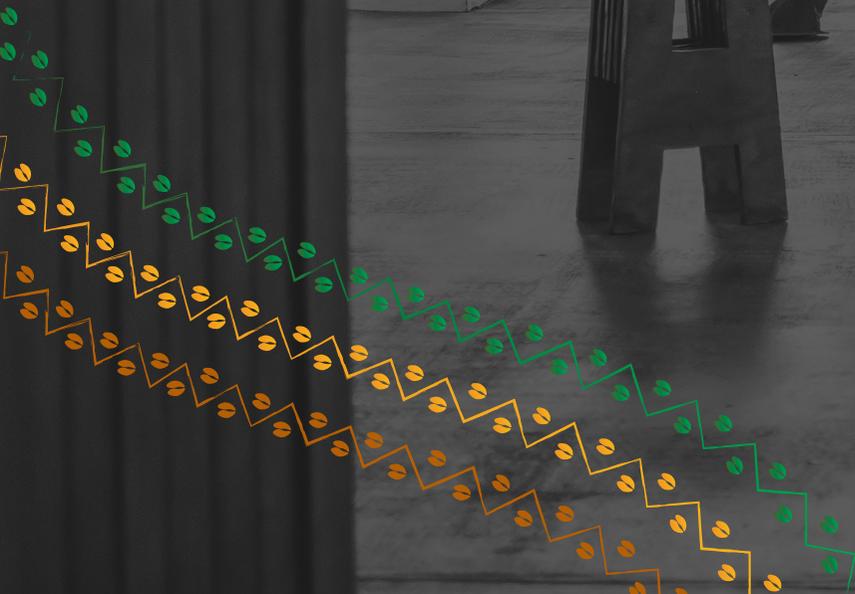


Reopening **Framework**

2020-2021





Mission-Driven,
Values-Focused

AIMS is committed to welcoming our learners back to school wherever they are and empowering them to flourish in this ever-changing world.

Cultivate Grit

Inspire Curiosity

Celebrate Humanity

Embody Integrity

The Campus Health & Safety **Task Force**

AIMS has established a Campus Reopening Task Force (CRTF) which is working diligently to develop and maintain a re-opening strategy that allows for flexibility, transparency and prioritizes the health and safety of our community, while supporting our mission to provide quality educational programming to both our expatriate and local communities.

The CRTF is comprised of parents, Board members, local experts, and Administration, who together bring experience in and connections to the medical sector, public health, government agencies, risk management, and of course the international educational sector. Through regular and ongoing meetings, the CRTF is committed to maintaining awareness of global best practice in the management of COVID-19 while providing quality education in the international school context.

The Campus Health & Safety **Plan for 2020/21**

AIMS is committed to re-opening in September of 2020, and we are currently preparing our educational programming and systems, as well as the physical campus, to support the return of students in line with the recommendations of the CRTF. The school will re-open with multiple modes of learning available to students, depending on the context and three key decision-makers: **the School, the Government, and the Family.**

For clarity, the following flowchart illustrates the various decision points and how they influence the availability of the various modes of learning. AIMS recognizes that a key feature of our collective reality in the 2020/21 school year will be uncertainty and likely a continually evolving and changing landscape. As such, the spectrum of learning modes being offered are such that students can move fluidly in either direction between learning modes, as the context changes during the school year, whether at the school, government or family level.



Pathways for Learning

Path
one

**On-Campus
Learning**

Path
two

**Real-Time
Virtual Learning**

Path
three

**Flexible
Virtual Learning**

In consultation with the Campus Reopening Task Force, and in accordance with the Reopening Matrix, the school has put in place suitable and appropriate mitigation measures, whether by protocol or physical modifications, needed to support students safely returning to campus.

YES

The Mozambican Government has lifted the school closure mandate, and the school can comply with government restrictions imposed on school operations.

YES

NO

Your family is, or will be, in Maputo at the start of the school year.

NO

YES

Your family is comfortable sending your child(ren) to school on the campus.

NO

YES

PATH 1:
On-Campus Learning

Your family is, or will be, in a location that is convenient for synchronous learning based on a general Maputo school day.

YES

NO

PATH 2:
Real-Time Virtual Learning

PATH 3:
Flexible Virtual Learning

Path
one

On Campus
Learning

Path
two

Real-Time
Virtual Learning

Path
three

Flexible
Virtual Learning

Families

Caters for families who are present in Maputo and who are comfortable with sending their child(ren) back to school on the AISM Campus.

Caters for families in Mozambique not yet comfortable sending their children to campus and families whose location makes real-time learning based on a general Maputo school day convenient.

Caters for families whose location makes real-time learning either too challenging or impossible.

Location

On campus at AISM with appropriate measures in place, following health and safety protocols according to level of risk.

When school is operating on campus, uses technology to bring students virtually into the classroom to engage in real-time learning *with* their teachers and classmates. In the event of brief or extended campus closures, uses technology to deliver real-time, consistently scheduled lessons and a blend of distance learning techniques.

A mix of recorded instruction and classroom content, weekly real-time check-ins and robust weekly plans for flexible learning that is accessible *anytime* and *anywhere*.

Planning

Shared weekly planning for the 2020-2021 school year to support parent-learner engagement and for improved continuity should campus be closed at any point.

Shared weekly planning for the 2020-2021 school year to encourage parental support of learners completing tasks off campus.

Shared weekly planning for the 2020-2021 school year to facilitate parental support of learners completing tasks at a distance.

Curriculum

Planned and implemented by teachers based on IB frameworks and AISM Learning Outcomes.

Planned and implemented by teachers based on IB frameworks and AISM Learning Outcomes.

Planned and implemented by teachers based on IB frameworks and AISM Learning Outcomes.

Feedback

Ongoing, in-person feedback and targeted instruction for the growth of every learner.

