

Horizon School Division

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, May 27th, 2020 beginning at 2:30 p.m. in the Eric Johnson Room.

TRUSTEES IN ATTENDANCE: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Derek Baron, Jennifer Crowson, Blair Lowry, Rick Anderson, Christa Runka

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary

ACTION ITEMS

- | | | |
|-----|---|--|
| A.1 | Moved by Derek Baron that the Board approve the agenda. | AGENDA
APPROVED |
| | Carried Unanimously | 41/20 |
| A.2 | Moved Bruce Francis by that the Board approve the Minutes of the Regular Board Meeting, held Monday April 27th, 2020 as provided by Enclosure #1 of the agenda. | BOARD MEETING
MINUTES APPROVED |
| | Carried Unanimously | 42/20 |
| A.3 | Moved Blair Lowry by that the Board approve the Minutes of the Special Board Meeting, held Friday, May 15th, 2020 as provided by Enclosure #2 of the agenda. | SPECIAL BOARD
MEETING MINUTES
APPROVED |
| | Carried Unanimously | 43/20 |
| A.4 | Moved by Jennifer Crowson that the Board approve the May 2020 Payment of Accounts in the amount of as provided in Enclosure #3 of the agenda. | PAYMENT OF
ACCOUNT APPROVED |
| | Carried Unanimously | 44/20 |
| A.5 | Moved by Rick Anderson that the Board accept the Associate Superintendent of Finance and Operation's recommendation that the Horizon School Division join the Alberta Risk Managed Insurance Consortium (ARMIC) effective November 1, 2020. | INSURANCE PROVIDER
APPROVED |
| | Carried Unanimously | 45/20 |
| A.6 | Moved by Bruce Francis that the Board approved the balanced 2020-21 Budget as presented, with a revenue and expense of \$48,261,575, modified for IMR capitalization. | BUDGET APPROVED |
| | Carried Unanimously | 46/20 |

A.7	Moved by Bruce Francis that the Board approve the 2020-2021 IMR/CMR Second Draft.	Carried Unanimously	2020-2021 IMR/CMR APPROVED 47/20
A.8	Moved by Bruce Francis that the Board approve the Dr. Hamman attendance boundary change beginning the 2020-2021 school year.	Carried Unanimously	DR. HAMMAN ATTENDANCE BOUNDARY CHANGE APPROVED 48/20
A.9	Moved by Derek Baron that the Board approve the second reading of Policy: IO – Student Records as provided, see Enclosure #4 of the agenda for the policy.	Carried Unanimously	SECOND READING OF POLICY IO APPROVED 49/20
	Moved by that Blair Lowry the Board approve the final reading of Policy: <i>IO – Student Records</i> as provided, see Enclosure #4 of the agenda for the policy.	Carried Unanimously	FINAL READING OF POLICY IO APPROVED 50/20

DISCUSSION ITEMS

D.1 2021-2022 DRAFT CALENDAR

The 2021-2022 draft calendar was presented to the Board for their review and discussion.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the following May 2020 Highlights with the Board:

- Conversations with government and administrators
- Budgeting
- Staffing

I.2 TRUSTEE/COMMITTEE REPORTS

I.2.1 ASBA Zone Meeting Report

Marie Logan, Zone Chair, provided the following summary of the May Zone 6 ASBA Meeting:

- The Edwin Parr winner for Zone 6 is Nathan Comstock from Grassland School Division
- Ron Taylor attended the meeting to thank Boards for their responses to the Relaunch Plan. He also indicated that Minister appreciated the information in the responses.
- A Transportation Task Force has been formed

I.2.1 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a summary to the Board on the work undertaken by the Maintenance Department for the month of May 2020:

- 2020-2021 IMR/CMR Approved
- DAF/WRM Capital Project
- Caretaking practices for the fall
- Kinnard Report shared with the Board

I.2.3 Administrator's Meeting Report

The May 2020 Administrator's Meeting summary was provided by Wilco Tymensen:

- Re-entry scenarios
- ADLC funding change
- Administrative rules on staffing
- Changes to Kindergarten hours

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS REPORT

Phil Johansen, Associate Superintendent of Finance and Operations shared the following May 2020 summary to the Board:

- Budget development
- Insurance provider

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following May 2020 report with the Board:

[Click here](#) for May Report

I.5 NEWS RELEASE: UPDATE ON STUDENT LEARNING AND SCHOOL RE-ENTRY ENGAGEMENT

[Click here](#) for Update

I.6 UPDATE OF STUDENT LEARNING - SUMMARY

[Click here](#) for Summary

CORRESPONDENCE

No Discussion Items came forward from the Correspondence.

COMMITTEE ITEMS

Moved by Christa Runka that the Board meet in Committee. Carried Unanimously	COMMITTEE 51/20
Moved by Derek Baron that the meeting reconvene. Carried Unanimously	RECONVENE 52/20
Moved by Blair Lowry that the meeting adjourn. Carried Unanimously	MEETING ADJOURNED 53/20

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - June 22, 2020

General	May 25/20		205100.31
General	May 28/20		1005993.24
General	June 4/20		158462.39
General	June 9/20		252057.16
General	June 16/20		66242.91
"A" Payroll	May 2020	Teachers	1,621,772.87
		Support	313,981.81
"B" Payroll	May 2020	Casual	7,205.80
		Subs	
Total Accounts			3,630,816.49
Board Chair _____			
PJ:dd			
June 17/20			

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: GB
Policy Title: Occupational Health and Safety
Cross Reference: GBEA, EBCE, EBCD, EBCE, FH, FE
Legal Reference: Occupational Health and Safety Act, ~~S.A. 2000~~; Occupational Health and Safety Regulation, ~~Alberta 62/2003~~; Occupational Health ~~Health~~ and Safety Code ~~2009~~ Order, Alberta Regulation 87/2009
Adoption Date: November 14, 2011
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO A HEALTH AND SAFETY PROGRAM THAT PROTECTS OUR STAFF, OUR PROPERTY AND OTHER WORKERS WHO ENTER OUR PROPERTY, THE GENERAL PUBLIC AND THE ENVIRONMENT. OUR COMMITMENT TO SAFETY IS IN ACCORDANCE WITH STANDARDS OUTLINED IN THE ALBERTA OCCUPATIONAL HEALTH AND SAFETY LEGISLATION. EMPLOYEES ARE EXPECTED TO MODEL SAFE WORK PRACTICES AND BEHAVIOURS TO CONTRIBUTE TO A CULTURE OF SAFETY AWARENESS.

DEFINITIONS

Dangerous condition – Alberta OHS described it as something that is “not normal for the job” or “normal hazards” that are not properly controlled. Alberta OHS suggests that while a worker is obligated to bring theoretical, anticipated or potential risks to the attention of the employer, they do not constitute reasonable grounds for a work refusal. Dangerous conditions are systemic dangers that can affect multiple workers, and less compatible with concerns that are unique to one worker (e.g. vulnerable worker)

GUIDELINES

1. The program objective is to prevent injuries and property damage in all work execution and operations. To achieve this objective, employees will demonstrate a shared commitment to creating a work atmosphere in which health and safety is implemented with everyday operations.
2. Health and Safety is a shared responsibility and applicable procedures, regulations, codes and statues of the authorities apply to all members of the Horizon School Division community (including Horizon School Division employees, students, contractors and subcontractors, general public using or renting the Horizon School Division facilities.
3. All workers have the right to:

3.1. be informed of workplace hazards and control measures;

3.2. participate in health and safety matters and express concerns;

3.3. refuse dangerous work; and

3.4. be free from retaliation for exercising an OHS right or duty.

REGULATIONS

~~Employees will be familiar with the requirements of the Alberta Occupational Health and Safety Legislation and the Horizon School Division Health and Safety program as it relates to their work processes. This will be achieved by:~~

~~Promoting a work environment based on employee involvement, teamwork, education, training and commitment;~~

~~Promoting the philosophy that safety is a value associated with every priority;~~

~~Recognizing group and individual achievements;~~

~~Treating everyone with dignity and respect~~

Policy GB – Occupational Health and Safety – Cont’d

4. All workers have an obligation to:

4.1. take reasonable care to protect health and safety of themselves and others;

4.2. cooperate with the employer;

4.3. use hazard control devices and PPE;

4.4. report concerns about unsafe acts or conditions; and

4.5. refrain from violence and harassment.

REGULATIONS

1. Employees will be familiar with the requirements of the Alberta Occupational Health and Safety Legislation and the Horizon School Division Health and Safety program as it relates to their work processes. This will be achieved by:

1.1. Promoting a work environment based on employee involvement, teamwork, education, training and commitment;

1.1. Promoting the philosophy that safety is a value associated with every priority;

1.2. Recognizing group and individual achievements;

1.3. Treating everyone with dignity and respect

~~1.1.4.~~ 1.4. Ensuring all regulatory requirements, specifically the *Alberta Occupational Health and Safety Act, Regulation and Code*, are met in all work execution and operations.

2. The Horizon School Division is responsible for the health and safety of employees by actively encouraging the participation of all employees in the Health and Safety Program. Also, the Horizon School Division will provide the resources required so all employees are aware of their responsibilities and duties under the Alberta Occupational Health and Safety Act, Regulation and Code. Resources will include, but are not limited to, a jurisdiction Health and Safety Manual and an education program for employees.

3. Employees are responsible for protecting the health and safety of themselves and their fellow employees by following all policies and procedures, working safely, and improving health and safety measures where possible. Employees will participate in the education program and be familiar with the content of the Health and Safety Manual. Accident loss can be controlled through good management in combination with staff involvement.

4. All contractors shall meet the Horizon School Division health and safety requirements and all Workers Compensation Board and Occupational Health & Safety applicable acts, regulations and codes.

5. The Horizon School Division shall have an ongoing process of both formal and informal health and safety inspections of all facilities and job sites.

Policy GB – Occupational Health and Safety – Cont'd

~~3.1. The frequency of formal inspections shall be based on the level of risk in the operation of equipment or the activities conducted at the facility.~~

5.1. All Division employees are responsible for participating in and contributing to the inspection program by conducting informal inspections (visual/observational) on a daily basis and prior to the commencement of work.

5.2. Site specific Workplace Health and Safety Committee members or Health and Safety representatives shall participate in quarterly formal inspections.

5.2.1. The frequency of formal inspections may be increased based on the level of risk.

5.3. All deficiencies noted from the inspection process shall be documented and reported to the appropriate person so corrective measures are put in place and subsequently monitored for completion.

5.4. Supervisors are responsible for directing and documenting formal inspections on job sites that they oversee and for involving workers in such inspections.

5.5. Workplace Health and Safety Committee members or Health and Safety representatives shall partake in training.

6. All employees will receive appropriate orientation and training for their jobs or assigned tasks.

6.1. Job-specific training shall be implemented in situations when it is determined that an employee fails to demonstrate competency in their assigned tasks.

6.2. All new employees shall receive an appropriate orientation to the Division.

6.2.1. The orientation to a school or worksite shall be provided by the employee's administrator/supervisor.

6.2.2. A substitute employee shall receive an appropriate orientation to the Division and to the specific school, program or site on or before arrival.

