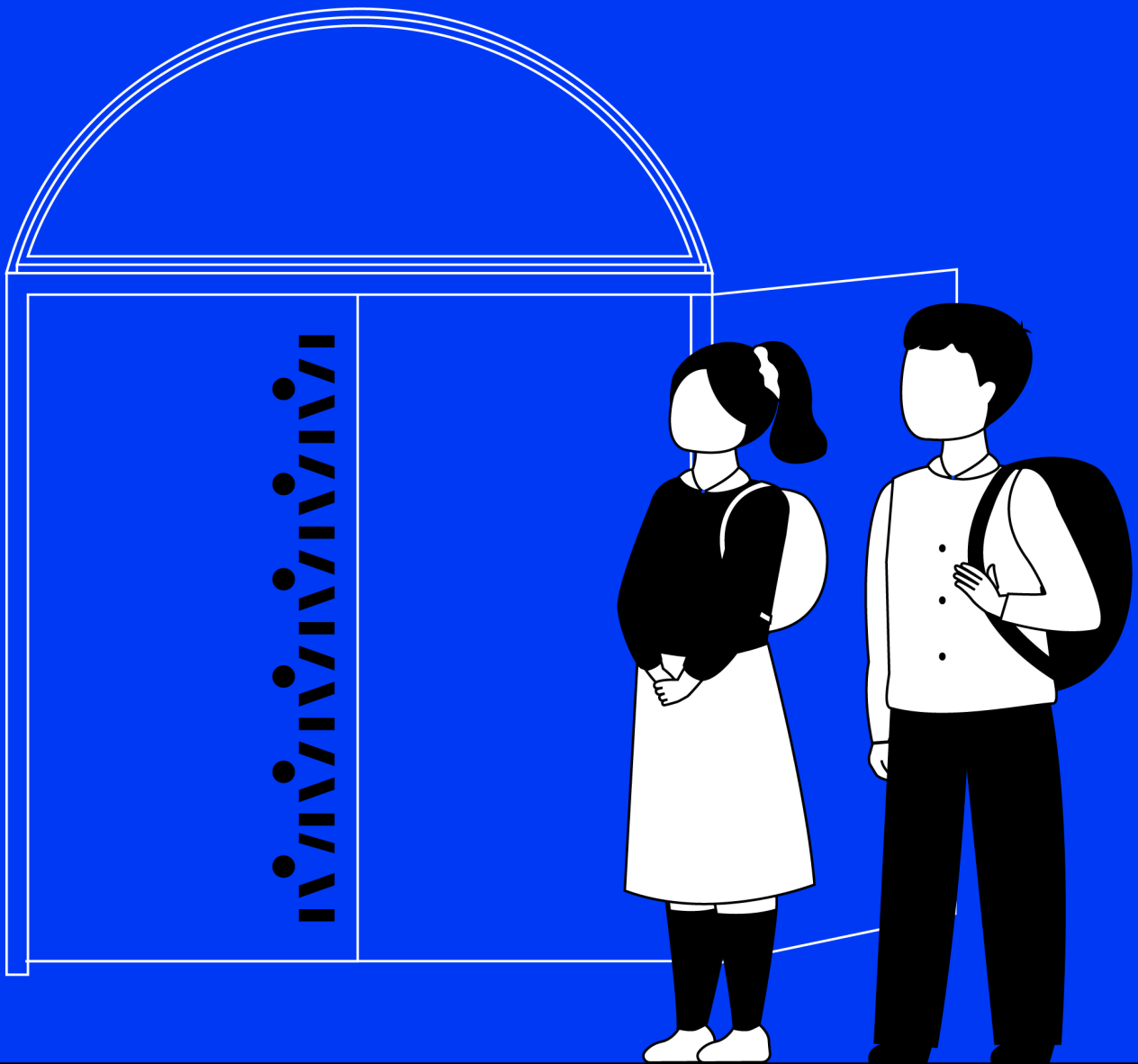




Private School Reopening Policies and Guidelines



Academic Year 2021/22





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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).



