



**ROADMAP TO
REOPENING SCHOOL**

**INTEGRITY EDUCATION
CENTRE**

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PART 1: GUIDING PRINCIPLES

Introduction

The COVID-19 pandemic presents the most serious public health crisis the world has experienced in generations. Looking forward to the 2020/21 school year and beyond, Integrity Education Centre is committed to doing everything it can to reopen our campus because we believe doing so is in the best interest of our students. And yet, we recognize we need to find a pathway for reopening our campus safely with the health and wellbeing of our entire community in mind.

Our Roadmap for Reopening is guided by the assumption that a vaccine will not be available for 12-18 months, which means Integrity Education Centre needs to be able to respond quickly to circumstances in its own school community as well as to conditions in the state of Arizona. Even as we plan to reopen our campus in September, we know we may need to close it again with truly little advance warning. This means Integrity Education Centre must be prepared to toggle between different learning models designed to fit a variety of circumstances and drivers.

This Roadmap is guided by five principles:

1. Act with fidelity to Integrity Education Centre’s Vision, Mission, and Goals by prioritizing quality education for all students that provides continuity of learning and that is engaging and rigorous regardless of the instructional model they are served in during the school year.
2. Prefer in-person learning over remote learning whenever it is safe to do so.
3. Prioritize student and staff health, safety, and wellbeing.
4. Promote hygiene and health-related policies that are research based, clearly communicated, effectively implemented, and enforced.
5. Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and flexible when facing changing health circumstances.

Through this Roadmap, we hope to shape positive learning experiences within a challenging new context. Integrity Education Centre would like to thank its students for their resilience, adaptability, and spirit; its families for their support, patience, and understanding; and its staff for their courage, professionalism, and dedication. The 2020/21 school year promises to be an especially challenging one for all of us, but we are confident that we can weather these challenges together. We will continue to operate under the guidance of the public health officials, Arizona Department of Education (ADE), and other governmental agencies.

Rights and Responsibilities within the Integrity Education Centre Community

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

Responsibilities — Our Commitment also implies that members of our community should Know, Value, and Care for others. Our interactions with others (friends and strangers, students, and adults) should be self-aware,

respectful, and courteous. During the COVID-19 pandemic, this means complying willingly with rules and policies designed to keep our community safe and healthy. We must be thinking of others, appreciating that their risk tolerance might be lower than ours, and adjusting our behavior with sensitivity and respect. Respecting policies and expectations, even when inconvenient to ourselves is non-negotiable. In some communities, measures taken to prevent COVID-19 infection have ignited conflicts between the liberty of individuals and perceptions of the common good. We expect our community to openly accept the following guidelines:

- **All** members of our community and visitors to our campus (when allowed) follow guidelines regarding wearing masks, wash and disinfect their hands frequently, and mind physical distancing norms;
- **All** members of our community and visitors to our campus respectfully interact with each other in and out of the classroom, and take responsibility for maintaining a healthy environment;
- **All** members of our community and visitors to our campus follow self-screening guidelines for symptoms of illness and refrain from coming to campus when symptomatic; and
- **All** members of our community and visitors to our campus comply with self-quarantine rules regarding exposure to COVID-19.

PART 2: LEARNING MODELS

Introduction

Integrity Education Centre does not believe remote learning is a satisfactory long-term substitute for families who have not chosen to learn in this setting. However, remote learning is a necessary mode for learning when health and safety conditions leave no other option. Accordingly, Integrity Education Centre has developed two different learning models to increase the likelihood that it will be positioned to reopen its campuses at the earliest opportunity.

In short, Integrity Education Centre believes learning should be an active, contextualized, and constructive process for students that allows them to grow academically, socially, and emotionally. We believe that learners construct knowledge through experience and social mediation and that the essential purpose of school is to provide “supportive environments rich in engagement, social interaction, and feedback.” Relationships play an essential role in every student’s school experience; these connections make us human. Accordingly, Integrity Education Centre is highly motivated to open its campus to provide students with opportunities to learn through in-person environments whenever it is safe to do so.

