

Qatar Academy Sidra

Sustained Learning

Handbook

Vision:

Leading Learning to ensure QA Sidra graduates are kind responsible citizens who achieve their academic and personal potential to live meaningful lives in service of the wellbeing of humanity.

Path to Purpose:

We are a **dynamic and responsive** learning community that **engages and challenges** our learners, through concept-driven inquiry-based learning, so that they are academically successful.

We **inspire and empower** our learners so that they are equipped as **future change agents for a sustainable world**.

Our community of **kindness is an inclusive safe haven** where all learners build self-confidence to be the best they can be. We celebrate **diversity, creativity and authentic action**.

We develop **civic responsibility, social engagement, and stewardship** by forging strong positive **community connections** and **growth mindsets** in our learners.

As diverse, highly qualified and internationally experienced education professionals we are **committed to each child's personal success**. We are united in a passion to challenge and lead learning.

In everything we do, our children's **wellbeing** always comes first.

Part 1: Guiding principles

Introduction

The COVID-19 pandemic presents the most serious public health crisis the world has experienced in generations. Looking forward to the 2020-21 school year and beyond, QA Sidra is resolved to do everything it can to reopen our campuses because we believe doing so is in the best interest of our students. And yet, we recognize that QA Sidra needs to find a pathway for reopening its campuses safely with the health and wellbeing of our entire community in mind.

This Sustained Learning Handbook is guided by the assumption that a vaccine will not be available for 12-18 months, which means QA Sidra needs to be able to respond quickly to circumstances in its own school community as well as to conditions in Qatar and globally.

Even as we plan to reopen our campuses in August, we know we may need to close them again with very little advance warning. This means QA Sidra must be prepared to switch between different learning models designed to fit a variety of circumstances.

This Sustained Learning Document is guided by five principles:

- Act with integrity to QA Sidra's Path to Purpose, Vision, and Core Values.
- Prefer face-to-face learning over remote learning whenever it is safe to do so.
- Prioritize student, faculty, and staff health, safety, and wellbeing over other principles.
- Ensure hygiene- and health-related policies are research-based, clearly communicated, effectively implemented, and diligently enforced.
- Promote practices and policies to reduce risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

Part 1 of this document establishes the first principle as our foundation for planning, acting, and decision making. It is important to present a discussion of rights and responsibilities through the lens of our Path to Purpose, our Core Values and our Code of Care. Members of our community have certain rights, but they also have responsibilities to others. The significance of these mutual obligations will be heightened for the foreseeable future, which is why QA Sidra feels an open review of the first principle is an important starting point for this document.

Part 2 of this document provides a rationale for the second principle listed above, which concerns QA Sidra's preference for face-to-face learning. This section describes the three learning models we anticipate needing next year as we await the advancements in prevention, testing, and serology that will allow us to resume more familiar approaches to school

environments and learning. This section also explains how we will tether these learning models to our assessments of risk – that is, what drivers will influence our movement from one risk level to another and what learning model is most appropriate to each risk level.

Part 3 of this document addresses the third, fourth, and fifth principles. The third principle, which concerns the health and safety of our students, faculty, and staff, will always be the most important driver in decisions taken. The fourth and fifth principles complement the third, asserting the importance of mitigating risk through precautions involving social responsibilities, preventative hygiene and physical distancing.

Part 4 of this document provides an overview of how we expect our Co-Curricular programs will need to adjust during the 2020-21 school year. These opportunities are central to the QA Sidra experience and our students value them greatly. However, our co-curricular programs need to be aligned quite tightly to our assessment of risk and corresponding learning model. This alignment will be explained in Part 4.

No schools will be operating in a business-as-usual manner for the foreseeable future, but through this Sustained Learning Handbook, we hope to shape positive school and learning experiences within a challenging new context. QA Sidra would like to thank its students for their resilience, adaptability, and spirit; its parents for their support, patience, and understanding; and its faculty and staff for their courage, professionalism, and dedication. The 2020-21 school year promises to be an especially challenging one for all of us, but we are confident that we can weather these challenges together.

Mission-Directed in a Time of Crisis

Values matter, especially during a crisis. They allow individuals and institutions to orient themselves and set priorities quickly. They permit us to navigate confusion, turmoil, and emotion. They compel us to reflect on our relationships with, and obligations to, others. Most importantly, they inform our decisions and actions. Accordingly, the first principle guiding this Sustained Learning Handbook states, “Act with integrity to QA Sidra’s Commitment, Mission, and Core Values.”

Path to Purpose, Core Values and Mission



We celebrate **diversity, creativity and authentic action**, which we define as **Respect**.

We **inspire and empower** our learners so that they are equipped as **future change agents for a sustainable world**, which we define as **Integrity**.

Our community of **kindness is an inclusive safe haven** where all learners build self-confidence to be the best they can be, which we define as **Kindness**.

We develop **civic responsibility, social engagement, and stewardship** by forging strong positive **community connections** and **growth mindsets** in our learners, which we define as **Unity**.

QA Sidra's Path to Purpose, Vision, and Core Values should orient us during these unprecedented times. They allow us to cut through competing priorities and make difficult decisions. They remind us that we are all connected through community and that we have reciprocal obligations to one another.

Rights and Responsibilities within the QA Sidra Community

Rights — Every student, teacher, or staff member should be known, valued, and cared for. This fundamental right accompanies membership in QA Sidra’s school community. It implies we all have a right to expect both emotional and physical safety. During the COVID-19 pandemic, this means members of our community can reasonably expect a heightened level of concern for their health and wellbeing. While it is possible that students, teachers, or staff members will be exposed to COVID-19 in the course of their work or studies, everyone is entitled to expect that every effort and reasonable precaution will be taken to prevent this from happening.

