

KHDA School Re-Opening Readiness Plan

School Name: Dubai American Academy

Principal: Tammy Murphy

Curriculum: American

This template is designed to record your school readiness plan and provide details on how your school will comply with physical distancing arrangements, health checks and hygiene, educational provisions, and other protocols.

School Readiness Plans ensure that you have procedures in place to safeguard the continuity of operations and the safety of everyone in the building. They are not static documents and can adapt over time to reflect any changes in the school situation or new direction. It is possible that these protocols will change or be added to over the coming months.

Most of the points in the protocols document describe the arrangements you need to put in place. There are some items that require you to tailor procedures for your school context. KHDA will evaluate your readiness plan and how well it complies with the protocols and your context.

In using this form, the information in blue lists some of the protocols from each heading in the document. Following that in black is the information requested for your readiness plans. You may attach files with any supporting documentation on the last page of the form.

School Adaptation to Protocols

A. Entry, pick up and school visit procedures

1. Modes of thermal screening (individually or by installing the relevant technology) should be present at the entrance of the school. Children who are taking the bus,

should get scanned for their temperature before getting onto the bus. Anyone with a fever \geq to 37.50 °C should not be allowed entry.

6. The school should implement a staggered entry and exit procedure to eliminate overcrowding and to maintain 2 meters physical distancing in high traffic areas.

7. Families drop off and pick up at designated areas only in designated timings with no interaction inside the school. There should be no access to the rest of the school facility by family members or visitors. Family members should be given a maximum time limit of 10 minutes in the designated area to pick up / drop off with no crowding, maintenance of a 2 meters distance, and wearing of masks at all times.

8. Meetings are encouraged to take place online, unless there is a critical need for one to one meeting which should take place on an appointment by email basis and will need to be made and approved beforehand.

9. Any visits that happen to schools such as for the purpose of registration, carrying maintenance work or deliveries, should happen after the school's opening hours. Proper precautionary measures should be applied especially for pick up or drop off of items by designating specific location and following contactless process.

Describe how the school will scan temperatures of students and staff entering the school premises or getting on to a school bus.

The school will be fitted with 4 thermal imaging cameras, these will be located at specific entrance points into the school. A designated and trained security guard will monitor the system throughout the day. A process is in place to manage any students identified with a temperature greater than 37.5 degrees Celsius.

Elementary School

Kindergarten, grades 1 and 2 students will access the campus through Gate 1, a thermal scanner will be set up at the Early Years reception area. Elementary students, grades 3-5, will access the campus through Gate 5 and will pass through a thermal scanner set up on the ground floor access door adjacent to the soccer pitch. Similarly, bus students will have their temperatures checked before getting on the bus and again before accessing the building.

Middle School

Students will enter through Gate 3. There will be a temperature scanner at the Gate 3 entrance into the building, next to the nurse's clinic.

High School

Students will be dropped off and picked up at the Pedestrian Gate fitted with a thermal camera where temperatures will be checked. If a car is not waiting outside Gate 3 for pick up, the student will then walk to his/her vehicle.

Describe procedures for entry and exit for student drop off and pick up.

Elementary School

For dismissal, the same drop off points mentioned in the section above will be used for dismissal. Clear class markings will ensure that students are separated by homeroom and are maintaining social distancing.

Middle School

Students will be dropped off and picked up at Gate 3. If a car is not waiting outside Gate 3 for pick up, the student will then walk to his/her vehicle.

High School

Students will be dropped off and picked up at the Pedestrian Gate. If a car is not waiting outside Gate 3 for pick up, the student will then walk to his/her vehicle.

Please also see attached map

Describe procedures for school deliveries outside of school hours.

All deliveries must be pre-arranged with the school, security will not permit access for deliveries during school hours. A designated entrance point for deliveries has been identified. All persons coming onto school premises for delivery will undergo temperature checking and follow security access control protocols. Delivery items will be sanitized prior to dispersing into the school.

