parents and students. Educational technology may refer to online learning apps, platforms, video communication tools, etc.
 - Develop a clear implementation plan for online learning in the case of another outbreak, including which software/ed-tech tools to use, creating accounts for teachers and students as needed, and plans for rollout of online learning, including communication with parents.
 - Appoint IT focal persons through assigning additional duties to existing staff or through new recruitment of specialized staff to support any IT-based issues that teachers, students or parents may face to ensure equitable access to online teaching for everyone.
 - Appoint an IT trainer to provide context-relevant training to teachers and students on using the school's specific platforms as needed.







2.5.2. Online Security and Privacy Maintenance for Students, Teachers and Administrative Staff

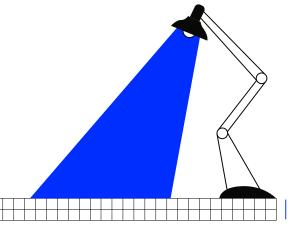
- Schools shall carry out an exhaustive Risk Assessment for all online technology tools that they deploy or intend to deploy, and develop actions to mitigate risks, where identified.
- The Risk Assessment can be carried out with support from the developers of the software/learning platform under use but must be led by the school administration.
- Schools shall communicate the Risk Assessment results and mitigating actions to staff, parents and students with clear roles and responsibilities defined for each stakeholder.
- Schools are mandated to conduct age-appropriate sessions with students on staying safe online. Schools may consider using widely available resources to deliver these messages and online safety training to students.

2.5.3. Advice on School-Based Evaluation of Distance Learning through Parent, Teacher and Student Surveys or Focus Group Discussions

- The Education Quality Assurance and Monitoring Office at ADEK has shared results from the Distance Learning Evaluation process with schools. Based on these results, schools are encouraged to develop an action plan to address areas of improvement within their distance learning delivery.
- Schools are also encouraged to conduct their own internal evaluations of their distance learning programs through parent/ teacher/student surveys or focus group discussions.

2.5.4. Continuing the Use of Online Learning to Build Resilience for the Future

- While schools are mandated to continue to provide distance learning to students, schools have the discretion of choosing the duration, instructional materials, instructional approach, and technological tools best suited to their context to deliver their online offering.
- However, schools must ensure that exempt students who are attending through distance learning only must receive adequate support and opportunities to interact with teachers and peers to guarantee equity.





2.5.5. Instructions for Schools to Comply with Copyright Restrictions during Remote and Flexible Learning

- Schools shall abide by the terms laid out in Federal Law No. (7) of 2002 on Copyrights and Related Rights while teaching online.
- Under the provisions of this law, the making of one or more copy of a work (including publications such as textbooks), sound recording, broadcast program, or any performance in any manner or form, including loading of permanent or temporary electronic storage, regardless of the method or device used in copying is prohibited.

2.6 Curriculum and Teaching

2.6.1. Advice on Reintegrating Non-Core Subjects into Distance Learning

Schools may deliver reduced face-to-face hours of instruction due to social distancing requirements, with a focus placed on core subjects (Arabic, Islamic studies, English, Math and sciences). ADEK strongly recommends that schools also offer non-core subjects in distance learning mode to support students' emotional wellbeing if these topics cannot be taught face-to-face.

2.6.2. Advice on Additional Topics to be Included in the Curriculum

- The pandemic may have had detrimental effects on the financial, physical and mental wellbeing of students and their families in multiple ways. Many children may have experienced the loss of a parent or guardian's job and its accompanying financial security, the loss of a relative or friend to COVID-19 or have had difficulties coping in distressful family situations during lockdowns.
- Moreover, the increased usage of digital media for delivering distance learning has posed multiple challenges of online safety for students.
- In line with Abu Dhabi's vision of fostering transversal skills in students, schools may consider including instruction or age-appropriate programs related to digital literacy (defined as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills) and building self-management behaviours such as resilience, flexibility and adaptability, empathy, coping with stress and loss, etc.