Two Models for Learning

In anticipation of ongoing and evolving challenges associated with the COVID-19 pandemic, Integrity Education Centre has developed two models for learning. These models consider a "preference for in-person learning over remote learning whenever it is safe to do so." The first model, which we call our In-Person Learning Model, describes a traditional school experience where students attend school five days a week. If conditions demand that we close our campuses, Integrity Education Centre will continue to refer to our Distance Learning Model. More detail about each of these models follows below:

In-Person Learning Model: This is a traditional school experience with all students in the physical buildings to receive their instruction five days a week. The learning that happens off campus is mostly in the form of homework or projects. Preventative hygiene policies are implemented in combination with realistic physical distancing guidelines. This model is possible when the risk of exposure to the virus that causes COVID-19 is considered low enough that a greater student population in classrooms, and in other shared facilities is appropriate.

Distance Learning Model: While this model may appear similar to that which was implemented in the final months of the 2019/20 school year (when the entire campus was closed), it has been refined to include more measures of engagement for students and teachers alike Integrity Education Centre has developed a Distance Learning Plan to support this model. The Distance Learning Model allows for learning to remain open through virtual educational experiences. Students attend school virtually through synchronous (real time) and asynchronous (self-paced) lessons, activities, and projects. Students collaborate online, but not with the same structure and frequency as an in-person school experience would allow. Integrity Education Centre has developed a Google Classroom Lesson Sequence for Teachers to provide consistent support for students who will learn remotely.

Integrity Education Centre Distance Learning Expectations

Integrity Education Centre will be prioritizing quality education for all students that provide continuity of learning and that is engaging and rigorous.

Note: Remote instruction will look drastically different than what occurred in 4th quarter of last school year.

Expectations while in this format would include:

- Parent orientation will be available regarding school procedures and expectations, individual classes, and technology.
- A combination of live classes that require attendance, recorded lessons by the teacher and independent learning will happen daily. Each class/teacher will have a consistent posted schedule and meeting times.
- Teachers will use a consistent set of instructional technology tools for instruction (Google Education Suite including Google Classroom and Google Meet, etc.).
- All content areas will be taught and assessed according to grade level standards.
- Daily classroom culture and relationship building activities will be provided.
- Specialists (i.e. special education teachers and related service providers) will design and provide specialized instruction based on the students' individualized education program (IEP).
- Assignments will be collected, given timely feedback, and posted weekly in Edmentum and/or Google Classroom Gradebook. Grades will be based on grade level standards, the quality of work, and the accuracy for which it is completed.
- The work assigned within each lesson will be self-paced, and students will be encouraged to continue working outside of the scheduled class time — as they would if the school were not closed.
- Weekly formative and quarterly summative assessments will be administered and analyzed for progress monitoring.
- Teachers will respond to all emails or parent/student communication within 24 hours during the regular school week.
- Teachers will have live virtual office hours available to all students who may have questions and/or comments regarding the online lessons and assignments.

SAFETY IMPLICATIONS OF EACH MODEL

As we navigate the uncertainties associated with COVID-19, Integrity Education Centre will need to be flexible in how it adjusts and responds to external health conditions and risks.

Significant medical advancements, access to testing, methods to treat and prevent associated illness, and antibody detection are needed. Until these are developed, external conditions and risk will continue to fluctuate. The following table provides a review of the safety implications of the three learning models.

Integrity Education Centre will make decisions about re-entry protocols based on the health and safety data and information available at the time. That data and information will include Governor Ducey's Executive Orders and

other state and local health guidelines, guidance from the CDC, county level R-0 data from covidactnow.org, county level percentage of positive PCR tests from azdhs.gov, and overall community readiness.

