

# BRITISH ACADEMY OF TUNIS

**STUDENT & PARENT HANDBOOK**

**2023/2024**



**BRITISH ACADEMY  
OF TUNIS**  
*Achieving Excellence Together*

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## **About This Handbook**

This handbook contains most of the information you need to know so that you can function effectively and be aware of the systems that are used in the school. The contents of the handbook do not cover every single system in the school, but the important ones are mentioned. Reference to it will preclude miscommunication on the numerous issues that teachers deal with on a daily basis and will contribute to the smooth operation of the school. The rules and regulations in this handbook are subject to change. The laws of the Republic of Tunisia shall apply in all respects to the operation of these regulations. If omissions are discovered, the administration will update the handbook accordingly. Of course, not all eventualities can be addressed in written format. For these, the use of common sense is expected. We hope that all staff can participate in the ongoing development of policies as the school grows and refines the various procedures it requires to operate. Any contribution you can make to improving this handbook will be highly appreciated.

It is thus the responsibility of every parent to be familiar with the contents of the parent and student handbook and the relevant policies and procedures therein. All policies are available to be inspected upon request at any time.

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## I. INTRODUCTION

### Our Mission

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

### Our Values

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference

### Our Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. It also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

### BAT Principles

A – **ability** nurtured, flourishes

C – **curiosity** fostered, grows

H – **INTEGRITY** is the best practice, and our policy builds on it

I – **integrity**, led by example

E – **excellence** takes unending work

V – **veracity** is the foundation of education

E – **encouragement** is provided by all of us together

## **Roles and Responsibilities**

The administration is responsible for policy and procedure implementation and effectiveness and supporting staff with behavioral management. The importance of consistency between all staff and guardians cannot be undervalued. Maintaining high standards educationally is the best way to create a positive learning environment and limit disruptive behavior.

Parents and guardians are expected, encouraged, and supported with their role in fostering the school's values inside and outside of school hours. Holism requires a cooperative approach of all parties working together to maintain high standards for our students.

Accountability is modeled and taught as the crux of our school policy. All students are expected to use common courtesy and good manners and show respect for themselves, their peers, and the entire team at the British Academy.

Understanding the factors that influence behavior is fundamental to developing and implementing the code of conduct

# School Calendar 2023 – 2024

September 2023						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2023						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 4 Sept. EY first day of school
- 5 Sept. PYP first day of school
- 6 Sept. MYP first day of school
- 28-sept Moulded
- 23-27 Oct. School Holidays
- 31 Oct. Halloween Celebration

November 2023						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2023						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 8-14 Dec. End of Term 1 Assessments
- 17 Nov. Children's Day Celebration
- 15 Dec. New Year Celebration
- 18-29 Dec. Winter Holidays

January 2024						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2024						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

- 1 Jan. New Year- No school
- 05 Jan. Parents-Teachers meetings
- 12-janv. Languages Day Celebration
- 12-16 Feb. School Holidays
- 23 Feb. Festival of Hope Celebration

March 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2024						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 5 Apr. Parents-Teachers meetings
- 9-10 Apr. Eid El Seghir -No School
- 13-19 Mar. End of Term 2 Assessments
- 25-29 Mar. School Holidays
- 20-mars. Independence Day-No school
- 26 Apr. Spring Fair Celebration

May 2024						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2024						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 May. Labor Day
- 6-10 May. School Holidays
- 17 Jun. Eid El Idha -No School
- 18-24 Jun. End of Term 3 Assessments
- 31 May. Mother's Day
- 28 Jun. Last day of school

## School timing

- School week for students: Monday-Thursday (8:00 am – 3:45pm)

Friday (8:00 am – 12:50 pm)

- School week for teachers: Monday to Friday
- The teachers' day begins at 8:00 am and finishes at 4:00 pm.
- Official start of school day: 8:00 am
- Official start of classes: 8:30 am
- From 8 to 8:30: Morning Assembly (*schedule to be arranged by School Assemblies*

*Coordinator*)

- Pre-school sessions: 35 minutes
- Primary sessions: 45 minutes
- Secondary sessions: 45 minutes
- 11:55 am to 1:30 pm: lunch time & Recess for pre-school
- 12:30 pm to 1:30 pm: lunch time & Recess for Primary and secondary

\*Ramadan is a floating month that shifts by approximately ten days each year because the Islamic calendar is based on the lunar calendar, which is around ten days shorter than the solar year - meaning Ramadan can take place in any season and is followed by Eid. Eid will be announced as soon as we are aware and will adjust to the recommendation of the Tunisian Ministry. Mouled is estimated based on a similar determination.