Describe procedures for meeting outside of school hours.

Where possible meetings will be conducted online. Where one to one meetings are required appointments will be scheduled at least 24 hours in advance and details of which are shared with school security. Guests will undergo temperature checks, be escorted to a designated meeting room which will be sanitized before and after the meeting. Social distancing measures will be mandatory.

B. Screening & Contingency / Emergency Plan

12. A health and safety designated staff should be identified and assigned to handle an emergency situation, follow up and monitor the implementation of the health and safety procedures, and conduct all necessary training for students and staff. This person is also responsible for the designated isolation room within the school premises.

13. If a child / teacher / staff begins to show symptoms of COVID-19 while at school, they must get isolated instantly, and the parent / guardian of the child to be notified immediately and the patient should be referred to the hospital to take necessary action. The patient should not return to school until the PCR result is obtained. If the result is negative and there is a clinical assessment of a probable COVID-19 case, the patient should complete a 14-day quarantine. If the result is negative and there is no clinical assessment for a probable case, the child can resume schooling so long as they are symptom-free.

14. If the result is positive, the traced contacts of the patient, including teachers along with the classmates of a student, or colleagues are all considered close contacts (Anyone who spent more than 15 minutes in a proximity of 2 meters with the positive case, from the day of symptoms onset, or the day of the positive PCR test). They should all commence the 14-day quarantine counted PCR from the day of the positive test, or from the day of the onset of symptoms if ascertained by the clinician.

Contact details of the school's designated Health and Safety Officer responsible for the implementation of these protocols.

Name - Jemma Lewis

Mobile Number

Email Address j.lewis_daa@gemsedu.com

Outline your emergency medical procedures in case of a suspected or confirmed COVID-19 case.

1. Student/Staff referred to the school clinic having symptoms of upper or lower respiratory symptoms “With or Without Fever.” And classified as a suspected case based on history and assessment by doctor/nurse.
2. Student/staff to be immediately placed in the isolation room with a mask and staff in full PPE.
3. School health staff should take all isolation, contact and air-droplet precautions.
4. Follow DHA flowchart for Guidelines regarding management of suspected COVID-19.
5. Immediate reporting to H&S officer (MSO),SLT,DHA via phone and online reporting system and the parents/guardian and nurse to fill out PUI form.
6. Notify the parent/guardian(if stable) and ambulance (if unstable) to arrange for the transfer of the suspected case to the nearest hospital with isolation facilities.
7. If the case is unstable, call 999 or 998 and arrange to transport student/staff to the nearest hospital with isolation facilities to be accompanied by a school staff member in full PPE if parent/guardian is unavailable.
8. Follow up after 24-72 hours for the PCR result.
9. Initiate deep disinfection and contact tracing of all areas and persons exposed.
10. Return to school on issuance of a clearance certificate by DHA and upon completion of 14 day isolation period.

Outline how you will support the wellbeing of individuals with suspected or confirmed COVID-19 from their onset of symptoms through their period of isolation and eventual return to school.

If a student is found to be COVID-19 positive or has a family member who is being diagnosed with COVID-19, the following measures will be taken in terms of his well being:

A special crisis team will be put in place to ensure the mental health and wellbeing remain a top priority and that no child falls through the cracks.

Each case will be assessed individually by the / Counselor/ Nurse and or Safeguarding leads.

All information will stay HIGHLY CONFIDENTIAL to protect the student from any kind of social stigma.

A safeguarding/mental health plan will be put in place according to the case. This may include receiving support from counselors/teachers, the designated staff member to follow-up with the student to ensure they are not falling behind academically, progress tracking of the emotional well-being of the student while in quarantine.

C. Monitoring Attendance and Contact Tracing

18. The school must maintain adequate records of its staff / guests / members / students, including names, telephone numbers and visit dates, to assist if contact tracing becomes necessary. And to maintain accurate work records of its staff for contact tracing purposes.

