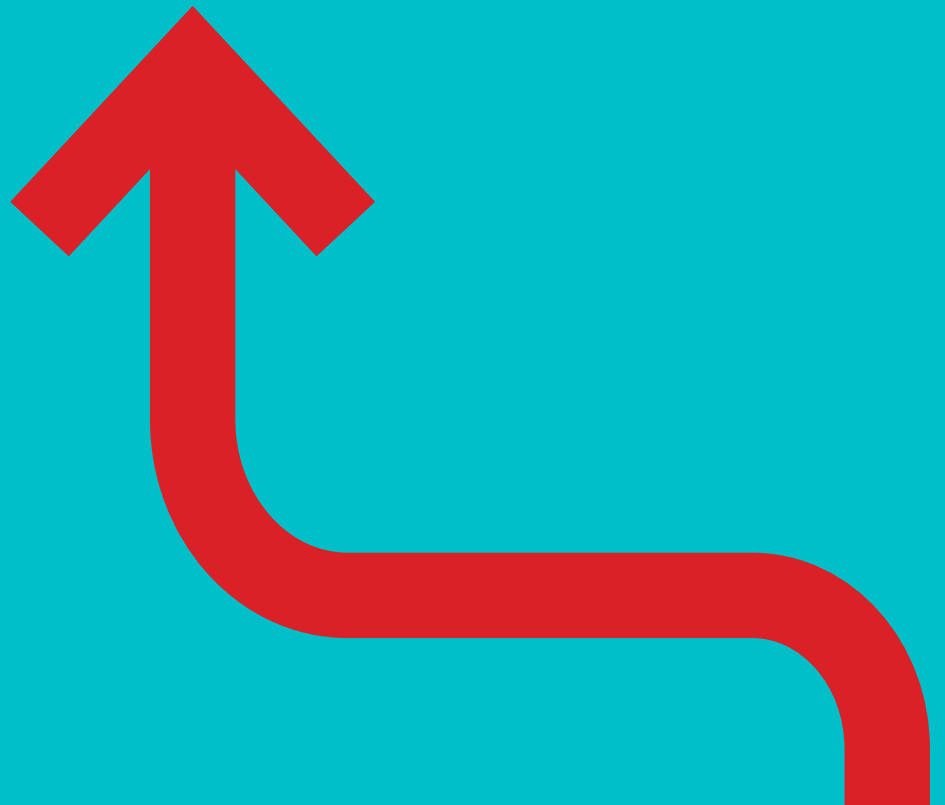




Al-Rayan International School

2020 / 2021

**REOPENING
PLAN**

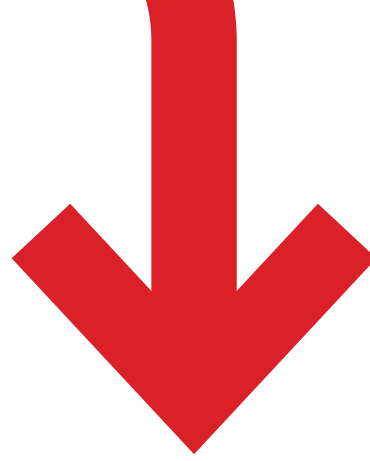


INSPIRE

EMPOWER

TRANSFORM





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INTRODUCTION >>

Global school closure in response to COVID-19 has impacted more than 80% of the world student population and at a certain time more than 1.3 billion students and 60 million teachers were asked to stay home. The last 2 months of the past academic year were very uncomfortable and difficult for everyone in the ARIS community as we completely moved our learning to a full online platform. Nevertheless, and despite everything, our learning continued and we were able to successfully complete the year.

At ARIS, our teams have been working collaboratively for the past 3 months to develop strategies and protocols in preparation for the new academic year 2020-2021. As we wait for clear instructions from the local government, we have set up a Task Force made up of all our stakeholders to prepare for all scenarios and to develop all systems and guidelines necessary to mitigate the impact of this global pandemic on our community.

We are all looking forward to resuming face to face learning on campus in the school year 2020-2021 but the safety of all continues to be our highest priority. The reopening of both ARIS campuses will be guided by our De-escalation Matrix and the local government directives.

To provide our community with an overview, we have put together this document. Each section detailed here involves more in-depth protocols that will be regularly revised to ensure alignment with international best practices and local government regulations.

We look forward to welcoming back all our students this year (on-campus and virtually), as we remain committed to #inspire, #empower and #transform for a better world.



MAY THE ARIS VALUES BE WITH YOU!

As we face the most serious public health crisis the world has experienced in generations, connecting to the ARIS Core Values becomes more important than ever. In July, more than 130 staff members of ARIS met online to connect and commit one more time to these ingrained values that define us. As we gear up to face all the uncertainties and challenges of a new academic year, the ARIS team promises the following:

>>1

GREATNESS IN EVERYONE

In ARIS, we believe that there is greatness in everyone and in every situation. As such we commit to always be focused on creating opportunities for our community even in the darkest of times. We remain committed to discovering and channeling our students' hidden talents and interests to make learning fun and engaging for all. After all, being great is not about what an individual can achieve alone, but about seeing greatness in everyone so we can all achieve together.



