



Private School Reopening Policies and Guidelines



Academic Year 2021/22

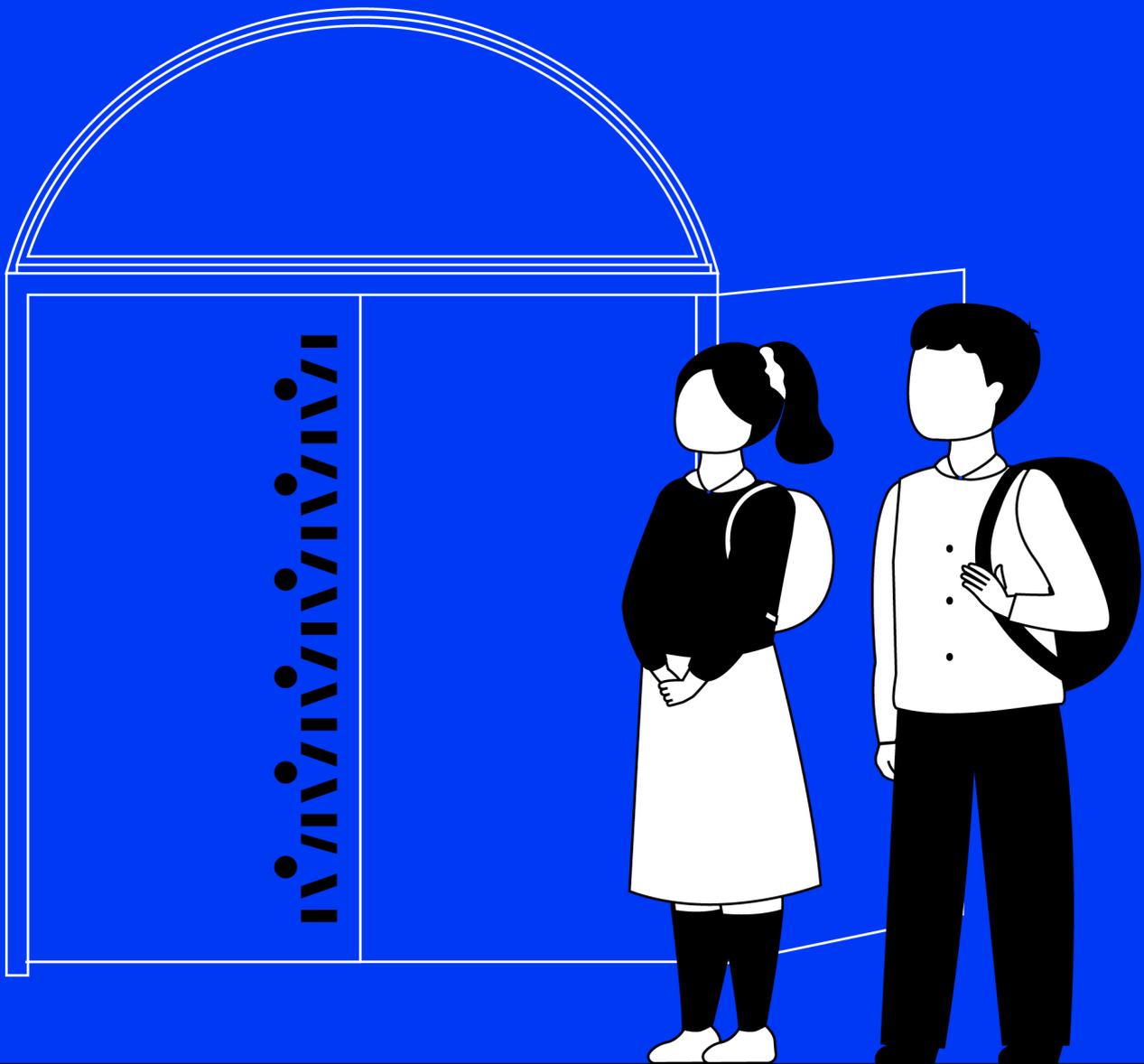
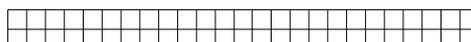




Table of Contents

Table of Contents.....	2
Glossary	3
Safe Operations	5
1. Precautionary Measures.....	5
2. Criteria for Reopening Schools	8
3. Pre-Return Requirements for Individuals.....	9
4. Criteria for Closing Schools.....	11
5. Entry Requirements	11
6. Protocols for Access Points	14
7. Administrative Affairs	16
8. Grouping the School Community	17
9. Space and Activity Management	20
10. Cleaning, Sanitization, and Disinfection	29
11. Transportation.....	32
12. Incident Management and Emergency Readiness.....	34
13. Compliance Program	37
Teaching and Learning	38
1. School Reopening Models	38
2. Teaching and Learning Requirements by Model	39
3. Distance Learning Requirements.....	41
4. Attendance	45
5. Teacher Workload and Professional Development.....	47
Wellbeing and the Community.....	48
1. Supporting Students and Staff Wellbeing	48
2. Child Protection and Safeguarding.....	48
3. Anti-Stigmatization Policy	49
4. Financial Support for Parents.....	50
5. Parental Engagement.....	50
6. Childcare for Staff	50

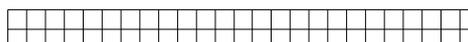




Glossary

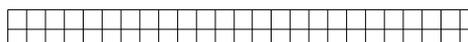
Below is a glossary of general terms that appear across this document that are specific to the context of the reopening policies.