6.3. All orientations for new employees must incorporate a safety orientation which shall include but is not limited to:

6.3.1. an introduction to Division Workplace Health and Safety Policies, Procedures and Rules;

6.3.2. emergency procedures and how to obtain first aid assistance;

6.3.3. a review of hazard assessments and controls relevant to their new position;

6.3.4. procedures and requirements for reporting hazards or incidents;

6.3.5. Right of refusal of dangerous work, subject to the Alberta Occupational Health and Safety Act.; and

6.3.6. where to obtain more health and safety information.

Policy GB – Occupational Health and Safety – Cont'd

6.4. Mentorship programs may be provided for employees where appropriate.

6.5. A contractor services safety orientation shall be provided to a contractor representative prior to the commencement of any work done by a contractor who is new to working within the Division.

6.6. Employee and contractor orientations shall be documented.

7. Refusal to Work

7.1. Every work site party is accountable for workplace health and safety and as such both the Division and all Division employees have responsibilities and obligations.

7.2. Division staff shall take reasonable care to protect the health and safety of themselves at or in the vicinity of the worksite while working.

7.3. Every worker shall, at all times, when the nature of the work requires, use all devices and wear all personal protective equipment designated and provided for their own protection or required to be used.

7.4. An employee may refuse to work or to do particular work at a work site if the employee believes on reasonable grounds that there is a dangerous condition at the work site or that the work constitutes a danger to the employee's health and safety or to the health and safety of another employee that are outside the specific field of work and normal duties or tasks.

7.4.1. An employee who refuses to work or to do particular work, shall promptly report the refusal and the reasons for it to their immediate supervisor.

7.4.1.1. When a supervisor receives a refusal to work, they shall immediately contact the Associate Superintendent of Finance and Operations and follow OHS requirements as laid out in S. 31 and 32 of the Occupational Health and Safety Act.

7.4.2. Work may be refused under four conditions:

7.4.2.1. The employee sincerely believes there is an imminent danger: any worker can refuse work if they honestly believe that it would pose an imminent danger to their own or another person's health and safety.

7.4.2.2. The employee's belief is reasonable: the health and safety concern must be reasonable.

7.4.2.2.1. The hazard must be one that an average, everyday worker with reasonable training and experience would consider dangerous.

7.4.2.3. The danger is unusual: Work refusals don't apply to dangers that are a normal part of the job.

7.4.2.4. The refusal doesn't endanger anyone else: refusals are not permitted if they endanger the health and safety of another person.

Policy GB – Occupational Health and Safety – Cont'd

DRAFT Board Meeting Dates

Tuesday, August 18, 2020

Monday, September 28, 2020

Monday, October 26, 2020

Monday, November 23, 2020

Monday, December 14, 2020

Monday, January 25, 2020

Monday, February 22, 2020

Monday, March 22, 2020

Monday, April 26, 2020

Monday, May 31, 2020

Monday, June 28, 2020

School	Enrollment (K-12)	Ward	
Armada Colony	34	Lomond/Enchant	
Enchant Colony	32	Lomond/Enchant	
Enchant	95	Lomond/Enchant	
Lomond	105	Lomond/Enchant	
Lomond Colony	10	Lomond/Enchant	
			276
Erle Rivers	86	Milk River	
Milk River Elem.	80	Milk River	
Riverroad Colony	16	Milk River	
			182
ACE	73	Taber/Barnwell	
Barnwell	189	Taber/Barnwell	
Cameron Farms Colony	24	Taber/Barnwell	
Central	215	Taber/Barnwell	
D.A. Ferguson	228	Taber/Barnwell	
Dr. Hamman	239	Taber/Barnwell	
Evergreen Colony	15	Taber/Barnwell	
Hillridge Colony	29	Taber/Barnwell	
L.T. Westalke	71	Taber/Barnwell	
Midland Colony	12	Taber/Barnwell	
Oaklane Colony	22	Taber/Barnwell	
Taber Christian	402	Taber/Barnwell	
Taber Christian High	30	Taber/Barnwell	
Taber Mennonite	119	Taber/Barnwell	
W.R. Myers	348	Taber/Barnwell	
			2198 732.6666667
Hays	58	Vauxhall/Hays	
Copperfield Colony	36	Vauxhall/Hays	
HMAP	77	Vauxhall/Hays	
Vauxhall Elem.	170	Vauxhall/Hays	
Vauxhall Sr. High	188	Vauxhall/Hays	
			529
Arden T. Litt	28	Warner/Grassy	
Bluegrass Colony	8	Warner/Grassy	
Chamberlain	93	Warner/Grassy	
Delco Colony	32	Warner/Grassy	
Elmspring Colony	29	Warner/Grassy	
Fairlane Colony	18	Warner/Grassy	
Goldspring Colony	15	Warner/Grassy	
Kingsland Colony	10	Warner/Grassy	
Miltow Colony	13	Warner/Grassy	
Prairiehome Colony	27	Warner/Grassy	
Sunnysite Colony	37	Warner/Grassy	

COVID-19 INFORMATION WORKPLACE GUIDANCE FOR 2020-21 HORIZON RE-ENTRY PLAN

Updated June 12, 2020

(NOTE: Red text is from Alberta Education's "Guidance for Re-entry" documents)

Implementation of the division re-entry plan is subject to change based upon new information and direction from the Chief Medical Officer of Health and Alberta Education. It is developed using the most recent available information related to the COVID-19 pandemic.

Table of Contents

BACKGROUND

HAZARD ASSESSMENT AND CONTROL

GENERAL BUILDING SAFETY

- Hand Hygiene and Respiratory Etiquette
- Cleaning

SCREENING

COHORTING

PHYSICAL DISTANCING

EXPECTATIONS FOR DROP-OFF/PICK-UP AND ENTRY AREAS AT SCHOOLS

IN-PERSON LEARNING

EXPECTATIONS FOR VISITORS AND OTHER SERVICE PROVIDERS ENTERING THE SCHOOL

RISK MITIGATION FOR HIGH TRAFFIC AREAS IN SCHOOL FACILITIES

EXPECTATIONS FOR SHARED USE EQUIPMENT

AUXILIARY SPACES

FOOD SERVICES

RESPONDING TO ILLNESS

- Screening for Symptoms

STUDENT TRANSPORTATION

WORK EXPERIENCE AND OTHER LEARNING EXPERIENCES

INTERNATIONAL STUDENTS/PROGRAMS

PERSONAL PROTECTIVE EQUIPMENT

COMMUNICATION

BACKGROUND

- On March 15, 2020 Alberta's K-12 schools were closed for in-school classes indefinitely due to the COVID-19 pandemic.
- On April 30, 2020, the Alberta government announced the Alberta relaunch strategy.
 - On April 30, Premier Kenny stated that in-school classes will not resume during the 2019-2020 school year.
 - Planning for the 2020-21 school year commenced.
- On May 20, 2020 the Alberta government shared the draft 2020-21 School Re-Entry Plan with stakeholders and requested feedback.
 - The provincial re-entry plan for K-12 schools considers three scenarios:
 - A. Normal operations.
 - B. Schools are open for classes with some health restrictions.
 - C. Schools remain closed for classes – at home learning continues.
 - It was communicated that Movement between scenarios would be determined by zone Medical Officer of Health as per Alberta Health criteria/triggers
- On June 10, Minister LaGrange released the [2020-21 School Re-Entry Plan](#) and health guidelines for [scenario one \(near normal\)](#) and [scenario two \(in school classes partially resume\)](#).
- The return to in-class learning is not without risk of infection transmission. By bringing many people together in a closed setting, such as a school, we expect that cases and even outbreaks of COVID-19 will occur in some locations within Alberta. Public health officials will be monitoring the situation closely and be ready with a plan that enables a rapid response to cases of COVID-19 in a school.

- If any of Horizon's schools are connected to a confirmed or probable case of COVID-19 we will be contacted by Alberta Health Services (AHS) and may be required to close in person classes to allow the public health investigation to take place. The decision to send a cohort/class home or to close a school will be made in consultation with the local Medical Officer of Health.
- Both scenario 1 and 2 will include the following health guidelines:
 - routine screening for all staff and students
 - enhanced cleaning and disinfecting including
 - daily cleaning for all areas of the school and high-touch surface cleaned several times a day
 - strict stay-at-home policy for any students or staff exhibiting symptoms of COVID-19
 - physical distancing recommendations
 - reorganization of rooms to allow for more physical space
 - Cohorting of students by class where possible
 - **If two or more people from different cohorts are required to come within 2 metres of one another for the purposes of instruction, practice or undertaking examinations, additional protections must be instituted such as engineering controls (such as plexiglas barriers or partitions) administrative controls (adapting the activity to minimize or eliminate close contacts) or use of masks. (scenario 2)**
 - A cohort is defined as a group of students and staff who remain together. The size of the cohort will depend on the physical space of the classroom or learning setting. **At least 2 metres of physical space, where possible, should be maintained between desks (scenario 2).**
 - hand hygiene expectations when entering and exiting the school and classrooms, before and after eating
 - continual reminders of the importance of respiratory etiquette (e.g. cover coughs and sneezes, avoid touching the face and disposal of used tissues promptly, followed by hand hygiene)
 - staff and students will not be mandated to wear masks.

- Masks may be considered in circumstances where there is prolonged close contact (greater than 15 minutes) and distance of two metres cannot be maintained.
 - Masking is generally not recommended for young children.
- Guidelines and standards on the use of non-medical face masks is accessible at the following webpage:
 - <https://www.alberta.ca/masks.aspx>
- a no sharing policy, all students should have their own supplies
 - where sharing of equipment is required, the equipment should be cleaned between uses
- guiding foot traffic flow through entrances and hallways by using markers on the floor or pylons/barriers
- School assemblies or other large gatherings (e.g., concerts or dances) **(should - scenario 1 / must - scenario 2)** be avoided.

Horizon's re-entry plan is built in alignment with the province's relaunch strategy, re-entry plan, and Healthy Guidance for School Re-Entry. Health guidelines focus primarily on hazard assessment and controls and should be considered in conjunction with [Horizon's Fall 2020 Continuity of Learning Plan](#).

- The Minister will state which health guideline scenario to use by August 1
- If scenario 1 or 2 are in place in September, we recognize that scenario 3 may also be at play as there may be families opting to not send their children to school during the pandemic.
 - Depending on the number of parents opting to send their children to school in the fall
 - students may not be returning to class with the same group of students or the same teacher.
 - Teachers instructional assignments may change including multi-school student groupings.
- Staff are requested to remain up to date with developments related to [COVID-19](#) as well as [workplace guidelines for businesses](#)

- Staff are also reminded that social and mental health supports are available
 - Horizon's FSLCs (counsellors) remain available to provide support.
 - Homewood Health (click here) is provided as part of our ASEBP benefits. Covered members can access resources and online/virtual counselling.
 - Any Albertan may call the Mental Health Help Line at 1-877-303-2642 or the Addiction Help Line at 1-866-332-2322 between 7 a.m. and 11 p.m., seven days a week.