>>2

LEARNING WITH EVERYONE

We are all lifelong learners and we promise to make learning authentic and purposeful even as we face the most uncertain of times. We promise to make learning more engaging, interesting and ensure that we include everyone. Learning with everyone requires that we accept getting help from others and also help others without judgement. In the end, we stop becoming true educators when we stop learning!

>>3

INNOVATION BY EVERYONE

We are living in a fast changing and very uncertain world, as such we promise to encourage and inspire our students to be creative and imaginative in their thinking and in approaching problems and dilemmas. In the face of uncertainties, we pledge to find creative ways to empower our students to achieve their best potential. As educators, we drive innovators and we are driven by innovation.



>>4

**SERVICE
TO EVERYONE**

We promise to serve our community to the best of our ability and to ensure that our learning is connected to the local and global context. Our students need to learn from what is happening today to create a better world tomorrow. We commit to help our students develop a generous heart, kind speech and a life of service and compassion. We learn, we teach, we inspire! That's our service to our community.

>>5

**CHANGE
FOR EVERYONE**

We promise to support our community to become more comfortable adapting to frequently changing situations and developing a level of comfort with change. As a community we learn to become more resilient in the face of change and have the necessary information and skills to adapt to it. In ARIS, we instigate, model and lead change by learning and adapting through the times for a better future. Change is hardest at the beginning, messiest in the middle and best at the end. As Nelson Mandela rightfully put it "Education is the most powerful weapon which you can use to change the world." We have that power as educators and learners.



THE ARIS EDUCATIONAL MODEL & BLENDED LEARNING

Throughout the years, ARIS has focused on developing an educational model that propels the empowerment of all learners to reach their greatest potential: The ARIS Personalised Learning and Wellbeing Model. The center of the ARIS Educational Model that adheres to an Inclusive system is the student and the classroom. This attests to the power, freedom and the agency given to each learner to be the best possible version of themselves through appropriate pedagogical practices and learning strategies. Students in ARIS are therefore more able to critically think, collaborate and be creative. They are a part of a system that does justice to their varying learning abilities and provides a space in which they can contribute and participate in a holistic community.



An important learning principle in a personalised learning environment is the use of technology-driven learning that is adopted to support different learning requirements and varied needs of our students. As such ARIS has implemented, for the past 3 years, a Blended Learning Approach to education which combines traditional face to face learning with methods of e-Learning so that learners can reach their full potential. Every learner has different needs and learning styles so, with this education approach, they have greater flexibility of learning at their own pace. There are many benefits of using blended learning namely:

- 1- Boosting learner's efficiency
- 2- Building engagement
- 3- Better communication through the online systems
- 4- Improving collaboration
- 5- Keeping track of learners' progress
- 6- Enhancing teaching efforts

Since the closure of both ARIS campuses, we have migrated our whole educational system to be fully virtual for 11 weeks. This move was facilitated by the already existing systems we had put in place in the past 3 years. Data collected from parents, students and staff, greatly guided the weekly collaborative and management meetings. It defined all the changes and improvements needed in the implementation of the programme.

For the coming academic year, depending on the different scenarios, ARIS will be implementing its 4 IB programmes in one of three forms: Virtual Learning or Hybrid Learning or Face to Face. It is important to note that in all three forms, **the online learning platforms will be the main ones used to guide teaching and learning. This will ensure consistency and assist with movement between the different scenarios with ease.**



THE ARIS REOPENING SCENARIOS



Mapping out the different scenarios for our August opening requires us to consider certain assumptions based on research and reports from scientists and professional organisations. As research and guidelines evolve, the following assumptions will be adjusted accordingly:

- > COVID- 19 will continue to impact communities and require mitigation response until a global solution is found.
- > Several waves of infection may be likely throughout the year we are therefore planning for waves of interruptions to our on-campus learning, especially in the first semester of the school year.
- > Reducing contacts and maximising social distancing between everyone in school remains a key measure to prevent spread.
- > Maximizing all facility spaces to reduce density of people is necessary.

Accordingly ARIS, like many other schools around the world, developed three potential scenarios for learning: Face to Face learning, Virtual Learning and a Hybrid Learning model. We will remain flexible enough to switch between the three models, in response to the health situation in our community and in Ghana.