Responsibilities — Our commitment also implies that members of our community should know value, and care for others. This means our interactions with others—friends and strangers, students and adults—should be self-aware, respectful, and courteous. During the COVID-19 pandemic, this means complying willingly with rules and policies designed to keep our community safe and healthy. This means thinking of others, appreciating that their risk tolerance might be lower than ours, and adjusting our behavior with sensitivity and respect.

This means respecting policies and expectations, even when inconvenient to ourselves. In some communities, measures taken to prevent COVID-19 infection have ignited conflicts between the liberty of individuals and perceptions of the common good. We do not expect this strife to plague QA Sidra’s school community. Rather, we expect our respect for and sense of duty to others to be visible in myriad ways, including the following:

- How **all** members of our community and visitors to our campus wear masks, wash and disinfect their hands frequently, and mind physical distancing norms;
- How **all** members of our community and visitors to our campus interact with each other in and out of the classroom, and take responsibility for maintaining a healthy environment;
- How **all** members of our community and visitors to our campus treat others—bus drivers, nurses, cleaners, teachers, cafeteria workers, office administrators, etc.—as people worthy of their respect and deserving of safety themselves;
- How parents and bus riders comply with bus monitors’ requests to follow rules on our buses;
- How **all** members of our community and visitors to our campus follow self-screening guidelines for symptoms of illness and refrain from coming to campus when symptomatic;
- How **all** members of our community and visitors to our campus comply with self-quarantine rules regarding exposure to COVID-19 and recent overseas travel.

The challenges of establishing a “new normal” next year will be compounded if we are unwilling to change and adapt our behaviors. COVID-19 has disrupted life as we knew it. To navigate this unprecedented public health challenge, mutual respect, trust, and a deep sense of our reciprocal obligations to one another will be essential.

Part 2: Learning Models

Introduction

QA Sidra does not believe distance learning is a satisfactory long-term substitute for regular school. Rather, distance learning is a necessary expedient when health and safety conditions leave no other option. Accordingly, QA Sidra has developed three different learning models to increase the likelihood that it will be positioned to reopen its campuses in August 2020. All three models are informed by QA Sidra's Vision of Learning, which states:

Leading Learning to ensure QA Sidra graduates are kind responsible citizens who achieve their academic and personal potential to live meaningful lives in service of the wellbeing of humanity.

In short, QA Sidra believes learning should be an inquiry-based, authentic, and constructive process for students that allows them to grow academically, socially, and emotionally. We believe that learners construct knowledge through experience and social mediation and that the essential purpose of school is to provide "supportive environments rich in engagement, social interaction, and feedback." Relationships play an essential role in every student's school experience; these connections make us human. Accordingly, QA Sidra is highly motivated to open its campuses to provide students with opportunities to learn in face-to-face environments whenever it is safe to do so.

Three Potential Models for Learning

In anticipation of ongoing and evolving challenges associated with the COVID-19 pandemic, QA Sidra has developed three models for learning. These models take into account Principle 2, which states, "Prefer face-to-face learning over remote learning whenever it is safe to do so." The first model, which we call our Face-to-Face Learning Model, describes a traditional school experience where students attend school five days a week. If conditions demand that we close our campuses, QA Sidra will continue to refer to our Distance Learning Model. Finally, we have identified an alternative to this open-or-closed dichotomy, which we call our Blended Learning Model. This model acknowledges the critical role face-to-face interactions play in a child's learning while implementing physical distancing norms that reduce student density. More detail about each of these models follows below.

Face-to-Face Learning Model: This is a traditional school experience with students attending school in person five days a week. Students interact with peers and teachers in

what our Path to Purpose describes as “**engages and challenges** our learners, through concept-driven inquiry-based learning, so that they are academically successful.” The learning that happens off campus is mostly in the form of homework or projects. Preventative hygiene policies are implemented in combination with realistic physical distancing guidelines. The risk of exposure to the virus that causes COVID-19 is considered low enough that greater student density on buses, in classrooms, and in other shared facilities is appropriate.

Continuous Learning Model: This is the same model our community experienced in the final months of the 2019-20 school year. Our campuses are closed and school remains open through distance learning experiences. Students attend school virtually through synchronous and asynchronous lessons, activities, and projects. Students collaborate online, but not with the same frequency as in regular school experience. Safety conditions dictate that QA Sidra’s campuses must be closed. QA Sidra’s revised [Continuous Learning Plan](#), which includes reflections on lessons learned from our experience in the spring of 2020, provides more information about the school’s approach to Distance Learning.

Blended Learning Model: This model combines face-to-face learning with coordinated online experiences. This model recognizes that the Continuous Learning Model does not provide the social interaction most students desire; therefore, a hybrid model provides face-to-face learning 40-50% of the time while leveraging digital experiences the remaining 50-60%. This model introduces physical distancing and density reduction as key strategies to further reduce exposure within our community, while at the same time providing face-to-face interaction between students and teachers about half of the time.

Safety Implications of Each Model

As we navigate the uncertainties associated with COVID-19, QA Sidra will need to be agile in how it adjusts and responds to external health conditions and risks. Although most countries have worked to “flatten the curve” during the spring, epidemiologists predict infection rates will rebound within the next 12-18 months. Significant medical advancements—a vaccine, access to testing, and antibody detection—are needed. Until these are developed, external conditions and risk will continue to fluctuate. The following table provides a review of safety implications of the three learning models described on the previous page.