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.

- 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.
- Closed spaces, such as classrooms, 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.

2. Criteria for Reopening Schools

- ④ All private schools in Abu Dhabi shall prepare to resume operations, provided they meet the reopening criteria, as per their published Academic Calendar for the Academic Year 2021/22 unless otherwise announced by relevant authorities.

2.1 COVID-19 Taskforce

- Schools shall establish a COVID-19 Taskforce composed of the COVID-19 Response Team 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:
 - ✦ Conduct a general risk assessment for reopening which is specific to the school (see *Appendix 2*).
 - ✦ Conduct individual risk assessments for all Students of Determination (see *Appendix 3*).
 - ✦ Cleaning and disinfection of the premises according to the space and activity management specifications.
 - ✦ Map macrobubbles, circulation of transition areas, and placement of signs.
 - ✦ Install safety equipment and stock necessary resources/materials.
 - ✦ Prepare all spaces according to the relevant protocols.
 - ✦ Ensure COVID-19 response team awareness of new protocols.
 - ✦ Verify that all staff and students have completed pre-return requirements prior to being permitted to return to school physically.

- In addition to submitting the travel declaration form prior to the new academic year, staff and students shall submit a new form every time they travel internationally during the school year.

3.4 Individual Risk Assessment for Students of Determination

- Students of Determination shall be considered on an equitable basis as all other students.
- A risk assessment shall be conducted for each Student of Determination, whose needs exceed that of their peers and for whom 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 Head of Inclusion/Special Educational Needs Coordinator (or equivalent), shall develop the risk assessment in conjunction with the designated Health & Safety Officer and Senior Leadership Team, for approval by the principal, who holds ultimate responsibility.
- Parents/guardians shall equally be involved in the development of the risk assessment for their child.
- The purpose of this risk assessment is to determine whether it would be safer for the pupil to return to school physically during the ongoing COVID-19 situation, to access a blended approach to learning, or to be educated at home via distance learning.
- The risk assessment will be reviewed on a periodic basis as deemed appropriate, 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.

3.5 Pre-Return PCR Testing

- Guidance on details such as age eligibility, test types, schedules, and locations will be communicated with schools closer to the start of the academic year.

3.6 Vaccination

- See Health Requirements for Entry for details.

4. Criteria for Closing Schools

- Schools may be required to temporarily close and shift to partial or full distance learning due to government directives, non-compliance, or due to an emergency incident (COVID-19 cases, natural disaster, etc.).
- For COVID-19 cases, schools shall shift to partial or full distance learning based on the following closure criteria:

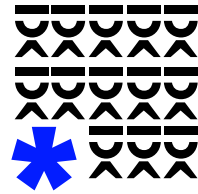
Criteria	Required Action
2 positive cases in a class	Shift class to distance learning
4 classes shifted to distance learning AND/OR 8 cases in a macrobubble	Shift macrobubble to distance learning
3 macrobubbles shifted to distance learning AND/OR 24 cases in a school	Shift school to distance learning

- The criteria is subject to change based on the latest guidelines from relevant authorities.
- Further details regarding closure and reopening requirements due to COVID-19 incidents, communication guidelines, and important contact information may be found in the *Guide for Private Schools COVID-19 Response Teams*.

5. Entry Requirements

5.1 Authorized Persons

- The following persons are authorized to enter the school premises, provided they meet the health requirements for entry:
 - * Enrolled Students
 - * School staff



- ✳ Visitors (i.e. parents, contractors, children of staff, inspectors, and other authorized persons) upon presentation of ID.
- Schools shall maintain rigorous logs of all visitors accessing the school premises.