Scenarios	Scenario 1	Scenario 2	Scenario 3
	FACE TO FACE LEARNING	HYBRID LEARNING	VIRTUAL LEARNING
GOVERNMENT GUIDELINES	SCHOOLS TO REOPEN FULLY	SCHOOLS TO REOPEN GRADUALLY	SCHOOLS NOT TO REOPEN
SAFETY LEVEL-MATRIX	LEVEL 1	LEVEL 2	LEVEL 3-4
Safety Implications	<p>Risk Level is LOW</p> <p>External indicators support opening campus to full capacity and usage, along with such protocols as:</p> <ul style="list-style-type: none"> > Physical distancing as possible > Personal hygiene (handwashing, masks, etc). > Cleaning protocols that are less frequent/robust as all spaces would be in full, active use throughout the day. 	<p>Risk Level is MEDIUM</p> <p>External indicators do not support opening campus at full density and usage. Stronger protocols are needed, such as:</p> <p>Density reduction targets of 40% - 60% of students on campus. Only the use of spaces and resources that support distancing and enhanced hygiene protocols:</p> <ul style="list-style-type: none"> > Reduced movement and contact while at school > Personal hygiene protocols (hand washing, masks, etc) are strictly enforced. > Robust cleaning protocols 	<p>Risk Level is HIGH</p> <p>External indicators determine that closing our campus is the best course of action. Indicators might include rapidly rising infection rates, a high degree of medical uncertainty or infections within our own school community.</p>



Learning	Traditional	Hybrid	Virtual
	This is a traditional school experience with students attending school in person five days a week. Preventative hygiene policies are implemented in combination with physical distancing guidelines. The risk of exposure to the virus is considered low enough that normal schedules and structures, such as density in classrooms and in other shared facilities, is appropriate.	This model combines face to face learning with coordinated online experiences. This model introduces physical distancing and density reduction as key strategies to reduce exposure within our community, while also providing face to face interaction between students and teachers. In this model, our priority would be to focus on specific groups of students that will join us in school: early years, lower primary, MYP1, students with working parents, and students needing more specialised support.	Our campus is closed and schooling occurs through our Virtual Learning Platform. Students attend school virtually through synchronous and asynchronous lessons, activities and projects. In this model, local safety conditions dictate that ARIS's campuses must be closed for students.

It is important to note that we will work with all parents, students, and staff who have specific needs or situations that might prevent them from following the scenario implemented by the school at different times. We are aware that some of our students will be mainly following a virtual mode of learning with us as they are out of Ghana or are considered as high risk*. We will depend on a **Dual Delivery** system and our online learning platforms will be the main platform used in all three models. This helps with consistency and assisting with movement between the different scenarios with ease.

*Student qualified as a high risk who should mainly consider virtual learning as a more suitable form of learning are:

- > Students suffering from any medical conditions like asthma, diabetes, auto-immune disease...
- > Students who share living spaces with the elderly.
- > Students who use public transportation to commute to school.
- > Students whose guardian's jobs require them to travel abroad often.



HEALTH & SAFETY ON CAMPUS

The health and safety of the ARIS community remains our number one priority. The protocols and guidelines we have developed are based on the local guidelines already shared with schools and the growing literature on COVID-19 mainly from the Center for Disease Control-CDC and the World Health Organisation-WHO.

As we plan for reopening the campus for our teachers, staff, students and the rest of our community, four critical areas are core to our policies and protocols:

- > Physical distancing and reducing density
- > Preventive hygiene and health screening at gate
- > Cleaning and sanitizing
- > Communication, training and coordination



Temperature
check



Frequent Hand
washing



Hand Sanitizer



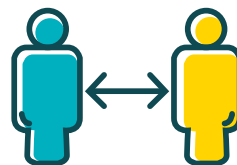
Face Masks



Increased
Cleaning



No Visitors



Physical
Distancing



No Gatherings



Some of these strategies have been implemented before our campus closed last year, and will be familiar to our students and staff. However the use of face masks and physical distancing are new and we are fully aware that they will highly impact our students' experience of school. We will be focusing strongly on the socialisation and wellbeing of our students, and we will be preparing them for this before they come to campus.

Increased cleaning and disinfection of classrooms, other learning spaces, and offices will take place regularly, with particular attention given to higher risk areas such as door handles, desk surfaces, light switches and other "touchpoints". Teachers and students will also be requested to regularly clean their tablets and personal resources.

Before sending their children to Campus, parents should:

- > Complete a temperature and symptoms check everyday before children leave home
- > Ensure that children with symptoms or illness are not allowed to leave home.
- > Ensure that students who have been in contact with a COVID-19 case (or someone in their household has) stay home for 14 days
- > Self-isolate for 14 days after travel
- > Stay informed about the local situation, ARIS protocols and the risks involved with school attendance.

ACCESS TO THE ARIS CAMPUS

- > While on campus, everyone is required to wear a mask or face shield as per the local regulations.
- > Students will be allowed on campus at their assigned start time. We will follow a staggered schedule for entry and exit into campus.
- > On arrival staff and students temperature will be screened. If temperature is 37.5 degrees Celsius or above, staff will not be allowed into campus while students will be isolated in a specialised room by the nurse until pick-up by parents.
- > Everyone entering the campus will be asked if they are experiencing any COVID-related symptoms or if they have been in contact with or cared for someone diagnosed with COVID-19 within the last 14 days.