QA Sidra Risk Matrix 2020-2021 School Year- response to COVID-19 Disruption

Impact	High	Close monitoring required	Requires monitoring and management Continuation of Distance Learning Model	Intensive Management Schools reopened for face-to-face lessons with limitations imposed by MoPH and MoE due to cases of human transmission in Qatar still present.
	Medium	Risk may be accepted, but requires monitoring	Management recommended School reopened for face-to-face lessons with limited limitations as the contagion is limited in region areas with no cases in Qatar.	Management Required
	Low	Acceptable Risk	Risk acceptable, requires regulation School reopened for face-to-face lessons in a 'New Normal'	Managed
		Low	Medium	High
Likelihood				

Face to Face Learning Model (Low Risk): An on-campus experience would include:

- Distancing norms that are encouraged, but not possible in all situations (e.g. in smaller classrooms, hallways, during transitions).
- Personal hygiene protocols (handwashing, masks, etc) that are encouraged, but with greater responsibility shifted to students.
- Cleaning protocols that are less frequent/robust as all spaces (rather than designated zones) would be in full, active use throughout the day.
- High-risk community members might be more vulnerable to exposure.

Blended Learning Model (Medium Risk): An on-campus experience would include

- Only situations where distancing norms are possible.
- Personal hygiene protocols (handwashing, masks, etc) strictly enforced.
- Robust cleaning protocols would be focused on designated zones.
- High-risk community members would be vulnerable.

Continuous Learning Model (High Risk)

Risk Level is HIGH. External indicators support our confidence that physically closing our campuses is the best course of action. Indicators might include rising infection rates, a high degree of medical uncertainty, or infections within our own school community. There would be no on campus experiences. We believe locus of control should remain with parents to make decisions about the health and safety of their children.

Determining Risk

QA Sidra will tether the selection of a learning model to its assessment of risk. That is, if we assess risk as HIGH, our campuses will be closed and we will move to Distance Learning. If we assess risk as LOW, we are confident that conditions are appropriate to reopen school entirely, welcoming all students back on campus concurrently with realistic safety precautions in place. Finally, if we assess risk as MEDIUM, we recognize that we need more robust preventative hygiene measures coupled with the reduction of student density on campus, which means we would move to Blended Learning.

RISK LEVEL	External Considerations
HIGH	State of Emergency or government request for schools to close <ul style="list-style-type: none"> ● Guidance from CDC, WHO, MoPH and trusted authorities indicates high risk ● High degree of medical uncertainty ● Infection rates locally are rising and/or remaining at concerning levels ● Known infections within QA Sidra community ● QA Sidra is not confident it can effectively mitigate risk and ensure safety ● School benchmarking indicates many schools have closed their campuses
MEDIUM	Government guidance is inconclusive or vague <ul style="list-style-type: none"> ● Guidance from CDC, WHO, QF, PUE, MoPH and HSE trusted authorities indicates risk ● Degree of medical uncertainty exists ● Infection rates locally are confined and/or traceable ● QA Sidra is confident in its ability to mitigate risk with enhanced measures ● School benchmarking indicates schools are opening with precautions
LOW	Government guidance encourages reopening <ul style="list-style-type: none"> ● Guidance from CDC, WHO, MoPH and trusted authorities indicate low risk ● Degree of medical certainty, including easy access to reliable testing ● Infection rates locally are declining and traceable ● QA Sidra is confident in its ability to mitigate risk when school is fully open ● School benchmarking indicates most schools opening their campuses fully

Comparison of Learning Models

	Face-to-Face Learning Model	Blended Learning Model	Continuous Learning Model
Campus Status	Campus is entirely open.	Campus is open. Not all students on campus at once to ensure physical distancing.	Campus is entirely closed.
Learning Environment	Mostly on campus.	Both on campus and in digital spaces.	In digital spaces through ManageBac, Seesaw and websites.
Teacher Communication	Mostly face-to-face.	Face-to-face and digital communication.	Audio and video recordings with real-time digital interactions.
Collaboration amongst students	Mostly face-to-face and real-time.	Both face-to-face and online, with both real-time and asynchronous activities.	Entirely online, with both real-time and asynchronous activities.
Feedback	Combination of in-person feedback and digital feedback in multiple forms. Ongoing real-time and asynchronously.	Combination of in-person feedback and digital feedback in multiple forms.	All digital

Formative Assessment	Formal and informal process to know where students are relative to learning goals. Great variety in types of assessing.	Ongoing, real-time, in-person as well as through review of student work between classes. Ongoing, real-time, in-person when students attend school. Asynchronous review of digital and hard copies of student work when students are not on campus. Opportunities for further formative assessment through online synchronous experiences.	Relies more on written work than ongoing conversations about learning. Asynchronous review of digital student work supplemented by live assessment through synchronous experiences. Student ability to self-assess even more important.
Summative Assessment	Some timed, proctored, in-class assessments for higher grades and performance tasks applying content, skills, and understandings.	Some timed, proctored in-class Assessments for higher grades. More performance tasks with students applying content, skills, and understandings.	More performance tasks with students applying content, skills, and understandings.
Student Choice/ personalization	Greater emphasis on pacing and content for the group.	More opportunities for personalized learning with teacher support.	More opportunities for personalized learning with teacher support.
Scheduling	Highly structured and driven by a master schedule. Sometimes influenced by shared facilities.	More structured on days when students attend school. More flexible on days when students are learning digitally.	Mostly flexible, influenced by student age and maturity.
Student Strength	Auditory, visual, social/interpersonal.	Offers flexibility of choice / preference for students.	Auditory, visual, intrapersonal.

