
2021–2022 School Year Plan



Contents

2021–2022 School Year Plan	4	Children and Students Who Require Specialized Supports and Services	9
Context	6	Mental Health Psychosocial Supports for Students and Staff	10
Key Public Health Message	7	Universal Supports	10
Planning	8	Targeted Supports	11
School Calendar for the 2021–2022 School Year	8	Individualized Supports and Services	12
Online Learning	8	Evaluations for Teacher Permanent Professional Certification (PPC)	13
Grade 12 Diploma Exams	9	Teacher Preparation Program Student Practicums	13
Grades 6 and 9 Provincial Achievement Tests (PATs)	9		
Grade 3 Student Learning Assessments (SLAs)	9		
Extra-Curricular Activities	9		
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APPENDIX: Contingency Plans	14	Evaluation for Teacher Permanent Professional Certification (PPC)	17
Short-term Operational Shifts to At-home/Online Learning	14	· Contingency Scenario 1	17
School Calendar for the 2021–2022 School Year	14	· Contingency Scenario 2	17
· Contingency Scenario 1	14	Teacher Preparation Program Student Practicums	18
· Contingency Scenario 2	15	· Contingency Scenario 1	18
Children and Students Who Require Specialized Supports and Services	16	· Contingency Scenario 2	18
· Contingency Scenario 1	16	Internet/SuperNet Connectivity for First Nations and Rural/Remote Communities	19
· Contingency Scenario 2	16	Celebratory Events	19
Transportation	17		

2021–2022 School Year Plan

Albertans, including the Early Childhood Services (ECS) to Grade 12 education system, made tremendous efforts during the 2020–2021 school year to minimize the spread of COVID-19 and manage its effects.

Implementation of the 2021–2022 School Year Plan is subject to change as pandemic conditions evolve. This plan is founded on the following four principles that were established by government in collaboration with education partners.

1. The safety of children, students and staff comes first.
2. Child and student learning will continue.
3. Provincial funding is still flowing to schools.
4. School authorities have flexibility to do what is best for their community.

This plan balances the need for provincial direction and standardized approaches in some areas while also providing flexibility and respecting school authority autonomy at the local level.

For the 2021–2022 school year, Alberta's government expects that every child and student, regardless of their geographic location or socioeconomic status, will continue to learn. This includes children and students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools and independent ECS operators.

Continuing learning will require everyone in the ECS to Grade 12 education system to continue to be nimble in contributing to the success of our children and students.



Note:

Approximately 48,000 self-identified First Nations, Métis and Inuit students, including approximately 7,000 First Nations students living on-reserve learn within the provincial education system. School authorities that have education services agreements with First Nations, or the Government of Canada on behalf of a First Nation are encouraged to reach out early to those First Nations to discuss the 2021–2022 school year and consider the needs of those students. Specific supports may vary from region to region and will vary for the unique cultural needs between First Nations, Métis and Inuit students. A flexible approach may be needed to accommodate these students depending upon local safety decisions made by First Nations' Chief and Councils. Provincial school authorities should ensure discussions with First Nations, Métis and Inuit students, parents and officials occur early, and consider all aspects of the 2021–2022 School Year Plan.

“As we move through this pandemic, the safety of students and staff remains our No. 1 priority. I am incredibly grateful to our students, parents, school staff and administrators for their flexibility during this challenging time.”

Adriana LaGrange, Minister of Education





Context

The plan outlines key elements for the resumption of learning. Routine public health practices can minimize transmission of respiratory infections, including COVID-19, influenza and common colds. Together with the [Guidance for Schools \(K–12\) and School Buses](#), this plan supports school and school authority leaders in reducing opportunities for transmission of COVID-19 in schools.

Recognizing the dynamic nature of COVID-19, the Appendix contains two contingency plans in the event they may be needed.

Key Public Health Message

Alberta Education and Alberta Health have a long history of collaboration to ensure the health and safety of students and staff, including establishing health measures and best practices for schools. Parents and guardians play an essential role as they support actions in the home such as keeping children/students home when sick.

Vaccination is an effective means of protecting Albertans from COVID-19. Albertans who are eligible should get the COVID-19 vaccine.