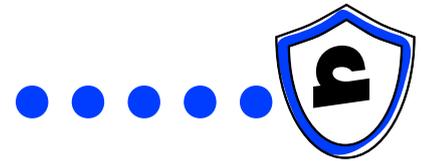
TERM	DEFINITION/DESCRIPTION
Access Point	An access point is a point where one can enter or exit the school premises, such as a main gate, parking entrance, etc.
All-Access Staff	Staff, who by the nature of their jobs, require access across multiple macrobubbles.
Asynchronous Learning	Distance learning that happens where a teacher and a student are interacting at different times, not in “real-time”.
Bubble	A bubble is a group of younger students (Grade 2/Year 3 and below) and staff who spend the entire school day together without interacting with other bubbles/groups. It is an alternative to a class designed for smaller groups of younger students who do not practice physical distancing.
Class	A class is a group of students and staff who meet during a scheduled period (or multiple periods) of the school day and who practice physical distancing.
Classroom	A classroom is a physical space purpose-built to host a class.
Cleaning	The act of using soap/detergent and water to remove organic matter, dirt, and debris.
Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).





Disinfection	The act of using a disinfectant for the purpose of germ elimination.
Distance Learning	Learning that happens remotely, in a different physical space outside the school.
Extracurricular Activities	Organized activities that students can participate in that are external to the school curriculum such as team sports, clubs, private lessons, etc. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Face-to-face Learning	Learning that happens in-person, in a shared physical space.
Macrobubble	A group of classes and individuals (students and staff) who are physically isolated from other groups of classes and individuals during the school day
Physical Distancing	The practice of maintaining a defined physical distance between individuals.
Precautionary measures	Refers to the four general precautionary measures to prevent the spread of COVID-19: masks, physical distancing, hygiene, and ventilation.
Sanitization	The act of using a sanitizer for the purpose of germ reduction.
Synchronous Learning	Distance learning that happens “live” or in real time.
Younger Students	Students who are in Grade 2/Year 3 and below.





Safe Operations

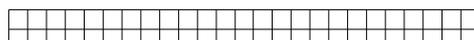
This section lays out policies and guidelines aimed at reducing risks to health and safety in every aspect of a school's operations.

1. Precautionary Measures

- There are four general precautionary measures that contribute to reducing the risk of COVID-19 transmission: masks, physical distancing, hygiene, and ventilation.

1.1 Masks and Other Personal Protective Equipment (PPE)

- Masks shall be worn by any individual entering the school premises, except the following categories:
 - * Students in KG.
 - * Students and staff who cannot wear masks due to medical conditions (supported by a medical certificate) who are expected to wear a face shield instead.
 - * Teachers of younger students as well as Students of Determination that have hearing impairments, who are advised to wear transparent masks instead.
 - * All students and staff during lunch and when engaged in medium and high-risk sports, provided strict physical distancing is maintained (see figure 1). Masks must be worn at all other times.
- Mask requirements are subject to change based on the latest guidelines from relevant authorities.
- Schools shall remind students and staff to bring extra masks to always ensure that a spare mask is available.
- Masks must be disposed of and/or stored properly.
- Schools shall maintain a supply of masks for students who may not have them or have misplaced or damaged their masks. These shall be readily available at the entrances and exits of the school, and in classrooms if needed.
- 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 1).





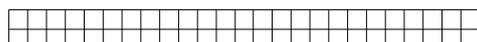
- Due to the increased proximity of some staff working with Students of Determination, it is the school’s responsibility to ensure staff working with Students of Determination are provided with the appropriate PPE as per the student’s individual risk assessment.
- Gloves are not recommended but may be worn. Staff and students should be made aware that gloves do not prevent infection and that practicing good hand hygiene is preferable.
- In some cases, additional PPE (face shields, gloves, and/or single-use full sleeved aprons) may be required to be worn by staff based on individual sector requirements (i.e. nurse, janitorial staff, canteen staff, etc.).