## II. FACILITY MANAGEMENT

### Personnel

#### Administrative Partnership

Owner/General Manager  
Shareholder/Financial Manager

Mr. Iheb Othmani  
Ms. Sanaa Khelif

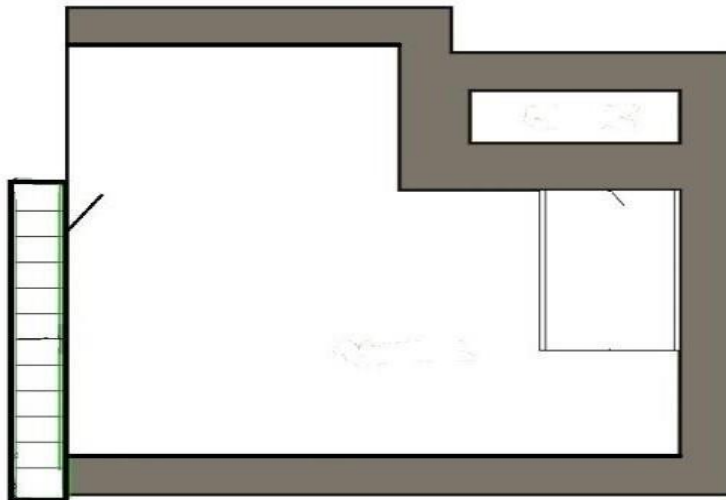
#### Senior Management

MYP Coordinator /Principal/Headmaster  
PYP Coordinator / Primary Head teacher

Ms. Jouda Daoud  
Ms. Yara Mawlawi

### FLOOR 1

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Arts Studio

### FLOOR 2





### **III- PROCEDURES**

#### **Assemblies**

A covered multi-purpose underground space will be used for art, dance, all-school assemblies, clubs, performances, and relevant movies. Team-building has been instituted, and ideas should be brought to the Director of Studies/Principal for approval.

#### **Child Protection**

The behaviour counselor is the Designated Child Protection Officer for the school. Teachers or staff suspecting or noticing indicators of potential abuse should immediately notify the guidance counselor with a thorough description of what was observed. After a psychological assessment (after parent's approval), a decision will be made as to whether or not to include outside services and take their recommendation incommunicating findings to parents. Additionally, an addendum to the handbook will include a Critical Incident Policy, including our preparedness plan for COVID-19 or another contagious health concern.

#### **Suspension and Expulsion**

The administrative team may suspend students from attending school upon the teacher's recommendation who witnesses a severe and/or dangerous violation of the school policies described in the "policies" section of this handbook. A suspension would be one or two days, typically. Repeated unacceptable behavior presenting a severe disruption to the learning environment can result in an indefinite period of suspension requiring a reintegration process involving the student, parent/guardian, and the educational team and a contract determined by the school psychologist. Expulsion is the most severe consequence available and would occur in consultation with the governing body and would constitute a permanent end of services and prohibit that student from returning to the grounds from that point forward.

Students are expected to move around the school orderly and quietly. The playground and canteen are for more unrestrained movements with the building, and classrooms are for the development of restraint. No students should be unsupervised in the building, and classrooms' doors should be closed when not in use.

## Security

The safety and security of everyone here are a priority. Our security guards are under strict guidelines to control the personnel entering the building and maintain the count for emergencies. Parents/Guardians for nursery and reception will be allowed to walk their children into class and are the only parents/guardians allowed to enter the building without an appointment. All the authorized personnel has a criminal background check, and any parent/guardian volunteers must submit to one prior to volunteering in the school or chaperoning for school outings.