2.6.3. Identifying Areas of Learning Loss and Developing Interventions

Schools shall carry out evaluations of student learning to identify learning gaps and make necessary adjustments. This evaluation can be based on assessments administered during distance learning, but schools are encouraged to assess students' learning face-to-face as well to determine any areas that must be revised or re-taught and integrate these into the program of the new Academic Year.





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- Spiral learning, where the focus is on moving ahead and revisiting and relearning topics as they arise, is recommended, particularly for Cycle 3 students.
- Schools are encouraged to develop and deliver extra interventions to students who have experienced severe learning loss due to online learning or have performed poorly on assessments of content learned during distance learning. Schools are recommended to teach these lessons in a tutorial-style setting, only for students that need the additional learning support.

2.7 Staffing

2.7.1 Classroom Assistant Recruitment

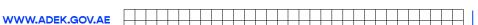
Schools may hire additional classroom assistants as needed to meet the needs of social distancing during the school day, provided that these recruitments comply with Policy 25 and updated Policy 26 of the Private Schools Policy and Guidance Manual 2014-15.

2.7.2. Additional Staff for Health Services

Schools may hire additional health services staff (doctors or nurses), or make arrangements for emergency care with local hospitals at their own discretion, provided that any such recruitment complies with the rules (see Section 1.9.5) and guidance provided in Policy 64 of the Private Schools Policy and Guidance Manual 2014-15.

2.7.3. Guidance on Appointment Letters for New Teachers/Teaching Assistants

- Schools may have to recruit additional faculty (teachers or teaching assistants) to meet the new operational requirements of reduced class sizes.
- Schools shall select suitable candidates that meet their requirements in line with the guidance for transitional arrangements for teaching faculty appointments set out in Policy 25 and updated Policy 26 of the Private Schools Policy and Guidance Manual 2014-2015.
- ADEK shall issue appointment letters in accordance with Policy 25 and updated Policy 26 of the Private Schools Policy and Guidance Manual 2014-2015.
- Schools are legally responsible to ascertain the authenticity of the candidate and the documents provided.
- Recruitment for Learning Support/Inclusion Assistants must demonstrate clear consideration of the qualification and experience of the candidate in working with Students of Determination in accordance with updated Policy 26 of the Private Schools Policy and Guidance Manual 2014-2015. A comprehensive induction process should be delivered which covers all aspects of any Risk Assessment and IEP in place.







2.7.4. Policy on Renewal of Teacher's Appointment Letters

 ADEK will continue to renew teachers' appointment letters subject to requests, approvals and due diligence by schools.

2.7.5. Addressing Staffing Needs and Student-Teacher Ratios Based on New Classroom Grouping

Schools shall make alternative plans for managing student caseload and teacher workload in case existing teachers fall under the at-risk group, are unwell, are self-isolating due to risk of possible COVID-19 exposure.

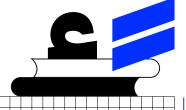
2.7.6. Teacher Professional Development

- As part of the school's preparedness for delivering learning in a face-to-face as well as distance learning modes, teachers must be provided with professional development on IT and online learning and diagnosing and managing students' social-emotional needs.
- Within IT and online learning, suggested training could focus on the following topics: particular online platforms that the school uses, navigating and using e-learning tools, online safety for teachers and their students, good pedagogical practices for online instruction, and managing online and face-to-face learning without double-planning.
- Teachers will also have an important role in supporting students' wellbeing during the return to school and continuation of learning in the new normal. To this end, schools shall offer resources and sessions on teacher's own wellbeing, identifying students' social-emotional needs and supporting students with strategies to cope with the uncertainty and stress of the pandemic.

2.7.7. Guidance on contracts and visas (new and renewals) for teachers working remotely due to COVID-19 immigration restrictions

- As per the Ministry of Human Resources and Emiratisation (MoHRE), the issuance of new work permits has been suspended since 19 March 2020.
- As per the Federal Authority for Identity and Citizenship (ICA), residence visas that expired in March 2020 will be extended to December 2020.
- Any changes to the above will be announced by the relevant authorities at a later date, and ADEK will duly inform schools of any new procedures.