19. The school should abide by the contact tracing procedures, by providing DHA with all records needed to trace potential contacts of the confirmed COVID-19 cases.

Describe your arrangements and responsibilities for record keeping.

Each School Nurse will document all suspected cases on PUI (person under investigation) form provided by DHA and is responsible to share a copy with parent/paramedic and files the other for safe record keeping.

School Nurse Emails a scanned copy of PUI form to Preventive Medicine Section and School Health Section of DHA.

Doctor records the case in the IDNS Sheryan System of DHA. Nurse /Doctor follows up on PCR results and updates DHA/SLT.

Separate file with all PCR results, medical waivers for the vulnerable group is maintained in a locked cabinet or password protected file on the computer.

Final Notification by the nurse on GEMS Health and Safety documentation portal (Phoenix-HSE) which is centrally maintained.

Designated Health and Safety Officer maintains an up to date file of suspected/confirmed cases and their contact in collaboration with the medical team.

Anyone with a temperature of 37.5 will not be allowed entry.

Monitoring of Staff Temperatures

All staff will be screened in the same manner as students, they will be required to pass through the designated scanners upon entering into the school at the beginning of each day. If a high temperature is recorded, they will be taken for further assessment and isolation, following the detailed procedures within the GEMS school clinic operating procedure.

Maintaining adequate records of anyone entering the school at any time

All visitors details will be logged within the visitor log book (*date, time, who they are visiting and reason for visiting*), the logbook will be completed by the security and no physical ID's will be taken, nor will there be any visitor signature required. Lanyards will not be used; these will be replaced by a color coded sticker system. All visitors will be temperature checked at the security gate, any persons with a temperature of 37.5 degrees Celsius and above will be refused entry into the school premises. All visitors will be required to wear mandatory face masks and hand sanitize prior to entering the premises.

Student attendance will be monitored through the school MIS at the time of registration, each morning and afternoon. Staff attendance will be monitored through their division administrative team.

Elementary School

Students and teachers will follow their regular schedules. Power School holds a record of all names, numbers, and attendance dates to assist if contact tracing becomes necessary. The ES teachers along with the ES secretaries are responsible for inputting accurate attendance data into Power School at the beginning of each day. Should a student need to leave school before the scheduled dismissal time, a dismissal slip must be obtained from the division secretary and presented at the security gate for record keeping.

Middle School

Students and Teachers will follow their regular schedule. Power School holds a record of all names, numbers, and attendance dates to assist if contact tracing

becomes necessary. The MS Teachers along with the MS Attendance Secretary are responsible for inputting accurate attendance data into Power School at the beginning of each day, and each learning block.

High School

Students and Teachers will follow their regular schedule. Power School holds a record of all names, numbers, and attendance dates to assist if contact tracing becomes necessary. The HS Teachers along with the HS Attendance Secretary are responsible for inputting accurate attendance data into Power School at the beginning of each day, and each block.

F. Set-up / Physical Distancing Arrangements

G. Educational Provision

49. Ensure the 2 meters distancing measure is maintained in all common areas, service desks, etc. where different groups of students and staff and visitors are mixing.

50. Classroom area should support sufficient room for the group to maintain a physical distance of at least 1.5 meters per child in each classroom provided everyone wears masks.

57. Create visible markers on the floor to indicate appropriate spacing.

63. Student ratios will vary depending on the size of the classroom. The school will have liberty to decide on the number of students per class as long as a safe distance of 1.5 meters per child or person is maintained.

64. Provision for students in Pre-primary / FS1, KG1 / Y1 will require “stable” groups of 10 or fewer children. “Stable” means the same 10 or fewer children are in the same group each day. This group of 10 children must be cared for in a space that cannot be accessed at the same time by children outside of the stable group.