1.2 Physical Distancing

- Schools shall implement the following physical distancing requirements:
 - * 1 m between all individuals (students, staff, visitors) across the school premises
 - * 2 m between “all-access” staff and others
- 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 of infection for the child and others.
- Where a student requires physical contact to enable access to the school, for example due to a physical need or mobility issue, the risk assessment must demonstrate how the needs of the child are to be managed. A highly personalised Individual Educational Plan (IEP) should be developed and this, along with the risk assessment, should be reviewed periodically as deemed appropriate.

1.3 Personal Hygiene

- Practicing good personal hygiene is obligatory for the whole school community.
- Students shall be encouraged to always carry a sanitizer with 60%-80% alcohol in their bags to sanitize their hands frequently.





- Schools shall remind staff and students, through information sessions and posters, of proper handwashing/hand sanitizing protocols, particularly in the following instances:
 - * 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
- Students of Determination should be provided with appropriate guidance on hygiene management and supervised to ensure compliance with any requirements. 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.

1.4 Ventilation

- Evidence shows that good indoor ventilation is one of the most significant factors in reducing the risk of COVID-19 transmission. Schools shall review their ventilation practices as part of their general risk assessment and shall develop plans to improve ventilation, where possible, using the following recommended methods:
 - * Dilution: Opening windows and doors; inspecting/maintaining exhaust ventilation, disabling Demand Control Ventilation (DCV), repositioning outdoor air dampers, and using fans to increase the effectiveness of open windows.
 - * Filtration: Using air filtration systems such as High Efficiency Particulate Air (HEPA) filters.
 - * Purification: Using air purification systems such as Upper-Room Ultraviolet Germicidal Irradiation (UVGI) systems.
- For further technical guidance, see <https://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html>



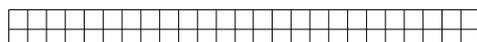


within 4 weeks from the day they turn 16 and adhere to completing their vaccination journey in a timely manner. Vaccination status shall be verified on the ALHOSN app or through an official letter from SEHA, Mubadala Health or other DOH-authorized providers.

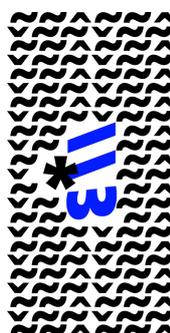
- * The requirement applies to everyone accessing the school premises (including staff, students, visitors, contractors, and inspectors).
- * The requirement is applicable at all times, including during non-operational school hours and holidays.
- * Failure to adhere to vaccination timelines will result in suspended entry to the school premises.
- PCR-Testing:
 - * Routine PCR-Testing for Staff and Students
 - Staff and students shall undergo routine PCR testing as per the latest guidelines.
 - Guidance on details such as age eligibility, testing frequency, test types, schedules, and locations will be communicated with schools closer to the start of the academic year.
 - * PCR-Testing for Visitors
 - All visitors aged 12 and above shall show proof of a negative PCR test with a 96-hour validity:
 - If visitors are between age 12 and 15, they must present a proof of negative PCR test (valid for 96 hours).
 - If visitors are 16 and above, they must be vaccinated **and** show proof of negative PCR test result (valid for 96 hours).
- Health requirements are subject to change based on the latest guidelines from relevant authorities. ADEK will communicate these changes to schools via circulars.

5.3 Additional Entry Requirements for Contract Staff

- Contract staff shall also meet all the health requirements and conditions for schools in addition to those relating to their sector as determined by the relevant authorities.
- If a contract staff tests positive, has been identified as a close contact, or is a suspected case, they are not permitted to enter school premises, and the school must be informed as soon as possible.



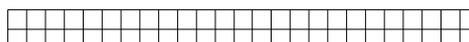
- Schools shall keep daily logs of contract staff attendance and temperature scan results.
- Schools shall ensure that the activity is supervised (with precautionary measures in place) and conducted after school hours. If an emergency requires the intervention during school hours, schools shall ensure that neither employees nor students are present in the vicinity.
- Appropriate cleaning and disinfection must be carried out following the completion of the activity.



6. Protocols for Access Points

6.1 Access Points

- An access point is a point where one can enter or exit the school premises, such as a main gate, parking entrance, etc.
- All access points shall 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 recommended 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.
- Hand sanitizing gel dispensers shall be installed (preferably contactless) at every access point for obligatory use by every person entering the premises.
- Queuing areas at all access points must be demarcated with standing intervals 1 m apart.

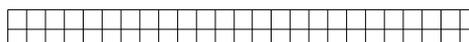


9.2 Teaching in Classrooms

- A classroom is a physical space purpose-built to host a class.
- Workstations should be arranged so that students are positioned 1 m apart, chair to chair, 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.
- A classroom may be occupied by one class at a time.
- When a class is taught by an all-access staff, a teaching zone is recommended at the front of the class at a distance which is 2 m away from the nearest student workstations.
- 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, 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.
- School supplies and materials may be shared between students provided students are regularly sanitizing their hands.
- For classrooms of younger students, a receptacle (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.