2.8 Examination and Assessment

- 2.8.1. Evaluating Students' Learning during Distance Learning and Diversifying Assessment Methods for the Future/in case of Further School Closures
 - Schools are recommended to use diagnostic and formative assessments to identify gaps in learning.
 - Schools are advised to conduct formative assessments to evaluate learning for students who will continue to stay home.
 - Summative assessments, unless high-stakes in which case travel to the exam site will be mandatory, are not recommended for low-stakes purposes (especially considering that some students will continue to remain offsite).

2.8.2. Advice on Universal Promotion

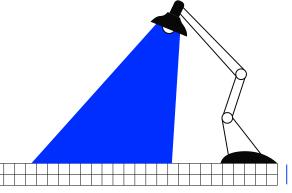
Student promotion should be privileged to maintain a student within his/her original cohort in line with Policy 46 of the Private Schools Policy and Guidance Manual 2014-2015. Schools should address learning loss through spiraling/remediation.

2.8.3. Preparing Students for Higher Education Entrance Exams and Applications

- Schools shall refer to the relevant examination body relevant to their curriculum/curricula to determine changes to exam schedules, content requirements, protocols for assessment, and technological requirements.
- For any independent Higher Education entrance tests (i.e. TOEFL, IELTS, etc.), students should refer to the test provider websites to be informed of changes to schedules, requirements, or processes.
- Examination Officers and Higher Education/Careers Guidance Counsellors are expected to be informed of changes to application processes across systems and shall advise students accordingly.

2.8.4. ADEK's Policy on National Examinations, University Entrance Tests / Processes in the UAE

- Schools shall follow the Ministry of Education's announcements regarding any changes to dates or processes for the national exams (EMSAT).
- For information regarding university admissions, students should refer to the university websites to be informed of changes to application schedules, requirements, and processes.







2.8.5. Advice on Conducting Exams

Low-Stakes Exams:

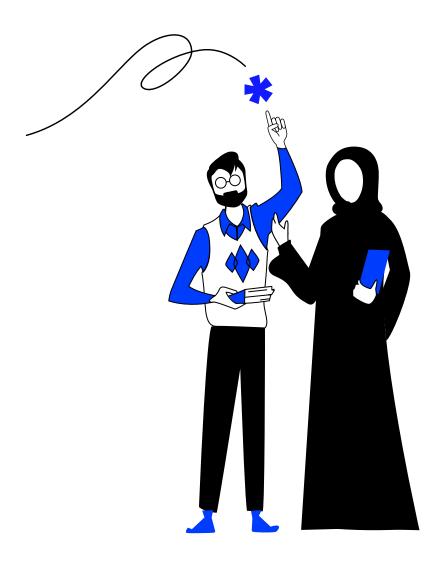
- See Section 2.8.1 regarding assessments during the distance learning period.
- If a low-stakes summative assessment is necessary, teachers are asked to reduce the length of the assessment as much as possible.
- Students should be placed 1.5 m apart.
- Students of Determination must be allowed examination accommodations relevant to their needs, i.e. extra time, reader, scribe, etc, without discrimination. Arrangement should be outlined on the IEP and considered through the Risk Assessment process.

High-Stakes Exams:

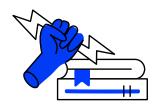
- Details may vary depending on the specificities of each exam (i.e. exam requirements, materials to bring, examination protocol), however, schools shall adhere with the following common standards:
- Exam rooms must be fitted with ventilation systems that have been inspected recently.
- Cleaning and disinfection of the exam room and prior to the time of the exam.
- Placement of contactless sanitizing hand gels and wipes at the entrance.
- If possible, the room should have two separate access points:
 one for entry and one for exit. The directions assigned to each be
 indicated according to the time of day (entry for exam start, exit
 for exam end).
- Desks should be spaced 1.5 m apart, facing forward, and installed with hooks to hang personal belongings.
- Temperature checks must be administered prior to entering the exam room (unless already completed when entering the school premises).
- Students should sanitize their hands when entering and leaving the room.
- Signed self-declarations that examinees do not have COVID-19 symptoms nor have been in close contact with any suspected or positive cases. If such is the case, medical clearance via testing is required. These must be placed upon the examiners desk upon entrance.
- Only examinees, examiners, and other persons authorized by the examining body may enter the exam room.