1. The students cannot be left unsupervised.
2. Punctuality is more than respect.
3. Students cannot wander the corridors or go to the bathroom in groups, particularly when their class has already started.
4. If they need Office Referral Forms, teachers make copies and have them in their classroom.
5. Consequences are non-negotiable, and we do not make deals.
6. Everyone has access to direct lines of communication with parents through the communication log and/or email with the condition of attaching a copy to the School Director / The Principal and headteacher (i.e.: to cc in an email), and meetings can be scheduled.

## Outings/Field Trips/Visits

As a capital city, Tunis is rich historically and offers unique opportunities for experiential learning. Field trips need to be targeted and offer furtherance of our academic objectives. The Director of Studies/ The Principal should give a proposal including cost, permission, and educational value. Investigations should be done at least 30 days before the outing allowing parents/guardians to give permission or voice objections and suitably prepare the students.

## Trip Forms

A request form is available upon request, including a checklist of all requirements and approvals along with due dates for the processes along the way.

A letter must be sent to parents detailing the trip and providing an indication of the cost, if any, after field trip approval. A completed permission slip must be obtained from the parents for their child to participate in the outing along with fees at least one week before the scheduled date to make other accommodations where needed.

Packed lunches are to be ordered from our Catering Manager, providing at least seven days prior notice with several students, dates and times, and any dietary restrictions. Students with any medical needs are to be reminded to bring anything they might need during that time. Staff is to take a First Aid Kit and mobile telephone in each vehicle used to transport students.

## Permanent Record

All students will have a permanent record, including Student Reports, ILPs (Individual Learning Plans), Disciplinary Records and Injury or Illness Reports, Records of Meetings with Parents/Guardians, and transcripts. Additionally, copies of progress reports, assessments, and examples of work dealing with individual achievement are contained therein. Extracts may be shown to parents/guardians, but the file is not otherwise accessible to them and always remains in the school. A confidential file containing the Registration and Application Form, financial records, and correspondence concerning payment and fees will be kept by the Finance Manager.

## Reports

Term Reports are due before the end of the term for every student. The Academic Coordinator provides format and assistance. Comments are data-driven and should include a rationale for why a participation/effort grade is given while leaving personal, “Good job, X!” messages out of that documentation. Report Cards are for record-keeping and are shared with other schools. The highest standard possible is employed for every student and by every teacher.

## Lost Property

When found, the lost property should be taken to the administrative office, where the student can collect it. Students are asked to ensure that all clothing is named with a required uniform.

## Lunch Protocol

All teaching staff is assigned to rotating lunchtime duty. Staff on duty are responsible for ensuring that students:

- Line up quietly and orderly to transition to the canteen.
- Wash their hands prior to eating.
- Walk out of the canteen in an orderly fashion.
- Supervise students making up homework and those free to have recess.

A warning should be given by on-duty staff for excessive noise levels, and failure to adhere to the warning will result in two (2) minutes of silence for the entire lunchroom. Failure to respond to two minutes of silence can result in silent lunch. Support the teacher who implements the silence.

## **IV – POLICY**

### **Communication**

There are two parent-teacher conferences per year. The focus should be on one individual student and should be ten minutes long; other parents/guardians are waiting. Direct their attention to their own children's behavior, including strengths and weaknesses. A correspondence book is to be sent back and forth between home and school to communicate assignments, achievements, and/or struggles as they arise. Term reports and the correspondence book should be focal points for those meetings.

The correspondence book is a work in progress. Accommodations of space have been made to allow for more thorough notes from teachers, and each student will receive one communication book per year. If the book is lost, the replacement will be paid for by the parents/guardians of students for any additional books during the term up until the last day of that term. Class teachers must write positive or negative notes in the correspondence book daily. Subject teachers must include relevant notes and/or signing off that the correspondence book was seen daily. The cost of replacement books is 15 TND. The correspondence books will be collected at the end of the term and placed in the respective students' files.