MODEL	SAFETY IMPLICATIONS
<p>In-Person Learning</p>	<p>Risk Level is MINIMAL. External indicators support our confidence in opening campuses to full density and usage including:</p> <ul style="list-style-type: none"> • Full density of students at each campus. • Full classrooms with students in a standard room. • Active use of all campus spaces if safe for staff and students. <p>An on-campus experience would include:</p> <ul style="list-style-type: none"> • Distancing norms that are encouraged, but not possible in all situations (e.g. in smaller class sizes, cafeteria, hallways, during transitions). • Personal hygiene protocols (handwashing, masks, etc.) that are encouraged, but with greater responsibility shifted to students. • Cleaning protocols that are less frequent as all spaces would be in full, active use throughout the day. • Physical barriers such as plexiglass will be used where feasible. • High-risk community members might be more vulnerable to exposure.
<p>Hybrid Learning Model</p>	<p>Risk Level is MODERATE. External indicators challenge our confidence in opening campuses at full density and usage, and support:</p> <ul style="list-style-type: none"> • Density reduction targets of 40% - 60% of students on campuses. <p>An on-campus experience would include:</p> <ul style="list-style-type: none"> • Only situations where distancing norms are possible. • Personal hygiene protocols (handwashing, masks, etc.) strictly enforced by school staff. • Robust cleaning protocols would be implemented. • High-risk community members would be vulnerable.

Distance Learning

Model Risk Level is SUBSTANTIAL. External indicators support our confidence that physically closing our campuses is the best course of action. Indicators might include rising infection rates, a high degree of medical uncertainty, or infections within our own school community. There would be no on-campus experiences.

SAFETY MEASURES

These guidelines will be followed when students and teachers return to schools for in-person learning. Please note that they may be updated as we receive additional information from Executive Orders, mandates, or guidance from state or national health and education officials.

- **Sick children** - Parents are encouraged to keep their child(ren) at home when they feel ill. Please do not send children to school if they are not feeling well or if they have illness symptoms.
- **Hand Hygiene** - Frequent hand washing encouraged with soap and water and hand sanitizer will be encouraged.
- **Screening** - Teachers and staff will visually screen students each morning and, as needed, send students to the nurse for further evaluation. Staff will be responsible for checking and recording their own temperature daily.
- **Face covering (currently required)** - Face coverings will be encouraged or required based on health and safety recommendations in real time when physical distancing is not possible. Face coverings must comply with the school dress code.
- **Drop off and pick up procedures** - Parents/guardians will always remain in their vehicles.
- **Visitors on Campus** - No outside visitors or volunteers will be allowed on campus unless they are deemed essential by administration.
- **Students with Special Needs** - The Special Services team will meet with families of students with unique health concerns and outline individual protocols.
- **Classrooms** - Desks will be physically distanced when feasible and facing forward. Masks and/or face coverings will be required when social distancing cannot be honored.
- **Walkways** - Will be marked with one-way directions to maintain space when transitioning.
- **Playground Equipment** – Not Allowed
- **Cafeteria** - Pre-packaged, “grab and go” options will be available, lunch periods will occur within the classroom (pod/cohort) or students will have assigned seats, and will be administered one class/grade level/cohort at a time in the cafeteria. Social distancing floor markings with directional arrows will be visible. No sharing of food.
- **Events/Activities** - School events will be modified or rescheduled; virtual events will be held when/if possible.
- **Social-Emotional Learning**- Teachers and staff have been trained in SEL processes and will provide SEL lessons throughout the online and in-person learning.

- **Quarantine Protocols if Someone is Sick** - We will follow all current state and county protocols regarding an infected student or staff member.

Risk Determines Learning Model

Integrity Education Centre will make decisions related to the selection of a learning model based on an assessment of risk. That is, if we assess risk as SUBSTANTIAL, our campus will be closed, and we will move to Distance Learning. If we assess risk as MINIMAL, we are confident that conditions are appropriate to reopen school entirely, welcoming all students back on campus concurrently with realistic safety precautions in place. If we assess risk as MODERATE level, methods for reducing campus density will be enacted. This could mean encouraging students who have the means to learn from home to do so.