- No waiting is allowed within the exam room nor its immediate premises (i.e. within a school or an independent exam center). This applies to students who have completed their exams and anyone accompanying them.
- Student identity check is mandatory for logging as well as fraud prevention purposes.
- Students of Determination must be allowed examination accommodations relevant to their needs i.e., extra time, reader, scribe, etc. without discrimination. Arrangement should be outlined on the IEP and considered through the Risk Assessment process.







3. STAFF AND STUDENT WELLBEING

This section lays out policies and guidelines aimed at ensuring that schools are prepared to assist students and staff with the maintenance of health and wellbeing.

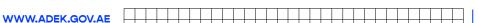
3.1. Counseling

3.1.1. Supporting Students and Staff Cope with Anxiety/Trauma

- Schools shall develop a staff and student wellbeing plan based on their individual Risk Assessments in conjunction with school counselors.
- Staff and students may be returning to school having experienced effects related to confinement, social isolation, and loss and bereavement amongst many other things. Schools may want to consider hiring additional counselors to support the school community (students but also teachers and staff) with post-confinement as well as identify age- and context-appropriate resources to cope with mental health issues.
- Counsellors and wellbeing support staff should have appropriate knowledge of how to communicate with Students of Determination and demonstrate an understanding of their unique circumstances. Students of Determination may be more emotionally vulnerable as a result of the COVID-19 situation and this may impact negatively upon their emotional health and wellbeing.
- Where Counsellors do not have the appropriate training and expertise to support and communicate with Students of Determination, professional training and advice should be sought from staff members familiar with the needs of the student whilst ensuring their right to privacy. If this support cannot be found within the school due to issues of privacy, Counsellors should seek advice from other professionals while maintaining the student's confidentiality.

3.1.2. Developing Resources to Safeguard Students from Online Harassment and Exploitation in Preparation for Future Remote Learning

- Schools shall review their existing online harassment policies to include any additional risks as identified as part of their Risk Assessment.
- Schools are encouraged to develop resources and awareness campaigns to teach students on how to identify cyberbullying (whether as a victim or perpetuator) and mechanisms to protect oneself from being bullied/bullying further.





 Students of Determination may be at increased vulnerability to online harassment and exploitation. Students of Determination must receive training and the appropriate resources to support their personal cybersafety. Parents of Students of Determination should also be supported to be alert to instances of harassment and concerns over cybersafety. All reports of online harassment must be reported to the school immediately and dealt with as appropriate.

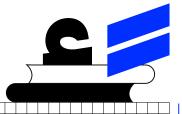
3.2. Student Engagement/Citizenship

- 3.2.1. Advice on School-Based Programs and Projects to Improve Hygiene/ Information Availability/Awareness/Solutions for Everyday Problems Caused by COVID-19
 - Schools shall dedicate time to teach about and demystify COVID-19, its misconceptions, and how students as individuals play a part in limiting the spread of disease by practicing the 3 preventive behavioral measures (social distancing, wearing PPE, and enforcing good hygiene).
 - Whenever appropriate, Schools shall integrate COVID-19 as an educational theme across subjects to embed real-life context into student learning (i.e. languages, science, math, current events, history, geography, etc.).
 - Schools shall create collaborative projects to engage students in trying to find solutions for everyday problems caused or related to COVID-19, including suggestions for how to improve conditions within the school.