Vaccination is an effective means of protecting Albertans from COVID-19.

The decision to be vaccinated is a personal choice. In accordance with Alberta's privacy legislation, the *Personal Information Protection Act* and the *Freedom of Information and Protection of Privacy Act*, everyone must respect the health privacy of students and staff, including their vaccination status.

Current public health measures can be found at [Staying Safe and Healthy this School Year](#).

Alberta has begun a [careful and prudent plan](#) to phase out public health measures, including those in schools. The three-step approach will begin with lower-risk activities while maintaining protections for the health-care system, including continuing care facilities.

As of February 14, 2022, provincial health orders will not require early childhood services (ECS) to grade 12 students to be masked to attend school in person or ride a school bus. Masks will no longer be required in any setting for children aged 12 and under.

Students can continue to wear masks if they choose to. Schools should support students who choose to wear masks.

School authorities cannot require parents, volunteers or other non-school employees to show proof of vaccination. Parents, volunteers and other non-school employees are required to follow all provincial health orders and guidelines that are applicable in schools.

The Restrictions Exemption Program also ended as part of Step 1, along with most associated restrictions. This means that capacity limits will end for sport and performance activities in schools (except for venues that can hold 500 or more people).

Step 2 will remove any remaining provincial school requirements, including the class cohorting requirement.

Step 3 will remove the mandatory isolation requirement.

Students and staff should screen daily for symptoms using the [Alberta Health Daily Checklist](#).

Routine best practices to reduce the risk of transmission of COVID-19 and other respiratory illnesses will continue to include promoting and facilitating hand hygiene and respiratory etiquette, staying home when sick, maintaining ventilation, and ensuring regular cleaning and disinfection of high traffic/touch areas.

Until Step 3, students and school staff are required to isolate if they test positive for COVID-19 or if have core COVID-19 symptoms that are not related to a pre-existing illness or condition.

People who are not fully immunized and are household contacts of someone with COVID-19 should also stay home and monitor for symptoms for 10 calendar days. Please visit <https://www.alberta.ca/isolation> for current requirements.



Planning

[Guidance for K-12 Schools and School Buses](#) is intended to support school and school authority leaders in reducing opportunities for transmission of COVID-19 in schools under the 2021–2022 School Year Plan.

Recognizing local contexts, school authorities are in the best position to continue to work with their suppliers to purchase their regular hygiene and cleaning products, as required, within the context of COVID-19 or other respiratory illnesses.



School Calendar for the 2021–2022 School Year

Local school authorities continue to have the autonomy and flexibility to determine the school year calendar, including the length of the school day, in order to meet requirements.

School authorities must be prepared to implement contingency plans, if necessary (see Appendix).

Online Learning

Experiences in the 2019–2021 school years indicate that online learning is an important educational delivery approach for students across Alberta. As such, Alberta Education is strengthening supports and providing online learning information to school authorities, parents and students.

The [Online Learning Directory](#) is a listing of online learning programs in Alberta. It is organized by geographic area (north, central, south) and is intended to provide information on the types of online learning programming offered by each school authority including:

- type of program offered—online learning, print-based distance education, blended learning (part face-to-face in a classroom, part online away from teacher)
- grades offered
- serving students from other school authorities (that is, open boundaries)
- teacher resource sharing
- synchronous (real-time, online) instruction provided
- face-to-face opportunities provided
- registering anytime during the year (that is, continuous intake during the school year)
- summer school (Grades 10 to 12)
- off-campus programs (that is, RAP, Green Certificate, Work Experience)
- dual credit opportunities
- adult programming (that is, students 20 years or older)
- other pertinent information.

Information related to funding for online learning can be accessed in the [Funding Manual for School Authorities 2021–22 School Year](#).

Grade 12 Diploma Exams

The administration of diploma exams resumed in the 2021–2022 school year, as per normal practice. Diploma exams were offered in every diploma course subject in November.

Due to learning disruptions caused by the COVID-19 pandemic, the weighting of diploma exams will be temporarily reduced to 10 per cent for the 2021–2022 school year only. The January 2022 sitting of diploma exams was cancelled.