- > Physical distancing and hand sanitization will be a regular requirement.
- > Additional hand washing and sanitizing stations will be made available around the campus.
- > Parents are only allowed into campus by appointment. Nannies and drivers are not allowed on campus.
- > Children will be assisted into the campus by ARIS staff.
- > There will be clearly defined protocols for movement around the campus and access to school facilities, bathrooms and corridors

CLASS GROUP GUIDELINES

- > The goal when creating student cohorts is to develop well-functioning classes that minimize contact with others. In creating class groups we will adhere to the following guidelines:
- > Classroom cohorts will be created by year level.
- > Safety over friendship is the priority.
- > Twins will have to be kept together.

CLASSROOMS ENVIRONMENT

- > The virus spreads most easily in enclosed environments. Therefore, staff members will be asked to keep windows open to allow movement of air during the day. Additional fans will be added.
- > Our classroom set up has been completely revised and many additional rooms and outdoor spaces will be turned into learning zones.
- > Our regular class size will be split into two groups to accommodate for social distancing.
- > There will be a distance of 1.5 meters between desks.
- > Students will be required to stay in one classroom only and mix only with their group and teacher.



ACCESS TO RESOURCES AND FACILITIES

- > We have clear protocols for access to and sanitisation of common resources like photocopiers, printers, learning tools...
- > Students will be required to bring in their own resources and devices and will not be allowed to share. Teachers will ensure that these resources are regularly disinfected.
- > Early years students will be provided with a specific personalised learning kit that will be used at home and when they come back to school.
- > Outdoor facilities and playgrounds will be regularly sanitised after use and washed daily.
- > Break time for outside play will be staggered and student cohorts will remain together and not mix with others.

FOOD SERVICES

- > Canteen services will only be considered when the risk level of infection is LOW and we have completely resumed face to face learning.
- > Deliveries of food from home during the school day will not be allowed due to the risk of contamination from contact and surfaces.
- > Students should bring their food from home with them each day. Food consumption will be limited to specific locations (indoor and outdoor) where physical distancing is easily implemented and monitored.

AFTER-SCHOOL AND SATURDAY ACTIVITIES AND SPORTS PROGRAMME

- > The beginning of these activities will be delayed until the risk situation is low and it is safe to resume them.
- > Inter-school events such as competitive team games against other schools are unlikely to take place during the first semester.
- > Service Learning and CAS activities external to our campus are also unlikely initially, as are field trips.
- > Modified activities based on health and safety guidelines can be implemented: online chess club, online MUN Club...

THESE PROTOCOLS WILL BE CONSTANTLY REVISED.





We fully understand that this process will take time and we will depend on the patience, support and collaboration from all our community members. Our staff will be fully trained on our guidelines and procedures.

All information will also be shared with our families and modified into student-friendly versions for our students.



PREVENTIVE AND EMERGENCY RESPONSE

SUSPECTED CASE OF COVID-19

When a staff or students appears to be sick and displays symptoms of COVID-19, such as dry cough, high fever, respiratory distress, shortness of breath, sore throat, loss of taste and smell... the individual will not be allowed on campus. If the individual is already on campus when symptoms present, he/she will be sent home and will need to consult with a medical professional. Students will be isolated in a specialised room and monitored by the ARIS nurse as they wait for their families to pick them up. It is important to note that ARIS is also registered with the West Africa Rescue Association-WARA and they will be contacted to support in all emergencies. Any staff member or student who presents COVID-19 symptoms cannot return to campus until 48 hours after symptoms end and will require a doctor's note to return.

CONFIRMED COVID-19 CASE

Employees and students who test positive for COVID-19 will not be allowed on campus and will be required to quarantine for 14 days. Access back to campus will require a full clearance note by a health official.

CLOSE CONTACT WITH A CONFIRMED COVID-19 CASE

Anyone who has been in close contact with a confirmed COVID-19 case needs to self-isolate for a period of 14 days. This would apply to any close contact outside of school, including immediate family members, household help, and any other extended family members and/or friends.



“Close contact means that you had face to face contact within 1 meter or were in closed space for more than 15 minutes with a person with COVID-19. This contact happened while the person with COVID-19 was still infectious, i.e from 2 days before to 14 days after the symptoms began”

CLOSE CONTACT WITH A SUSPECTED COVID-19 CASE

If an individual was in close contact with a suspected case of COVID-19, he/she does not have to self-isolate. This would only be required if symptoms develop.