Scheduling for the Blended Learning Model

QA Sidra considered many different scheduling options for the Blended Learning Model on its Primary and Secondary Campus. Our second guiding principle, which states, “Prefer face-to-face learning over remote learning whenever it is safe to do so,” remained a primary driver in our decision-making. We set out to have students on campus 50% of the time and learning through digital experiences the other 50%. To accomplish this goal, we developed a

model that:

- Rotates the primary students by homeroom classes, for four days each week with a day in the middle for additional cleaning
- Rotates MS and HS students for two days each week, with a day in the middle for additional cleaning

6th September - October 15th

Students in school for four days a week, with one day for additional deep cleaning				
Primary School Students (EL-3 to PYP 5)				
Sunday	Monday	Tuesday	Wednesday	Thursday
50% of classes EL3 - PYP5 on campus face-to-face learning				Deep Cleaning All classes virtual learning
50% of classes EL3 - PYP 5 virtual learning off campus				
Secondary School Students (MYP1 to DP2)				
Sunday	Monday	Tuesday	Wednesday	Thursday
MYP 1-MYP 3 (Grades 6-8) DP 2 by arrangement	MYP 1-MYP 3 (Grades 6-8) DP 2 by arrangement	Deep Cleaning	MYP 4- DP 2 (Grades 9-12)	MYP 4- DP 2 (Grades 9-12)

Model October 25th -

Students in school for four days a week, with one day for additional deep cleaning				
Primary School Students (EL-3 to PYP 5)				
Sunday	Monday	Tuesday	Wednesday	Thursday
EL3 - PYP5 Group 1 - On campus	EL3 - PYP5 Group 1 - On campus	Deep Cleaning EL3 - PYP5 Group 1 and 2 - Virtual learning	EL3 - PYP5 Group 2 - On campus	EL3 - PYP5 Group 2 - On campus
EL3 - PYP5 Group 2 - Virtual learning	EL3 - PYP5 Group 2 - Virtual learning		EL3 - PYP5 Group 1 - Virtual learning	EL3 - PYP5 Group 1 - Virtual learning
Secondary School Students (MYP1 to DP2)				
MYP 1-MYP 3 (Grades 6-8) DP 2 by arrangement	MYP 1-MYP 3 (Grades 6-8) DP 2 by arrangement	Deep Cleaning	MYP 4- DP 2 (Grades 9-12)	MYP 4- DP 2 (Grades 9-12)

Part 3: Health & Safety

Introduction

The challenge of planning for the reopening of QA Sidra's campuses started with a thought experiment: What would an average school day for a typical student look like in QA Sidra's new normal? We imagined boarding the bus in the morning and the trip to the Primary and then the Secondary campus; walking through the campus to reach classrooms; how those classrooms would need modifications; where students would study music, art and physical education; where they would eat lunch; what a visit to their counselors would look like; how break time might need to change; and how we would get them home safely at night. We quickly realized every policy, protocol, and practice would need to be reviewed with the goal of ensuring preventative hygiene or providing for physical distancing. Guiding Principles 3, 4, and 5, which are repeated again below, further informed this planning:

3. Prioritize student, faculty, and staff health, safety, and wellbeing over other principles.

4. Ensure hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and diligently enforced.
5. Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

We are grateful to the Campus Readiness Task Force (CRTF) that came together to lead this important work. The HSE shared understandings to frame the work in this section: Focus on the variables we can control;

- Use reliable, scientific sources to guide our understanding of the virus that causes COVID-19 and how to best effectively prevent our community's exposure to it;
- Remain adaptable, knowing experts' understanding of the virus will evolve;
- Seek ways to reduce risk of virus transmission, not eliminate it;
- Identify external and internal drivers that would lead us to tighten or loosen restrictions; and
- Ensure new policies are flexible and can be implemented and maintained.

HSE quickly became well-versed in the science of COVID-19 prevention and risk mitigation related to specific areas, reading numerous publications, attending webinars, and closely following local and regional regulations and guidelines. This work continues to be refined through their dedication and commitment to opening the doors to a safe campus for all in August.

Approach to Safety

QA Sidra's approach to safety has four pillars: Physical Distancing and Reducing Student Density; Health Screening and Preventative Hygiene; Cleaning, Sanitizing, and Disinfecting; and Communications, Training, and Coordination.

Each of these critical areas helps shape our approach to ensuring our policies and protocols provide the necessary conditions on the ground to mitigate the risk of exposure to COVID-19. We identified these pillars through ongoing study of the growing literature on COVID-19, such as how to reduce transmission risk of the virus, the role masks and effective hand-washing play in protection, and how to reduce and kill surface germs in a school setting.

We also know that the best operations plan must be clear, flexible, and sustainable, and therefore our efforts only become operational when we can communicate, train and coordinate these efforts effectively. Lastly, incorporating our pillars into the typical day of a QA Sidra student remains paramount, as the "new normal" needed to preserve elements of what's special about coming to school every day.



Physical Distancing and Reducing Density

Infectious disease experts have promoted social distancing as an essential strategy in the containment of COVID-19. Governments around the world have listened, issuing stay-at-home orders and ordering nonessential, high-density businesses to close. By their nature, schools are high-density, offering conditions where illness can spread quickly even in the best of times. For example, schools routinely experience outbreaks of the seasonal flu; hand, foot, and mouth disease; conjunctivitis; and head lice. The world has learned that the virus that causes COVID-19 is highly contagious. It poses a risk not only to students, but perhaps especially to the adults in their lives, including parents, teachers, grandparents, coaches, and many others.