More information about the administration of diploma exams, and updates on exam sittings can be found in the [General Information Bulletin](#).

Grades 6 and 9 Provincial Achievement Tests (PATs)

The administration of PATs resumed as per normal practice in the 2021–2022 school year. The PAT schedule provides flexibility for school authorities to administer them within a fixed period of time.

- Schools piloting the draft Kindergarten to Grade 6 curriculum are not required to administer the Grade 6 PATs for the subject(s) they are piloting. It is mandatory for schools to administer all Grade 6 PATs for the subject(s) they are not piloting and it is mandatory for schools to administer all Grade 9 PAT subjects.
- PATs will be administered in all subjects—English Language Arts, French Language Arts, Français, Knowledge and Employability, Mathematics, Science and Social Studies.
- More information about the administration of PATs is found in the [General Information Bulletin](#).

Grade 3 Student Learning Assessments (SLAs)

Like in the 2020–2021 school year, school authorities have flexibility to administer SLAs. School authorities can also choose if all or some of their schools or classes within a school will participate, and to what degree participation takes place. School authorities are strongly encouraged to administer SLAs to Grade 3 students. If necessary, SLAs can be digitally administered within student residences. SLAs results will not be publicized nor be part of the Alberta Education Business Plan.



Extra-Curricular Activities

As per the Guide to Education, extra-curricular activities complement and are not part of instructional time where there is student-teacher interaction and supervision.

School authorities continue to have the flexibility to offer extra-curricular activities to students. Alberta Education is working with Alberta Health and education partners, including the Alberta School Athletics Association, to support athletic activities and events within the context of health measures that may be in place.

School authorities, parents/guardians, students and community members must continue to follow public health measures and recommendations that may be in place.

Children and Students Who Require Specialized Supports and Services

Individualized and/or specialized supports and services are available to students who require additional support. School authorities must consider and enable participation and inclusion of students with disabilities and other individualized learning needs.

Mental Health Psychosocial Supports for Students and Staff

Alberta Education's Specialized Learning Support (SLS) Grant provides funding for school authorities to provide a continuum of supports and services to students in an inclusive learning environment. SLS funding is comprised of three allocations, including a Student Wellness Program allocation. The funding allows for psychological and social-emotional support, supports for loss, access to mental health workers and behavioral consultants, and other wellness supports as needed.

The following tools and resources are intended to support school and school authorities in meeting the mental health needs of children, students and school communities.

Universal Supports

Supports and services incorporated into the inclusive learning environment for all learners, including but not limited to quality instruction and providing welcoming, caring, respectful and safe and respectful learning environments.

Resources

- [The Heart of Recovery: Creating supportive school environments following a natural disaster \(Le coeur du rétablissement\)](#)
- [Working Together to Support Mental Health in Alberta Schools \(Travailler ensemble pour soutenir la santé mentale dans les écoles de l'Alberta\)](#)
- [Government of Alberta K-12 Instructional Supports](#)
- [Government of Alberta: Children's Mental Health](#)
- [Alberta Health Services: Information for Teachers](#)
- [Alberta Health Services: Healthy Together](#)
- [Mental Health Online Resources for Educators \(MORE\)](#)
- [Mental Health Literacy](#)
- [Mental Health Promotion and Illness Prevention: Self Care in Disaster Times and Beyond Toolkit](#)
- [Joint Consortium for School Health](#)
- [Schools Healthier Together](#)
- [Student Learning Hub](#)
- [Supporting Learning at Home](#)

Training

- [Alberta Family Wellness Initiative: Brain Story Certification](#)
- [Alberta Health Services Wellness Series](#)
- [Community Mental Health Action Plan](#)
- [Psychosocial Disaster Learning Series](#)
- [Psychological First Aid](#)
- [Skills for Psychological Recovery](#)
- [Respect in the Workplace](#)
- [Respect in Schools](#)





Targeted Supports

Supports and services for some, who are identified through an early identification or assessment process, as requiring something more beyond universal supports. This may include further developing foundational knowledge, skills and understandings or increasing protective factors for children and their families. Targeted supports are more unique to the specific learners than universal supports.