65. Keep cohorts together where possible and; ensure that children and young people are in the same small learning groups at all times each day, and different groups are not mixed during the day, or on subsequent days, and ensure that the

same teacher(s) and other staff are assigned to each learning group and, as far as possible, these stay the same during the day and on subsequent days, recognizing for secondary settings there will be some subject specific rotation, and class rotations are not permitted. For curriculum featuring class rotations, students should remain in a designated classroom, while teachers rotate instead.

66. Students or staff with high risk conditions (specific illnesses or immunocompromised) should be offered alternative education means (i.e. distance / remote learning), until further notice.

67. The school has to ensure academic provision through Distance Learning for all students who are unable to attend classes physically (due to health conditions, isolation, quarantine, family situations, etc.)

Provide the expected date when changes to infrastructure (such as floor markers, posters, classroom reconfigurations, etc.) associated with the protocols will be completed.

August 23, 2020

Based on the above protocol of 1.5 meters distancing and stable groups of 10 or fewer children for young children, what is the revised operational capacity of the school for each grade level and how does that differ from last year?

	2019-2020	2020-2021
KG1	22	10
KG2	22	10
G1	25	12-13
G2	25	12-13
G3	25	12-13
G4	25	12-13
G5	25	12-13

G6	27	12-14
G7	27	12-14
G8	27	12-14
G9	27	12-14
G10	27	12-14
G11	27	12-14
G12	27	12-14

Describe the changes to your classroom arrangements and daily routine schedules for children under the age of 6.

Elementary School

We have 5 KG1 classes and 6 KG2 classes. The students in each class would be distributed into 2 classrooms, 10 each. Therefore, we will use 10 classrooms for KG1 and 12 for KG2. The teacher and EA (Educational Assistant) will teach and supervise the students. The teacher will lead, and the EA will support and facilitate small group work as the teacher and EA rotate between the two classrooms in a manner and time that best fits the learning. Teachers will lead the mini-lessons, do the check-ins and then do the same with the other classroom. EAs will be involved in student learning so they can amplify the learning that is led by the teacher. Students will have art, music, physical education and Arabic classes throughout the week in the same manner.

Students will be assigned a cubby to store their belongings, they will be separated and clearly labeled based on the groupings.

Soft furnishings will be removed from the classrooms.

Seating will ensure students are not facing one another with a 1.5 meter space in-between.

Individual student kits, with consumable and non-consumable resources, will be prepared for each learner. These will be contained in clear bins that are marked with the students' names and will stay at their assigned workspace.

Specialist teachers will push into the homeroom classroom for their blocks. PE can take place outside or in the gym as possible,

Teachers and Educational Assistants will reinforce regular hand washing and use of hand sanitizers.

Students will eat in their classrooms.

Our Revised Plan as of August 30, 2020

We have created two groupings of ten students within a space. Each group will remain within their own area with a visible divide that indicates the boundary of the space. Students will only have access to their own space.

All students will be seated at 1.5 meters or greater from one another.

All seats and tables will be floor marked to indicate their positioning of 1.5 meter social distancing and will be monitored so that they continue to be set at those indicators. All bench seating will have an indicator on the seat as to where the child is to sit to adhere to proper social distancing.

Each group will have separate handwashing facilities.

The teacher and the educational assistant will work with both groups, as they would have done in the original plan and will adhere to proper health and safety protocols.

We have been exploring our options as parents have expressed frustration that though their children will be at school 100% of the time, only 50% of that time will be with a certified teacher. We also recognize the challenge for our teachers to provide all students with the attention they require as they teach in two separate classrooms. A situation that will impact student achievement and growth.

We also recognized that there may be an opportunity to provide our youngest learners with a full classroom experience of an adult and educational assistant with all students in the same room at the same time. In the early years relationship building, consistency in the adults around them, peer collaboration and a sense of community are all foundational skills that positively impact the development of the whole child and our goal was to retain that even given the current context.

Describe the changes to your learning groups to try and keep cohorts together where possible.