5.2 Health Requirements for Entry

- Symptoms
 - * All authorized persons may enter the school premises provided they do not have the following symptoms:
 - Fever (37.5 C or above)
 - Cough
 - Body aches
 - Fatigue
 - Shortness of breath
 - Sore throat
 - Runny nose
 - Diarrhea
 - Nausea
 - Headache
 - Loss of smell or taste
 - * Daily temperature and symptoms screening is recommended before leaving the house. Individuals who exhibit symptoms or who are feeling generally unwell are required to stay home from school and are urged to see a doctor for assessment and possible COVID-19 testing if required.
- Vaccination
 - * Individuals aged 16 and above:
 - Individuals aged 16 and above who have completed 28 days following the second dose with a UAE-approved vaccine are authorized to enter the school premises upon presentation of their vaccination status on the ALHOSN app.
 - Individuals with vaccination exemptions verified on the ALHOSN app or through an official letter from SEHA, Mubadala Health or other Department of Health (DOH)-authorized providers are authorized to enter the school premises.
 - * Children below 16 years of age:
 - Children below 16 are authorized to enter the school premises without vaccination.
 - Students turning 16 years of age from 11 July 2021 onwards will have to get the first dose of a UAE-approved vaccine



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

- ④ 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.
- ④ 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.



6.2 Temperature Screening

6.3 Staggered Entry/Exit

6.4 Accompanying Parents/Guardians

- Full tuition will apply to all students regardless of the mode of attendance and reopening model chosen by the school.

7.2 Admissions/School Tours

- School tours may resume for parents of new and prospective students, as per Section 5. Entry Requirements.

7.3 Student Medical Records

- ④ Schools shall maintain updated medical records as per Policy 35 of the Private Schools Policy and Guidance Manual 2014/15.
- ④ 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.

8. Grouping the School Community

- Schools shall organize students and staff by groups/macrobubbles and ensure that measures are in place to limit group interaction to contain the spread of COVID-19 should cases arise within a certain group.

8.1 Class

- A class is a group of students and staff who meet during a scheduled period of the school day and who practice physical distancing.
- Classes shall consist of a maximum of 25 students for KG and 30 for Cycle 1 and above as per Policy 44 and 66 of the Private Schools Policy and Guidance Manual 2014/15.
- A classroom may only hold one class whereas multiple classes may be held in large, converted spaces, provided they meet the required conditions.

8.2 The Bubble Method

- As an alternative to a physically distanced class, schools may choose to use the bubble method for younger students (Grade 2/Year 3 and below) who have difficulty physically distancing.



- A bubble is an alternative to a class that is only permitted for younger students where physical distancing is not practiced. Students and staff in bubbles spend the entire school day together and do not interact with other bubbles/groups during this period.
- A bubble shall consist of a maximum of 16 students. The bubble shall also include dedicated staff consisting of at least one teacher (in addition to other teachers/assistants if staffing allows).
- Bubbles shall 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.
- A classroom may only hold one bubble whereas multiple bubbles may be held in large, converted spaces, provided they meet the required conditions.
- In the KG section, accessibility to staff who are trained in *pediatric* first aid and CPR is required.
- Staff who provide additional support to Students of Determination should be assigned a bubble.

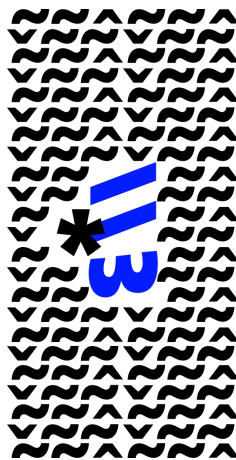
8.3 Other Groups

- In addition to classes, schools shall keep track of students and staff according to other groups in the schools with which they interact, i.e. bus groups and private groups (family/sibling, roommates, etc.).