### **Guidance Counselor**

We employ a guidance counselor who offers a valuable resource for establishing rapport, developing behavior plans, and understanding underlying precipitating factors affecting our students' learning. Communicate early and often with concerns and innovative ways to motivate our students. We are only a team when we collaborate and act like one.

## Anti-bullying Policy

British Academy of Tunis is committed to developing an anti-bullying culture where bullying adults, children, or young people is not tolerated. Bullying can be defined as behavior by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally. Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumors. This includes the same unacceptable behaviors expressed online, also referred to as online or cyberbullying. This can include: sending offensive, upsetting, and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites, and apps, and sending offensive or degrading photos or videos.

British Academy of Tunis community recognizes that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have severe consequences for mental well-being. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The school will provide appropriate support for the person being bullied, ensuring they are not at risk of immediate harm and involving them in any decision-making, where appropriate.

The Director of Studies/Designated Safeguarding Lead (DSL) or another leadership staff member will interview all parties involved. The DSL will be informed of all bullying issues where there are safeguarding concerns. The school will speak with and inform other staff members where appropriate. The school will ensure parents/guardians are kept informed about the concern and action taken, as appropriate and in-line with child protection and confidentiality policies. As identified within the school behavior policy and support, Sanctions will be implemented in consultation with all parties concerned. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offense has been committed or other local services, including early help or children's social care, or if a child is at risk of significant harm.

A comprehensive Anti-bullying Policy has been adopted, is in effect, and is available upon request.

The Director of Studies/ The Principal is empowered to suspend a pupil from school. After suspension, the director/ the principal can recommend expulsion to the Board, which has sole authority to expel a student. In the case of severe rules violations outlined in the handbook, the administration will form a committee to determine a course of action.

## Marketing

The school is marketed in various ways, such as traditional advertising, e.g., brochures, pamphlets, billboards, our Facebook page, LinkedIn, and other social media outlets. Open Days and fundraising can raise our profile, and as valued professionals, our teachers and staff act as representatives for the school in the community. Our students should not be photographed for advertising, and their likeness is protected as an extension of their privacy unless given explicit permission. Ideas for innovative ways to market are welcome but require prior approval.

## Cleaning

An organized mind lives in an organized space. Teachers must spearhead the effort to ensure classrooms are kept tidy and presentable at all times. Our objective is to teach our students the importance of a clean and orderly environment.

The staff room is off-limits to the students. Teachers need a reprieve while not on duty, and that room is set up to have some peace while eating and checking in with colleagues. Clean up after yourself and direct the students to do the same in their canteen. Our food service and cleaning staff are here to help; they are not our servants.

## Internet-enabled devices / Mobile Phones

Using mobile telephones/laptops, tablets, and other internet-enabled devices can seriously impair students' capacity for listening and concentrating. Use/access is also the cause of a large portion of school disturbances. Applicable immediately.

Mobile phones can be the object of jealousy, extortion, or theft between classmates. Furthermore, use at school diminishes the quality of life of the school community, which is indispensable to the well-being of students. Finally, mobile phones are sometimes means of cyberbullying and can facilitate young people's access to violent images and pornography via the internet.

The use of mobile phones and all other electronic communication devices are forbidden within primary and lower secondary schools. This ban applies during school hours and before-and-after-school care or extracurricular activities. It is also effective during all school outings occurring away from the school. Any devices brought to the school must be turned in at reception to be collected upon exit at the end of the day. Students caught violating this policy will be able to collect their devices at the end of the school year. Teachers have the latitude to request students bring devices to her/his class. The teacher facilitating

technology in class is solely responsible for ensuring the exiting students turn their devices back into reception. Ensuring our students are tech. Savvy is a crucial part of the success of our online program.

## **School Uniform Policy**

A uniform mandate makes every student wear the same outfit or piece together a uniform based on specific acceptable standards. Because every student is essentially wearing the same thing, there is a reduced level of peer pressure. Students can build more relationships through genuine networking skills instead of external ones.

Meeting a school uniform code requires a certain level of discipline from the student. It also requires parental discipline to ensure their child is meeting expectations. When discipline is practiced, it can be applied to other aspects of life. Children in school uniforms find it easier to stay focused on their studies, complete homework after school, build friendships, or prepare themselves for a vocational career.