HAZARD ASSESSMENT AND CONTROLS

- We have an obligation to prevent the transmission of COVID-19 at our workplace by providing rapid response in the event of a confirmed case, maintaining levels of hygiene, and conducting hazard assessments for all tasks carried out as part of business operations.
 - When hazards cannot be completely eliminated, they should be controlled using the following hierarchy of controls:
 - First choice: Engineering controls
 - These control the hazard at the source. E.g. placing barriers between staff, isolation room for sick students.
 - Second choice: Administrative controls
 - These controls change the way staff and students interact. E.g. physical distancing, respiratory etiquette, cleaning protocols.
 - Third choice: PPE
 - PPE is necessary when physical distancing of 2 metres or physical barriers cannot be maintained by administrative and engineering controls. PPE controls the hazard at the individual level. E.g. gloves, mask
- All staff should undertake a risk assessment (Appendix A) to see if any additional risk mitigation strategies need to be undertaken
 - When planning activities staff should ask themselves
 - Does the activity violate a health order?
 - Does the activity involve shared surfaces or objects frequently touched by hands?

- Can the activity be modified to enhance health guidelines (e.g. physical distancing)?
- What is the frequency/possibility to clean high touch surfaces
- Is the task essential? Can it be deferred?
- Staff have a right to:
 - know
 - about safety hazards they may be exposed to
 - what controls are in place to eliminate or control hazards
 - participate
 - e.g. site OHS health and safety committees
 - refuse unsafe work
 - Individuals who do not wish to resign are required to report to work except in very limited circumstances (e.g. right to refuse work if the worker has reasonable grounds to believe that the work is unusually dangerous to the worker's health and safety)
 - Note that there is a difference between dangerous condition, and a vulnerable employee with a medical disability as it relates to work refusal
 - Work refusals typically occur when employers are not in compliance with provincial orders, guidelines, or when there are imminent dangers (e.g. confirmed cases of COVID are present)
 - Work refusal test is an objective test, based on what a reasonable average right-minded employee with reasonable training would conclude.
 - Supervisors receiving work refusals should contact the Associate Superintendent of Human Resources
- Staff should report hazardous conditions to their supervisor and/or their site OHS committee as per normal practice
 - Dangerous condition should be remedied immediately or investigated with division office follow up as per normal practice

GENERAL BUILDING SAFETY

- A thorough cleaning of school facilities must be completed prior to re-entry.
- Many school buildings have had reduced or no water flow through the plumbing water system during the pandemic, leading to the stagnation of water in the pipes. Prior to the launch of summer school, the physical setting should be checked to ensure fresh water replaces the stagnant water in the water lines. Guidance on flushing water systems can be accessed [here](#).
- HVAC systems should **(must – scenario 2)** be checked to ensure good ventilation.
- Area rugs and soft furnishings that cannot be easily cleaned and disinfected should **(must be – scenario 2)** be removed.
- **Increased frequency of cleaning of permanent carpets is recommended. (Scenario 2)**
- **Schools must develop procedures** that outline hand hygiene and cleaning requirements for schools and should address:
 - Placement of hand sanitizer containing at least 60% alcohol content (or a non-alcohol-based hand sanitizer approved by Health Canada) in entrances, exits, classroom entrances, high-touch equipment such as microwave ovens and vending machines and other high traffic areas. A list of Health Canada approved hand sanitizers is posted [here](#).
 - High contact surfaces (including water fountains);
 - Washrooms;
 - Shared equipment;
 - Auxiliary spaces and common rooms; and
 - Others areas that may apply.

HAND HYGIENE AND RESPIRATORY ETIQUETTE

- Schools should implement health education with all students upon the return to school that includes:
 - What we can do to keep everyone safe
 - How to [wash hands](#)
 - Good respiratory hygiene
 - Avoid touch face, mouth, nose, and eyes
 - Stay home if sick
 - physical distancing
- Schools should post signs encouraging [good hand hygiene](#) and respiratory hygiene and how to wash hands

- Schools should have supervision practices in place to ensure everyone disinfects their hands at all class and school points of entry/exit.
- Everyone should wash their hands for at least 20 sec or use hand sanitizer
 - When they arrive at school and before they go home
 - Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions,
 - Before eating and drinking
 - After using the toilet
 - After playing outside
 - After sneezing or coughing into hands
 - Whenever hands are visibly dirty
- Staff should wash hands for at least 20 sec or use hand sanitizer
 - Before handling food or assisting children with eating
 - Before and after giving or applying medication or ointment to a child or self
 - After contact with body fluids (i.e., runny noses, spit, vomit, blood)
 - After cleaning tasks
 - After removing gloves
 - After handling garbage
- Individuals should cough and sneeze into the crease of the elbow or tissue and immediately throw tissues out in garbage can lined with plastic bag
- Other items to consider to enhance hygiene
 - Developing strategies to minimize contact of shared items
 - e.g. handling numerous books prior to taking one
 - e.g. disinfecting hands after handling books or student work
 - Limit contact with cash, encourage usage of online payments
 - Assign staff to dedicated work areas as much as possible
 - Consider whether students should have designated computers/devices and implement disinfecting practices before and after use
 - Implement practices that reduce sharing of communal items during recess (e.g. balls)
 - Implement practices that minimize sharing or ensure disinfection between uses in classes with shared common items
 - E.g. CTS classes

- Minimize the transportation of unnecessary items between home and school
 - Unnecessary items brought back and forth should be disinfected, if possible, and not used by anyone else
- Leave classroom doors ajar so as to minimize contact
- Efforts should be made to bring a lunch/snack that does not require a lot of preparation or microwave usage.
- Staff should supervise the use of alcohol sanitizer when used by young children
- Disinfect hands and photocopier before and after use
- Use gloves or disinfect hands before loading paper in photocopier
- Ensure mouthed toys are immediately put into a designated bucket to be cleaned and disinfected
- Soft toys (plush toys and blankets) should not be shared at this time. Launder in hot water and dryer between children or discontinue use.
- Students should not bring toys from home without first notifying school staff.
 - Personal toys should not be shared.
 - Stuffed toys should not be brought to school.

CLEANING

- The maintenance department will work with custodians and contractors to develop and implement procedures for frequent cleaning and disinfecting of high touch surfaces (e.g. vending machines, microwave ovens, door handles, stair rails, light switches, water fountain knobs, push buttons), washrooms, shared equipment, and common areas
 - Custodial staff/contractors will implement daytime cleaning
 - Custodial staff/contractors must clean all areas of the school daily and do a deep cleaning when students are not present.
 - High touch surfaces shall be cleaned several times a day
 - Custodial staff/contractors will follow standardized “enhanced cleaning procedures” as directed by the Facilities Manager. (See Appendix B).
- While custodians will address cleaning, all staff play a role in preventing the spread of COVID and keeping school facilities safe for everyone. As such, all staff are requested to , disinfect commonly used surfaces and shared items in their work environment

- Increased frequency of cleaning and disinfection of high-touch areas and equipment (e.g. microwave ovens and vending machines) inside and outside classrooms.
 - Disinfectants used must have a Drug Information Number (DIN) with a virucidal claim. Alternatively, 1000 ppm bleach solution can be used. More information on cleaning and disinfection can be accessed [here](#).
- Students and staff are required to perform hand hygiene when entering and exiting the school as well as before entering the classroom.
- Proper hand hygiene and respiratory etiquette should be promoted.
- Water Fountains can remain open. Mouthpieces of drinking fountains are not a major source of virus transmission and require regular cleaning according to manufacturer recommendations.
 - Water fountain knobs and push buttons are considered high-touch surfaces, and should (**must – scenario 2**) be regularly cleaned and disinfected. Consideration can be given to having students fill water bottles rather than having them drink directly from the mouthpiece of a fountain.
- Additional Alberta Health Services resources:
 - AHS Infections Prevention & Control [posters](#)
 - Hand Washing Posters (AHS)
 - [Poster 1](#)
 - [Poster 2](#)
 - How to Hand Wash (AHS) [poster](#)
 - How to use alcohol-based hand rub/sanitizer (AHS) [poster](#)

SCREENING

- Before leaving home, staff, children/students, visitors, and volunteers who will access the school for work or education, must self-screen for symptoms each day that they enter the school using the attached tool (See Appendix C).
- Parents and children/students must be provided a copy of the screening tool upon school registration with the expectation that it needs to be completed on a daily basis.

- Schools should (**must – scenario 2**) keep records of children’s known pre-existing conditions. If a child develops symptoms that could be caused by either COVID-19 or by a known pre-existing condition (e.g., allergies), the child should be tested for COVID-19 to confirm that it is not the source of their symptoms before entering or returning to school.
- Anyone that reports symptoms should be directed to stay home, seek health care advice as appropriate (e.g., call Health Link 811, or their primary health care practitioner, or 911 for emergency response), and fill out the [AHS Online Self-Assessment tool](#) to determine if they should be tested.
- [Signs](#) must be posted reminding persons not to enter if they have COVID-19 symptoms, even if symptoms resemble a mild cold.

COHORTING

- The risk of transmission of COVID-19 is reduced by limiting exposure to others.
- Contact tracing is also more feasible when groups (cohorts) are maintained. It is recommended, where possible, that students be cohorted by class.
- A cohort is defined as a group of students and staff who remain together. The size of the cohort will depend on the physical space of the classroom or learning setting. (**At least 2 metres of physical space, where possible, should be maintained between desks. Scenario 2**)
- Cohorting will decrease the number of close contacts a case of COVID-19 would have in a school and assist public health officials in their efforts to trace contacts and contain an outbreak. For the purposes of contact tracing, consider limiting capacity of rooms (**to a maximum 25 people, where possible, or – scenario 2**) to a number that allows for physical distancing (i.e. less students in a smaller room and more students in a larger room).
- All teachers must ensure students have assigned seating

PHYSICAL DISTANCING

- Physical distancing (2 metre spacing) is a useful public health measure to help prevent the spread of disease. Increasing the space between persons

decreases the risk of transmission. Where 2 metres is not possible between desks, the greatest possible spacing is recommended.

- If 2 metres cannot be arranged between desks/table, students should be arranged so they are not facing each other (e.g. arranged in rows rather than in small groups of 4 or a semi circle). This way, if a student coughs or sneezes, they are not likely to cough or sneeze directly on the face of another student.
- In situations where physical distancing is not possible (e.g., busses, classrooms and some sporting activities), extra emphasis on hand hygiene, respiratory etiquette, not participating when sick and cleaning and disinfecting on a regular basis before and after activities is strongly recommended.
- In circumstances where 2 metres of physical distance is not possible (especially if the circumstance requires prolonged close contact for longer than 15 minutes), teachers, staff and students may choose to wear a non-medical face mask to protect one another. Guidance on mask use is available [here](#).
- It is still recommended to maintain physical distancing within a cohort whenever possible to minimize the risk for disease transmission (i.e., spacing between desks).

EXPECTATIONS FOR DROP OFF/PICK UP AND ENTRY AREAS AT SCHOOLS

- Schools should (must – scenario 2) develop procedures for drop-off that support physical distancing (of 2 meters – scenario 2) where possible between all persons (except household members).
 - Schools should consider staggering the start and end of the school day to reduce the number of students in hallways and common areas
 - Schools should consider designating separate entrances and exits and consider having students enter through multiple entrances so that there is not a high volume of students at one door.
 - Entrances and bottleneck areas should be supervised

- Upon arrival of school students should remain on buses until they are signaled to disembark by school staff
- Students should head straight to their classroom upon entering the school
- Reduce unnecessary time student spend at school before and after classes
- Reduce usage of communal gathering areas
- Consider strategies to support physical distancing such as staggering drop-off and pick-up times and locations, or put in place other protocols to limit contact between staff/parents/guardians/children/students as much as possible.