Elementary School

Elementary students will stay in their homeroom classrooms with the same cohort of students. Specialist teachers (art and music) will move and teach in the homerooms. For PE, the students will go to the gym or outside with all safety protocols followed. For Arabic classes, the students will need to travel to new rooms. Native Arabic and Islamic classes will have specialist spaces for students to learn in. With all these scenarios, we will have assigned seating and students will only have access to their individual learning kits. For lunch, all students will eat in their classrooms instead of the shared lunchroom. For families that choose to purchase meals through the lunch provider, individually packed meals will be delivered to the classrooms.

KG 1 and KG 2 classes are in school each day divided into two classrooms as noted above. For grades 1-12 students are placed in A and B groupings and will attend school in a two day rotation. This will allow for maximum social distancing in classrooms. The group not in school will access learning online through the use of webcams and numerous platforms used during Remote Learning.

Middle School

All core classes stay together throughout the day, except for elective classes where they re-mix. For elective classes, PE, Arabic and Islamic, students will move to their classrooms abiding by the safety protocols set in place to ensure social distancing.

Students eat their snack during morning break inside their classroom.

High School

As we do not follow a blocked cohort schedule, classes do mix between lessons. We have added additional 'passing' time between classes to allow for the sterilization of desks/chairs and allow students ample time to go to the washroom to wash their hands. Break and lunch will predominantly be eaten in the classroom from the previous block. Limits on how many students are out in the hallway to purchase grab and go food/use the toilet will be strictly monitored by additional teachers/administrators on duty.

Assessment procedures 9-12

Major/Minor assessments

During our remote learning experience last academic year we were able to run remote assessments on a lockdown browser which enables teachers to monitor the students

while they were completing the assessment. This will continue for students who are remote.

Practical work/ IB Internal assessments

While we understand that some students have decided to be 100% online, we do need to point out that this could hamper their ability to successfully perform some practical assessments/IB assessments. We have considered this and have the following options for students:

1. Where a student is currently on the 50%-50% attendance, practical assessments will be conducted while they are in school to allow full access to equipment and resources.
2. If a student is 100% online, we can make arrangements to run practical assessments after school hours to reduce the number of people with whom the student is in contact significantly. Please bear in mind this solution is not always possible as it requires the teacher to attend and therefore must be pre-arranged.
3. If the student is 100% online, but is unable to attend school, practical work will still need to be completed. In some circumstances we will be able to send some of the equipment needed for the practical home so the students can complete the work. We cannot allow all equipment to be sent home, some is delicate, too large or dangerous. Certain chemicals, for example, are hazardous and therefore cannot be sent home. There are some instances where students will be asked to change their practical work if it can not be completed at home.

Our Revised plan for Grade 12 October 25, 2020

As a result of the survey sent to Grade 12 parents, data results indicated that we would be able to bring back those students whose parents opted for 100% on campus instruction.

Below are the results of the survey:

Students opting for 100% on campus- 122
Students opting for 100% remote learning- 140

Parents and students who have opted for 100% remote learning were asked to commit to learning from home until November 30th 2020 to ensure we are in line with classroom capacity requirements for social distancing.

Those who opted for 100% on campus instruction are able to move to 100% remote learning at any time.

Assessments/IAs/Practicals (grade 12)

Those who opt for 100% remote learning are highly encouraged to come to school for specific assessments, support with internal assessments and practicals. A clear communication between the student and teacher will occur to ensure the classroom capacity does not exceed the mandate. An alternative testing space will be secured to ensure all students maintain social distancing at all times.

Describe any staggered timing of classes and school day - for example, double shift or different start / finish school times by grade level or other planned alternatives.

Each division will stagger the beginning and end of their day by 10 minutes to ensure social distancing to and from drop off and pick up zones.

Elementary School

Transition time will be staggered and monitored to ensure that students will follow the social distancing protocols.