Students of a certain age will almost always rebel against something. Because uniforms focus on equality instead of inequality, these policies work to prevent some of the common reasons why students target one another.

Uniform requirements are as follows:

- Powder blue polo shirt
- Navy Blue trousers
- Blue shorts
- Blue or grey skirt
- Blue jacket

### P.E. Kit

- White t-shirt
- Blue P.E. shorts

Violations of the uniform policy will result in a warning for the first offense. The second offense will require the student to sit out of class until her/his uniform can be brought to her/him, and she/he is allowed to rejoin. The third offense means the offending student will not be allowed on school grounds that day.



## **Absences**

If students are sick, please contact our administrative officer as soon as possible. When they return, they should provide the administration with a medical certificate (mandatory). During each school year, you may have up to 1/3 of the total duration of the school year days with justified sick leave; beyond that, it would result in refusing the validation of the school year.

## **Equal Opportunities**

The school operates an Equal Opportunities Policy. Staff is reminded to use inclusive language when addressing students, parents, and colleagues. All students and teachers at British Academy will be treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

## **Homework**

Homework should reinforce the work done in class and be relevant to short-term and long-term objectives. 'Busy work' or work beyond the student's ability is discouraged as homework is not to be used as a consequence. Parental/Guardian involvement should not exceed clarification or encouragement; they are not expected to explain or teach a student's homework.

## **Property Insurance**

All students must ensure their personal effects/belongings/property brought to or used at school are covered by their own personal effects policy. The school is not insured to recompense students for damages to personal property. Classrooms should be kept locked outside of class time or teacher use. Unsupervised students should never be in the building; the likelihood of damage or injury decreases when opportunity and access are denied.

## **Money**

Students are not allowed to bring money into school unless there is an official designation whereby that money is kept in a sealed envelope with the student's name marked on the outside. Students are never allowed to buy or sell objects in school.

**ADDENDUM:**

## **Critical Incident Policy & Procedure**

### **Purpose**

The Critical Incident policy is intended to provide a framework for responding to and managing critical incidents that pertain to domestic and international students studying with the British Academy of Tunis (BAT).

### **Definition**

For international student management, a critical incident is a traumatic event that causes extreme stress, fear, or injury.

Critical incidents may include but are not limited to:

• missing students

□ severe verbal or psychological aggression; death, serious injury, or any threat of these □  
natural disasters within Tunisia or a student's home country; and issues such as  
domestic violence, sexual assault, and drug or alcohol abuse.

The Public Health measures at this time are challenging students, staff, and families, particularly those who may be already vulnerable.

Non-life-threatening events could still qualify as critical incidents. Emergencies and illnesses occur. Due to the proximity of children, contagious diseases should result in an absence and a doctor's note where relevant. The COVID-19 pandemic, in particular, and the health measures are put in place to protect students, staff, and families, especially those who may be already vulnerable. Therefore, attending to preventative factors that may mitigate distress and promote well-being is even more critical.

### **What is social distancing?**

The term "social distancing" refers to measures to restrict where and when people can gather to stop or slow the spread of infectious disease. In general, 6 feet of separation is the distance that should be kept between people interacting within their community. This recommendation is most important in any setting with close contact with people whose symptom status may be hard to monitor.

## COVID - 19 PREVENTION GUIDANCE FOR YOUTH, STUDENT, AND CHILD CARE PROGRAMS

Small, closed groups that serve a consistent set of participants and staff offer the opportunity to more closely control the environment through monitoring of symptoms and adherence to policies for people who are ill. Additionally, the staff can build routines for participants to wash hands upon entering and leaving the classroom or program space and create regular cleaning practices for frequently used items such as desks, program equipment, writing utensils, and other programmatic materials. Social distancing guidance will support a 3-foot radius around each participant, resulting in a 6-foot distance between two people. Face masks are recommended for students aged 12+ entering and leaving the building but will be decided by individual families. Face masks are NOT 100% effective but offer a decrease in transmission of droplets while allowing students and teachers to see each other's expressions which is a crucial part of childhood development.