8.4 Macrobubbles

- A macrobubble is a group of classes and individuals (students and staff) who are physically isolated from other macrobubbles during the school day.
- Schools shall establish and maintain macrobubbles according to the following criteria and guidelines:
 - ✱ Macrobubbles must be physically separated and have separate entry and exit protocols through staggered timings and/or multiple entry points.
 - ✱ Mixing of individuals between macrobubbles is NOT allowed (except for staff identified as all-access).
 - ✱ It is recommended that a school building has a minimum of 3 macrobubbles to contain risk and reduce the impact of COVID-19 closure protocols, as long as the criteria for a macrobubble are met. Dividing a building to 1 or 2 macrobubbles only may lead

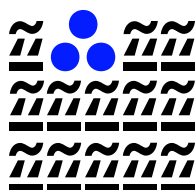
- Schools shall map all students and staff to macrobubbles on eSIS/PASS as per the following categories:
 - ✱ Academic Macrobubble: Based primarily on groups of classes/grades who share academic facilities and associated teaching and administrative staff, this category includes most teachers, students, and related administrative staff, who shall be assigned to a specific academic macrobubble.
 - ✱ Administrative Macrobubble: Based primarily on staff who share non-academic facilities such as administrative offices. This category includes administrative staff that do not interact with academic macrobubbles, particularly students.
 - ✱ All-Access: This category includes specialized teachers, school leadership, and administrative staff (i.e. IT and facilities personnel) who require access across multiple macrobubbles.
- The following naming conventions are recommended when registering macrobubbles on eSIS/PASS:
 - ✱ Buildings to be identified by letters (Building A, Building B)
 - ✱ Macrobubbles to be identified by building letter and macrobubble number (i.e. Building A-Macrobubble A1, Building A-Macrobubble A2)
 - ✱ Classes to retain their existing names on eSIS (i.e. Building A-Macrobubble A1-Class 2B, Building A-Macrobubble A1-Class 2C)



9. Space and Activity Management

9.1 General Space and Activity Requirements

- **Circulation Map:** Schools shall carry out an inspection of their premises and plan a circulation map of the campus (see *Appendix 4*) based on the following guidelines:
 - ✱ 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 m apart.
 - ✱ Indicate the maximum number of people who can be in a small, enclosed space (ie. elevators, restrooms) simultaneously and use floor stickers to maintain physical distancing.
- Hand sanitizers shall be available in every purpose-built space (such as a room indoors, or a play area if outdoors) throughout the campus.
- Organize timings for breaks to limit crossover between classes and to minimize congestion in hallways and other circulation zones.
- Keep doors open when possible (i.e. unless a fire hazard) to increase entry/exit flow and ventilation.
- Supervise student group transitions and ensure physical distancing.
- 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.



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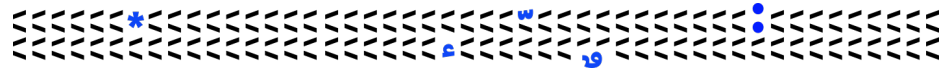
9.6 Managing the Use of Restrooms

- A maximum number of students should be authorized at any given time to ensure that a physical distance of 1 m can be maintained. This maximum capacity should be clearly indicated on each restroom door.
- Each handwashing station must be equipped with liquid soap, sanitizing wipes, disposable paper towels, and posters with effective handwashing and drying instructions.
- Air dryers may be used.
- Schools shall clearly instruct students and staff to dry their hands properly after handwashing as moist hands may breed germs.
- Use of restrooms must be appropriately supervised for younger students.

9.7 Athletic Activities and Sports Facilities

- Schools are authorized to reopen all athletic facilities for use during physical education (PE), extracurricular activities, and for private use by staff outside of regular school hours.
- PE (including swimming) classes shall be reinstated, and all sports are authorized provided they are implemented with the relevant risk mitigation controls in place (*see Figure 1*).