Resources

- [Pathways to Hope: Best practices in suicide prevention for Alberta schools \(Sur les voies de l'espoir : pratiques exemplaires en matière de prévention du suicide dans les écoles de l'Alberta\)](#) provides a synthesis of current research and evidence-informed strategies for developing a comprehensive school-based suicide prevention and intervention strategy.
- [Alberta.ca/COVID](#) provides mental health and psychosocial supports specific to the pandemic.
- [Jack.org Alberta Hub](#) is a hub of relevant resources to help youth take care of themselves and look out for the people they care for during this challenging time.
- The e-Tutoring Hub helps students catch up on skills and learning they may have fallen behind on. Students in Grades 4 to 9 can access pre-recorded video sessions online anytime to build their literacy and numeracy skills. Find out more and view a tutoring session on the e-Tutoring Hub at [New.LearnAlberta](#).

Training

- [AHS Community Helpers](#) provides training to strengthen students' natural helping abilities. Helpers learn a variety of topics and skills including self-care, coping with stress, knowing when to refer people to professional services, and handling crisis situations. Helpers are also introduced to community services and professional supports.
- [Cognitive Behavioural Intervention for Trauma in Schools](#) is a school-based, group and individual intervention designed to reduce symptoms of post-traumatic stress

disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

Services

- [Togetherall](#) is a clinically moderated, online peer to peer mental health community that empowers individuals to anonymously seek and provide support 24/7. Togetherall is free to all Albertans aged 16+.
- [Bounceback](#) (CMHA) is program designed to help adults and youth 15+ manage low mood, mild to moderate depression, anxiety, stress or worry.
- [Recovery \(and Discovery\) College \(CMHA\)](#) provides learning centers for youth focused on mental health and well-being.
- [Alberta Mentoring Partnership \(AMP\)](#) supports schools, community organizations, and mentoring agencies to meet the needs of children and youth, through building capacity, resources, and sharing of best practices and research, enabling implementation of strategies to ensure children and youth who need a mentor have access to one.
- [Provincial Family Resource Networks](#) (FRNs) deliver high quality prevention and early intervention services and supports for children aged 0 to 18. Through a 'hub and spoke' model of service delivery, networks (hubs) coordinate the prevention and early intervention services in all geographic areas and in various cultural communities across the province—either directly or through collaborative partnerships with qualified service agencies or providers (spokes).

Individualized Supports and Services

Supports and services designed for individual learners to address specific areas for growth, barriers and/or personal circumstances that may be impacting the ability of individual learners to participate in and/or benefit from learning opportunities. They are intended for fewer individuals with more severe or pervasive challenges that require changes to supports and services beyond the universal and targeted supports provided.

Individualized supports are more intense and may require comprehensive wraparound plans that include access to specialized supports and service providers, partners or training. Supporting pathways to, through and from these services ensures barrier-free access.

Resources

- AHS' [Help in Tough Times](#) page provides links to supports and services, including addiction and mental health, available to Albertans.
- [Wellness Program—Metis Nation of Alberta](#): Resources in navigating mental health supports.

Services

- [Kids Help Phone/French Kids Help Phone](#) (1-800-668-6868) provides free, confidential 24/7 services for children, youth, and young adults. Services include professional counselling by phone, and volunteer-led information and crisis support via phone, text, or chat.
- [Alberta 211](#) provides information, including support via phone, text, chat and website referrals and resources addiction and mental health referrals and resources. Professionally trained specialists are available by texting INFO to 211, live chat through the website, [ab.211.ca](#) or calling 2-1-1.
- The [Crisis Services Canada Suicide Prevention Service](#) offers a 24/7 helpline for people thinking about or affected by suicide via phone, text or chat (1-833-456-4566).
- The [Crisis Text Line Alberta](#) is a service available 24/7 that offers information, referrals and volunteer-led, text based support for Albertans of all ages, by texting CONNECT to 741741.
- The [Mental Health Helpline](#) (1-877-303-2642)/French Mental Health Helpline (1-800-567-9699) and [Addiction Helpline](#) (1-866-332-2322) is a 24 hour, 7 day a week confidential services that provides support, information and referrals to Albertans experiencing mental health concerns. Alberta Health Services provides a number of [virtual addiction and mental health services and supports](#) free to Albertans.
- Indigenous students and staff may wish to contact the toll-free [Hope for Wellness Help Line](#) at 1-855-242-3310 or the online chat at [hopeforwellness.ca](#) (open 24 hours a day, 7 days a week). This line offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada in Cree, Ojibwe and Inuktitut.