If physical distancing is the solution, the problem for any school is density. QA Sidra recognizes that to effectively reduce risk of infection, it must implement effective physical distancing policies. (Note: QA Sidra prefers the term “physical distancing” to “social distancing” – a school doesn’t want its students to be socially distanced, after all.) When all 580 QA Sidra students attend school at the same time, it is impossible for the school to adhere to best-practice guidelines. Our bus and classrooms, cannot accommodate our current average class sizes across all divisions while maintaining adequate physical distancing. There are many classrooms across both QA Sidra campuses, but on any given day filled with students, space is tight. Classroom variations occur in size (square meters), furniture, fixtures (sinks, bookcases), and ventilation options (windows, HVAC system). Most classrooms can seat approximately 23 students. Many smaller classrooms only seat 8-12 students. These class capacity numbers work fine, until distancing becomes necessary. When we approached our classroom spaces with a goal of sitting students 2m apart, we found that few rooms would safely seat our larger classes. Therefore, the impact of distancing on our usable facility space became an important consideration moving forward.

Accordingly, QA Sidra's three-tiered risk assessment, which is tethered to its three learning models, is informed by our awareness of physical distancing and reducing density as critical levers in our effort to mitigate risk of COVID-19 infection.

Risk Level	Distance	Density	Learning Model
High	School is closed on both Primary and Secondary campuses		Distance Learning
Medium	≈ 2m in classrooms; 1m when transitioning around campus	School is between 45-55% capacity; bus run at 50%	Blended Learning
Low		Full capacity, all students in attendance	Face to Face

Other factors such as the age of the students and the layout of the classroom also influence decisions around distancing. Student density, therefore, will remain a fundamental mitigation factor we continue to rely on for decision-making, as we face the new realities of the 2020-21 school year.

Health Screening and Preventative Hygiene

Another essential pillar recommended by health care professionals involves mandated health screenings and preventative hygiene, which begins with hand-washing and use of masks. Coupled with physical distancing, these are the most effective strategies in containing COVID-19. Health Screening – QA Sidra will require individual temperature and symptom screenings prior to the morning bus ride between campuses or upon arrival to school. Our goal is to prevent symptomatic children and adults from boarding the bus or entering our campus.

Health Screening – QA Sidra will require individual temperature and symptom screenings prior to the morning bus ride or entering the campus. Our goal is to prevent symptomatic children and adults from boarding the buses or entering our campus. We will also screen students who arrive by foot or private car. Included in the health screenings will be our bus drivers, our security guards, our vendors who deliver items to campus, and all employees.

Parents/Caregivers will play a critical role in these health screenings. QA Sidra will give parents individual [Health Screening Cards](#), which provide clear directions for use, including the temperature threshold ($\leq 37.5^{\circ}\text{C}$) and symptoms of illness. Parents/Caregivers will be expected to complete these cards for their children daily, in the morning, for presentation at the bus or at the school entrance. All individuals entering the school, including employees, visitors and parents/caregivers, will need to produce their health screening cards at the security sign-in located in the main entrance hallway and side gate prior to continuing onto campus.

Preventive Hygiene – Everyday hygiene practices are another key pillar to prevent virus transmission. As has been well-documented, hand washing many times daily with soap and water is critical. In addition to hand-washing, frequent use of antibacterial hand rub (ABHR) with formulations containing 60% ethanol or 70% isopropanol is a simple yet effective way to prevent the spread of pathogens and infections. Other preventative measures include coughing or sneezing into tissues or the inside elbow, avoiding touching your face, maintaining 2m distance when possible, wearing masks, and removing/replacing masks safely.

If a student or adult develops symptoms while on campus, the QA Sidra Clinic has designated an isolation room with a separate bathroom facility. The individual will be cared for by the nurse, who will wear the appropriate Personal Protective Equipment (PPE) and follow infection control practices designed to decrease the risk of transmission. The nurse will call parents and arrange for the child to be collected. Please note that a child who has developed symptoms while on campus will not be allowed to travel on the bus.

Cleaning, Sanitizing, and Disinfecting

The third pillar in QA Sidra's operational strategy to prevent the spread of COVID-19 has been to ensure our cleaning protocols follow guidelines established by the CDC. These guidelines encourage institutions to consider the important differences between cleaning, sanitizing, and disinfecting, and recommend the best chemicals to use and how to apply them. We know we need different protocols for different circumstances. For example, if we have a child who tests positive for COVID-19, the classroom in which they study will need to be closed for a certain period of time for disinfection. We will continue to use the CDC, and HSE guidelines, along with other occupational and environmental recommendations, to learn the safest and most current practices in school facilities.

Another important aspect of this strategy involves facilities use. One of the opportunities associated with the Blended Learning Model where student density is decreased to around 50% capacity on any given day, is that we can designate a limited number of shared classrooms and spaces for instructional use. Having designated classrooms and facilities enables us to concentrate our cleaning, sanitizing, and disinfecting efforts on these spaces, thereby increasing frequency, efficiency and effectiveness. Simply put, our ability to maintain high standards of

cleaning improves with the fewer spaces we need to clean. Please see [Classroom Cleaning](#) and [Cleaning Common Areas](#) for more details.

Communication, Training & Coordination

Directed by our guiding principle, “Ensure hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and diligently enforced,” we established our fourth pillar of safety—Communications, Training, and Coordination.

QA Sidra’s operations plan will only be successful if it has clear expectations set out for its community, a structure that is sustainable, and the flexibility to adapt to changing realities. The first step is targeting communication to the community on how to protect ourselves and others by informing them about what guidelines must be followed. In addition to existing communications channels, we will implement environmental messaging (signage, wayfinding, etc), particularly in regard to key areas such as the main access points to campus, buses, cafeteria, bathrooms and common areas on campus. Further multimedia messaging strategies will be deployed school-wide. Our parent and faculty/staff portals (The websites) have designated COVID-19 Dashboards that aggregate all related messages and include resource links, documents and forms.