Risk Level	External Considerations/Drivers
SUBSTANTIAL	<ul style="list-style-type: none"> • State of Emergency or government request for schools to close • Guidance from CDC, Health Departments, and trusted authorities indicates substantial risk • Infection rates locally are rising and/or remaining at concerning levels • Known infections within PUSD community • PUSD is not confident it can effectively mitigate risk and ensure safety
MODERATE	<ul style="list-style-type: none"> • Guidance from CDC, Health Departments, and trusted authorities indicates moderate risk • Infection rates locally are confined and/or traceable • PUSD is confident in its ability to mitigate risk with enhanced measures
MINIMAL	<ul style="list-style-type: none"> • Government guidance allows reopening • Guidance from CDC, Health Departments, and trusted authorities indicate minimal risk • Infection rates locally are declining and traceable • PUSD is confident in its ability to mitigate risk when school is fully open

COMPARISON OF LEARNING MODELS

CATEGORY	IN-PERSON LEARNING MODEL (Minimal Risk)	HYBRID LEARNING MODEL (Moderate Risk)	DISTANCE LEARNING MODEL (Substantial Risk)
Campus Status	Campus is open	Campus is open. Not all students on campus at once to ensure physical distancing	Campus is entirely closed
Learning Environment	Mostly on campus	Both on campus and through distance learning.	In digital spaces through Google Classroom, Edmentum, etc.
Teacher Communication	Mostly in-person and digital communication	In-person and digital communication	Some audio and video recordings with real-time digital interactions
Collaboration amongst Students	Mostly in-person and real-time	Both in-person and online, with both real-time and asynchronous activities	Virtual collaboration only, with both real-time and asynchronous activities
Teacher Feedback	Combination of in-person feedback and digital feedback in multiple forms. Ongoing real-time and asynchronously	Combination of in-person feedback and digital feedback in multiple forms	Almost entirely digital feedback in multiple forms

Special Education Learning Considerations

Integrity Education Centre is committed to providing quality special education services for our students with an Individualized Education Program (IEP). During the current COVID-19 situation, we will continue to provide specially designed instruction and related services to our students as delineated within each student's IEP. We have completed a Special Education Instructional Framework that aligns with In-Person, Hybrid and Distance Learning to ensure students with IEPs receive their special education services.

If the Governor mandates that districts across the state are closed, all students will receive instruction through distance learning. As always, school teams will work with families, through the IEP team meeting process, to support the individual needs of students.

MODEL	INSTRUCTIONAL FRAMEWORK
In-Person Learning	<p>Risk Level is MINIMAL</p> <ul style="list-style-type: none"> All 6-12 grade special education instruction and related services are provided on campus.
Hybrid Learning Model	<p>Risk Level is MODERATE.</p> <ul style="list-style-type: none"> SWD Resource/Extended Resource and Behavior Support Programs: Students receive specially designed instruction based on the school's hybrid schedule. Related services may include in-person and/or virtual instruction. Homebound: Students receive instruction and related services within the home setting (if health concerns prevent the teacher/therapist from coming into the home other arrangements will be made).
Distance Learning	<p>Model Risk Level is SUBSTANTIAL</p> <ul style="list-style-type: none"> SWD Resource/Extended Resource and Behavior Support Programs: Students receive virtual specially designed instruction. Related services may include in-person and/or virtual instruction. Homebound: Students receive virtual instruction and related services.

PART 3: HEALTH & SAFETY

Introduction

The challenge of planning for the reopening of Integrity Education Centre’s campus started with the question: What would an average school day for a typical student look like in Integrity Education Centre’s “temporary” normal? We imagined how students would be transported; how they would walk through the campus to reach classrooms; how those classrooms would need modifications; where students would study physical education; where they would eat lunch; how recess might need to change; and how we would get them home safely. We quickly realized every policy, protocol, and practice would need to be reviewed with the goal of ensuring preventative hygiene or providing for physical distancing. Guiding Principles 3, 4, and 5, which are repeated below, further informed this planning:

- **Principle 3:** Prioritize student, faculty, and staff health, safety, and wellbeing.
- **Principle 4:** Promote hygiene and health-related policies are research-based, clearly communicated, effectively implemented, and enforced.
- **Principle 5:** Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