ARIS’s preventive measures at school are structured to purposely limit the amount of close contact any individual has with another. Areas used by a confirmed COVID-19 case will be closed off for a deep cleaning and fumigation. The class and staff in contact with the confirmed will be asked to self-isolate for 14 days as we continue online learning with them. In most cases, closure of campus for a positive case will not be necessary as we can simply isolate a specific group. The decision to close a portion of our campus (class, year level, programme) or any one of our campuses will be context-specific and in collaboration with local authorities and health professionals. In this case, the school will then migrate completely to virtual learning.

CONFOUNDING VARIABLES

Common cold, influenza (flu), and a host of other common illnesses have symptoms similar to COVID-19. Without a confirmed COVID-19 test, it will be virtually impossible to tell what the individual is actually suffering from. At this point, tests are available at Nyaho Clinic and a health professional can advise if the test is needed.





With all of this in mind, it will be likely to be difficult for the school to determine which suspected cases are COVID-19 and which are not. We require parents to inform school of any confirmed or suspected cases, we will track internally and we will notify parents of any pertinent developments. The best preventative measure remains to ensure that any individual who has any symptoms of COVID-19 and/or flu-like symptoms does not come to school and seeks medical advice from a health professional.

It is important to note that members of the ARIS Leadership Team have completed the John Hopkins University- School of Public Health course on COVID-19 Contact Tracing. In this course they have learned about the science of SARS-CoV-2 , including the infectious period, the clinical presentation of COVID-19, and the evidence for how SARS-CoV-2 is transmitted from person-to-person and why contact tracing can be such an effective public health intervention. We now understand how contact tracing is done, including how to build rapport with cases, identify their contacts, and support both cases and their contacts to stop transmission in their communities.

As a school, we will do all that we can to mitigate risk, but we cannot eliminate risk.



LEARNING MODELS AND DAILY INSTRUCTIONAL SCHEDULES

ARIS has developed three different learning models to ensure that we are set up for all eventualities come August 2020. We are highly motivated to open our campus to provide students with opportunities to learn in a face to face environment whenever it is safe to do so. We are also aware that we need to be flexible to toggle between all three scenarios at any point. This is why we have set up our online learning platform to be the main system used in all three scenarios to ensure continuity and consistency for all our learners. We would like to continue benefiting from all the positive aspects that our community has identified from last academic year's virtual learning programme.



>> SCENARIO 1

FACE TO FACE LEARNING MODEL

If risk is low and ARIS is able to welcome back all students, we will schedule classes to minimize risk of contagion and ensure social distancing. Creative use of indoor and outdoor spaces for all students is being considered. This would include new outdoor covered spaces for instruction.

IN EARLY YEARS, PRIMARY YEARS AND MIDDLE YEARS STUDENTS

They will be assigned to a cohort with whom they will spend the day for all classes. Class size will be defined by the space available. Teachers will travel to the different classrooms to deliver specialist subjects or electives. The only exception will be PE which will be held outside, weather permitting. As ARIS offers more than 5 languages, the language programme will be delivered on our online platform to minimize student mixing and teachers will go around checking on students in different classes. It is important to note that our specialist teachers have been in school since early July reviewing all curriculum, lesson planning and lesson implementation modalities to ensure it can be delivered easily and effectively on our online platforms. Early years will spend a significant amount of the day outdoors, learning through play.

HIGH SCHOOL STUDENTS (CP/DP/MYP4&5)

They will have schedules that minimise contacts with others but will allow students to attend the selected courses on their path towards graduation. The schedule is designed to support student learning and will mainly be focused on the use of our online learning platform.

DUAL DELIVERY

For students enrolled in ARIS and not able to attend classes on site, a dual delivery system is being designed to support synchronous and asynchronous virtual learning. We recognise that some students may not be able to come to school due to one or more of the following:

- > Being not in Ghana
- > Having been identified as a High Risk Student or Family
- > Needing to self-isolate for an extended time
- > Being sick

Whatever the reason, we will deliver our programme both face to face and virtually using mainly our online platforms.



>> SCENARIO 2

HYBRID LEARNING MODEL

This model combines face to face on-site learning with coordinated online experiences. This model recognizes that virtual learning does not provide the social interaction most students desire. 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 the time.

HYBRID MODEL SCHEDULE

In this schedule we will expect students to be on both campuses during the week but not all at once. This model is flexible and can adjust to the specific health and safety situation and our enrollment numbers.

We foresee that we will be able to welcome our Early Years classes and Lower Primary students most of (if not all of) the week at the primary campus as it is important that we focus on important skill building and we have the needed space to ensure social distancing. This also applies to Year 7 (MYP1) at the secondary campus. As our students are introduced for the first time to the Middle Years Programme, we prefer to also support them all week long on campus. We also hope to support working parents by providing them with the choice to send students to school as a priority since their wards cannot be supervised at home. Students with personalised needs will also be expected to spend most of their week in school to be provided with the specialised support.

These schedules will be finalised and sent to parents by the heads of schools as soon as the enrollment numbers are finalised and we are getting ready to reopen our campus.