Please see the following infographics as examples:

[Requirements for Entering Campus](#)

[Staying Healthy on Campus](#)

[Keeping Your Distance](#)

[Bus Rider Safety](#)

[Classroom Safety](#)

[Cafeteria Safety](#)

[Common Areas Hygiene](#)

Once communication mechanisms are in place, more detailed instruction and training will be implemented throughout the community, prior to and at the start of our campus reopening. We will train our cleaning staff on new measures of reducing and eliminating germs, our bus driver on protective measures specific to their roles, our teachers and staff on sanitizing classroom space and shared objects, our students on maintaining distance and upholding personal health hygiene, our parents on screening their children every morning, and more. Everyone will have a role to play, and training from HSE and the leadership team in various forms, will be an integral part of operationalizing that role.

We need all members of our community to accept new responsibilities within this changed culture we will all experience over the next year. Acting with self-awareness, sensitivity to others, and agency will be key. When your MS student comes home with a unique “air greeting” his Homeroom class created to replace high fives and back slaps, for example, recognize that

the changes are being embraced and support his efforts and enthusiasm. When your HS child expresses frustration with rules that limit their social interactions, express your understanding, but discourage their cynicism and remind them why the measures are in place. When your ES child comes down with a cough or fever and complains of not feeling well, please keep them home until they are asymptomatic. If your workplace has a particularly innovative way to address occupational safety, please pass it along. A collective and unified community effort has never been so important.

Bus Transportation

QA Sidra operates one bus between campuses, and there are a number of parent run or private buses that operate to the campus each day. Enhanced protections on the bus are driven by the critical challenge of rider density, the importance of pre-boarding health screenings, and enforcement of individual health hygiene while riding. Expectations are outlined in [Getting To and From School Safely](#) and will be strictly enforced.

Security and Campus Access

Non-essential visitors will continue to be restricted from campus temporarily, until we can ensure our new protocols have become standard and routine. This will include alumni, extended family visitors, and guest speakers. Essential visitors include sales vendors, package delivery vendors, facility specialists, potential students/families, and pre-approved students and coaches or sponsors visiting from other schools. Essential visitors will need access for entry through our InVentry Security system, which incorporates a health declaration statement, enter through the appropriate guard gate, and undergo a temperature and symptom check prior to entry. Signage at the gate will indicate our health hygiene policy, including masks and hand sanitizing upon entering the campus. Please see [Entering Campus](#) for more details.

Cafeteria Food Services

Due to the nature of food service delivery, the removal of face masks, and the increased risk of common-use spaces, our cafeteria food services need to look very different in August to continue to operate safely, at times there may be no service. Incorporating distancing and supplemental safety precautions will reduce the efficiency with which the Cafeteria can serve the large numbers that descend upon it at lunchtime. As a result, services will be adjusted with the intention of easing restrictions when it is deemed safe, and when it is confirmed that the staff and facilities have the capacity to operate safely. All students and employees will be required to abide by the new service guidelines outlined in the [Cafeteria Protocols](#).

Nurse's Office/ Clinic

Our Nurses and Clinic are focused on and committed to providing high standards of prevention and response protocols to keep our students and staff safe and healthy on campus. As infection control, virus prevention, and health education professionals, our nurses will continue to play a key role in guiding our school's reopening efforts. Key elements in staffing, locations, routines, and oversight will be different from before. As always, the nurses and clinic staff will be here to support and care for students and families with health and local healthcare system navigation, answer questions, and provide guidance about treatment when appropriate. Please see [QAS Health Hygiene, Being Healthy at School](#) and [Health Screening Card](#) for more details.

Part 4: Activities & Athletics

Introduction

The Co-curricular Programmes are a critical aspect of a QA Sidra student's experience. These opportunities provide students with a chance to explore and develop their passions and interests beyond the classroom. They help students develop leadership, sportsmanship, perseverance, teamwork, and many other important life skills.

Unfortunately, COVID-19 has forced QA Sidra and schools around the world to suspend their co-curricular programmes out of safety concerns. QA Sidra is doing its best to rethink what its co-curricular programmes might look like, knowing that our programmes must be aligned with the risk levels and learning models outlined in Part 2 of this document for the duration of the COVID-19 pandemic.

QA Sidra recognizes that while we always prioritize the health, safety, and wellbeing of students, teachers, and staff, this duty is now heightened. Accordingly, our CCP Coordinator and her team have developed new health-related policies and procedures that are researched-based, following models of best practice from other international schools, and aligned to major sports governing bodies.



In Part 3 of this document, readers learned about QA Sidra’s health and safety planning, which has four pillars: Physical Distancing & Reducing Density; Health Screening & Preventative Hygiene; Cleaning, Sanitizing, & Disinfecting; and Communications, Training, & Coordination. These pillars provide a framework for how our Activities and Athletics program will respond to the pandemic.

Physical Distancing & Reducing Density

Some sports require physical contact by the nature of the competition (football, basketball). Contact is inevitable in other sports (e.g. volleyball, relays), even when inadvertent (teammate or opponent) or through shared equipment. There are only a few sports where physical distancing feels even remotely plausible [cross-country / athletics (running events), swimming, badminton (singles), and table tennis (singles)]. There is less risk in some of the After School Activities (ASAs) QA Sidra offers, although physical distancing challenges are problematic in some ASAs especially those that include outside vendors.