9.3 Teaching in Large Converted Spaces

- Schools are recommended to restore large, converted spaces to serve their original purpose, unless their capacity limits require the continued conversion of these spaces for teaching purposes or for use as shared classrooms.
- Large spaces, which are not regular classrooms (i.e. gym, canteen, etc.) may be converted and only be used by more than one class under the following conditions:
 - * Each class has a separate access point.
 - * A solid, non-transparent physical barrier of at least 1.2 m in height is installed between classes.





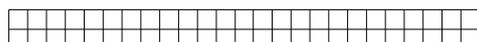
- * Students are placed at least 1 m from the barrier (so there is a space of 2 m, chair to chair, between any two students in different classes).
- * Spaces may only be shared if an appropriate learning environment can be ensured for each student, free of any noise and/or other disturbance/interference.
- 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 physical distancing guidelines. Schools may want to consider how students are grouped and how additional space can be utilized to ensure compliance with physical distancing guidelines.

9.4 Staff Activities and Shared Spaces

- Staff-only spaces shall be set up with workstations 1 m apart, chair to chair.
- Staff meetings and trainings may be held onsite/in person.
- Coffee machines, water dispensers, and shared appliances may be used in staff rooms, provided disposable or personal cups are used and precautionary measures are practiced. A hand sanitizer should be made available near the appliances.

9.5 Playing and Breaks

- Outdoor recreation spaces that are large enough to host multiple classes within the same macrobubble may do so under the strict supervised separation of these classes.
- Playground equipment (i.e. slides, swings, etc.) may be used and shared within a class. Equipment shall be sanitized between different groups and students shall sanitize hands before and after breaks.
- Students of Determination must be appropriately monitored and supervised to ensure appropriate physical distancing whilst 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 available resources/equipment. Students of Determination should have equitable access to play areas.





Sport Type	Definition	Examples	Risk Mitigation Controls					
			Mask	Physical Distance (PD)	Adapted Play ⁴	Outdoors	Indoors ⁵	
							Large Space	Small Space
High Risk	Moderate- to vigorous-intensity activity ² practiced with close, sustained contact between participants	Rugby, American football, football, martial arts (i.e. judo, karate, taekwondo, jiu-jitsu), wrestling, water polo, tennis (doubles), lacrosse, hockey, rowing (more than 6.5km/h), swimming relays, running in a close group, cricket, basketball, baseball, group dance, cheerleading, etc.	X	2.5 m	✓	✓	✓	X
Medium Risk	Moderate-to vigorous-intensity activity ² practiced with some close, sustained contact, but with protective equipment OR group sports OR using shared equipment	Tennis (singles), fencing, individual running events, individual cycling events, individual swimming, badminton, table tennis/ping pong, volleyball, rowing (less than 6.5 km/h), weightlifting, individual dance, active yoga, horse-riding, track sports such as pole vault, high jump, long jump, hiking, rowing, etc.	X	2.5 m	X	✓	✓	X
Low Risk¹	Light-intensity activity ³ practiced with little to no contact	Archery, indoor golf/putting, low-intensity yoga, stretching, pilates, tai chi, etc.	✓	1 m	X	✓	✓	✓

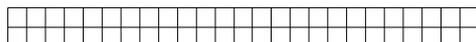
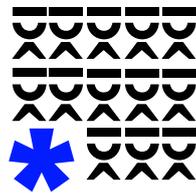
- When outdoors or in a large space, low risk sports may be practiced with medium risk rules (no mask, 2.5 m PD).
- Moderate- to vigorous-intensity activity = 3.0-6.0 METs or a perceived exertion of 5-8 on a scale of 0-10.
- Light-intensity activity = 1.5-3.0 METs or a perceived exertion of 2-4 on a rating scale of 0-10.
- Adapted play: Requirement to be played with a modified game plan (i.e. no contact, focus on drills, strength-training, socially distanced ball-throwing, etc.).
- Small indoor spaces are ONLY permitted for low risk sports. Ventilation measures are required in all indoor spaces, via air dilution (open window/doors & use of fans), filtration (i.e. HEPA filter), and/or purification (i.e. upper room UVGI).

Figure 1. Sports Risk Mitigation Controls

- High- and medium-risk sports may only be practiced in the following venues:
 - Outdoors (preferably)
 - Indoors in spaces large enough to accommodate **2.5 m** physical distancing (equivalent to 6.25 sq. m. per person), such as a gym.
 - Small indoor spaces may only be used for low-risk activities.
- Masks shall be removed for high- and medium-risk sports (provided strict adherence to the 2.5 m physical distance) as they hinder

breathing and are germ-prone when wet. However, masks must be worn if practicing low-risk activities in small indoor spaces.