- [Jordan's Principle](#) supports First nations children access to but not limited to mental health supports and services.
- [Indigenous Mental Health Resources](#): Jack.org has compiled services, online resources, books, podcasts, books, and videos curated by Indigenous youth for Indigenous youth.
- [Indigenous Health](#): The program partners with Indigenous peoples, communities and key stakeholders to provide accessible, culturally appropriate health services for First Nations, Métis and Inuit people in Alberta.
- [Child Advocacy Centres \(CAC\)](#): These centres build capacity in school authority staff in the central Alberta region regarding recognizing the signs of child abuse, understanding their role in reporting child abuse and how to support victims of child abuse.

The Hope for Wellness Help Line offers 24/7 support for Indigenous people across Canada at 1-855-242-3310.

Evaluations for Teacher Permanent Professional Certification (PPC)

Evaluations for teacher PPC resume as per normal practice.

Teacher Preparation Program Student Practicums

Teacher preparation program student practicums resume as per normal practice.



APPENDIX: Contingency Plans

In the event that there is a resurgence of the COVID-19 pandemic that impacts the province of Alberta and its ECS to Grade 12 education system, the following two contingencies will be considered.

Short-term Operational Shifts to At-home/Online Learning

- If required, the decision to move a portion of a school, such as individual grades or classes to at-home/online learning due to operational reasons (i.e., staffing issues), will continue to be at the discretion of the local school authority and will take into account any health measures that are in place.
- Approval from the Minister of Education is required for a short-term shift of one or more schools, or an entire school authority, to at-home/online learning for operational reasons.
- The following local contextual factors will be considered in arriving at a final decision:
 - an indication of a teaching and/or support staff shortage that prevents a school or multiple schools in the school authority from continuing in-class learning;
 - a significant number of students absent;
 - other relevant information including local health data, if available.



- The centralized approach for requesting and approving both a school's or school authority's short-term shift to at-home learning for operational reasons provides school authorities the opportunity to outline the situation that the school faces, including important local contextual considerations. It also provides for consistency and fairness across the province.

School Calendar for the 2021–2022 School Year



Contingency Scenario 1: in-school classes (near normal with enhanced health measures)

- Local school authorities can adjust their school calendars and/or the number and length of instructional days, while meeting required instructional hours (950 hours for Grades 1 to 9 and 1,000 hours for Grades 10 to 12) and within the parameters of all contractual agreements with school authority employees, to address subject area content.
- School authorities must implement routine measures to reduce the risk of transmission of COVID-19 and other respiratory illnesses including promoting and facilitating hand hygiene and respiratory etiquette, staying home when sick, maintaining ventilation, and ensuring regular cleaning and disinfection of high traffic/touch areas.
- Additional public health recommendations and guidance can be found at [Guidance for Schools \(K–12\) and School Buses](#).



Contingency Scenario 2: at-home learning (in-school classes are suspended)

- School authorities offer at-home learning opportunities to children and students based on the provincial or regional context.
- Following are the expectations when operating within contingency scenario 2 for the 2021–2022 school year.
- School authorities continue to have flexibility and make decisions on their calendars.
- Hours of instruction will be determined by school authorities while meeting requirements for instructional hours that remain the same.
- School authorities will work with families to ensure that learning will continue, and that the needs of students are met.
- Should contingency scenario 2 be in place, the ability for the principal to award unallocated credits to students in grades 10, 11 and 12 may be activated. The total maximum number of unallocated credits any one student can use to graduate will be limited to 20 credits.
- Teachers continue to be responsible for assessing the progress of children and students.
- Students continue to be responsible to actively engage in learning and diligently pursue their education.
- School authorities, parents/guardians, children and students must continue to follow public health measures in place.