Middle School

There is scheduled passing time between each learning block whereby students will follow the physical distancing protocols.

High School

Homeroom (Attendance) will be taken in the first block of the day to minimize movement of students. Additional passing time between lessons to allow adequate distancing in the hallways, time for sanitization of desks/chairs and use of the washroom to wash hands. HS has two lunch periods to reduce the number of students eating at once. Additionally, staggered lunch times also will aid in little to no interaction between Middle School and High School students.

Describe the plans for teaching students not attending school including those with high risk medical conditions, those who are in isolation or quarantine, or students whose families are uncomfortable with them resuming school at the school premises.

Elementary School

Each class will be split into A and B groups (12/13 students in each). We will run on a two-week cycle:

Week 1 - Sunday to Thursday AABBA.

Week 2 - Sunday to Thursday BBAAB.

Each block will be 40 minutes in length. Each teacher will lead the learning with their EA present for support. On our return in August, our teachers will collaboratively decide how to balance the on-site and off-site learning but each teacher will have a co-planning teacher and they will create learning opportunities that leverage the location of the students as well as ensure a community of learners experience for both on-site and remote learners.

This will look like small group work with the teacher balancing time with on-site learners, then remote learners. They will also combine collaborative learning between the on-site and remote learners engaged in collective learning experiences as well as a flipped learning experience. We intend to move forward with a full curriculum. Specialist classes will be live one week, remote the next for the A and B groups. Our teachers have been working with us on how to optimize the learning experience for our students and we will continue this conversation when we return in August. Teacher planning time will be very important for the success of any models that involve on-site and remote learning students. Educational Assistant training will continue to be a focus in order to ensure high quality student and learning support. Each classroom will have a camera and microphone to enable live streaming for all students working remotely to view from home.

Middle School

Each MS class will be split into an A and B group with 13/14 students per group.

The MS will run on a two-week cycle:

Week 1 - Sunday to Thursday AABBA.

Week 2 - Sunday to Thursday BBAAB.

Each learning block is 80 minutes except for advisory (Transformation and Discovery) which is 40 minutes. There is a live/synchronous component (60%) to every lesson for the remote students. As lessons are planned using the PIPE structure a **minimum** of one component of PIPE will be synchronous for students working remotely, in addition to the beginning and the end of the lesson. Each classroom will have a camera and microphone to enable live streaming for all students working remotely to view from home. All lesson plans and resources will be posted on 'Phoenix Classroom' to allow all students access to the learning, at any time, whether they are remote or on campus. Students that remain at home will still have the opportunity to work collaboratively with their classmates through learning opportunities provided in the lesson.

High School

Each HS class will be split into an A and B group with 12-14 students per group.

The HS will run on a two-week cycle:

Week 1 - Sunday to Thursday AABBA.

Week 2 - Sunday to Thursday BBAAB.

Each learning block is 85 minutes except for Moral Education and Advisory (MEA) which is 60 minutes.

There is a live/synchronous component (60%) to every lesson for the remote students. As lessons are planned to ensure the beginning and the end of the lesson are synchronous.

Each classroom will have a camera and microphone to enable live streaming for all students working remotely to view from home. All lesson plans and resources will be posted on 'Phoenix Classroom' to allow all students access to the learning, at any time, whether they are remote or on campus. Students that remain at home will still have the opportunity to work collaboratively with their classmates through learning opportunities provided in the lesson.

What models of service provision are planned?

	Conventional - On-premises teaching that involves students attending schools for their learning.
X	Blended - Combines digital delivery with on-campus instruction and may take a variety of forms, including in-class instruction combined with online practice or online exploration followed by in-class discussion. In general, blended learning refers to a formal program rather than an ad hoc use of technology.
	Other - Another model of learning that differs from conventional blended learning and that may offer innovative or new approaches to some or all students.