- To minimize use of the changing rooms, school shall encourage the wearing of PE uniforms on PE days. When the use of changing rooms is required, schools shall enforce precautionary measures.
- Parents shall sign a written consent form to authorize their child to partake in the following:
 - * Swimming: parents may choose whether their child will participate in swimming during PE class. For students who will not be swimming, an alternative PE option shall be provided during PE class while others are swimming.
 - * Mask-wearing when practicing sports: while not recommended, parents may prefer that their child wears a mask for high- and medium-risk sports.
- Sports facilities may be accessed for private use by staff outside of regular school hours, provided the equipment is regularly cleaned after use, in adherence to macrobubble rules.
- Sports facilities shall be regularly ventilated using the methods indicated.
- 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.





9.10 Events and Gatherings

- Events within the school consisting of large assemblies mixing different student groups are not permitted (i.e. morning assemblies, graduation ceremonies, etc.), and schools shall continue to perform the UAE National Anthem in classrooms.
- School trips and interschool events organized by schools remain suspended until further notice. However, certain national-level events may be authorized, in which case such events and their organizational protocols will be communicated to schools.

9.11 Holding High-Stakes Exams

- Unvaccinated Students who are 16 and above are permitted to physically sit high-stakes exams, provided the following:
 - * They will only be allowed to enter the school premises on the day of the exam, with a negative PCR test result (the specific validity period will be communicated through circulars and based on the health situation at that given time).
 - * They will have to be set up in a separate area from students who regularly attend school physically.
 - * They may only be allowed in the school 30 minutes before the exam and can remain no longer than 20 minutes after exiting the examination area.
 - * They must follow all other precautionary measures.
- Details may vary depending on the specificities of each exam (i.e. exam requirements, materials to bring, examination protocol), however, schools shall adhere to the following common standards in the absence of guidance for specific exams.
- Cleaning and disinfection of the exam room and prior to and after each 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.
- Desks should be spaced 1 m apart, facing forward.
- Temperature checks must be administered when entering the exam room (unless already completed when entering the school premises).



- Signed self-declarations that examinees and invigilators do not have COVID-19 symptoms nor have been in close contact with any suspected or positive cases should be collected. If such is the case, medical clearance via testing is required. These must be placed upon the invigilator’s desk upon entrance.
- Only examinees, invigilators, and other persons authorized by the examining body may enter the exam room, subject to the health requirements for entry. Staff who already undergo routine testing shall be subject to the same PCR-testing requirements as visitors (proof of a negative PCR-test with 96-hour validity) for the purposes of exam invigilation. Invigilators who are also school staff should be in the same macrobubble as the examinees, if applicable.
- 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.



9.12 Food and Drink Facilities

- Cooking on the school premises is authorized and schools are recommended to reopen canteens if they were previously closed.
- Food must be served by a designated staff member to avoid sharing serving utensils.
- Canteen operations must adhere to the regulations set by Abu Dhabi Agriculture & Food Safety Authority (ADAFSA).
- Vending machines for individually pre-packed food and beverages are allowed provided they meet sector requirements for safe use.
- Students should be encouraged to bring a full bottle of water every day. For additional drinking water requirements, water dispensers are allowed for student use provided these are sanitized regularly and manned by a staff member during busy break times to ensure the least possible risk to students when filling their water bottles or using the plastic cups. This staff member will make sure that the students are wearing their mask and have sanitized their hands prior to touching the dispenser while ensuring strict compliance with precautionary measures.





- Drinking fountains are strictly prohibited.
- 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 and discussed with parents. Any decisions and provisions made must be communicated to all appropriate members of staff.

9.13 Libraries

- Schools are recommended to reopen libraries if they were previously closed.
- Library staff are not required to wear gloves but shall regularly sanitize their hands.
- Used books and other resources do not need to be disinfected and shall simply be quarantined overnight before being made available for circulation again, provided all parties are regularly sanitizing their hands when handling resources.
- Sanitizing the resource is sufficient if recirculation is required before the quarantine period is over.

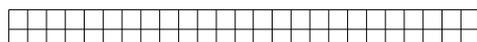
9.14 Prayer Rooms

- Prayer rooms may be reopened. Each macrobubble may have its own prayer room provided it adheres to all the applicable measures defined by the General Authority of Islamic Affairs and Endowments (Awqaf).
- All students must be supervised while using the prayer rooms.

10. Cleaning, Sanitization, and Disinfection

10.1 Cleaning Requirements

- 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.



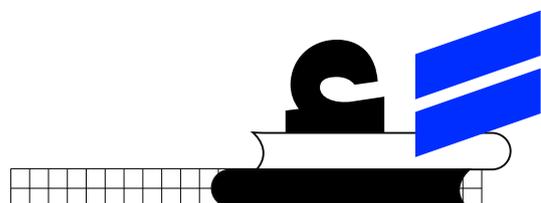
- * It is advised to wait 24 hours before cleaning or disinfecting the area.
- * Ensure that the cleaning staff is wearing full PPE (i.e. mask, face shield, gloves and a long sleeved single-use apron).
- * Clean and disinfect the area using a disinfectant solution and fresh cloth. Discard or wash the cloth with detergent and dry it before re-use.