IN-PERSON LEARNING

- Schools should develop procedures and plans for in-person learning that supports physical distancing (2 m – scenario 2) where possible, and to separate cohorts to the greatest extent possible.
 - Staff should organize more individual activities or activities that encourage space between students and staff (minimize group activities)
 - At least 2 metres of physical space, where possible, should be maintained between desks.
 - Typical classrooms (64m²) will hold about 9 students.
 - Staff and students should be cognizant of how individuals move within the classroom in order to maintain 2m distancing
 - Is there space for teachers to approach student desks?
 - Are students able to freely leave their desk?
 - E.g. of desks arrangement
 - Students should not move desks or chairs
 - Students should be kept in the same group, in the same room, in the same desk, with the same staff to the largest extent possible
- There should be no physical contact
 - No greetings that involve physical contact such as handshakes or hugs
- Further examples of how to support distancing include:
 - Signage indicating the maximum number of individuals in each space.

- Implement contact-free modes of interaction
- Assigned seating in classrooms
- Limit classroom volunteers and guest speakers
- Expect changes to the extra-curricular sport schedules
 - Sports practices and outdoor activities may proceed in accordance with [sector-specific guidance](#).
 - For more guidance on outdoor sports and recreation, refer to the [Guidance for Outdoor Recreation](#).
- Consider how to best address traffic flow throughout the schools. This may include one-way hallways and designated entrance and exit doors. Note that it is important not to reduce the number of exits and ensure the fire code is adhered to.
- **(If two or more people from different cohorts are required to come within 2 metres of one another for the purposes of instruction, practice or undertaking examinations, additional protections must be instituted such as engineering controls (such as plexiglas barriers or partitions) administrative controls (adapting the activity to minimize or eliminate close contacts) or use of masks. – scenario 2)**
- For activity planning, staff should ask themselves the following questions to determine the risk of the activities and whether they are allowed to proceed:
 - Does the activity involve shared surfaces or objects frequently touched by hands?
 - Can an activity be modified to increase opportunities for physical distancing?
 - What is the frequency/possibility to clean high touch surfaces (e.g., electronic devices, instruments, equipment, toys)?
- To align with physical distancing, field trips and activities requiring group transportation should **(be postponed at this time – scenario 2) (not occur at this time) scenario 2)**.
- Stagger lunch/snack breaks to maintain physical distancing among children/students.
- Learning experiences involving unprotected (without a mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments should be postponed at this time. Consider alternatives such as:
 - Recording or live-streaming individual performers in separate locations;

- Including more lessons focused on music appreciation or music theory;
- Choose to play instruments that are lower risk (e.g., percussion or string instruments over wind instruments).

EXPECTATIONS FOR VISITORS AND OTHER SERVICE PROVIDERS ENTERING THE SCHOOL

- The public is allowed into the school following established protocols. (scenario 1)
 - The public should not enter the school if they are ill. (Scenario 1)
 - There should be no non-essential persons allowed into the school. (Scenario 2)
 - Parents/guardians can attend the school if they are required. (as part of the educational programming needs of the school (i.e. medical injections, learning supports, etc.) scenario 2)
 - When a visitor enters the school they should be asked to use the self screening tool (see Appendix C) before they enter the school. (scenario 1)
 - When a school visit is essential, the school must screen visitors using the attached tool (see Appendix C) before they enter the school. (scenario 2)
 - If a visitor answers YES to any of the questions, the individual must not be admitted into the school.
 - A record of all visitors should (**must – scenario 2**) be kept.
 - The school should (**must – scenario 2**) screen service providers, including delivery drivers and independent contractors using the attached tool (see Appendix C) before they enter the school.
 - If a service provider answers YES to any of the questions, the individual must not be admitted into the school.
 - In the case of a delivery driver answering Yes, the driver/school will make alternate delivery arrangements.
-

RISK MITIGATION FOR HIGH TRAFFIC AREAS IN SCHOOL FACILITIES

- Schools should (**must – scenario 2**) institute controls to promote physical distancing between all attendees in areas in and outside of the classroom, including hallways, washrooms, and common areas. This may include:
 - Staggering start and end-times for classes to avoid crowded hallways.
 - Posting signs, using stanchions and marking floors.
 - Removing and restaging seating in public areas to prevent gathering.
 - Considering limiting bathroom occupancy at any one time.
 - Minimize student movement around the school
 - Hallways practices will need structure (manage flow in all common areas including bathrooms)
 - Limit student travel throughout the day, especially unsupervised
 - Limit access to lockers between classes and schools should consider how social distancing will be maintained during locker access.
 - There is to be no sharing of lockers
 - Individuals walking down hallways should employ rules of the road
 - single file
 - 2m following distance
 - preferably one way hallways
 - walk on the right side
 - halt to oncoming individuals when turning left
 - zipper merge
 - Further examples of how to support distancing include:
 - Use hallway floor markings (indicating direction, 2m distance)
 - Decommission alternating urinals
 - Remove excess chairs from communal spaces
 - Monitor and supervise bathrooms to minimize student numbers and ensure physical distancing
 - Delay fundraising activities (e.g. door to door chocolate sales)
 - Lock non-front doors during the school day to control public access
 - Parents are encouraged to call or email schools rather than visit in-person.

- Reduce carpooling
 - A single occupant per vehicle is the preference for all situations. However, in cases when this may be impossible (i.e. an emergency), then passengers should be seated in the seat furthest from the driver, and both occupants should don face masks (surgical or reusable cloth masks) for the duration of the trip.
- Think about emergencies that may have practices that take priority over physical distancing
 - Lockdowns, evacuation, first aid
 - Implement reasonable practices and consider what can be done afterwards (e.g. wash hands/disinfect self-monitor)

EXPECTATIONS FOR SHARED USE EQUIPMENT

- Use of shared items or equipment is to be avoided where possible.
- Equipment that must be shared should be cleaned and disinfected after each use.
- Arrangements for storage of personal items should be made.
- Children/students should be provided with an area for storing personal items.

AUXILIARY SPACES

- Gymnasiums can be used to deliver physical education programming.
 - When possible physical education should be done outside instead of inside as the risk of transmission is more likely to occur indoors rather than outdoors. Follow the [*Guidance for Outdoor Activity*](#) as relaunch progresses.
 - Administrators and teachers should choose activities or sports that support physical distancing (e.g. badminton over wrestling).
- Consider using auxiliary space such as gyms and libraries to deliver education program to aid in physical distancing.

- Use of shared items or sports equipment should be discouraged. Equipment that must be shared should be cleaned and disinfected before and after each use, or users should perform hand hygiene before and after each use.
- School assemblies or other large gatherings (e.g., concerts or dances) should **(must – scenario 2)** be avoided virtual options should be offered instead of in person gatherings.

FOOD SERVICES

- No activities that involve the sharing of food between students or staff should occur.
 - Classes that teach food preparation may occur as long as students do not share the food they prepare with other students or staff.
- For classroom meals and snacks:
 - No self-serve or family-style meal service. Instead, switch to pre-packaged meals or meals served by designated staff.
 - Food provided by the family should be stored with the student's belongings.
 - Close the food preparation areas off that could be accessed by students/children, non-designated staff, or essential visitors.
 - Ensure that food-handling staff practice meticulous hand hygiene and are excluded from work if they are symptomatic.
 - Students/children should practice physical distancing while eating.
 - There should be no common food items (e.g., salt and pepper shakers, ketchup).
 - Utensils should be used to serve food items (not fingers).
 - If a school is using a common lunchroom and staggering lunch times, ensure that cleaned and disinfected after each use all surfaces of the tables and chairs (including the underneath edge of the chair seat) are cleaned and disinfected after each use.
- Food Service Programs (Cafeteria)
 - Food service establishments should follow the Alberta Health restaurant guidance posted [here](#).

- School Cafeterias should **(must – scenario 2)** use alternate processes to reduce the numbers of people dining together at one time.
- Remove/rearrange dining tables (or place signs on tables/chairs that are not to be used to maintain physical distancing.
- Place tape or other markings on floors to maintain a physical distancing of 2 metres.
- Stagger meal service times to reduce the numbers of people present at any one time.
- Adapt other areas to serve as additional dining space to increase spacing among persons in the same room.
- Do not use buffets. Instead, switch to pre-packaged meals or meals served by staff.
- Dispense cutlery, napkins and other items to students/children, rather than allowing them to pickup their own items.

RESPONDING TO ILLNESS

- Staff members, parents, and children/students should **(must – scenario 2)** not enter the school if they have symptoms of COVID-19.
- Schools should **(must – scenario 2)** develop procedures to address staff that become symptomatic during the school day to allow that staff member to isolate/leave the school for the time recommended by the Chief Medical Officer of Health and Alberta Health Services. The staff member should be encouraged to access COVID-19 testing by accessing the [AHS Online Testing tool](#).
- Staff displaying symptoms at work should go home right away.
 - Assist such employees to find appropriate transportation home, if required.
 - Staff should follow regular collective agreement practices related to paid absences
- Dealing with individuals who show symptoms at school
 - Have emergency kit available at school. Containing
 - Gloves

- Masks
- Protective eyewear
- Re-closeable bag
- cleaning solution wipes
- Once a sick individual has left the school, clean and disinfect all surfaces, items, and areas with which they may have come into contact.
 - Dispose of one-time PPE equipment such as gloves and disinfect reusable PPE such as protective eyewear and restock emergency kit
 - Ensure that everyone who may have had contact with the sick individual washes their hands thoroughly.
 - Immediately record the names of all close contacts the sick individual has been in contact with that day and in the 48 hours prior to when the symptoms started. This information may be necessary if the sick individual later tests positive for COVID-19.
- Staff are required to inform their supervisor if they test positive
 - Staff hospitalizations related to COVID-19 must be reported to OHS via division office
- Parents are asked to inform the school if their child tests positive
- If a child/student develops symptoms while at the school, the child/student should be asked to wear a non-medical mask if they are able to, and be isolated in a separate room. The parent/guardian should be notified to come and pick up the student immediately. If a separate room is not available, the child/student should be kept at least 2 metres away from other children/students. The student should be encouraged to access COVID-19 testing by accessing the [AHS Online Testing tool](#).
- If parents can't come to pick up the child then they must have an alternate plan for someone to come and pick them up within the hour.
- Schools should contact bus drivers if kids get sick
- If the child/student requires close contact and care, staff can continue to care for the child/student until the parent is able to pick up the child/student. The student and staff should wear a mask and close interactions with the student that may result in contact with the student's respiratory secretions should be avoided. If very close contact is required

and the child is young the staff member should also use a face shield or eye protection.

- Staff/students must wash their hands before donning a mask and before and after removing the mask (as per [Alberta Health mask guidance](#)), and before and after touching any items used by the child/student.
- All items the student touched/used while isolated must be cleaned and disinfected as soon as the child/student has been picked up. Items that cannot be cleaned and disinfected (e.g. paper, books, cardboard puzzles) should be removed from the classroom and stored in a sealed container for a minimum of 10 days.
- Schools must keep records of a student's known pre-existing conditions. If a student develops symptoms in or outside of the program that could be caused by COVID-19 or by a known pre-existing condition (e.g. allergies), the student should be tested for
- COVID-19 at least once to confirm that it is not the source of their symptoms before entering or returning to the school.
- If two or more staff/students within a cohort are identified as having symptoms consistent with COVID-19, the school should follow outbreak notification procedures as per routine zone protocols (under review for September 2020).

