

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 ever to accommodate for these inevitable gaps in learning.

Our Horizon staff perpetually 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, a clear scope and sequence and also 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.

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.

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