



SUMMARY NOTES:

Informative Session for Families, April 28, 2026

School Reopening Update:

Safety Protocols, Academic Adjustments, and Parent Collaboration

1. School Reopening and Community Acknowledgment

- The session opened with gratitude to families, students, staff, and the coordination team for their resilience during distance learning and the rapid reopening process.
- The Principal highlighted exceptional circumstances and praised the school community for cooperation and adaptability.
- A positive update was shared: students are now permitted to go outside in controlled, supervised groups—a significant step toward normalization.

2. Safety First: Reopening Protocols and Inspections

- The primary focus of reopening has been the **safety and well-being** of students and staff, with continuity of learning as a secondary priority which is adjusted gradually.
- Schools were given a **tight four-day timeline** to reopen after an official notification; the school staff completed training on Friday and reopened Monday after intensive weekend preparations.
- Pre-reopening inspections:
 - Conducted by **NCEMA** (engineering and safety experts) 10–14 days prior, reviewing each school's unique layout.
 - A **joint inspection** by Abu Dhabi Civil Defense, ADEK Engineering Department, and ADCMC lasted nearly three hours on Saturday.
 - Follow-up on Sunday confirmed compliance, resulting in the **NOC (No Objection Certificate)** issued at 6:37 PM on April 19.
- **Core Safety Principles and Operational Guidelines:**
 - Prioritizing safety above all.
 - Staying indoors, away from windows and glass.
 - Moving quickly to designated **safe zones** within one minute.
 - Preventing crowding and uncontrolled movement.
 - Avoiding fear-inducing practices with students.
 - Banning unauthorized photography or information sharing.
 - Halting all external and outdoor activities during alerts.
- The school's architectural challenges—central courtyard, extensive windows, exposed glass—required significant adjustments.
- Due to its central location, traffic flow could not be disrupted, influencing drop-off and dismissal planning.

2.1. Designated Safe Zones

- Safe areas are **structurally sound, hazard-free, and easily accessible**, with clear signage and staff training.
- Approved safe zones include:
 - KG and Primary hallways
 - First floor of KG building (Grades 5–6)
 - SLC wing first floor (Grades 7–8)





- Auditorium (stage, backstage, bleachers)
- Canteen hallway (operations team)
- Admin area (central staff safe point)
- Primary first floor (Grades 3–4)
 - Areas like the **canteen, science lab, art/music rooms, and library** were excluded due to large windows and open courtyard access.

2.2. Implemented Safety Measures

- Classrooms rearranged to maintain **2 meters from windows**.
- **Protective film** applied to all windows to prevent shattering.
- Outdoor movement is minimized and only allowed in **supervised, staggered groups**.
- Morning assemblies moved indoors; national anthem now played in classrooms.
- No unauthorized access to the campus; drop-offs and pick-ups occur at **external gates only**.

2.3. Drills and Communication

- **Staff-only shelter-in-place drills** conducted (e.g., “cover and hold”); not repeated with students to avoid distress.
- A viral photo of teachers covering heads was clarified: **only staff participated**, not children.
- Daily logs ensure accurate supervision ratios.
- Multi-channel communication:
 - **SMS alerts** for emergencies
 - **Google Classroom** for real-time updates
 - **Emails archived** on the school website under “For Parents > Communication”
- Parents are encouraged to use the website to review all communications chronologically.

3. Academic and Operational Adjustments

- The school serves **Pre-KG to Grade 8** and follows both the **Spanish curriculum** (regulated by the Spanish Ministry of Education) and **UAE MoE requirements**.
- As a **nursery-level school** with one entrance, it adheres to the same strict safety protocols as nurseries.