The most important thing to do now is plan and prepare. Reinforcing healthy practices among students and staff is paramount. As/If the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools need to be ready if COVID-19 does appear in their communities. Here are some strategies:

Teach and reinforce healthy hygiene practices.

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Intensify cleaning and disinfection efforts.

- Routinely clean and disinfect surfaces and objects that are frequently touched. This

may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to the directions on the label.

- Ensure adequate supplies to support cleaning and disinfection practices.

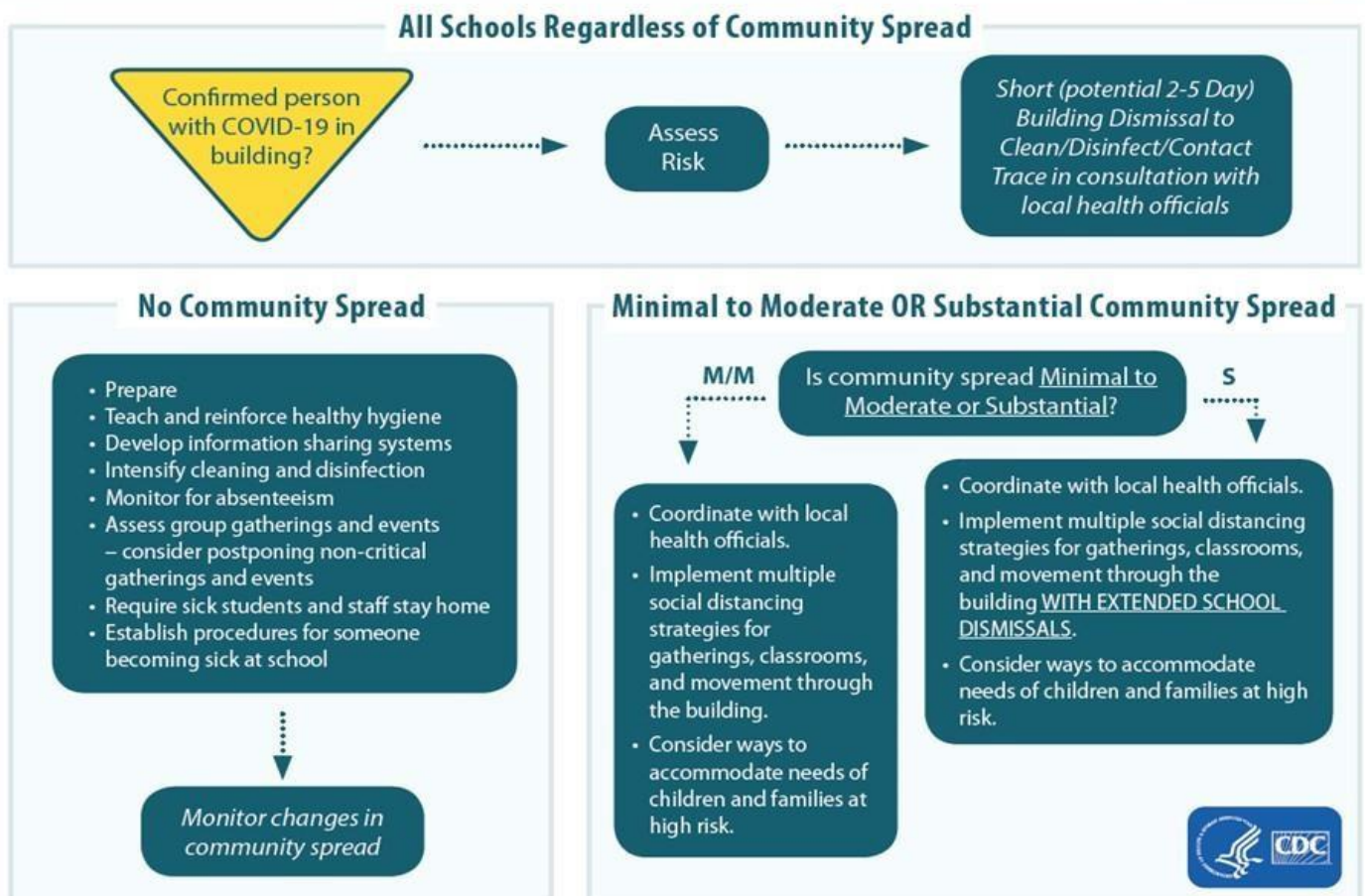
Monitor and plan for absenteeism.