10.4 Water Systems

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

10.5 Waste Management

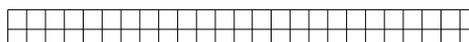
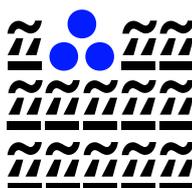
- Waste generated at school shall be packed in strong black bags, closed completely and disposed of for the municipal waste collection to pick up.
- Medical waste generated by the school clinic shall be disposed of as per the requirements set by the Abu Dhabi Waste Management Centre.
- After waste is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



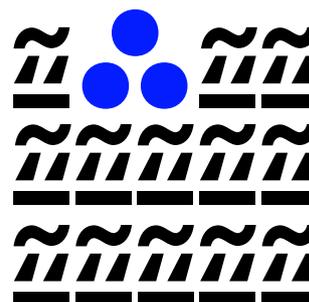
- Areas around the school entrance should be demarcated for bus drop-off organization (drop-off area vs. bus waiting area).
- Descending from the bus should be done in an orderly fashion, row by row, and respecting physical distancing.
- Each bus is required to have at least one bus supervisor to check 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.
- Bus drivers and supervisors shall follow all health and safety standards, including having their temperatures measured and screening for symptoms on a daily basis.
- Schools shall collect daily bus passenger logs to enable contact tracing in case a student tests positive for COVID-19.
- Where Students of Determination require additional support from an adult, a clear and comprehensive risk assessment must be conducted and travel plan developed

11.3 Capacity and Service Provision

- Schools are required to provide bus services for students. Guidance on bus services will be coordinated with relevant authorities and communicated to schools directly.
- Subsequently, schools shall review and update their transportation plans considering their fleet, number of students using the transportation facility, and the physical distancing requirements.
- Subsequently, traffic flow plans shall be updated and submitted to ITC.



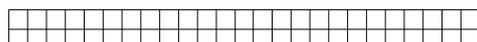
- If the school enrolls male and female students in Cycles 2 and 3, gender segregated spaces should be provided in the form of two quarantine rooms, each with their own ensuite bathroom.
- Essential supplies such as Personal Protective Equipment (PPE), including surgical masks, gloves, single-use long-sleeved 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 or confirmed COVID-19 cases.
- Cleaning supplies such as an approved 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.
- suspected or confirmed COVID-19 patient. If this is not possible, the medical professional must wear PPE before approaching the 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 until 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 are required, the medical professional must follow existing procedures for dealing with medical 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.





12.3 Managing an 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 2 m distance 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/guardian to have them picked up immediately to be taken home/to a hospital.
- In case a student or staff reports that they have tested positive for COVID-19 or have been in contact with a positive case or suspected to be infected by the virus, the COVID-19 Response Team must immediately follow the relevant protocols included in the *Guide for Private Schools COVID-19 Response Teams* shared by ADEK’s COVID-19 Incident Management Team.
- Ensure that all school staff and COVID-19 Response Team members are aware of the protocols outlined in the *Guide for Private Schools COVID-19 Response Teams* and are clear on the actions required to handle any positive or suspected case (via a clear checklist, process charts, etc.)





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. These policies should be read in conjunction with the Private Schools Policy and Guidance Manual 2014/15.

1. School Reopening Models

1.1 Authorized Reopening Models

- Schools are authorized to offer the following reopening models (see Figure 2 for details):
 - * Full return
 - * Partial return (3 models: Half-day, Alternating Day, Alternating Week)
- For any model, full distance learning shall only be offered during temporary closure, or for the following categories of students:
 - * Students of any age with medical conditions classified as high risk during the COVID-19 pandemic, and students 16 years of age and above who are unvaccinated.
 - * Students of any age opting for voluntary distance learning (only applicable to schools offering a distance learning option).
- Given the new 1 m physical distancing requirement, schools shall complete an analysis of their physical space to determine the maximum capacity of physically returning students they are able to accommodate in classrooms at any given time.
- Schools who can “fit everyone” or accommodate 100% of the physically returning capacity shall reopen with a full return model. Only schools who are unable to accommodate 100% of the physically returning capacity are eligible to adopt a partial return model for the whole school or affected cycles/grades.
- Schools are authorized to offer face-to-face learning without a distance learning option. However, these schools shall continue to provide distance learning to students exempt from physical attendance due to high-risk medical conditions and/or who are 16 years of age and unvaccinated.