STUDENT TRANSPORTATION

- Parents and children/students should (**must – scenario 2**) not be in the pick-up area or enter the bus if they have symptoms of COVID-19.
 - Schools should ensure adequate bus pick up and drop off supervisions
- **Encourage private (e.g. parents or caregivers) vehicle use where possible to decrease transportation density. (scenario 2)**
- **Schools must develop procedures for student pick-up and drop off that support physical distancing of 2 metres between all persons (except household members or cohorted children/students and staff), support respiratory etiquette and access to hand hygiene. (scenario 2)**
 - First bench behind the bus driver remains empty (if no physical barrier)
 - Board removes non-eligible students from buses

- under 2.4km (scenario 1 and 2)
- school of choice (scenario 2)
- The driver should be provided with a protective zone, which may include:
 - 2 metre physical distance;
 - Physical barrier (not at this time);
 - Non-medical mask (voluntary); or
 - Other (as per First Student protocols)
- Students should (**must - scenario 2**) be assigned seats and a record of this seating plan should (**must - scenario 2**) be kept in order to assist with contact tracing in the case of a student being a case of COVID-19. Students who live in the same household should be seated together.
 - If one child per bench, student sits by window
 - Transfer buses may be eliminated to reduce the need for cleaning between student cohorts
- Schools should (**must - scenario 2**) develop procedures for student loading, unloading and transfers that support physical distancing of 2 metres between all persons (except household members), (**when possible – scenario 1**) and may include:
 - Student misconduct form will include “non-compliance with COVID guidelines”
 - Buses will have hand sanitizer and students will be required to use hand sanitizer when they get on the bus in the morning
 - Not all buses will unload the same time (school will signal to the driver to proceed)
 - Staggered arrival times
 - Parent maintain responsibility to be present at bus stop before pick up and after drop off to ensure their children social distance
 - Children/students start loading from the back seats to the front of bus.
 - Where feasible, limit the number of students per bench unless from the same household.
 - When more than one student from different families share a bench, parents will be informed and student will be from same class
 - Students from the same household may share seats.
 - Students start unloading from the front seats to the back of bus.

- Student pick up and drop off times may be adjusted as needed to implement COVID guidelines
- If a child becomes symptomatic during the bus trip, a mask may be made available. The driver will contact the school to make the appropriate arrangements to pick up the child/student (see Responding to Illness above).
- Bus drivers may phone parents and request that they pick up or not have sick children get on the bus
- Bus cleaning and records.
 - Increase frequency of cleaning and disinfection of high-touch surfaces, such as door handles, window areas, rails, steering wheel, mobile devices and GPS prior to each run.
 - It is recommended that vehicle cleaning logs be kept.

WORK EXPERIENCE AND OTHER LEARNING EXPERIENCES

- Work experience may resume as long as the risk of infection is mitigated for all participants.
- If the work experience placement is in a workplace, the child/student is expected to follow health rules set out by the workplace which should (**must - scenario 2**) comply with the [Workplace Guidance for Business Owners](#) .
- **If two or more individuals outside of the same cohort are required to come within 2 metres of one another for the purpose of instruction, practice, or undertaking examinations, additional protections must be instituted such as engineering controls (barriers or partitions) or use of masks by all individuals in close contact. (scenario 2)**
- The time that individuals are in close contact should be kept to a minimum.
- Use of shared items or equipment should be avoided. Equipment that must be shared should be cleaned and disinfected before and after each use, AND users should perform hand hygiene before and after each use.
- Learning experiences involving unprotected in-person singing or playing wind instruments may pose an increased risk of transmission and should be postponed at this time. Alternatives such as recording or live-streaming individual performers in separate locations should be pursued.

- Sports practices and outdoor activities may proceed in accordance with [sector specific guidance](#).
- [Guidelines for resuming indoor sport are under development and will be posted shortly](#).
- For more guidance on outdoor sports

INTERNATIONAL STUDENTS/PROGRAMS

- Once Canada lifts travel restrictions and non-essential international travel resumes, international travel programs and international education programs in Alberta can resume if quarantine requirements and [public health orders](#) are followed.

PERSONAL PROTECTIVE EQUIPMENT

- Employees have a responsibility under OHS legislation to follow safe work procedures, including the use of PPE where required. An employee's refusal to wear PPE may be cause for discipline, particularly if the refusal creates a risk of infection for other employees at the workplace.
 - Students will not be provided masks, but are welcome to bring them from home and wear them.
 - Staff should think about staff who work with high needs/medically fragile children (as they often require close contact)?
 - If the task absolutely necessitates being less than 2 metres from another person individuals PPE should be considered as per this plan

COMMUNICATION

- It's critical to have open lines of communication between
 - School and parents
 - School and staff
- Schools should communicate with parent/students/staff (including substitutes) prior to the start of the school year and ensure parents are

- aware of safety protocols and changes in practice (steps taken to prevent the risk of transmission of infection and remind them of their role)
- Schools should consider creating a video that shows some of the changes in practice (e.g. floor markings, hand sanitizer, etc) and how kids will enter the school
 - Ensure staff are up to date and trained with regard to new practices
 - <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>
 - Regularly remind students, parents, and staff of the measures to prevent the spread of COVID-19.
 - Post signs (not to enter if they have COVID-19 symptoms, hand hygiene, respiratory etiquette etc) at entrances, in staff room, classroom, bathrooms, and common areas)
 - Encourage social responsibility (e.g. AB trace together app)
 - Share how to mitigate risk outside of school
 - At home,
 - While commuting to work
 - Outside of home
 - Generally avoid entering public establishments
 - Consider wearing masks when entering public establishments
 - Utilize “tap” as opposed to money or entering your pin when paying
 - When purchasing fuel, use fuel station in your own community and utilize gloves or clean hand before and after utilizing the nozzle and punch code
 - Remind staff, students, and parents about social and mental health resources available to them.

APPENDIX A HAZARD ASSESSMENT AND CONTROL

Alberta’s Occupational Health and Safety legislation requires employers to conduct hazard assessments and to eliminate the hazards identified. If the hazards cannot be eliminated, the employer must introduce controls to protect against them.

The hazard assessment and control process provides a consistent approach for employers and workers to identify and control hazards in the workplace.

Horizon’s 2020-21 re-entry plan contains a number of controls based on health guidelines related to (1) physical distancing (2) cleaning, (3) screening for symptoms, (4) Personal Protective Equipment (PPE)

As you reflect upon the tasks/activities for your job/position, are there COVID hazards that have not been identified, eliminated, or mitigated.

A **hazard** is a situation, condition or thing that may be dangerous to health and safety. A hazard refers to the potential for something to cause harm. **Risk** refers to the probability that harm will occur if exposed to a hazard.

Tasks	Hazards	Controls
List all tasks/activities for the job/position	List all existing and potential COVID hazards related to the identified task	List suggested controls for each hazard:

<p>e.g. photocopying material for lessons</p>	<p>e.g. paper may be contaminated and there may be multiple people at the photocopier</p>	<ul style="list-style-type: none"> ● elimination: NA ● engineering: <ul style="list-style-type: none"> ○ Put up 2m lines around photocopier so others know physical distance ● administrative: <ul style="list-style-type: none"> ○ No more than 1 person in the photocopier room ○ Print from your computer when possible ○ Sanitize hands before handling other people's printed copies ○ Sanitize photocopier controls before and after usage ● PPE: <ul style="list-style-type: none"> ○ Wear gloves when loading new paper
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<p>Tasks List all tasks/activities for the job/position</p>	<p>Hazards List all existing and potential COVID hazards related to the identified task</p>	<p>Controls List suggested controls for each hazard:</p>
		<p>elimination: engineering: administrative: PPE:</p>

		elimination: engineering: administrative: PPE:
		elimination: engineering: administrative: PPE:
		elimination: engineering: administrative: PPE:
		elimination: engineering: administrative: PPE:

Worker's Name: (print)	Signature:
Position: (e.g. teacher, assistant etc)	Date:

APPENDIX B – ENHANCED CLEANING PROCEDURES

- School water and plumbing lines should be flushed so any stagnant water is replaced with fresh water
- Custodians will use liquid solutions only with no dry sweeping.
- The detergents and disinfectant products will adhere to health requirements and the instructions on the labels will be followed.
- Custodians will use a “wipe-twice” method to clean and disinfect. Wipe surfaces with a cleaning agent to clean off soil, oils and wipe again with a disinfectant that destroys germs
- Custodians must clean and disinfect high-touch/shared surfaces daily; such as:
 - Doorknobs, light switches, toilet handles, faucets and taps, elevator buttons, railings, microwaves
 - Phones, computers, iPads, remote controls, keyboards, desktops, conference room equipment, cash registers, surface counters, customer service counters, menus
 - Equipment handles, hand tools, machinery control panels, seat belt buckles, joysticks, steering wheels and controls on powered mobile equipment
 - Staff rooms, kitchens, washrooms
- Custodians shall use [infection prevention and controls](#) as it relates to COVID-19
- According to Health Canada, a disinfecting solution can be made by mixing one part of bleach into 50 parts of water. For example, 1 teaspoon (5 mL) bleach into 1 cup (250 mL) water. These directions are based on bleach that is 5 per cent sodium hypochlorite.
 - <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19.html>
 - Use caution to ensure that the chosen disinfectant does not corrode or otherwise damage surfaces. For example,
 - bleach may discolor fabric surfaces,
 - ammonium-based disinfectant damages vinyl surfaces,

- Familiarize yourself with the hazards of the disinfectant by reviewing the appropriate SDS prior to handling and ensure you use appropriate PPE for the disinfectant of choice.
- Disinfectants will have an eight-digit Drug Identification Number (DIN). These products are approved for use by Health Canada.

APPENDIX C – DAILY SCREENING TOOL

This tool must be provided to every parent/student at time of registration. The expectation is that it is completed daily

- Do you, or your child have any of the following symptoms
 - fever,
 - cough,
 - shortness of breath,
 - sore throat,
 - chills
 - painful swallowing
 - runny nose/nasal congestion
 - feeling unwell/fatigued
 - nausea/vomiting/diarrhea
 - unexplained loss of appetite
 - loss of sense of smell or taste
 - muscle/joint aches
 - headache
 - conjunctivitis (pink eye)
- Have you, or anyone in your household travelled outside of Canada in the last 14 days?
- Have you, or anyone in your household had close unprotected (without personal protective equipment) contact (face-to-face contact within 2m) with someone who is ill with cough and/or fever?
- Have you or anyone in your household been in close unprotected contact in the last 14 days with someone who is being investigated or confirmed to be a case of COVID-19?

If you have answered “Yes” to any of the above questions, please DO NOT enter the school at this time.

The scenario we encounter at the start of the school year will be determined by the Government of Alberta and based on the best available information and conditions related to the COVID-19 pandemic. We must plan and be prepared for all three of these scenarios, as the Chief Medical Officer of Health will advise as conditions evolve. The government will share its final decision on which scenario will be in place for school startup by August 1.

The preferred and likely scenario is that students will return to daily in-school classes at the beginning of the school year.

In response to Alberta Education's "School Re-entry Plan" released on June 10, 2020, here is an overview of our Horizon School Division plan as we move forward. It will be updated as circumstances change and/or more information becomes available.

General Principles

The health and wellbeing of our staff and students is our highest priority.