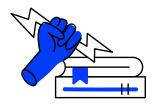
3.3. Staff Wellbeing

- 3.2.1. Advice on Working from Home (Targeting Mental and Physical Health)
 - The staff and student wellbeing plan shall equally address risks to staff wellbeing as identified in their Risk Assessments.
 - Schools are highly encouraged to implement interventions focused on tackling the mental and physical health of all staff.
 - To minimize a sense of isolation, schools are encouraged to regroup staff around teams if not already in place, with regular check-in sessions between school leaders and teams, or between teams to share advice.









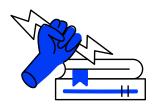
3.4. Communication

- 3.4.1. Guidance on Communicating with Parents and Students (Regular Days, in case of a COVID-19 Incident, in the Aftermath of a COVID-19 incident)
 - Transparency is of utmost importance in tackling COVID-19. Schools shall develop a parent communication plan.
 - School shall regularly communicate with parents, many who are extremely anxious about sending their children to school.
 - Communication is recommended on a weekly basis (i.e. brief update email, newsletter, etc.) to keep them abreast of progress, challenges, and to remind them of their role in keeping their children safe by enforcing the 3 basic preventive measures (see Section "Framework for Policies and Guidelines")
 - Schools shall inform parents of their COVID-19 incident management process in addition to all of the safety measures that have been implemented at school. Further guidance will be provided at a later date in conjunction with the relevant authorities.
 - For parents of Students of Determination, it may be necessary to communicate more frequently regarding issues that may arise. It is advisable that one person, in liaison with the Principal, takes responsibility for any additional communication from the school to the parents of Students of Determination. This may take the form of a Home-School Diary, Daily Planner or daily email communication. This should not however replace all other home-school communication.
- 3.4.2. Communication to Students Setting Expectations Regarding the New School Year/Conditions, Developing a Culture that Prevents COVID-19 (e.g. Tapping Elbows etc.)
 - Schools shall communicate with students via parents prior to their return to campus to set expectations concerning what a school day with social distancing will look like, what the general weekly schedule might be, and most of all, to reassure students that returning to campus is safe and to their benefit.
 - Communication regarding what students can do personally to help prevent infection in school (the 3 preventive measures) may be done prior to returning, but also enforced regularly through training sessions, refresher sessions, etc.
 - Students of Determination may require a personalized 'Return to School' communication relative to their cognitive ability, physical, behavior, social or emotional needs. This should be devised in a child-friendly manner and be relevant to the procedures in place to support their access to school.







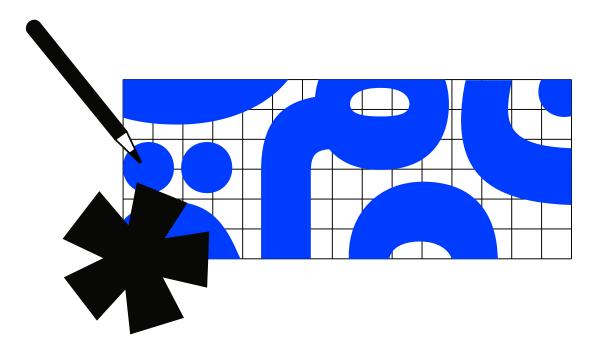


3.4.3. Guidance on Signage to be Strategically Placed Around the School Premises

- In addition to floor and wall signage to indicate directions, waiting areas, social distancing, etc., informative posters should be placed in strategic places to remind all students and staff of relevant behavior (i.e. how to wash hands properly, etc).
- Posters will be distributed to schools before the start of the new term, but schools are also encouraged to create their own posters adapted to their context.

3.4.4. Guidance on Avoiding/Reducing Stigmatization when Talking about COVID-19 or Encountering an Incident

- Schools shall develop anti-stigmatization policies and integrate strategies into any awareness campaigns concerning misconceptions around COVID-19.
- Schools must, as much as is possible, maintain the privacy and confidentiality of suspected or confirmed cases within the school community, and remind others to not behave in negative ways that exacerbate the victim's feelings of exclusion already induced by isolation.
- Schools shall communicate their non-stigmatization policy to students, parents and staff and encourage them to always behave in appropriate ways.