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.	✗	2.5 m	✓	✓	✓	✗
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.	✗	2.5 m	✗	✓	✓	✗
Low Risk ¹	Light-intensity activity ³ practiced with little to no contact	Archery, indoor golf/putting, low-intensity yoga, stretching, pilates, tai chi, etc.	✓	1 m	✗	✓	✓	✓

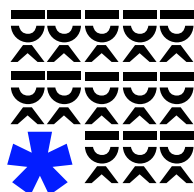
1. When outdoors or in a large space, low risk sports may be practiced with medium risk rules (no mask, 2.5 m PD).
2. Moderate- to vigorous-intensity activity = 3.0-6.0 METs or a perceived exertion of 5-8 on a scale of 0-10.
3. Light-intensity activity = 1.5-3.0 METs or a perceived exertion of 2-4 on a rating scale of 0-10.
4. 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.).
5. 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).



- ## 9.13 Libraries

- ## 9.14 Prayer Rooms

- ## 10. Cleaning, Sanitization, and Disinfection

- 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.

- High-contact surfaces (such as light switches, handrails, doorknobs, faucets, toilet buttons, toilet seats, countertops, etc.) shall be cleaned and disinfected at least twice a day during school hours.
- Shared equipment (such as computer keyboards, mouse devices and mobile computing devices, etc.) shall be sanitized between groups.
- 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.

10.2 Cleaning Techniques

- Cleaning 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 (e.g., 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.

10.3 Approved Disinfectants

- ④ Fresh disinfectant solution should be prepared daily or for each cleaning shift. Only disinfectants approved by the Abu Dhabi Department of Health (DoH), Abu Dhabi Quality and Conformity Council (QCC), and/or the Emirates Authority for Standardization and Metrology (ESMA) shall be used.
- ④ 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.

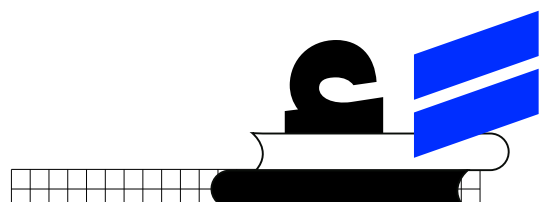
- * It is advised to wait 24 hours before cleaning or disinfecting the area.
- * Ensure that the cleaning staff is wearing full PPE (i.e. mask, face shield, gloves and a long sleeved single-use apron).
- * Clean and disinfect the area using a disinfectant solution and fresh cloth. Discard or wash the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



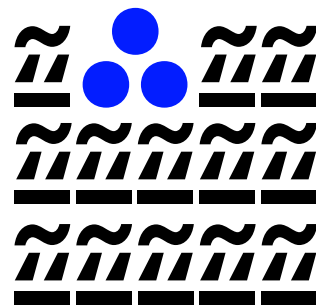
12.1 COVID-19 Response Team

- ④ Schools shall set up a COVID-19 Response Team consisting of the following members:
 - * 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, handle COVID-19 related incidents, and refer them appropriately if needed.
 - * A “Facilities Supervisor” who will be 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 infected person. This role must be supported by trained members for contact tracing.
 - * A “COVID-10 Focal Person”, responsible for communicating with staff, parents and ADEK in the case of any COVID-related incident at school.

12.2 Quarantine Room

- A quarantine room in or near the school clinic shall be set up and equipped in accordance with the approved specifications of suspected cases of staff or students. If the quarantine room is outside the clinic, then care must be taken when transferring a suspected case from the clinic to the room (ensure physical distancing and mask-wearing).
- 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, there should be at least 1 bed available and physical distancing of at least 2 m should be maintained.

- 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

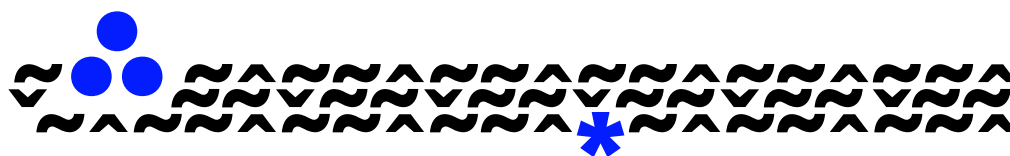
- In this section, a “COVID-19 related incident” refers to a student or staff having sudden onset of symptoms such as fever, shortness of breath, cough or sore throat with or without fever.
- In case a COVID-19 related incident occurs where a student is experiencing symptoms, their teacher must immediately 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.)