It is important to note that the moment schools in Ghana are advised to reopen gradually by the government, it will take the ARIS management team two weeks to finalise the Hybrid Model Schedule for all families and divisions.



>> SCENARIO 3

VIRTUAL LEARNING MODEL

This is the same model our community experienced in the final months of the 2019-20 school year. In this model the COVID risk is high, our campus is closed and school remains open through our online learning platforms. Students attend school virtually through synchronous and asynchronous lessons, activities, and projects. Students collaborate online using different Ed tech tools but not with the same frequency as in the regular school experience. The ARIS Virtual Learning Plan 2020-2021 has been updated to respond to all reflections and lessons learned collected from last academic year.

ARIS Learning Leadership team and educators are deeply committed to using the best practices identified in online learning to engage students in a quality virtual learning experience. Accordingly we will:

Orient students and parents to all our online platforms and technology tools and provide them with all the technical support and instruction. Our learners will be required to complete an Orientation Module before beginning their first unit. This is a mandatory unit for all students and parents.

Implement security guidelines and behavioral expectations in addition to monitoring the responsible use of technologies. Parents will also be trained on how to protect their children.

Design and deliver personalised learning experiences that meet the needs of all learners, through challenge, extension, scaffolding and support. This follows the principles of Universal Design for Learning which will also be supported by all the Ed Tech tools used by ARIS educators.

Offer more synchronous conferencing and one-on-one support to our learners to promote connection and provide instruction and feedback in real-time. All synchronous learning will also be recorded and posted on the online platform to support students who are benefitting from the Dual Delivery or are having connectivity issues.

Curate rich content aligned with learning objectives that allow students to work at their own pace.

Provide ongoing feedback that is targeted, prompt and actionable to improve students outcomes. This will be done through our different Ed Tech tools and in one-on-one reflection sessions with teachers.



Ensure students continuously reflect on their learning journey and set targets on their digital portfolios.

Engage students in dialogue about global and local issues and their own health and wellbeing.

Provide learners with experiences that allow students to serve the school and the greater community by always incorporating action and service learning.

Support the professional development of all teaching in virtual learning building on all the online courses that more than 80 of our teachers have attended this summer.

Continue to refine and improve the delivery of our virtual learning programme based on current and developing best practices in addition to the feedback and data we will be requesting regularly from our community.

VIRTUAL LEARNING SCHEDULE

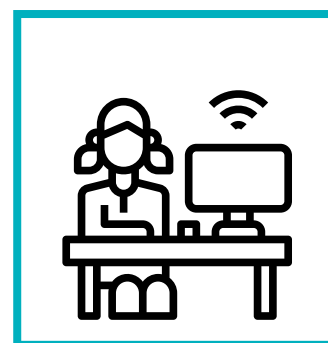
The ARIS Learning Leadership team has developed a timetable that will be used for both the virtual and hybrid learning models. This will be different from the complete face to face learning schedule. This will allow for a seamless transition from on-campus hybrid instruction to virtual learning instruction, including both synchronous and asynchronous lessons.



FACE TO FACE
LEARNING MODEL



HYBRID
LEARNING MODEL



VIRTUAL
LEARNING MODEL



DIGITAL & ONLINE PLATFORMS



SEESAW

Seesaw is a digital portfolio platform used asynchronously by our students in Early years up to Year 7 to access multimedia lessons and complete online activities. Students also upload their work such as photos, video, voice recording, a piece of writing, or other evidence of learning. Feedback is provided and students and parents can also interact online directly with the teacher through the inbox system.

G SUITE

ARIS teachers use integrated apps in Google Suite to engage students, support collaboration and to communicate with parents.

ZOOM

ARIS uses Zoom digital platform to offer virtual video classrooms, office hours, and meetings to engage our students with collaboration and communication. 3-way-conferencing will also take place on Zoom.

GOOGLE CLASSROOM

ARIS uses Google Classroom in Year 4 to Year 13 to share content, foster communication and collaboration and deliver assignments asynchronously.

MANAGEBAC

ManageBac is the leading IB learning management system (LMS) for planning, assessment and reporting. All reports, assessments and important academic calendars are found on ManageBac.

ONLINE LIBRARY

ARIS students and community have access to research databases, magazines and other materials from the ARIS website and Online Public Access Catalog (OPaC)

<https://uk.accessit.online/alr02/#!dashboard>

At ARIS, our educators use more than **100 additional Ed Tech tools and apps** (Kahoot, brainpop, epic, mathletics, mathseeds, gizmos, kognity...) in the different divisions of the school. They are used to make learning more effective and engaging and to support developmentally appropriate student learning. A complete list will be shared with our families during the first week Orientation Module. Parents and students will also be trained on how to use them.



PERSONALISED LEARNING SUPPORT

We will continue to place our students at the centre of our planning and execution to ensure that the support they receive meets their individual needs. .