4. COMMUNITY SUPPORT

4.1. Financial Considerations

4.1.1. Guidance on Fee Collection for the Academic Year 2020/21

- Schools shall charge tuition as per the ADEK approved fees for the Academic Year 2020/21 in accordance with Policy 39 of the Private Schools Policy and Guidance Manual 2014-2015.
- Full tuition will apply to all students regardless of the mode of attendance and reopening model chosen by the school.

4.1.2. Financial Supports for Students Impacted Adversely by COVID-19 Related Layoffs or Financial Losses

- As essential pillars of the society, schools are encouraged to find financial resources that they can devote to students in need to continue their education and avoid further social-emotional upheaval.
- Schools are encouraged to develop financial aid schemes for students in need such as fee discounts, deferral of payments, splitting term fee into monthly installments, etc.

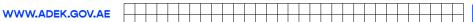
4.1.3. Policy on School Leaving and Transfers

- Despite these arrangements, students may still consider leaving school for a host of reasons.
- Schools shall keep records of students that have left school, along with the reason for leaving school and the new school (in Abu Dhabi or elsewhere) where the student intends to enroll.
- Schools shall follow the transfer procedure as per Policy 44 of the Private Schools Policy and Guidance Manual 2014-15 in the case of children leaving their school.

4.2. Instructional Interventions

4.2.1. Arrangements to Meet the Needs of all Learners

 As the range of special educational needs and disabilities is immensely diverse and unique to individuals, schools shall make the necessary arrangements to provide equitable access to Students of Determination based on their knowledge of the child, the accommodation available, the expertise of staff and their ability to meet the guidance outlined in this document.







- ADEK expects schools to demonstrate their best endeavors to meet the needs of Students of Determination to be educated alongside their peers. Additional resources, training, adapted timetables or groupings may be required but wherever possible these should be provided to avoid discrimination.
- Schools shall develop a Risk Assessment and IEP for every Student of Determination, whose education requires a highly personalized approach, in order to ensure equity of education provision.

4.2.2. Summer School/Summer Camp

Schools are not allowed to offer face-to-face summer camp this year (i.e. between July 2020 to September 2020). However, schools are welcome to organize summer camps online.

4.3. Parental engagement

- 4.3.1. Guidance for Parents of Students Exempt from Returning to School
 - Schools shall maintain regular contact with parents of exempt students to ensure they feel supported in managing their child(ren)'s continued distance learning.
 - Schools are highly encouraged to conduct virtual open houses to allow exempt student to virtually "visit" their school grounds.
- 4.3.2. Guidance for Schools to Engage Parents in Students' Remote Learning and Mental Wellbeing
 - With some form of distance learning continuing at least over the next term, schools shall actively involve parents in the distance learning process.
 - Schools shall collect and update the parents'/guardians' contact information (email and phone).
- 4.3.3. ADEK's Policy on Receiving Complaints/Suggestions from Parents who Wish to Express Dissatisfaction with their Child's School's Health/Safety/Learning Policies during and after the COVID-19 Pandemic
 - ADEK will continue to operate its parent helpline at +971 56 377 1833, to look into complaints that callers may make regarding non-compliance with policies listed above, or any other concerns.









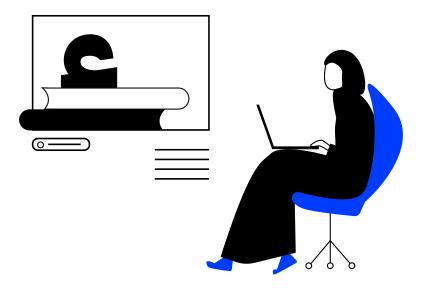
4.4. Childcare for Priority Staff

4.4.1. Priority Staff

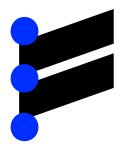
- Priority staff are staff whose on-campus presence is required to carry out their work (i.e. teachers giving face-to-face courses, etc.).
- Schools may choose to allow school-aged children of priority staff (including children enrolled in other schools) on school premises if no other childcare solution can be arranged.