- Review the usual absenteeism patterns at your school among both students and staff.
- Alert local health officials about significant increases in student and staff absenteeism, mainly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt the continuity of teaching and learning.

Assess group gatherings and events. Consider postponing non-critical gatherings and events.

- Ensure you clearly understand all upcoming gatherings and significant events for your school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families close to others from communities that may have identified cases of COVID-19.

## School Decision Tree



- Consider whether any of these events should be canceled. Speak with local health officials to help determine the best approach.

Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.

- Establish procedures to ensure students and staff who become sick or arrive at school sick are sent home as soon as possible.
- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from healthy students and staff until they can leave. Plan to have areas where these individuals can be isolated from healthy students and staff until they leave the school.
- Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or, more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and follow up on the next steps.
- Share resources with the school community to help families understand when to keep children home. Guidance on COVID-19 is offered from the L'Organisation Mondiale de la Santé Tunisie can be a helpful resource.

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building:

Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their childcare programs or schools.

Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow the further spread of COVID-19.

- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, or the entire district) and duration of school dismissals will be made case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, cancel extracurricular group activities, school-based afterschool programs, and significant events (e.g., assemblies, spirit nights, field

trips, and sporting events).

- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group childcare arrangements and gathering at places like a friend's house, a favorite restaurant, or the local shopping mall during this time.

Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain the confidentiality of the student or staff member.

Clean and disinfect thoroughly.

- Close off areas used by individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize the potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing primarily on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water before disinfection.
  - Diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when adequately diluted. Prepare a bleach solution by mixing:
    - 5 tablespoons (1/3<sup>rd</sup> cup) bleach per gallon of water or
    - 4 teaspoons bleach per quart of water

Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- Keeping facilities open: a) allows teachers to develop and deliver lessons and

materials remotely, thus maintaining continuity of teaching and learning, and b) allows other staff members to continue to provide services and help with additional response efforts. During school dismissals (after cleaning and disinfection), childcare programs and schools may stay open for staff members (unless ill) while students stay home. Decisions on which staff should be allowed in the school should be made in collaboration with local health officials.

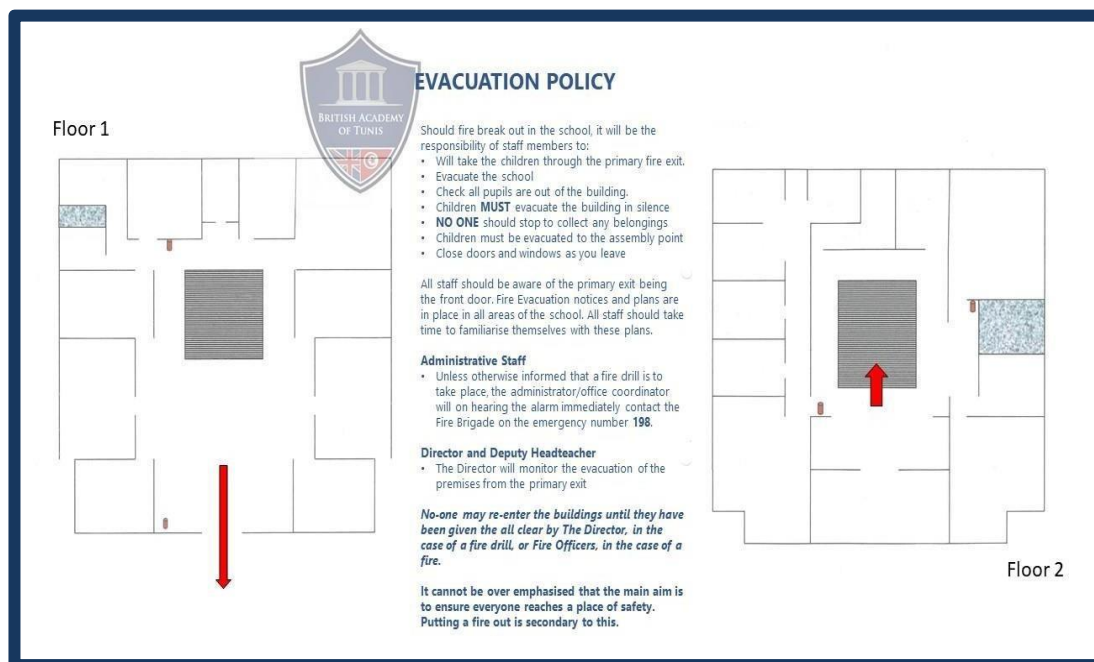
- Childcare and school administrators should collaborate closely and coordinate with local health officials to make decisions for dismissal and significant event cancellation. Schools are not expected to make decisions about dismissal or canceling events independently. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- Administrators should seek guidance from local health officials to determine when students and staff should return to school and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Implement strategies to continue education and related supports for students. Ensuring continuity of education by re-implementing online coursework if extended closure is necessary can be vital to ongoing education.