Parents are to expect from us this academic year:

EFFECTIVE HOME-SCHOOL PARTNERSHIP

Our team will seek to provide prompt and regular feedback to parents this academic year. We will report the good and areas that need improvement. Starting the first week in August via zoom. As always, we will listen to our parents for commendations or concerns through our open-door policy, and use feedback to improve on service delivery.

BESPOKE PERSONALISED PLANS

All students will have their Personal Learning Plans (PLPs) ready for implementation during the academic year 2020-21, starting in August 2020. Personalised Learning Support Department (PLSD) staff and teachers will collaboratively work on this. Teachers will give prompt feedback to PLSD staff on progress of students in their lessons.

WELL PLANNED IN-CLASS DIFFERENTIATED LESSONS

All students on the Special Educational Needs Register (SEND) will benefit from in-depth in-class differentiation from subject teachers and PLSD staff. For all synchronous and asynchronous lessons, differentiated learning will be well integrated.

LEARNING STYLES AUDIT

Students will undertake a learning style audit to confirm or review their preferred learning styles. This will be used in their lesson delivery.





SPECIALISED ONE-ONE SUPPORT/SPECIALISED PULL-OUT SUPPORT (PAID SERVICE)

Students who are paying for one-one service will receive the 6-weekly review and subsequent meetings to help appraise parents of progress made.

UNIQUE INTERACTIVE RESOURCES TO SUPPORT STUDENTS

Students will benefit from our array of 'Edutech' tools to enhance their interactive teaching and learning experiences.

ONGOING PROFESSIONAL LEARNING OPPORTUNITIES

Staff will be engaging in a range of ongoing professional learning opportunities that will help teachers and support staff meet the educational needs of learners in their classes.

STUDENT AGENCY

We will deploy the effective use of student agency in our service, planning and delivery. We examine perspective from the students' what works and what may not necessarily work for them. This will be built into our regular interactions and reviews.



WELLBEING

Returning to school may be a delightful experience for many students. Others may feel stressed or fearful. This is normal under these circumstances. As we begin the academic year we will focus on the following:

- > Developing good coping strategies
- > Managing our emotions
- > Learning empathy and compassion
- > Building resilience
- > Reducing anxiety and supporting students and families in these uncertain times.

Our aim is to support students by helping them learn and practise useful skills and habits. The ARIS Personalized Wellbeing programme has been designed to help build positive relationships with the self, others and the world.

This resilient skills based programme can be taught in the classroom or remotely. Students will have the opportunity to engage with EdTech tools to enable them to express, and find ways to cope with the challenges they may be currently facing. Also students will be provided lessons on how to keep safe in the virtual world and beyond (for e.g. online grooming and peer on peer abuse).

COUNSELLING



At times students face a range of difficulties that will require a deeper level of support; they will have the opportunity to seek such support from the counselling service, which is available for all students.

Students will be offered Counselling, Cognitive Behavioural Therapy (CBT) and/or Art Therapy. These sessions aim to give them the opportunity to explore their feelings in a safe environment and help them develop ways to cope with any challenges they may be facing.

Our school counsellor and psychologist have extensive experience in mental health problems with children and young people.



CHILD PROTECTION

We provide clear guidance to staff about expected codes of behaviour in dealing with child protection issues, thus ensuring child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of any student.

ARIS will be collaborating with AISA to run certified child protection training to international schools across Africa.

ARIS will be conducting Children Protection accredited training from The International Centre for Missing & Exploited Children (ICMEC) for all their staff. The training will

- > Equip staff to identify signs of abuse including what to do if they or someone else is worried about a child
- > Deepen their understanding about child protection policy and procedures

These trainings will provide tools to assist staff in identifying the process of disclosure, barriers to reporting abuse, and common errors that may further traumatize children. In addition parents will be offered training on child protection. Emphasis will be placed on how to help their child improve their digital citizenship skills.



FINANCE & OPERATIONS

TUITION FEES

The Board has decided on the following strategies to assist ARIS families:

- > Tuition rates will remain flat, without increase, from the 2019-2020 to 2020-2021.
- > ARIS families can reach out to the Finance Office for assistance in payment schedules and installment plans.
- > Payment plans usually attract a 3% additional fee. This additional fee has been waived for this academic year.

Supporting today and preparing for tomorrow in uncharted territory is challenging for any business including schools. Monitoring the financial strain on the local and global economy, ARIS families, and the School as an organization, the Board and Management Team are being proactive in ensuring ARIS's financial viability.

ENROLLMENT

Throughout the years, ARIS has experienced a steady growth in enrollment, from both the local and international communities. Due to the closure of the borders and the economic impact of the pandemic locally and globally, we have seen a drop in our enrollment by 20%. Enrolment figures are always hard to predict, and the unstable variables at play now make it even more difficult.