Integrity Education Centre’s APPROACH TO SAFETY

Integrity Education Centre’s approach to safety has four categories: Physical Distancing & Reducing Density; Preventive Hygiene & Health Screening; Cleaning, Sanitizing, & Disinfecting; and Training, Communications, & Coordination. Each of these critical areas helps shape our approach so that our policies and protocols provide the necessary conditions at the campuses to mitigate risk of exposure to COVID-19. We identified these categories through ongoing study of the growing literature on COVID-19, such as how to reduce transmission risk of the virus, the role masks and effective hand-washing play in protection, and how to reduce and kill surface germs in a school setting. We also know that the best operations plan must be clear, flexible, and sustainable; therefore, our efforts only become operational when we can train, communicate, and coordinate these efforts effectively.

Category 1: Physical Distancing & Reducing Density

Infectious disease experts have promoted physical distancing as an essential strategy in the containment of COVID-19. PUSD recognizes that to effectively reduce risk of infection, it must implement effective physical distancing policies. Student density will be as follows according to the three learning models.

Risk Level	Distancing	Density	Learning Model
Substantial	School closes for all campuses		Distance Learning
Moderate	≈ 6 feet in classrooms wherever possible and as feasible during transitions	School is between 40%60% capacity	Hybrid Model

Minimal	≈ 6 feet in classrooms wherever possible and as	Full capacity, all students in attendance	In-person Model
	feasible during transitions		

Student density and physical distancing procedures will be implemented wherever feasible through modifications in classroom layouts, movement through hallways, lunchroom layouts and procedures, and car pick up and drop off procedures. Other factors such as the age of the students and furniture in the classroom also influence decisions around distancing. Student density, therefore, will remain a fundamental mitigation factor we continue to rely on for decision-making, as we face the new realities of the 2020/21 school year.

Category 2: Preventive Hygiene & Health Screenings

Another essential category recommended by health care professionals involves health screenings and preventive hygiene which includes handwashing, possible use of face coverings, and minimizing the sharing of belongings. Coupled with physical distancing, these are the most effective strategies in containing COVID-19. Our goal is to prevent symptomatic children and adults from entering our campus. Student families will play a critical role in the health screenings of students. Please refer to the charts below for guidelines.

Face Coverings:

Learning Model and Risk	In-Person (Substantial Risk)	Remote Learning or In-Person (Moderate Risk)	Remote Learning (Minimal Risk)
Face Covering Requirement	Face coverings will be required based on health and safety recommendations in real time when physical distancing is not possible. *	Face coverings will be required on campus based on health and safety recommendations in real time when physical distancing is not possible. *	N/A

**Decisions regarding face coverings will be monitored and adjusted in accordance with health department, state, local, and CDC guidance.*

Health Screenings:

Responsible Parties	In-Person (Minimal Risk)	Remote Learning or In-Person (Moderate Risk)	Remote Learning (Substantial Risk)
Parent Responsibility	Temperature checks and symptom screenings prior to the morning drive or walk to campus. Keep students at home if symptoms are detected.	Follow Minimal or Substantial, depending on if school is Remote or In-Person.	Monitor student health at home.
School Responsibility	Visual screening of symptoms. Students with symptoms will be referred to the Health Office for further assessment.	Follow Minimal or Substantial, depending on if school is Remote or InPerson.	N/A

Category 3: Cleaning, Sanitizing, and Disinfecting

The third category in Integrity Education Centre’s operational strategy to prevent the spread of COVID-19 has been to ensure our cleaning protocols follow guidelines established by the CDC. These guidelines encourage institutions to consider the important differences between cleaning, sanitizing, and disinfecting, and recommend the best chemicals to use and how to apply them. Integrity Education Centre’s plan includes frequent cleaning of high touch areas, daily sanitation measures, and deep cleanings as needed. We will continue to use the CDC guidelines, along with other occupational and environmental recommendations, to learn the safest and most current practices in school facilities.