3.1. Curriculum and Instructional Time

- Weekly hour requirements:
 - Spanish Primary: 25 hours
 - Spanish Secondary (Grade 7+): 30 hours
- Teachers limited to **23 sessions/week**; sessions range from 45–60 minutes.
- The school provides **more instructional hours than required**, especially in English, for enhanced language exposure and adds all required hours for MOE Curriculum

3.2. Subject Allocations and Changes (please refer to the table in the presentation)

Reasons for Adjustments

- **Shortened school day** due to:
 - No outdoor play or extracurriculars
 - Restricted movement between areas
 - Inaccessibility of shared spaces (playground, full cafeteria)
 - Snack time moved to end of day to align with sibling dismissals.





- Cafeteria use being restored gradually in a single safe zone.

3.3. Friday Schedule

- School starts later and ends earlier on Fridays to comply with **UAE prayer time regulations** (must be empty by 11:30 AM).
- KG previously left at 11:15 AM; logistics updated.
- Earlier drop-off could be considered.

3.4. Principles Guiding Operations

- Annual planning within reduced timeframes
- Full compliance with Spanish and UAE curricula
- Operational flexibility under exceptional circumstances (approved by Spanish Ministry)
- Protection of essential instructional time
- Weekly curriculum tracking led by VP Miss Angela

4. Community Well-Being

- Distance learning impacted students' **emotional well-being** and **social development**, especially with cameras off and limited interaction.
- The first week back focused on **rebuilding routines** and **reestablishing social connections**.
- Staff well-being is also a priority; many teachers are far from family and face emotional strain.
- Teachers trained for rapid transitions between in-person and online learning.
- Families also need reassurance and adjustments

5. Parent Communication and Feedback

- A parent praised the school for **exceeding safety standards** and creating a strong sense of safety compared to other schools.
- Another parent called for **greater transparency** on ADEK policies; school responded that guidelines are followed and adapted transparently, though specific policies cannot be shared.
- The school appreciated community patience and acknowledged challenges in the first week and willingness to work collaboratively to ensure a gradual resumption of face-to-face learning.

5.1. Parent Questions Addressed

- **Why is the day shorter?** For student well-being—long indoor days without movement are not ideal.
- **Can students use hallways for breaks?** Yes—hallways are safe spaces; KG already uses theirs. Upper grades have limited space but will begin using outdoor areas in supervised groups.
- **Extracurriculars?** Planned; coordination underway with ISM team.
- **Shorter school hours?** Compliance with required hours was questioned and principal emphasized that curriculum compliance is not necessarily linked to weekly timetables.
- **Students missing first session in certain grades?** A flexible approach to first and last period of the day has been implemented to allow for staggered drop-off and dismissal.





6. Upcoming Initiatives and Next Steps

- **Survey to be launched** to gather parent feedback on:
 - Timetables
 - Early/late care
 - Friday attendance
 - Reopening measures
- **Early Bird program** (early drop-off at 7:35 AM) will restart **based on demand**; registration form to be sent.
- After-school programs for KG and extracurriculars under review.
- Case-by-case flexibility available for families with unique needs.

7. Distance Learning Continuity

- **27 students** remain overseas and continue with remote learning.
- Teachers manage both in-person and online instruction.
- Staffing limitations prevent reorganization seen in larger schools.

8. Leadership and Collaboration

- Mr. Paul introduced as the new **Health and Safety Officer**, overseeing drills and safety integration.
- Daily **shelter-in-place drills** conducted last week; future drills will include **full evacuation scenarios**.
- Operations and security teams are present during drop-off/pick-up; parents asked to keep **windshield signage** with names visible.
- Leadership appreciates parental collaboration and reassures that decisions are made with **students' best interests** at heart.
- The situation remains **dynamic**, with ongoing assessments and adjustments.
- Final materials (presentation, survey, registration form) shared with families.
- Parents may **request appointments** for individual discussions.

Conclusion

The Spanish School of Abu Dhabi reaffirms its commitment to **student safety, well-being, and learning**. We want to position ourselves as a **partner to families**, emphasizing open communication and joint efforts. The path to full normal operations is **gradual**, and the school is dedicated to working together with parents through this transition.

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