QA Sidra plans to implement occupancy limitations for facilities to help with physical distancing. We will also limit the number of daily participants in co-curriculars, if necessary. The US Olympic Paralympic Committee has proposed a risk scale for COVID-19 transmission. QA Sidra has adapted this scale to categorize its current co-curricular offerings from high risk (1) to low risk (3). These ratings do not mean these sports will automatically be cancelled; rather, we are looking closely at the risks involved in each sport or activity to assess whether those risks can be mitigated.

Risk Level	Definition	Athletics and Sports	Activities
1- High	Sports that involve close, sustained contact between participants, prolonged contact such as tackling, wrapping, or holds are involved, lack of significant protective barriers, and a high probability that respiratory particles will be transmitted between participants.	Football, basketball	ASAs with outside providers. Activities that go off campus e.g. MUN Conferences.
2- Moderate	Sports/Activities that involve close, intermittent sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR group sports OR sports that use equipment that can't be immediately cleaned between students.	Softball, Volleyball, Gymnastics, Board Games, Table Tennis, Track (Field Events & Relays), ES/ MS/HS ASAs, House Activities.	HS/MS/ES Musical / Choir, HS/MS Team Robotics, Destination Imagination - Team event.
3- Low	Sports/Activities that can be done with physical distancing or individually with no sharing of equipment or the ability to clean the equipment between use by student	Swimming, Cross-Country, Individual Track Running events, Strength and Conditioning - Fitness, Yoga.	Arabic Debate, Model United Nations (in school), Coding, History Bowl, Individual Robotic Design, ES/MS Art Clubs, HS/MS service and curricular clubs, Math Olympiad (in school).

Each sport or activity in the table above will be evaluated to determine whether risks can be reduced enough to permit the sport or activity to happen. Before we decide to cancel a sport or activity, we will exhaust all options, including moving it to another season in the hope that medical interventions might permit the sport to happen or developing the sport into an intramural format.

We will also look at adding new, lower-risk sports or activities to give students opportunities to participate and compete. We understand our students will be crestfallen if their favorite sports or

activities don't happen, which is why we're working hard to ensure they do happen if at all possible. However, we also need to honor the third guiding principle of this document: "Prioritize student, faculty, and staff health, safety, and wellbeing over other principles."

QA Sidra will also continue to coordinate with its partners in the QUESPAs League as well as our QF schools League. We hope to continue to at least play season-ending tournaments against other schools, where tight agreements about safety and hygiene can be made in partnership with other schools. When QA Sidra hosts games or events, parents should also expect new distancing protocols for guests to reduce exposure. Across all activities and athletics, students who choose to participate in either sports or activities in 2020-21 will be expected to adhere to the following: [QA Sidra's Activities and Athletics Participation Contract For 2020-21](#).

Health Screening & Preventative Hygiene

In order for QA Sidra to safely provide important co-curricular experiences, we intend to introduce compulsory hygiene and health-screening protocols and expectations. These protocols complement those linked in Part 3 of this document. We know that some traditions—such as sharing water bottles, hugging, high-fiving, and shaking hands—will no longer be possible. General health and safety practices will be important to help mitigate the risks of virus transmission in the co-curricular setting, but we also know we need activity-specific hygiene rules and guidelines to ensure the safety, not only of our students, but also of the adults coaching, directing, or sponsoring them. We've developed guidelines for both Athletics and Performing Arts that follow: [General Health & Safety Guidelines: Athletics](#) and [General Health & Safety Guidelines: Performing Arts](#). Our basic expectations concerning hygiene are as follows:

- Wash hands with soap and water or use hand sanitizer if unable to wash hands, before exiting the locker room or before entering a facility.
- Wash hands during water breaks.
- Wear a face mask/face covering during practice. This mask can be made of cloth or moisture wicking material based on CDC, WHO, MoPH and HSE recommendations.
- Bring individual water bottles - clearly labeled with names.
- Cover coughs and sneezes into a tissue, then dispose of it in the trash can immediately. If you don't have a tissue, cough or sneeze into your t-shirt or elbow. Use hand sanitizer afterwards.
- Indoor shoes will be required for indoor facilities. These shoes should not be worn outdoors.
- Take home practice gear to be washed after each practice/game.
- Do not share towels, clothing, or other personal items.
- Our screening protocol for practices and one example of hygiene protocol for volleyball can be accessed through these links: [Health Screening Protocol for Co-Curricular Programme](#) and [Health & Safety Guidelines: Volleyball](#).

Cleaning, Sanitizing, & Disinfecting

We plan to implement increased cleaning and sanitation protocols for the students, equipment, and facilities before, during, and after practices. [Activities & Athletics Cleaning Protocols](#). We will ensure that our facilities are properly ventilated by adding additional large industrial fans and keeping windows/doors open, we also plan to fully equip facilities with hygiene and sanitation products. Many of our new policies focus on personal responsibility and increased expectations for our students and sponsors to care for their equipment, practice space, and locker rooms. We hope that this will help build a stronger sense of pride and ownership within our co-curricular programs.

Basic Cleaning, Sanitizing, & Disinfecting Expectations:

- Equipment and facility will be thoroughly sanitized after use by students and coaches.
- Equipment will be cleaned between usage when possible. If not feasible, limitations on shared equipment will be implemented (small group drills and games).
- Practices will end early to allow for daily sanitizing of equipment and facility.
- Wear appropriate personal protective equipment (PPE) (e.g., gloves, face mask, etc.) to prevent contact with contaminated surfaces and protect against toxicities associated with cleaning products.
- Expectations of student involvement in the cleaning will vary by age level, high school and middle school students will have a higher expectation to take on cleaning duties.