Horizon's re-entry plan and continuity of learning plan are intended to honour and accommodate all contractual agreements with division staff.

Time spent teaching non-core subjects may be reduced to allow for additional time on English Language Arts, Math, Social and Science in 2020-21.

Logistics Related to In-school Classes

In both scenarios where students return to school (all classes resume or partially resume), the following guidelines shall apply:

For the purposes of contact tracing, organizing students and staff into **cohorts** who remain together during their school day is recommended, where possible.

To align with physical distancing requirements, **field trips** and activities requiring group transportation should not occur at this time.

For activity planning, staff should ask themselves the following questions to determine the risk of the activities and whether they should proceed:

- o Does the activity involve shared surfaces or objects frequently touched by hands?
- o Can an activity be modified to increase opportunities for physical distancing?

Learning experiences involving unprotected (without a mask or physical barrier) **in-person singing**, cheering or shouting or playing wind instruments should be postponed at this time. Consider alternatives such as:

- o Including more lessons focused on music appreciation or music theory;
- o Recording or live-streaming individual performers in separate locations;
- o Choose to play instruments that are lower risk (e.g., percussion or string instruments).

Gymnasiums are open for use in Stage 2 and can be used to deliver **physical education** programming.

- o When possible physical education should be done outside instead of inside as the risk of transmission is more likely to occur indoors rather than outdoors. Follow the Guidance for Outdoor Activity as relaunch progresses.
- o Administrators and teachers should choose activities or sports that support physical distancing (e.g. badminton over wrestling).
- o Use of shared items or sports equipment should be discouraged. Equipment that must be shared should be cleaned and disinfected before and after each use, or users should perform hand hygiene before and after each use.

Classes that teach **food preparation** may occur as long as students do not share the food they prepare with other students or staff.

Work experience may resume in high schools as long as the risk of infection is mitigated for all participants. If the work experience placement is in a workplace, the child/student is expected to follow health rules set out by the workplace which must comply with the Workplace Guidance for Business Owners.

Three Scenarios for Teaching & Learning

Scenario 1: In-school classes resume near normal with health measures

School authorities can, as deemed appropriate at the local level, reduce time spent teaching non-core subjects to allow for additional instruction time on the four core subjects (English, Math, Social, and Science). Within Horizon, schools may create daily/weekly timetables that provide more time for core instruction than the [Guide to Education](#) (p. 45-47) would regularly require.

Scenario 2: In-school classes *partially* resume with additional health measures

Classes of students may be divided or reconfigured into two or more groups who attend in-school classes on an alternating schedule - in which not all students are in classes at school at the same time.

In navigating staggered classes, it may be that one group of students attends Mon/Wed and the other attends Tues/Thur.

In-Class	At-Home
Teacher-directed targeted instruction and assessment	Student independent practice, projects and exploration of concepts taught in class

If we return to school in Scenario 2, it is reasonable to expect some parents may still choose to keep their students out of school. In planning for this likelihood, it's suggested that teachers incorporate the same digital tools and structures they adopted while teaching remotely. *The more direct instruction leans on delivery tools like Google Classroom or Hapara, the better transfer there may be in extending lessons to students who are absent.* While not all students will/can access digital tools at home, teacher planning may include student packages which can be printed for distribution to home and/or in the classroom.

Please see Horizon's Re-Entry Plan for details on health guidelines related to Scenario 2.

Scenario 3: At-home learning continues; in-school classes are cancelled

While students are learning at home, teachers will identify the essential concepts which students need to learn in each core subject in order to be ready for the grade or course ahead. The expectations shared by Alberta Education in March 2020 are broadened a bit for the fall as follows:

Kindergarten - Grade 3

- focus on language and mathematics curriculum outcomes that strengthen the development of literacy and numeracy
- incorporate health curriculum outcomes (with a focus on mental health)

- average of five hours of work per student per week

Grades 4-6

- focus on language and mathematics curriculum outcomes that strengthen the development of literacy and numeracy
- incorporate science, social studies and health (with a focus on mental health) curriculum outcomes
- average of six to eight hours of work per student per week

Grade 7-9

- focus on core mathematics, language/literacy, science, social studies and wellness (with a focus on physical and mental health) curriculum outcomes
- average of 12 to 16 hours of work per student per week

Grades 10-12

- focus on specified and core course requirements for high school graduation, including language (English, Français and French language arts), social studies, mathematics, and science (biology, chemistry, physics and science)
- average of six hours of work per 5-credit semestered course per week; average of 3 hours of work per 3-credit semestered course per week
- Should scenario 2 or 3 be in place, the school principal will be able to award up to 15 unassigned credits to students in Grade 12.

Should we find ourselves in Scenario 3, we would revisit instructional supports including technology as well as guidelines for assessment, grading and reporting.

Planning for Instruction & Assessment

Teachers' experiences with remote teaching since classes were cancelled in March caused us to rethink how curriculum is taught and how we assess student learning. Many became more flexible in the pedagogical choices made when aiming to meet students' needs.

Given the range of student engagement and adaptability to learning at home, it is understood that not all students will have progressed as they would have if classes had continued. Differentiation of instruction will be needed more than every to accommodate for these inevitable gaps in learning.

Our Horizon staff pride themselves on their relationships with their students and recognize how important relationships are in the teaching-learning environment. It was one thing to cancel existing classes in the spring and adjust to working remotely, but establishing relationships and routines with students will be a high priority upon the return to school in new classes with new teachers, most especially if we don't return to Scenario 1 - near-normal classes.

Long and Short Range Planning

In order to be as nimble as possible in the next school year should circumstances change, planning which identifies essential concepts and builds in the flexibility to share lessons in person, digitally and/or in print packages will be ideal.

- Plan once, but keep in mind how that plan may be adapted for remote delivery or shared with students with interruptions in attendance.

Collaboration between same-grade level and same-subject colleagues can maximize teachers' efforts and also create the possibility that co-workers could support one another.

Aligning the sequence of units/topics in long range plans across cohorts of teachers is recommended, also to maximize opportunities for ongoing collaboration or coverage should teacher absenteeism become a factor. These cohorts may be naturally occurring groups within or between schools, including the [At Home Learning Teacher Network teams](#). These cohorts were created when classes were first cancelled in March, but weren't generally activated because teacher absenteeism due to illness did not emerge as a problem.

These K-5 sample year plans have been shared by a neighbouring school division and may be used or adapted if teachers find them helpful: [Kindergarten](#), [Grade 1](#), [Grade 2](#), [Grade 3](#), [Grade 4](#), [Grade 5](#).

Assessment

Teacher professional judgement became more critical than ever during remote teaching. Measurement error is present in every form of assessment and remote teaching prompted us to revisit the key question: "How much evidence - and what kind of evidence - do you need to tell you that students can understand or can demonstrate the intended outcome?"

No matter what the scenario, Horizon's Policy HK: Student Assessment, Evaluation and Reporting highlights a fundamental principle also reinforced in the Teacher Quality Standard:

Assessment evidence should be broad-based and include a variety of evidence gathered over time using varied assessment methods (e.g. observations, conversations, projects, and student reflections) to ensure validity and reliability of results.

Use of oral exams/interviews or performance tasks/demonstrations can be at least as valid as a written exam and should be part of an effective assessment plan. Our subscription to GoFormative is provided to allow for differentiation, accommodations, and multiple responses in assessment. Contact Shea Mellow for more information on GoFormative.

Use rubrics as a tool for student self-reflection so they can identify for themselves where the work is strong and where they might improve it.

Hapara, Google Classroom and Other Supports

Horizon has a collection of teacher-developed content on the Horizon Common drive and the **Horizon Curriculum and Assessment** shared Google drive. Thank you to all who have contributed and please continue to share.

The [Horizon Teacher Tools](#) website also hosts many planning, instructional and assessment tools.

GSuite, including **Google Classroom**, has many tools to promote course delivery and interactive teaching/learning.

In her role as **Instructional Coach**, Shea Mellow will continue to be available to support individual teachers, small groups or staff, including assessment, teaching for conceptual understanding, and Hapara.

Hapara Workspace has been launched within Horizon this 2019-20 school year as a teacher planning and collaboration tool. It's student dashboard also makes it possible for students to access their teacher's content digitally. Here are key ways you can use Hapara:

- Shea has [bite-size lessons](#) on how to use workspace ([slideshow](#) available as well)
- Teachers can plan units/projects collaboratively or individually within a Workspace
- Curate content that can be:
 - Followed by the teacher the same way you might have used a binder of lesson plans in the past
 - Used to organize student handouts/packages for lessons and assignments for print-based at-home lessons
 - Assigned to specific students (Student Dashboard) as a learning management system they can access from home
 - Used for collaboration between teachers sharing lessons/activities
- Discover other teachers' Workspaces by searching grade level and subject, make a copy, then personalize it for your own use

Teacher Professional Learning

Teachers Learning through Collaboration (TLC) Groups will run during the 2020-21 school year. These small (2 - 7 people maximum), self-directed groups may include staff from a single school this school year as a support to continuity of learning scenarios and health restrictions.

SAPDC, our partner in professional development, will be running a series of sessions through the fall and winter with a focus on re-entry.

Counselling

Family Connections Wellness Coaches will support the return of students to school by providing universal programming. Teachers are encouraged to consult with their school's Wellness Coach and Family School Liaison Counsellor (FSLC) on ways student self-regulation, stress management, and other wellness strategies can be incorporated into the classroom.

As part of their strategy in managing student referrals in the new school year, FSLCs will investigate which students may receive counselling services in person vs virtually. Where students are on a counsellor's caseload and needing face to face intervention, teachers are asked to accommodate these students missing in-class instruction. We acknowledge time in the school building may be at a premium, but mental health is a priority.

Low German Mennonite Supports

LGM Consultant Benita Peters may help liaise with families navigating the return to school or at-home learning. Please contact Benita as you normally would for support with continuity of learning.

Copyright

As always, teachers are directed to use the [Fair Dealing Decision Tool](#) to check for how to be in compliance.

Superintendents Progress Report

June, 2020

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they focused primarily on graduation ceremonies and school year end celebrations, and included a D.A.Ferguson site inspection, and AB ED dialogue regarding June 12 storm.
- As the second vice president of the College of Alberta School Superintendents, June included a CASS executive meeting. Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. Discussions this month included dialogue around student transportation, re-entry, regulations related to Bill 15 (parental choice), Facilitate CASS provincial respect in school PD opportunity, and a four partners meeting (Association of School Business Officials of Alberta, Alberta School Council Association, Alberta School Board Association, and College of Alberta School Superintendents)
- Significant work continues related to COVID-19.
 - Creation of parent survey – a significant proportion of parent are eager to have their children return to work. There are however a small percentage that may opt to keep their children at home in September.
 - Response Rate - 50%
 - Scenario 1 - 90% likely to send children to school
 - Scenario 2 - 82% likely to send children to school
 - Attended Minister's briefing regarding re-entry planning and health guidance
 - Attending provincial meetings regarding re-entry planning and health guidance
 - Providing feedback and recommendations regarding re-entry planning and health guidance
 - Meeting with ATA and CUPE
 - Meeting with First Student
 - Meeting with CASSIX superintendents
 - Meeting with Facilities Manager and Associate Superintendent of Finance and Operations regarding caretaker/custodial work (enhancements in cleaning protocols, cleaning frequency, and PPE)
 - Vauxhall High School (Vauxhall Academy of Baseball) meeting
 - Attending law sessions re: employer obligations related to COVID (e.g. safety obligations and HR practices)
 - Updating Horizon re-entry plan following June 10 provincial update
 - Updating Policy GB – Occupational Health and Safety

Personnel Management

- Developed profile for Horizon Mennonite Alternative Principal, based on staff and parent feedback and undertook recruitment process to acquire a new principal. Mr. Walter Plumtree, from Vauxhall High School, was the successful candidate.
 - Met with Horizon Mennonite School, Vauxhall High School, Vauxhall Elementary School staff to announce the new principal.
 - Took the time to engage with staff around a Q&A session related to COVID and re-entry.
- ATA and CUPE bargaining is ongoing
 - Attended Horizon ATA bargaining planning meetings with senior administration

- Attended provincial TEBA update meeting
- Provided guidance and clarity regarding 907 and 1200 hr obligations and reporting

Policy and Strategic Planning and Reporting

- Updating Policy GB – Occupational Health and Safety

Fiscal Responsibility, Organizational Leadership and Management

- Discussions are ongoing to ensure a smooth implementation of TCHS this fall
- Worked with the Public School Board Association to complete a provincial survey related to the Student Transportation Task Force
- Will be meeting with MLA Neudorf and the Student Transportation Task Force to provide recommendations regarding potential changes to the student transportation regulation.