Please describe how this is different to pre-COVID forms of schooling, including how this may vary for different grade levels or particular students including how time will be split between on-campus and distance / remote learning. Include any improvement plans responding to the development areas in the Distance Learning Evaluation report and also how the proposed provision will provide for students of determination.

Improvement Plan for Areas of Development as identified in the DLE

1. Ensure younger students further develop the skills they need to work online confidently and independently

In our model for the reopening of school in August, all of our KG1 and KG2 students will be in school every day. This will dramatically decrease the stress that came from parents supporting our youngest learners at home. Through the guidance of their teacher and individual classroom teaching assistant, in small groups of 10, students will receive personalized support. As a normal part of our innovative curriculum, students are taught the use of the iPad and the applications used for their grade. This is further supported by an Innovation Activator that works with classes and classroom teachers.

2. Review the expectations for older students to ensure their workload and deadlines are reasonable within the context of the current environment

The secondary school will utilize an assessment planner whereby all teachers log their assignments and test, in order to ensure a balanced workload for students. Additionally, moving to a blended environment on campus and remote learning will further support the students.

Our teachers are committed to balancing workload and will continue to monitor this in this new educational setting through department meetings and divisional meetings.

Elementary School

Only 50% of students will be on campus (grades 1-5)

Tier 2 and Tier 3 SEND students will be offered the opportunity to be on-site 100% of the time.

Specialists will teach in the students' classrooms rather than specialist art and music rooms.

Arabic and Islamic Education students will be assigned seats and will only use their individual learning kits.

Middle School

The Middle School is divided into 6 pods, 2 per grade level. Only 3 of these pods will be on campus at the same time, totaling 50% of the student population. The pod model helps keep students contained within specific areas of the school throughout the day, except for during elective classes whereby students move to a

classroom outside of their Grade level pod.

All staff and students will follow the regular MS schedule, whereby students receive 4 instructional learning blocks, plus advisory within one school day.

Tier 2 and Tier 3 SEND students will be offered the opportunity to be on site 100% of the time to ensure their learning needs are met and will be supported by their learning support teacher, both on campus and/or via the Remote Learning Plan.

Teachers will continue to use the PIPE lesson plan structure to ensure quality teaching and learning, consistency of practice, and to provide collaborative learning opportunities for all students during blended learning.

High School

50% of the population will be on campus each day. We have three Tier 3 students on a heavily modified program who will be attending school daily. All other students will follow their normal schedule which will include Academic Support Center classes which will continue both synchronous and asynchronous according to their personalized schedule. For those students who are 'at risk' of failing or need more personalized intervention, they will be put into an intervention class with a teacher to oversee their progress and attainment across subject areas.

Blended Model	% Discount on approved tuition fees	% Discount on all approved mandatory services
KG1	0%	0%
KG2	0%	0%
G1	0%	0%
G2	0%	0%
G3	0%	0%
G4	0%	0%
G5	0%	0%

G6	0%	0%
G7	0%	0%
G8	0%	0%
G9	0%	0%
G10	0%	0%
G11	0%	0%
G12	0%	0%

Will your school bus fees be changed for the re-opening in 2020/21?

	Yes We have engaged with our transport operator and they have informed us that if the current 50% seat capacity restrictions stay in place for September, they may need to increase bus fees on certain bus routes to cover their operating and Covid 19 compliance costs. However if the student bus capacity is set to 80% then the transport operator has guaranteed to operate without a fee increase.
X	No

Will your school need to recruit additional teachers to deliver this educational model including compliance with all health and safety protocols?

	Yes
X	No

Will your school need to recruit additional teaching assistants to deliver this educational model including compliance with all health and safety protocols?

	Yes
X	No

How many teaching assistants will be recruited?

There are no staffing changes as of this point.

How many teachers and teaching assistants will be required to deliver this educational model?