Communications, Training, & Coordination

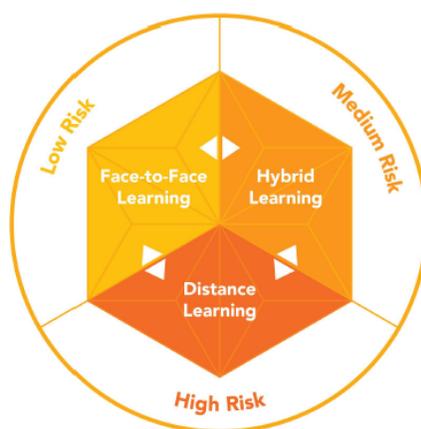
Educating our students, teachers, staff, and the rest of our QA Sidra community about COVID-19 risk mitigation strategies and self-monitoring will be important as we look to resume play. Education and training will help promote and set expectations of proper behaviors prior to resuming play. In order to prepare for activities to resume, we know that we need to spend additional time on detailed training of our students, teachers, and staff on how to uphold hygiene protocols and properly sanitize equipment before and after practice. We plan to hold these training sessions with students and coaches prior to the start of the season. We also expect to train our cleaning staff on any new activity specific cleaning methods.

Furthermore, QA Sidra is a partner in the QUESSPA League and the QF schools League. We are committed to coordinating a united front by developing common agreements regarding hygiene expectations and other control measures for future hosting and traveling to other schools for competitions. We are currently unsure of what new policies and procedures

regarding base access may be implemented by all. We ask for the QA Sidra community's patience as we continue to work with our partners during these difficult and uncertain times.

Aligning Activities and Athletics Programs to Learning Models and Risk Assessments

As explained in Part 2 of this handbook, QA Sidra will anchor its learning model to one of three risk levels: either HIGH, MEDIUM, or LOW. Students will be on campus daily in the Face-to-Face Learning Model and on campus in rotation in the Blended Learning Model. In the Distance Learning Model, our campuses will be closed. This has a major bearing on our ability to practice, rehearse, or meet, although we intend to explore workarounds relevant to each activity or sport so that we have other options to practice/meet or cancel. Some of the considerations for our co-curricular programs relevant to each risk level or learning model are discussed in the table below.



Risk and Model	Considerations for the Co-Curricular Programme
High- Distance Learning	<ul style="list-style-type: none"> • No in-person activities or athletics will be offered. • Strength and sport/activity-specific training are encouraged if no equipment is required. • Digital activities and other opportunities designed to improve sportsmanship, service learning, and leadership will be offered through the Co-curricular Coordinator's office. • No in-person inter-scholastic competitions • Athletic/activity facilities on campus remain closed to the QA Sidra community.
Moderate - Blended Learning	<ul style="list-style-type: none"> • Level 3 sports and activities that can be done with physical distancing and no shared equipment will be offered. We also plan to offer some level 2 sports and activities but each co-curricular will undergo a risk assessment and must resume in phases with

	<p>enhanced protocols to limit risks. Level 1 sports will be postponed until spring (if possible).</p> <ul style="list-style-type: none"> ● Sports and activities will be organized in a club model initially. Should competitions become possible, QA Sidra will develop competitive teams separated by skill level and student interest. Daily participation limited may be introduced to ensure realistic physical distancing. ● Indoor/outdoor sports and activities will be conducted in small groups with realistic physical distancing whenever possible. ● Practices and activity sessions will be offered based on the schedule of when each division is on campus. HS will likely meet 2-3 times a week, MS 1-2 times a week, and ES will get at least 1 day of afterschool activities. ● Locker room usage will be staggered to help ensure physical distancing. ● Activities will resume in training phases. ● Physical contact is restricted within the rules of the sport during time of active play. Efforts should be made to avoid prolonged contact. Team huddles and celebrations including personal contact will be avoided. ● Some sharing of equipment will be permitted. ● Interscholastic competitions and other local events will be extremely limited, if at all, and must undergo individual risk assessments. ● QA Sidra will not travel internationally for any competitions/events. ● Fine arts performances such as concerts, musicals and exhibitions will be held without audiences. ● QA Sidra will provide increased live-stream service for the QA Sidra community to document the concerts, exhibitions and events.. ● Athletic/activity facilities on campus will be utilized with realistic physical distancing and proper ventilation.
<p>Low Face-to-Face Learning</p>	<ul style="list-style-type: none"> ● All sports and activities will be offered. ● Traditional sports teams will be formed with tryouts and regular practice schedules. ● No daily participation limits. ● Activities such as the Musical will occur with auditions and regular rehearsals. ● Indoor/outdoor sports and activities will be conducted in groups of any size. For larger groups, initial training may be done in smaller groups. ● Full contact in sports and activities will be allowed and equipment can be shared between students. ● Interscholastic competitions/events will resume as scheduled but will undergo risk assessments. QA Sidra will host and travel to local schools for competition and tournaments. ● Fine arts performances will be performed with audiences but limitations may be implemented to ensure realistic physical distancing until deemed no longer necessary by the government. ● International travel will undergo risk assessments and considerations for potential quarantine by QA Sidra CCP team and HSE team ● Spectators will be allowed but limitations may be implemented to ensure realistic physical distancing until deemed no longer necessary by the government.

Activities and athletics are an important part of the QA Sidra student experience and these

guidelines and protocols provide us with a way to allow our students to be able to safely participate in these foundational experiences. We will continue to monitor other international schools' co-curricular programs and international sport governing bodies to ensure that our policies and procedures are properly aligned. The current COVID-19 situation continues to change and we are prepared to modify our plans and adapt to new developments as necessary.