Communications and Community Relations

- A number of meetings were attended, either in person or virtually, over the last month. These include but are not limited to
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Administrator meeting
 - Career Transition meeting
 - Alberta School Board Association (ASBA) spring AGM

Associate Superintendent, Learner Services
Report to the Board of Trustees – June 22, 2020

Learner Services lead team members:

Amber Darroch, Associate Superintendent

Terri-Lynn Duncan, Assistant Superintendent, Learner Services

Angela Miller, Clinical Team Lead

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- A Fall 2020 Continuity of Learning Plan has been developed, reviewed with principals, and distributed to all teachers. The plan provides guidance for the potential learning scenarios due to COVID-19, including identifying key tools for teachers which Horizon has invested in and can support in the way of professional learning and training. Between the wrap up of this school year and the launch of the next one, our Instructional Coach Shea Mellow is specifically supporting teachers with tools for planning, instruction and assessment both in class and at home.
- Terri-Lynn has provided training virtually for Fountas and Pinnell Benchmark training so that the teacher will be able to start reading assessments in the Fall.
- Horizon Technology Division has a change in staffing as current Network Administrator has accepted a new position out of province, and the role of Technology Support Specialist is also being filled. The current team has successfully transitioned into a new firewall solution and another key project underway is the relocation of technology for Taber Mennonite School.
- Final details are being confirmed for professional learning when teachers return to work the week of August 24th. The opening division-wide day, August 24th, will be organized with teachers meeting at their own sites and joining together digitally for a keynote presentation on wellness. Grade level and subject area groups will meet via Zoom to identify positive strategies which emerged during remote teaching and are worth keeping.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Terri-Lynn has been providing training to teachers who will be using Levelled Literacy Intervention kits next year in a response to intervention model for students that are struggling with reading, having the training done now allows for planning over the summer.

- Transition and year-end Instructional Support Plan (ISP) meetings and Early Learning Plan (ELP) meetings have wrapped up for the year. Next year's meetings will be held in a window of dates provided to Learning Support Teachers and Principals so that the inclusive education team will be able to attend most of the scheduled times.
- In the spring's budget, Alberta Education directed funds formerly enveloped for Regional Collaborative Service Delivery (RCSD) across the province to individual school divisions. Here in the south, this collaboration is so well operationalized that the six partner school divisions are going to continue to pool funds and collaborate on service delivery to students with special needs. Our southwest AB group is one of only three in the province (of the original 17) who are moving forward as independent regional partnerships.
- Due to both the government's defunding of Regional Collaborative Service Delivery and COVID-19, the SWRCSD team felt it would be important to inform parents that have had services provided to their children this year that there will be changes to some services in 2020-2021 school year, but that we are committed to supporting students and families and will continue to work as a collaborative team. Please see below the message that will be at the bottom of all reports sent home this summer.

"The restructuring of provincial funding for the provision of services to children and youth has led to changes in service delivery in schools.

In the southwest region, Alberta Health Services, Children's Services, Disability Services, First Nations, and school authorities are committed to continuing to work together to address the needs of children/youth and families with available funding including planning for service delivery beyond September 2020. Further information will be provided as plans are finalized.

It is important to understand that the COVID-19 response has also impacted service delivery and the identification of children/youth that require service."

LEADERSHIP PRACTICES

- Amber has continued involvement in a number of meetings with the CASS Board of Directors as her term as Zone 6 Director concludes this school year.
- As chair of the Alberta Assessment Consortium (AAC), Amber has been involved with the recruitment, hiring and transition planning for a new Executive Director.
- Provincial CASS has undertaken a new initiative related to Women in System Leadership and Amber will chair the work of this group moving forward.



Horizon School Division: Instructional Coach Update

Shea Mellow

June, 2020

June

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Additional PD Experiences
4	3	30	3

June has centered around supporting teachers as they prepare for the needed flexibility required for planning for the upcoming school year. Focus has been on how conceptual learning is a framework which lends to selecting key concepts for future planning and Horizon has offered Hapara to support instructional planning. Highlights for June include:

- leading an increased number of coaching cycles where teachers have scheduled repeated opportunities to meet, grow, and implement new instructional strategies as they plan for next year - a solid breadth of thorough, cohesive planning is the result
- collaborating with a Horizon teaching colleague to build a Horizon assessment workspace intended to support teachers as they continue to determine personal professional growth goals
- continued learning with Hapara, including sitting in on an international education panel and establishing Horizon's involvement in a worldwide Hapara project of content development of shared content

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Thu, May 28, 2020 at 3:28 PM

Subject: News Release: Protecting choice in education

To: <wilco.tymensen@horizon.ab.ca>

Protecting choice in education

May 28, 2020 [Media inquiries](#)

Bill 15, the *Choice in Education Act*, will protect choice within Alberta's robust and diverse education system.



Premier Jason Kenney and Education Minister Adriana LaGrange speak about the Choice in Education Act.

If passed, the bill will amend the *Education Act* to affirm that parents have the right to choose the kind of education they feel is best for their children. It will strengthen Alberta's successful history of education choice, including public and separate schools, Francophone schools, charter schools, independent schools, home education and early childhood education.

“We committed to Albertans that our government would introduce a Choice in Education Act to affirm that parents have the primary right to choose the education their children receive. Parents, not politicians, know what is best for their kids, and

our government is committed to delivering an excellent, world-class education that will equip them for life.”

Jason Kenney, Premier

Bill 15 also proposes enhancements to education choice. If passed, the *Choice in Education Act* will create more options for parents to deliver home education to their children, and will allow for the establishment of charter schools that expressly focus on vocation-based education.

“We are committed to offering a number of education options that allow parents to select the path they feel will best help their children reach their full potential. I am proud to say that Alberta is the leader in choice available to families, and provides parents with more opportunities for their children’s education than anywhere else in Canada.”

Adriana LaGrange, Minister of Education

The proposed *Choice in Education Act*:

- Amends the preamble of the *Education Act* to include recognition of Section 26.3 of the Universal Declaration of Human Rights, which states that “parents have a prior right to choose the kind of education that shall be given to their children.”
- Protects parental choice while ensuring a strong public education system by indicating support for all types of schooling.
- Supports the creation of new charter schools, including vocation-focused charter schools.
- Protects the status and funding of independent schools.
- Provides new options for parents who choose to home-school their children.

“Alberta’s choice-based school system is recognized as being a world leader in providing high quality education. The Association of Independent Schools and Colleges in Alberta welcomes the introduction of the *Choice in Education Act*, which provides further legislative clarity and recognition of the diverse learning options within the system and affirms the integral role of parents as the primary decision makers in their children’s education.”

Simon Williams, president, Association of Independent Schools and Colleges in Alberta

“In these extraordinary times, this proposed legislation is yet another recognition of the integral contribution education makes to the health of Alberta. As promised, the proposed act is built with broad involvement, is based on a deep history of results, and calls all Albertans to engage fully in giving Alberta youth the strongest possible advantage.”

Ron Koper, chair, The Association of Alberta Public Charter Schools

“Parental choice being enshrined within the *Education Act* as promised, and home education being equally acknowledged as an option for families deciding which education model they feel best suits each individual child, is a welcome step forward. Expansion of delivery to include notification only, with no funding, has long been a goal of our organization and we are gratified to have been heard clearly by Minister LaGrange and her department, with action resulting in this important bill.”

Shawna Sundal, government liaison, Alberta Home Education Association

Alberta Education has also released a summary report of the Choice in Education survey, which reflects the responses from more than 50,000 Albertans who shared their views on education choice during a public survey that ran in late 2019.

If passed, Bill 15 will come into force on Sept. 1.

From: <alberta.news@gov.ab.ca>

Date: Tue, Jun 2, 2020 at 11:01 AM

Subject: News Release: Funding boost for more playgrounds

Funding boost for more playgrounds

June 02, 2020 [Media inquiries](#)

Twenty-six playground projects across Alberta that had not previously been funded will now move forward thanks to a boost of \$5 million.

Alberta Education recently expanded its playground funding criteria to get more playgrounds built than would have otherwise. This funding comes from the existing capital budget and will support 18 school divisions in building the new playgrounds, supplementing their fundraising efforts.

“Our government is proud to support school divisions with this new funding – especially now. It is crucial, now more than ever, to help projects like these move ahead for schools and communities during these challenging times. Playgrounds are extremely important to local communities and provide a place for all children to explore, develop and have fun!”

Adriana LaGrange, Minister of Education

Alberta Education provides grant funding of up to \$250,000 per school to support the construction of a playground for eligible projects. School communities that wish to exceed \$250,000 can use fundraising to supplement the project.

The additional funding is intended to address playgrounds at schools that were replaced on the same site as their original building and new school projects announced between April and December 2013 where the playground has not yet been built.

“We are pleased to see this additional money for playgrounds not previously funded. ASCA members support government funding for playground facilities. Physical activity and social interaction are essential in student development and well-being. School councils often work with their parent fundraising associations for years before funding is obtained to complete playground projects that are fundamental to the school community.”

Brandi Rai, president, Alberta School Councils' Association

"We are thrilled to hear the exciting and fantastic news that our school will be receiving \$150,000 this summer to break ground on our long-awaited playground. We want to give a heartfelt thank you to the Alberta government and our MLA, Searle Turton, for their support of the students and staff at our school. Combined with our committee fundraising efforts, we are hoping to have a playground by the start of the school year. It is so exciting to have students, staff, parents, community and government come together to make this project a reality."

Michelle Kincheloe, president, Prescott Learning Centre Fundraising Foundation

Grant funding remains available to those schools that have not received the Education playground grant to upgrade or replace an existing playground through the [Community Facility Enhancement Program](#).

Moving forward, any new school with K-6 programming will have funding for a playground included in their capital budgets.