4.4.2. Rules Concerning Childcare of Priority Staff

- Staff are strongly advised to seek alternative childcare arrangements for school-aged children. This is to cater to staff who need to be onsite but whose school-aged children may be at home that day/ week if their school has opened with a partial model.
- Children between the ages of 0-4 are prohibited from priority staff childcare at the school, and should be enrolled in a licensed nursery.
- Schools shall rigorously maintain the separation of children within this "childcare group" with any other student groups on campus that day.
- These groups will be mixed across grades and thus should be kept as stable as possible from day to day, with daily attendance logged.
- These groups must be supervised, and social distancing, PPE, and hygiene rules are to apply in the spaces accommodating these children.
- Parents are responsible for bringing their children's lunch, as well as any device (and non-distracting accessories, i.e. earphones) required for their children to engage in that day's distance learning program.







APPENDIX

Appendix 1. ADEK Sample Risk Assessment Template for Schools (attached)

Appendix 2. ADEK Sample Risk Assessment Template for Students of Determination (attached)

In response to COVID-19 schools should create a Risk Assessment framework. A Risk Assessment will be developed for every Student of Determination whose needs exceed that of their peers and for who a personalized approach to learning is an integral aspect of their education due to either a cognitive, behavioral, developmental, physical or emotional need; or a combination of these. A member of staff familiar with the needs of the student, in most instances, the Special Educational Needs Coordinator (or equivalent), will develop the Risk Assessment in conjunction with the designated Health & Safety Officer and Senior Leadership Team.

The Senior Leadership Team must review the Risk Assessment where the Principal will hold ultimate responsibility.

The purpose of this Risk Assessment is to determine whether it would be safer for the pupil to return to, and remain in, school during the ongoing COVID-19 situation, to access a blended approach to learning or to be educated at home remotely.

The Risk Assessment will be reviewed on a weekly basis, or as required based on the changes to practice and any evolving scenarios.

The Risk Assessment will inform the IEP. Furthermore, unless already included in the IEP, a clear and concise Student Profile should be available to all staff which communicates the essential needs of the student such as their communication, physical, cognitive, behavioral and emotional needs as relevant and as appropriate to the personal rights of the Student of Determination.



Appendix 3. Sample Circulation Map

Facilities and Cooperative
Strategies



CLEAN YOUR HANDS BEFORE TOUCHING THE MASK



INSPECT THE MASK FOR DAMAGE OR IF DIRTY



ADJUST THE MASK TO YOUR FACE WITHOUT LEAVING GAPS ON THE SIDES



COVER YOUR MOUTH, NOSE, AND CHIN



AVOID TOUCHING THE MASK



CLEAN YOUR HANDS BEFORE REMOVING THE MASK



REMOVE THE MASK BY THE STRAPS BEHIND THE EARS OR HEAD



PULL THE MASK AWAY FROM YOUR FACE



STORE THE MASK IN A CLEAN PLASTIC, RESEABLE BAG IF IT IS NOT DIRTY OR WET AND YOU PLAN TO RE-USE IT



REMOVE THE MASK BY THE STRAPS WHEN TAKING IT OUT OF THE BAG



WASH THE MASK IN SOAP OR DETERGENT, PREFERA-BLY WITH HOT WATER, AT LEAST ONCE A DAY



CLEAN YOUR HANDS AFTER REMOVING THE MASK

DON'T\$



DO NOT USE A MASK THAT LOOKS DAMAGED



DO NOT WEAR A LOOSE MASK



DO NOT WEAR THE MASK UNDER THE NOSE



DO NOT REMOVE THE MASK WHERE THERE ARE PEOPLE WITHIN 1 METER



DO NOT USE A MASK THAT IS DIFFICULT TO BREATHE THROUGH



DO NOT WEAR A DIRTY OR WET MASK



DO NOT SHARE YOUR MASK WITH OTHERS



Empower Education

A fabric mask can protect others around you. To protect yourself and prevent the spread of COVID-19, remember to keep at least 1 metre distance from others, clean your hands frequently and thoroughly, and avoid touching your face and mask.