Accordingly, we are planning for a variety of scenarios with reductions in student numbers between this school year and next. We have also put in place a free registration offer for students from other schools in Ghana to move to ARIS to benefit from the 4 IB programmes. This has helped stabilize the drop in enrollment and to safeguard the school financially.



REVENUE

ARIS's main revenue comes exclusively from tuition. We do not fundraise for the school and do not have endowments. Due to the significant investment in the new primary block in East Legon, ARIS has been operating at a planned budget deficit for the past two years, drawing on reserves that were carefully built up previously. The deficit was forecasted to continue for three more years.

The Board is now committed to increasing the planned deficit for 2020-21, in order not to raise fees or significantly impact staffing and the resourcing of our academic programmes. ARIS is committed to investing in high performing teachers to deliver an exceptional academic experience, and to maintaining our growing and well-resourced learning spaces; these factors will not be compromised.

As such the School will not be able to offer any discount during the academic year 2020-2021. We have also increased the Capital Levy Fee for primary students to make it equal to the secondary fee to further support the development of the new primary campus.

EXPENSES AND COST SAVINGS STRATEGIES

To ensure health and safety, ARIS Board has approved an additional reopening budget to prepare the campus with all the necessary equipment and resources. Additional furniture will be purchased and learning spaces will be put in place to ensure social distancing. Learning resources and Ed Tech tools will also need to be multiplied to limit sharing between students. Additional software memberships and online applications are being purchased to support our online learning platforms and to ensure we deliver the best educational programme. These additional expenses, the possible reduction in enrollment and the maintenance of tuition fees will necessitate cost savings to ensure the financial viability of ARIS.

We are implementing numerous cost and cash management plans to maintain the School's financial and operational stability, including:

- > Reducing costs in order to improve resource alignment for faculty and students
- > Negotiating with suppliers while maintaining essential services
- > Deferring maintenance projects and purchases not related to health and safety

Please note that our cost reduction strategies are directly related to income from enrollment, and we therefore ask that our returning families assist us by paying tuition fees as soon as possible. While we aim to be accommodating, in these economic circumstances we cannot guarantee to hold places and provide access to our online learning platforms for students for whom re-enrollment is not confirmed by payment.



HOME & SCHOOL PARTNERSHIP

COMMUNICATION

A strong partnership between school and home is always important but is even more important in times of crisis. Coping with uncertainties is hard, and as we support students through these times, regular communication between home and school is vital. ARIS values open communication channels among all stakeholders. The following are key communication avenues that the community can access:

ARIS WEBSITE

The ARIS website contains links to information regarding our academic programmes and school policies and procedures in addition to all news relating to our school reopening.

REGULAR COMMUNICATION EMAILS

Regular emails will be sent through our Communication department to all parents with updates and links to useful information. As expert thinking and recommendations develop, we will continue to adapt our guidelines and protocols and accordingly communicate with parents.

COFFEE MORNINGS MEETINGS

Coffee mornings meetings are scheduled (online) in order to keep the community informed regarding our response to worldwide, local and school events.

SOCIAL MEDIA

ARIS maintains a strong presence on Facebook, Instagram and Twitter.



ARIS SCHOOL STREAM APP

This is our school communication platform designed to deliver information to our communities regularly. Kindly make sure you download the app to receive the most recent and updated information to stay connected.

SEESAW, MANAGEBAC AND ARIS GMAIL ACCOUNTS

Through these platforms Classrooms and HomeRoom teachers will remain the initial contact between home and school. ARIS Leadership and Management teams can also be contacted through these platforms. We highly recommend that all parents reach out to us with all their concerns as soon as possible as this would allow us to respond in a timely manner and ensure that our student's learning experience remains positive and inspiring. A contact list will also be shared in the orientation module and is available on our website and Managebac platform.

ARIS PARENT SCHOOL ASSOCIATION (PSA)

The PSA main objective remains to support, advise and assist the school Management by

- > Creating and nurturing a rich learning environment for students
- > Encouraging parental support and participation to enrich the educational experiences of children
- > Implementing various programmes and fundraising events within the school

They are also involved in welcoming new families and promoting a spirit of community by offering assistance, information, and friendship.

As we begin this new academic year, members of the ARIS PSA remain committed to this practice regardless of the level of on-site activities that are permitted.

Please note that this is an evolving document. As a result, changes to procedures may be made in accordance with guideline updates from the local authorities, the Ghana Health Services, World Health Organisation and/or the Centers for Disease Control and Prevention.



WITH SPECIAL THANKS TO

Association of International Schools in Africa (AISA)

Association for the Advancement of International Schools (AAIE)

Academy of International School Heads (AISH)

American International School of Cape Town (AISCT)

American School of Antananarivo (ASA)

Centers for Disease Control (CDC)

Ghana Health Services

Ghana Ministry of Education

International School of Basel

International School of Kenya

International School Services

UK Department for Education

World Health Organisation





ARIS CARES