Category 4: Training, Communication, & Coordination

Integrity Education Centre’s operations plan will only be successful if it has clear expectations set out for its community, a structure that is sustainable, and the flexibility to adapt to changing realities. The first step is targeting communication to the community on how to protect ourselves and others by informing everyone about what guidelines must be followed. In addition to existing communications channels, we will implement hygiene-related signage in key areas such as the main access points to campus, cafeteria, bathrooms, and common areas on campus.

Once communication mechanisms are in place, more detailed instruction and training will be implemented throughout the community, prior to and at the start of our campus reopening. Our cleaning staff has been trained on new measures of reducing and eliminating germs, and our teachers and staff will be trained in sanitizing classroom space and shared objects. Additionally, our students will be trained in maintaining physical distance and upholding personal health hygiene. Everyone will have a role to play and will be an integral part of school safety.

Visitors and Volunteers

Non-essential visitors and volunteers will be restricted from campus including alumni, family visitors, and guest speakers. All visitors must be approved by the front office prior to arrival. This will include alumni, family visitors, and guest speakers. Essential visitors will need to access entry through our main offices and may have their temperature checked.

Cafeteria Food Services

Providing breakfast and lunch to students is an integral part of a student's educational day. Due to the challenges of COVID-19, Integrity Education Centre would continue to provide healthy breakfast and lunch meals and keep students/staff safe through the following goals:

1. Developing schedules to reduce the number of children in the cafeteria per lunch period as well as ensuring the proper spacing between seats.
2. Changing procedures to maximize the safety of students and staff.
3. Focusing on sanitization prior, during, and after students entering the cafeteria.

School/Health Office

Our school/health office staff are focused on and committed to providing high standards of prevention and response protocols to keep our students and staff safe and healthy on campus. As infection control, virus prevention, and health education professionals, our health office staff will continue to play a key role in guiding our schools' reopening efforts. Minor first aid needs will be handled by the classroom teacher as much as possible. As always, the school/health office staff will be here to support and care for students and families with health and local healthcare system navigation, answer questions, and provide guidance about treatment when appropriate.

PART 4: OTHER CAMPUS CONSIDERATIONS

Introduction

Integrity Education Centre understands the importance of other considerations such, social-emotional support, technology support, and attendance requirements. We will return to participation in a phased approach maintaining safety guidelines from the Center for Disease Control (CDC), Arizona Department of Education (ADE), and Arizona Interscholastic Association (AIA). Guidelines are subject to change and will be updated when new information and recommendations become available.

Integrity Education Centre's Extra-Curricular Activities Considerations

Integrity Education Centre anticipates that for the first quarter of the 2020/21 school year all extracurricular activities will only happen virtually when possible. Student time on campus needs to be minimized first quarter so staff has adequate time to implement new cleaning and health & safety procedures. Field trips, school-wide assemblies, and large scaled events will be canceled. Small-scale activities like Meet the Teacher and Parent-Teacher Conferences may take place over the phone or virtually. Other extracurricular activities will be cancelled unless the activity can be conducted in compliance with the protocols in this document. This will allow schools to reduce the amount of time students are on campus while providing adequate time for custodial staff to sanitize

and clean facilities. This decision will be evaluated regularly to best determine when in-person activities can resume. After the first quarter, the following guidelines will be applied:

Risk & Model	Considerations for Activities
<p>Substantial (Distance Learning)</p>	<ul style="list-style-type: none"> • No in-person activities will be offered. <p>Activities on campuses could be closed based on state mandates.</p> <ul style="list-style-type: none"> • Extra-Curricular clubs may be offered in a virtual format when possible.
<p>Moderate (Hybrid Learning)</p>	<ul style="list-style-type: none"> • Field trips, school-wide assemblies, and large scaled events will be cancelled. • Parent-teacher conferences will take place virtually or over the phone. • Physical distancing is required. • Equipment and other shared material will not be used.
<p>Minimal (In-Person)</p>	<ul style="list-style-type: none"> • Field trips, school-wide assemblies, and large scaled events will be evaluated for safety. • Physical distancing is still recommended. • Preventive, personal hygiene protocols (handwashing, masks) are still encouraged. • Equipment and other shared material can be used but cleaning shall continue before and after each different group uses the equipment.