Appendix 4. Face Mask Usage and Removal

HOW TO WEAR A MEDICAL FABRIC MASK SAFELY

DO%



WASH YOUR HANDS **BEFORE TOUCHING** THE MASK



INSPECT THE MASK FOR **TEARS OR HOLES**



FIND THE TOP SIDE, WHERE THE METAL PIECE OR STIFF EDGE IS



ENSURE THE COLORED-SIDE FACES OUTWARDS



PLACE THE METAL PIECE OR STIFF EDGE OVER YOUR NOSE



COVER YOUR MOUTH, NOSE, AND CHIN



ADJUST THE MASK TO YOUR AVOID TOUCHING THE MASK **FACE WITHOUT LEAVING GAPS ON THE SIDES**



REMOVE THE MASK FROM BEHIND THE EARS OR HEAD



KEEP THE MASK AWAY FROM YOU AND SURFACES WHILE REMOVING IT



DISCARD THE MASK IMMEDIATELYAFTER USE PREFERABLY INTO A **CLOSED BIN**



WASH YOUR HANDS AFTER **DISCARDING THE MASK**

DON'TS



DO NOT USE A RIPPED OR DAMPED MASK



DO NOT WEAR THE MASK ONLY OVER MOUTH OR **NOSE**



DO NOT WEAR A LOOSE **MASK**



DO NOT TOUCH THE FRONT OF THE MASK



TO TALK TO SOMEONE OR DO OTHER THINGS THAT WOULD REQUIRE TOUCHING THE MASK



DO NOT REMOVE THE MASK DO NOT LEAVE YOUR USED MASK WITH THE REACH **OF OTHERS**

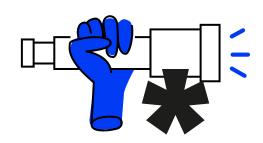


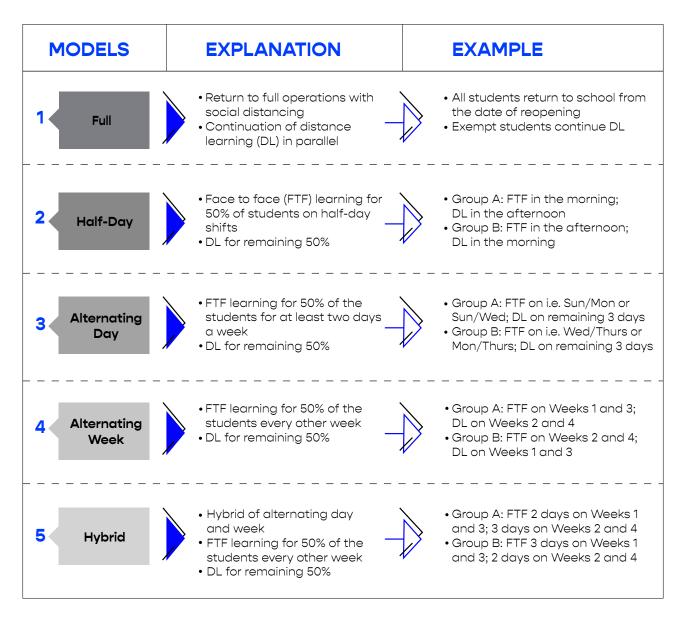
DO NOT RE-USE THE MASK

Remember that masks alone cannot protect you from COVID-19. Maintain at least 1 m distance from others and wash your hands frequently and thoroughly, even while wearing a mask.

Appendix 4. Face Mask Usage and Removal

Empower Education





Appendix 5. Reopening School Models