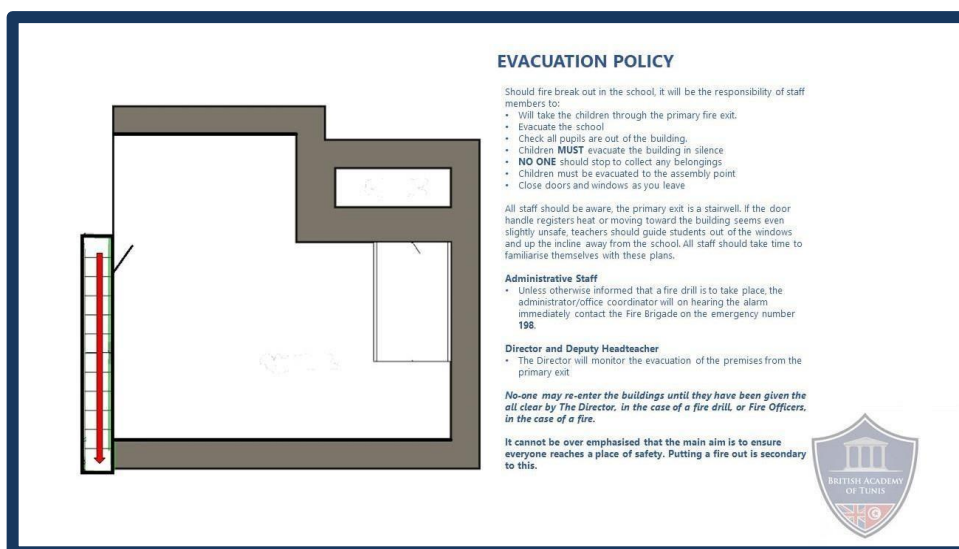
## **Emergency Protocol**

All schools must plan and prepare for any number of emergency responses. The COVID-19 policy has shown us that our role as educators often extends to caretakers in charge of wellness. The most common emergency facing a school is the event of a fire. Our school is unique in setup; the primary exit is in the front, and the stairwell directs us to that primary exit. The rear of the property is not a viable exit, and our goal is prevention and evacuation and not attempts to control fire – fire extinguishers are present and ready, and the location is indicated on the Evacuation Policy diagrams. Our assembly point is the front of the school’s property on the outside wall facing the street. Teachers need to keep students with them to be counted, and that headcount must be given to the director/ the principal to determine if anyone is still in the building. Fire Drills will be run once/per term to ensure we are prepared and competently able to evacuate safely and quickly.





These diagrams will be mounted throughout the school and should serve as a reminder of the policy and a visual guide for students.



Inclement Weather and most other emergencies require a similar response. Students should be contained within the classroom; door securely closed, away from windows with the blinds drawn, and underneath tables to protect from falling debris. The classroom door should remain closed unless the director or responsible government officials give an all-clear