	KG	Phase 1 / Primary	Phase 2 / Middle	Phase 3 / High
Teachers	10	71	56	81
Teaching Assistants	10	37	10 (2 lab technicians and 1 Arabic EA is shared with HS)	4

L. Transportation

98. Schools must use buses at half capacity and to place marks on chairs for seating guidance.

Describe any revised arrangements for bus transportation for students including how the bus timetable aligns with any staggered schedule adopted by the school.

Bus routes will be revised based on the demand of parents wishing to continue to use bus transportation and to accommodate the new staggered start times. There will be a need for potentially two differing routes based on which years groups are collected and which days a child can attend classes

Please see attached STS Transport Protocols that adhere to Protocol 98:

All temperatures are taken at the pick-up points, any cases will be documented and notified to the relevant parties.

Daily records will be maintained.

Bus will be disinfected before and after each use.

Adequate signage placed inside the bus.

Proper ventilation in the bus.

Bus assistants over 60 years with medical conditions will not be on duty.

Procedures in place should a child display signs of COVID 19 while in the bus.
Marking on the chairs for seating guidance.

M. Communications

109. Ensure that sufficient and accessible training and communication channels are utilized to keep all staff, parents and children informed of new settings, practices and hygiene approaches for the start of the academic year.

Outline the guidelines for how parents will be kept informed through regular communications.

Training for person in charge of health and safety to handle potential cases

All of the designated persons in charge for health and safety have completed a globally recognised health and safety qualification (IOSH managing safely). In addition, GEMS has a central team of dedicated health and safety professionals to support all schools. All employees will also be completing a Covid-19 e learning training program in August. The designated health and safety in charge will receive training on all of the Covid-19 related protocols, prior to the re-opening of schools

Elementary School

A divisional weekly communication will be published and will focus on both academic and health/safety updates. Homeroom teachers will continue to use Seesaw as a communication platform for both students and parents.

Middle School

A grade level newsletter is sent to all MS parents via the Heads of Grade every Thursday, which focuses on student wellbeing, celebrations, and the learning and assessments across each discipline.

High School and K-12

A bi-weekly SPOTS newsletter is sent via DAA's Parent Relations Officer with a message from the Principal, accompanied by any important updates and highlights to be shared with parents.

Any brief reminders or previews will be sent as needed via SMS through DAA's

Parent Relations Officer.

Any urgent and important student information with regard to social and emotional wellbeing, disciplinary issues, or academic concerns will be communicated via email, directly to the parents via the counseling and/or administrative office.

Other Health and Safety Protocols

The Protocols document lists a range of other items that need to be complied with by schools.

How confident is your school in complying with these re-opening protocols.

X	Extremely confident
	Confident
	A low level of confidence
	Not at all confident

Describe specific health and safety protocols where confidence is lacking and where assistance is requested to achieve.

Elementary School

With the developmental need of our young learners to engage in physical play, we have concerns about playground equipment sanitization, specifically with the quick turnover of groups to accommodate for the social distancing guidelines.

Middle School & High School

Although students will sanitize their hands and learning environments on entry into their classroom, there is a concern that with students moving between classrooms, proper sanitization of learning environments will be difficult to uphold.

Although teachers will be on duty, there is a concern regarding the use of the cafeteria, the hallways, restrooms, and the entrance and exit of the building during transition and lunch time, and whether or not students will be able to adhere to the required social distancing protocol.

There is a concern that there is not enough cleaning staff to sanitize the bathrooms after each use.

Sharing School Readiness Plans

Please note if you would be willing for KHDA to share this plan or elements of the plan with other schools to improve readiness across Dubai's private schools.

X	Yes
	No

Any other comments about your school readiness plan that have not been covered in the previous descriptions:

Our school is committed to our students and staff safety as they return to school.

Many schools have already developed plans for re-opening. You may wish to attach any files that will assist KHDA in reviewing readiness for school re-opening and compliance with protocols.

GEMSH Health and Safety Guidelines for Reopening
School Clinic Reopening Plan
DAA Thermal Map