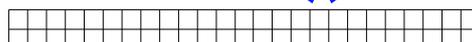
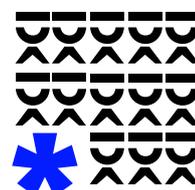


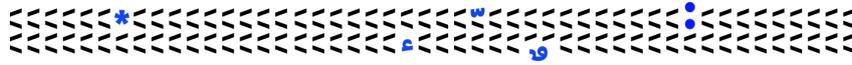
- Schools shall be prepared to transition to full distance learning at any given time due to temporary closure. However, schools are NOT authorized to transition to full distance learning for a class, section, or the whole school unless authorized by ADEK.
- Schools who are considering a model other than the approved ones (see Figure 2) must contact ADEK.

2. Teaching and Learning Requirements by Model

MODELS	1 ●●●	2 ●●●	3 ●●●	4 ●●●
	Full	Half-Day	Alternating Day	Alternating Week
EXPLANATION	<ul style="list-style-type: none"> • Return to full operations (full hours, full subjects) with social distancing • Continuation of distance learning (DL) in parallel for exempt students 	<ul style="list-style-type: none"> • Face to face (FTF) learning for 50% of students on half-day shifts • DL for remaining 50% • The full hours and full subjects must still be covered daily 	<ul style="list-style-type: none"> • FTF learning for 50% of the students on alternate days • DL for remaining 50% • The full hours and full subjects must still be covered daily 	<ul style="list-style-type: none"> • FTF learning for 50% of the students every other week • DL for remaining 50% • The full hours and full subjects must still be covered daily
EXAMPLE	<ul style="list-style-type: none"> • All students return to school as per the regular scheduled hours • Exempt students (high-risk, unvaccinated, voluntary DL*) continue DL 	<ul style="list-style-type: none"> • <i>Group A</i>: FTF in the morning; DL in the afternoon • <i>Group B</i>: FTF in the afternoon; DL in the morning 	<ul style="list-style-type: none"> • <i>Group A</i>: FTF 2 days on Weeks 1 & 3, 3 days on Weeks 2 & 4; DL on non-FTF days • <i>Group B</i>: FTF 3 days on Weeks 1 & 3, 2 days on Weeks 2 & 4; DL on non-FTF days 	<ul style="list-style-type: none"> • <i>Group A</i>: FTF on Weeks 1 and 3; DL on Weeks 2 & 4 • <i>Group B</i>: FTF on Weeks 2 and 4; DL on Weeks 1 & 3

Figure 2. Full/Partial Return Models





2.1 Full Return Model

- Full return requires a return to full instructional hours as per the school’s pre-pandemic schedule. Any adjustments made to accommodate transition times (staggered arrivals and departures, breaks, lunch, etc.) shall be implemented without reducing instructional time or subjects taught.

2.2 Partial Return Model

- Partial return requires a return to full instructional hours, ensuring a minimum of 50% face-to-face learning (with the remaining offset by distance learning), as per the school’s pre-pandemic schedule. Any adjustments made to accommodate transition times (staggered arrivals and departures, breaks, lunch, etc.) shall be implemented without reducing instructional time or subjects taught.
- Schools who are unable to accommodate 100% capacity may choose one of the partial return model options in Figure 2.

2.3 Full Distance Learning for Temporary Closures/Authorized Students

- Full distance learning for authorized students and temporary closures requires a return to full instructional hours, ensuring a minimum of 50% synchronous learning (with the remaining offset by asynchronous learning), as per the school’s pre-pandemic schedule. The distance learning schedule shall be implemented without reducing instructional time or subjects taught.
- Synchronous learning refers to distance learning that happens “live” or in real time. It involves a teacher and a student/students interacting at the same time in a shared video or audio session, allowing for on-the-spot feedback and communication between participants. Synchronous learning sessions do not imply continuous interaction throughout and may be interspersed with breaks and breakout moments for “offline” individual and group work before reconvening.
- Asynchronous learning refers to distance learning that happens where a teacher and a student are interacting at different times, i.e. not in “real-time”. For example, a teacher records a video and uploads it to a platform. This video can then be accessed by any student from anywhere at anytime, without the student having to connect with the teacher in “live” fashion.

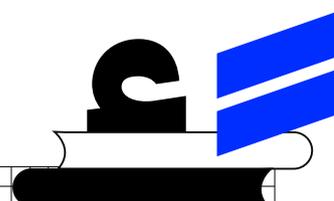
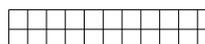


3.2 IT Systems and Resources

- Schools shall reassess their IT systems and policies in line with Policy 65 of the Private School Policy and Guidance Manual 2014/15.
- Schools shall regularly 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.
- Schools shall deploy a live communication platform(s) such as Zoom, MS Teams, Google Classrooms, etc. to respond to the needs of each cycle and ensure consistent teaching and learning experiences. (a singular platform is recommended).
- Schools shall appoint IT focal persons by assigning additional duties to existing staff or through new recruitment of specialised staff to support any IT-based issues that teachers, students or parents may face to ensure equitable access to online learning for everyone.
- Schools shall appoint an IT trainer to provide context-relevant training to teachers, students, and parents on using the school's specific platforms as needed.