12.4 Emergency Readiness

- As per the laws and regulations of civil defense, dedicated exit routes must be maintained clear at all times to permit prompt evacuation. They must be unobstructed and only used in case of fire or emergency.
- Any physical distancing arrangement should take that into account and should allow students to evacuate safely.
- Any adaptations to regular emergency drills (i.e. fire, earthquake, evacuation, etc.) will be communicated to schools at a later time in conjunction with the Abu Dhabi Civil Defense.

13. Compliance Program

- Adherence to the obligations stipulated in these policies shall be verified through the COVID-19 Compliance Program as detailed in the *ADEK Private School Reopening Compliance Program Policies*.

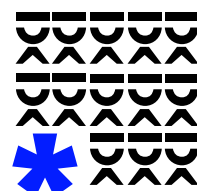


- Schools shall be prepared to transition to full distance learning at any given time due to temporary closure. However, schools are NOT authorized to transition to full distance learning for a class, section, or the whole school unless authorized by ADEK.
- Schools who are considering a model other 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"> • Group A: FTF in the morning; DL in the afternoon • Group B: FTF in the afternoon; DL in the morning 	<ul style="list-style-type: none"> • Group A: FTF 2 days on Weeks 1 & 3, 3 days on Weeks 2 & 4; DL on non-FTF days • Group B: FTF 3 days on Weeks 1 & 3, 2 days on Weeks 2 & 4; DL on non-FTF days 	<ul style="list-style-type: none"> • Group A: FTF on Weeks 1 and 3; DL on Weeks 2 & 4 • Group B: 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.

- ### 3.5 Copyright Requirements During Distance 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.

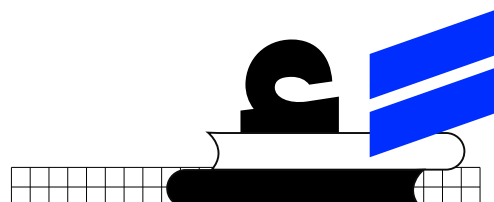
- Schools shall administer the relevant assessments as mandated by the *Standardized Assessment Policy*.
- Schools shall administer formative and summative diagnostic assessments to determine student progress and learning needs.
- Schools shall assess student learning through face-to-face and distance learning if offered.
- Schools shall have in place administration and invigilation procedures which they implement for remote live assessments to ensure assessment integrity.
- Students of Determination must be allowed examination accommodations relevant to their needs i.e., extra time, reader, scribe, etc. without discrimination. The arrangement should be outlined on the IEP and considered in the risk assessment.

4. Attendance

- 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.

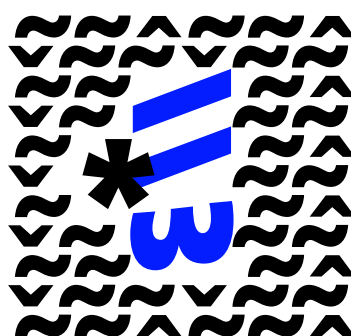
4.3 Staff Absence

- 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

- ④ Distance learning shall not require additional demands on teacher workload, which can be effectively managed by diversifying distance learning modes.
- ④ 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.
- ④ School shall inform/remind parents of appropriate channels to contact teachers, in addition to appropriate times and timelines to expect replies from teachers.
- ④ 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.
- ④ 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.



3. Anti-Stigmatization Policy

- ④ Schools shall develop an anti-stigmatization policy and integrate strategies into any awareness campaigns concerning misconceptions around COVID-19.
- ④ 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.
- ④ Schools shall communicate their non-stigmatization policy to students, parents and staff and encourage them to always behave in appropriate ways.

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.