Ongoing, real-time feedback and targeted instruction for the growth of every learner. Includes dedicated support and check-ins with learners located off campus.

Written feedback on learning tasks from teachers. Includes dedicated support and check-ins with learners located off campus.

Pedagogy

A blend of teacher and student-directed learning that includes activities on campus, online, and at home.

A blend of teacher and student-directed learning that includes real-time, collaborative learning and further learning engagements that are accessible any time.

Allows learners greater flexibility in managing time and workload. Requires more student self-direction than real-time options and may require more parental supervision and input.

Reporting

In the Primary School, results in end-of-unit reports and semester reports for single subjects. In the Middle School, it results in semester reports, grades, and progress toward promotion as usual. In the High School, it results in semester reports, grades, and credit towards high school graduation as usual.

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In the Primary School, results in end of unit reports and semester reports for single subjects. In the Middle School, it results in semester reports, grades, and progress toward promotion as usual, or may be provided on a credit/no credit basis. In the High School, it results in semester reports, grades, and credit toward high school graduation as usual. or may be provided on a credit/no credit basis.



On-Campus Learning

AIMS is preparing for on campus school operations to resume at the beginning of the 2020-2021 school year. The community will follow specific health precautions and mitigation measures which will be in accordance with governmental requirements and suggested best practices from our partners at the Center for Disease Control and other relevant agencies. Specific decisions and plans regarding on-campus modifications will be finalized over the next few months, however current considerations can be found in this Reopening Framework.



Learning based on strong relationships with master teachers within the IB Frameworks and based on our AISM Learning Outcomes continues in person.



Drop-off and pick-up times may need to be modified in order to facilitate Real-Time Virtual Learning.



The After School Activities program is likely to be offered on campus and will be delivered online in the event of campus closures.



The continuity of Athletics programs will be determined in conjunction with our ISSEA partners, CDC recommendations, and governmental requirements.

Preparing for Interruptions

Following the recommendations from our Campus Reopening Task Force and trends from past pandemics, AISM is preparing for potential waves of interruption to on-campus learning. In the event that our local community experiences a spike in COVID-19 cases and an interruption of physical operations occurs due to risk mitigation or governmental decree, a shift to **Path 2** will happen immediately.

Should AISM families leave the Maputo area, they may continue with **Path 2** or **Path 3**, depending on their preferences and the demands of the program.



Real-Time Virtual Learning

Real-Time Virtual Learning seeks to provide robust classroom instruction and connections to both teachers and classmates for learners who cannot attend or are not yet comfortable attending school on our beautiful AISM campus.

When the campus is open, Real-Time Virtual Learning provides learners with the opportunity to be in the classroom virtually, joining their teachers and peers through live-streaming, video-conferencing and collaborating on activities, assignments, and assessments via our expanding suite of digital classroom tools. In the event of campus closures, both short-term and long-term, live - real-time - instruction will continue to be delivered in order to promote connection, collaboration and the relationships that enable AISM learners to flourish. This will be blended with asynchronous (accessible at any time) instruction designed to create the flexibility and accessibility needed by AISM families depending on their circumstances.

Real-Time Virtual Learning in the High School results in grades and credit toward an accredited High School Diploma. With integrity and grit, our IB Diploma Candidates will progress toward successful examination results in May of 2021.

Real-time collaboration and connection with classmates through online tools.

Regular times for 1 to 1 or small group conferencing with each teacher.

Blended, asynchronous instruction that is accessible any time.

Assigned advisors/mentors in the secondary school for additional support, monitoring of well-being and personal connection.



Regular class times with streaming video.

Opportunities for real-time participation in class.

Clear, published weekly plans for learning and assessment.

Virtual After School Activities programme.

Path three

Flexible Virtual Learning

Flexible Virtual Learning offers the most flexibility to families whose situation is changing or whose location makes accessing synchronous learning impossible or inconvenient. It allows students to engage with their learning asynchronously, without live instruction, but with support provided by AISM teachers regularly. Flexible Virtual Learning is particularly effective for more self-directed learners and/or for parents who are able to provide ongoing support to their child(ren). Based on published weekly plans and online units with recorded instruction, multimedia content, engaging activities, and feedback on assessments, Flexible Virtual Learning offers rigorous curriculum based on the AISM Learning Outcomes without a fixed daily or weekly schedule, but with clear weekly goals and outcomes.

Each secondary school student opting into Flexible Virtual Learning will have their academic transcript reviewed by our Academic Counseling Team and will be advised on the most appropriate courses and options available. Students will also be able to opt for credit/no credit or numeric grades.



Highly flexible learning that is accessible any time.

Written feedback from teachers

Published weekly plans with recorded instruction and robust learning engagements based on AISM Learning Outcomes

Allows learners greater flexibility in managing time and workload

Weekly real-time check-ins with teachers

Virtual After School Activities programme

Campus Health & Safety

Specific decisions, plans and protocols will be updated on an ongoing basis as more information becomes known, updated public health guidelines are issued, and best practice for international schools evolves. Strategies have been developed and will be updated, in consultation with the Campus Reopening Task Force, in the following areas, including but not limited to:



Continued context monitoring and shifting between the various learning modes to keep in-person contact at safer levels in the areas of academic instruction, student activities, and more.



Changes to campus access for visitors and parents



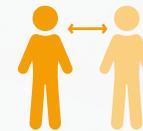
Enhanced sanitizing and cleaning processes



Instituting protocols with regards to the management of positive COVID-19 cases in the AISM community, including moving between modes of learning to ensure the health and safety of the educational environment.



The use of masks or other physical barriers during classes and in public gathering spaces



Institution of capacity limits to allow for social distancing in spaces such as the multipurpose rooms, library, cafeteria, gym, hardcourt, classrooms etc.