Activities are an important part of the Integrity Education Centre student experience and these guidelines and protocols provide us with a way to allow our students to be able to safely participate in these foundational experiences. The current COVID-19 situation continues to change, and we are prepared to modify our plans and adapt to new developments as necessary.

Social Emotional Support Considerations

At Integrity Education Centre, social and emotional supports have always been a critical component of our educational vision. Students are encouraged to build their relationships with school staff and their peers. Our highly dedicated staff are ready to help students with social and emotional needs. However, as families, staff, and community members face many new challenges throughout this pandemic, Integrity Education Centre is very aware of the uncertainty and trauma that COVID-19 is creating for our students and staff. We believe that social and emotional learning and support (SEL) should be a top priority.

Integrity Education Centre and its leaders view social and emotional learning as the process through which students and adults:

- Understand and manage emotions
- Feel and show empathy for others
- Set and achieve positive goals
- Establish and maintain positive relationships
- Make responsible decisions
- Handle challenging situations constructively

We are examining our current specifically designed programs to help support social and emotional learning for our students, educators, and families. Integrating these practices can occur by:

- Promoting feelings of autonomy, relatedness, and competence
- Providing opportunities to practice recognizing, understanding, labeling, expressing, and regulating emotions
- Taking advantage of teachable moments that occur naturally throughout the school day

Our students will be returning to school with a range of experiences throughout the pandemic. We want to acknowledge that not all students are coming back with the same feelings and emotions. Some had access to technology; others did not. Some had a great experience learning with family; others did not. Some are living in families that are struggling financially; others do not. We will continue to have children who may be struggling because of their families' situation. We understand that each child is coming back with various issues and coping mechanisms.

It is also important for school leaders to acknowledge that the staff coming back to the building have, and will continue to encounter, a wide range of emotional experiences themselves. Whether that be the loss of a loved one, financial difficulties, or fear of the risk that returning to school may pose on the health of themselves and their families. Having dedicated and consistent support for both students and staff will be a critical component of returning to school.

Technology Considerations

Integrity Education Centre will provide devices for students to use as allowed by their current availability. The Information Technology (IT) Department will provide support for technology hardware, software, and online learning. If additional devices are required, Integrity Education Centre will facilitate providing extra resources to the location as feasible. Parents are asked to contact the school's principal for help with technology.

We have varying procedures for each risk level:

- During the minimal risk model, teachers will ensure that proper cleaning procedures are taken for Chromebooks used throughout the school day. Integrity Education Centre will loan out devices to parents who opt for long term remote learning for their children. For the moderate risk level, students may check out Chromebooks before their alternate schedule begins. The Chromebook will be returned when the student returns to school.
- For substantial risk, students will retain the device throughout the time school is closed, and families will be responsible for reporting issues, damages, and defects to the device. All parents must have a Chromebook Checkout Agreement signed and on file before a device can be loaned. In addition, when possible, Integrity Education Centre may assist families having difficulty accessing the Internet. Solutions for this challenge will be evaluated on a case by case situation.
- For moderate risk, protocols for either minimal or substantial risk will be followed, depending on whether learning is taking place in-person or remotely.

Attendance Considerations

Integrity Education Centre's administrative team will assist with promoting good attendance behavior. Research shows that attendance at school is linked with academic success. Plans for supporting student attendance include recruiting volunteers to assist families, contacting families with a history of chronic absenteeism before school starts, identifying and providing solutions to barriers for attending school, and assisting families through mediation if necessary. In addition, support staff will assist with implementation of remote learning attendance requirements. Schools will not provide good attendance incentives during this time as students must stay home if they exhibit symptoms of COVID-19. Integrity Education Centre will assist students with make-up work if students need to stay home.