3.3. Online Safety, Security, and Privacy

- As part of their risk assessment, schools shall evaluate all online technology tools that they deploy or intend to deploy, and develop actions to mitigate risks, where identified, to protect the safety, security, and privacy of their users.
- Schools shall remind parents of their existing online safety measures (as per Policy 65 of the Private School Policy and Guidance Manual 2014/15) and communicate to parents on how they can support their children to ensure their safety during online activities.
- Schools shall 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.



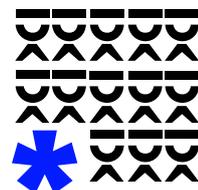


3.7 Learning Loss Interventions

- ④ Schools shall carry out evaluations of student learning to identify learning gaps including:
 - * Diagnostic assessment opportunities to identify learning loss/gaps and develop intervention plans to address deficits.
 - * Formative and summative classroom assessments to monitor and track students' attainment and progress.
 - * Data analysis processes and procedures
- ④ Spiral learning, where the focus is on moving ahead and revisiting and relearning topics as they arise, is recommended, particularly for Cycle 3 students.
- ④ Schools shall develop and deliver extra interventions to students who have experienced severe learning loss due to online learning or have underperformed on assessments of content learned during distance learning.

3.8 Meeting the Needs of All Students

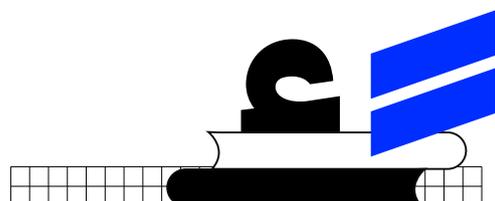
- ④ As the range of special educational needs and disabilities is immensely diverse and unique to individuals, schools shall make the necessary arrangements to provide equitable access to Students of Determination based on their knowledge of the child, the accommodation available, the expertise of staff and their ability to meet the guidance outlined in this document.
- ④ Schools shall 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.
- ④ To ensure equity of education provision, schools shall work with parents to develop an individual risk assessment and IEP for every Student of Determination, whose education requires a highly personalized approach.



- Schools shall immediately communicate with parents in the case of an unauthorized absence, a cumulative absence rate less than 10% in accordance with the school’s own policy, and/or a cumulative absence rate of 10%.
- 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.

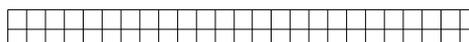
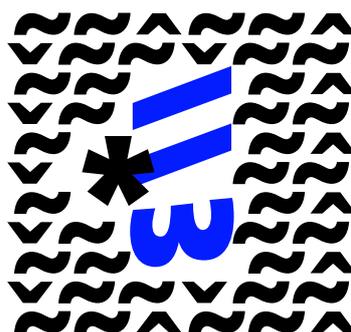
4.3 Staff Absence

- School staff shall attend the full workday as per the school’s calendar in accordance with the official contracted work hours.
- Schools shall develop a system by which staff at school and home can “check-in” every day to keep track of attendance.
- Schools shall have processes and procedures in place to collect/maintain accurate records and track staff attendance, which shall be entered into PASS daily. Submitted data should clearly identify if attendance was face-to-face or via distance learning.
- Upon consultation and agreement with the school, the continuation of remote work for certain staff may be necessary for health reasons.
- School staff shall inform the school in advance of their absence, when possible, to allow for planning that will ensure continuity of learning for students.



5. Teacher Workload and Professional Development

- Distance learning shall not require additional demands on teacher workload, which can be effectively managed by diversifying distance learning modes.
- Teachers shall be given sufficient non-teaching time to allow for the completion of other activities (lesson-planning, marking, administrative tasks, etc.) within their regularly allocated workload.
- School shall inform/remind parents of appropriate channels to contact teachers, in addition to appropriate times and timelines to expect replies from teachers.
- Schools shall continue to provide the minimum annual 25 hours of professional development to teachers as per Policy 28 of the Private School Policy and Guidance Manual 2014/15.
- Schools shall continue to offer professional development in the areas online learning, navigating and using e-learning tools, cybersafety, and in supporting the wellbeing of students.



4. Financial Support for Parents

- 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.

5. Parental Engagement

5.1 Guidance for Parents of Students Who are Distance Learning

- Schools shall maintain regular contact with parents of students who are distance learning to ensure they feel supported in managing their child's continued distance learning.
- Schools are highly encouraged to conduct virtual open houses to allow distance learning student to virtually "visit" their school grounds.
- With some form of distance learning continuing in the next academic year, schools shall continue to actively involve parents in the distance learning process.

5.2 Parent Helpline

- 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.

6. Childcare for Staff

- Schools may make childcare arrangements for staff according to their own needs, ensuring precautionary measures are in place.