Approved playground funding

School Division	Playground Project	Approved Funding
Battle River School Division	Bashaw School	\$150,000
	Chester Ronning Replacement School	\$212,000
Buffalo Trail School Division	E.H. Walter School	\$250,000
	Irma School	\$250,000
Calgary School Division	New Brighton School	\$100,000
	Peter Lougheed School	\$250,000
	William D. Pratt School	\$250,000

Calgary Roman Catholic Separate School Division	Our Lady of Grace School	\$50,000
East Central Alberta Catholic Separate School Division	St. Thomas Aquinas School Replacement	\$250,000
Edmonton Catholic Separate School Division	Ben Calf Robe	\$250,000
	St. Brendan Catholic School	\$105,000
	Ivor Dent School	\$250,000
Edmonton School Division	Mature Neighborhood Project (Westlawn Cluster)	\$250,000
	Mill Creek School	\$242,000
Elk Island School Division	Ardrossan Elementary	\$210,000
Grasslands School Division	Tilley Replacement School	\$190,000
Northern Lights School Division	Cold Lake Elementary School	\$132,000
Palliser School Division	Huntsville School	\$215,000
	Prescott Learning Centre	\$150,000
Parkland School Division	Stony Plain Central Replacement School	\$240,000
Prairie Land School Division	Delia School Replacement	\$162,000
Prairie Rose School Division	Schuler School	\$132,000

Red Deer School Division	Westpark Middle School	\$250,000
St. Paul School Division	Ashmont Elementary and Secondary Replacement School	\$245,000
St. Thomas Aquinas Roman Catholic Separate School Division	Replacement of Father Lacombe Catholic School	\$250,000
Sturgeon School Division	Sturgeon School Division Camilla School Replacement	\$190,000

Related information

- [Planning and building schools](#)

May 27, 2020

PRESS RELEASE RE: THE HORIZON SCHOOL DIVISION'S BUDGET

On February 27, 2020, the Alberta Government tabled Budget 2020. As part of Budget 2020, the government rolled out an entirely new funding and assurance model for the K to 12 education system. The new model simplifies funding envelopes and empowers boards to use local autonomy to address local needs and contexts.

At the May 27, 2020 Board meeting, the Board approved a balanced budget where revenue and expenses total \$48,261,575. There remains a fair bit of uncertainty with regard to what expenses will actually be in the 2020-2021 school year given the uncertainty of COVID-19. Nonetheless, we are looking forward to the return of our support staff and have budgeted for an increase of 7.3 full time equivalent to support returning students in the classroom. The Board has increased the level of school nutrition funding by \$120,000. School decentralized budgets will total \$1,224,025 for 2020-2021, an increase of \$220,000. While its projected schools will have approximately \$742,000 in reserves at the end of the 2019-2020 school year, access to these funds will require Minister of Education approval effective September 1, 2020. School continue to have school-generated funds totaling \$552,082 that they can draw upon.

At the May 27, 2020 Board meeting, the Board also made a motion to transition to a new insurance consortium following an 317% increase in provincial school board insurance premiums. Given the catastrophic events throughout the province over the last number of years, insurance underwriters are certainly less willing to accept risk. The jurisdiction will be putting required risk mitigation measures in place and schools may notice a change in what activities will be allowed on a go forward basis.

The Board remains appreciative of the Minister's commitment to board autonomy, as the Board firmly believes that school boards are in the best position to determine how resources are deployed. We will continue to make local decisions that we believe are in the best interest of our students.



Marie Logan
Board Chair

Getting ready for 2020-21 school year

June 10, 2020 [Media inquiries](#)

A comprehensive re-entry plan for the upcoming school year allows schools and parents to prepare for learning while putting student and staff safety first.

The plan offers guidance on a wide range of operational issues including hygiene and health requirements, student learning, transportation and diploma exams. It also addresses mental health and psychological supports for students and staff.

School authorities will plan for all three scenarios for September:

1. In-school classes resume (near normal operations with health measures)
2. In-school classes partially resume with additional health measures
3. At home learning continues (in-school classes are cancelled)

The preferred and likely scenario is that students will return to daily in-school classes at the beginning of the year. The government will share its final decision by Aug. 1 on which scenario will be in place at the beginning of the school year. However, school authorities are asked to prepare for implementing any of the three possibilities during the upcoming school year, including on short notice.

“We are providing clear direction and the certainty parents and the school system need to plan ahead and get ready for what the new school year may look like. We are hoping, and it is likely, students can return to daily classes at school while taking health precautions, but we have to prepare for all possibilities. I want to thank our education leaders, teachers and parents for their thoughtful contributions to this comprehensive plan.”

Adriana LaGrange, Minister of Education

“This plan puts the interests of students and staff first. Educators, administrators, families, health professionals and government all need to work together to support a safe return to in-person classes. We continue to monitor the situation closely. The reality is, we must weigh the risk of prolonged school closures against the risk of COVID-19 outbreaks in closed settings, such as schools. A safe and successful school year will only be possible if we all work together.”

Dr. Deena Hinshaw, chief medical officer of health

The re-entry plan balances the need for provincial standardized approaches in some areas while also providing flexibility and recognition of school authorities' autonomy to address health guidelines in the most effective ways in their own communities.

Alberta Education worked closely with many education partners on the plan, including the Alberta School Boards Association, the Alberta Teachers' Association, the College of Alberta School Superintendents, the Association of Independent Schools and Colleges in Alberta, The Association of Alberta Public Charter Schools, individual school authorities and the Alberta School Councils' Association which compiled input from more than 66,000 parents.

"The Alberta School Councils' Association is pleased that considerations for the safety of students and staff remain priorities throughout this detailed plan, along with the recognition that school authorities are best suited to making operational decisions directly impacting their local school communities. We look forward to ongoing work and communications with the ministry, as this is key for successful implementation and return to school."

Brandi Rai, president, Alberta School Councils' Association

"Alberta's teachers are looking forward to supporting our students as we transition into the 2020-21 school year. As our recent survey indicates, teachers are concerned about the health and safety of themselves, their colleagues and their students. We expect to work with government to strengthen and improve the plans for re-entry to ensure that schools can provide healthy and safe environments for teachers and students."

Jason Schilling, president, Alberta Teachers' Association

"Supporting the health and safety of students and staff continues to be a top priority for the ASBA and all school boards. We appreciate government providing clarity, while ensuring flexibility and autonomy, as each of Alberta's public, Catholic and Francophone boards face challenges within the context of their local communities. As the situation evolves, we will continue to collaborate with government and our members to adjust the plan in preparation for the upcoming school year."

Lorrie Jess, president, Alberta School Boards Association

"The College of Alberta School Superintendents joins the province in its commitment to protecting the health and well-being of all students and staff as we transition to the 2020-21 school year. We appreciate the collaborative manner in which the re-entry plan has developed

and are pleased that school divisions have been provided with the flexibility and authority to implement procedures beyond the plan that they deem necessary to ensure the safety of their learning environments.”

Bevan Daverne, president, College of Alberta School Superintendents

“We are deeply appreciative of the ongoing consultation with all educational partners by the Minister of Education and the ministry as a whole in these trying circumstances. Teachers and systems have responded to the pandemic with remarkable energy and ingenuity. The proactive, engaging leadership of our government continues to be essential for education to fulfil its vital role in Alberta through this critical time.”

Ron Koper, chair, The Association of Alberta Public Charter Schools

“Our association appreciates the government’s collaborative approach in developing this re-entry plan. We remain committed to supporting our schools so that their staff and students can experience a safe and positive learning environment in the coming academic year.”

Simon Williams, president, Association of Independent Schools and Colleges in Alberta

Public health guidance for schools

Return to in-school class learning may vary across the province and is dependent on the number of COVID-19 cases in the local area. School boards should develop their own COVID-19 plans under the applicable scenario and health guidelines prior to reopening.

Measures to reduce the risk – scenario 1 (in-school classes resume – near normal operations with health measures)

Cleaning

- Enhanced cleaning and disinfecting, including daily cleaning for all areas of the school, washrooms and high-touch surfaces cleaned several times a day or more as needed.
- Regularly scheduled deep cleaning when students are not present.

Student/staff hygiene and illness

- Routine screening for all staff and students.
- Strict stay-at-home policy for any students or staff exhibiting symptoms of COVID-19.

- Hand hygiene expectations when entering and exiting the school and classrooms, before and after eating.
- Continual reminders of the importance of respiratory etiquette (e.g., cover coughs and sneezes, avoid touching the face and disposal of used tissues promptly, followed by hand hygiene).
- Students who develop symptoms at school may be asked to wear a mask and isolate in a separate room until a parent arrives for pickup. If a separate room is not available, the student must be kept at least two metres away from other individuals.

Physical distancing and grouping

- When possible, practise some physical distancing as a good precaution to prevent the spread of disease.
- In classrooms, buses and during activities when physical distancing may not be possible, extra emphasis is put on other hygiene practices.
- Reorganization of rooms to allow for more physical space.
- Cohorting of students by class where possible.
- Guiding foot traffic flow through entrances and hallways by using markers on the floor or pylons/barriers.
- Avoiding large gatherings such as assemblies.

Masks

- Staff and students will not be mandated to wear masks.
- Masks may be considered in circumstances where there is prolonged close contact (greater than 15 minutes) and distance of two metres cannot be maintained.
- Masking is generally not recommended for younger students.

Shared items

- A no-sharing policy – all students should have their own supplies.
- Where sharing of equipment is required, the equipment should be cleaned between uses.

Cases of COVID-19 in a school

- The zone medical officer of health will work with school authorities on the rapid identification of cases through easily accessible testing, rapid close contact identification, and isolation measures when needed.
- The zone medical officer of health will also work with school authorities to provide follow-up recommendations and messaging for staff, parents and students.
- Alberta Health Services may request the school to close in-person classes to allow the public health investigation to take place.
- Each school authority will support students and staff to learn or work at home if they are required to self-isolate.

Measures to reduce the risk – scenario 2 (in-school classes partially resume with additional health measures)

The same considerations as scenario 1, with the following differences:

- A recommended maximum of 15 people in a classroom to allow for more consistent physical distancing.
- Students will attend school less regularly as school authorities will need to adjust their class schedule and configuration to meet the physical distancing requirement.

Non-COVID-19 operational highlights

- Any summer programming will follow scenario 2 of the re-entry plan and the associated public health measures.
- August diploma exams will proceed for students taking diploma courses this summer.
- For the 2020-21 school year, diploma exams will be held if the first or second scenarios are in place. In scenario 3, exams may be cancelled.
- Provincial achievement tests (PATs) for Grades 6 and 9 can be held in the first and second scenarios, but will be optional for school authorities to participate.
- If scenario 3 is in place at the beginning of the school year, the January PATs will be cancelled. May/June PATs may be cancelled based on the duration of at-home learning.
- School authorities can, as deemed appropriate at the local level, reduce time spent teaching non-core subjects to allow for additional instruction time on core subjects.
- School authorities must enable the full participation and inclusion of students with disabilities under each scenario and address any learning gaps from the 2019-20 school year.

- Mental health supports should be in place for students and staff.

This plan is part Alberta's Relaunch Strategy to safely begin removing public health restrictions and reopen our economy. For more information, visit alberta.ca/RelaunchStrategy.

Related information

- [K to 12 school re-entry website](#)
- [2020-21 school re-entry plan](#)
- [Guidance for summer school re-entry](#)
- [Guidance for school re-entry -scenario 1](#)
- [Guidance for school re-entry -scenario 2](#)
- [Alberta's relaunch strategy](#)
- [COVID-19 info for Albertans](#)