Supporting Growth in Student Learning

Under Contingency Scenario 2, school authorities can, as deemed appropriate at the local level, for Grades 1 to 9 reduce time spent teaching non-core subjects to allow for additional instruction time on core (English, Français, French language arts, Math, Social, and Science).

Administrators, teachers and parents can access the [Student Learning Hub](#) for information and resources.

- Support materials include FAQs and links to specific resources and materials.
- Digital and printable resources to support administrators, teachers, parents and students in a variety of learning settings (e.g. digital, non-digital).
- Resources that support diverse student learning needs (e.g. English language learners, Francisation).

Students	Learning Focus	Weekly Instructional Hours	Resources
Pre-K	<ul style="list-style-type: none">• Will continue in school.• Learning expectations are as per usual practice.• Student assessment by teachers continues.	Can continue to access services in-school.	As per usual practice.
K-6	<ul style="list-style-type: none">• Will shift to at-home/online.• Learning expectations: Language and mathematics learning outcomes that strengthen the development of literacy and numeracy Incorporate health curriculum outcomes (with a focus on mental health).• Student assessment by teachers continues.	At discretion of school authority.	Online, digital and/or paper-based as needed.
Grades 7-12	<ul style="list-style-type: none">• Will shift to at-home/online.• Learning expectations are equivalent to current in school.• Student assessment by teachers continues.	Equivalent to current in-school hours.	Online, digital and/or paper-based as needed.
Students with Disabilities	<ul style="list-style-type: none">• Can continue to access services in school.	Can continue to access services in-school.	As per unique needs.

Children and Students Who Require Specialized Supports and Services

Individualized and/or specialized supports and services are available to students who require additional support whether they are learning at home or in school.

School authorities must consider and enable participation and inclusion of students with disabilities and other individualized learning needs. In circumstances in which students who require individualized and/or specialized supports and services are not able to follow guidelines that may be in place and require support and adaptation to public health measures, plans must be developed to ensure their inclusion. School administrations are responsible to create these plans to best meet the needs of their students.



Contingency Scenario 1: in-school classes (near normal with enhanced health measures)

- School authorities should determine which children and students require individualized and/or specialized supports and services (i.e. behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them) based on individual support plans from the 2020/21 school year.
- Mental health supports for children, students and staff should be in place, as per the section on mental health.



Contingency Scenario 2: at-home learning (in-school classes are suspended)

- School authorities continue to offer at-home learning for all their children in an Early Childhood Services (including Kindergarten) program and students in Grades 1 through 12, including those who require individualized and/or specialized supports and services.
- Teachers will be responsible to ensure that individual support plans/individual program plans (ISPs/IPPs) are implemented, monitored and evaluated for children and students who may be in need of specialized supports and services, as per the Standards for an Inclusive Education System.
- Teachers will consult with parents through their chosen communication methods, such as email, phone and/or other digital modes, to develop ISP/IPPs for the 2021–22 school year.
- ISPs will be reviewed regularly by teachers with parents and when appropriate, with the student, to update information, review effectiveness of identified supports, strategies and services and revise plans and/or identify new supports and/or strategies and/or services that will be provided.
- Teachers are responsible for assessing and reporting on a child's/student's progress. Each school authority will have to determine what will work best for their children and students. This will likely vary among the school authorities, and may even vary from school to school.
- School authorities have the flexibility to identify if an educational assistant is needed to virtually deliver specific ISP strategies, under the direction of a teacher, working alongside the caregiver and student. The teacher is primarily responsible for the educational programming of the student.
- A continuum of mental health supports and services for children, students and staff are in place, as per the section on mental health in this document.
- Students with disabilities who require supports and services whose needs cannot be met through at-home learning can continue to receive supports and services in-person at school. All students and staff who continue to attend in-person learning are to follow the public health measures.

Transportation

Children and students across the province travel to and from school through a combination of walking, being driven by their parents/guardians, public transportation and school bus services provided by school authorities.

School authorities determine transportation service levels, ensuring all children and students legally entitled to transportation are transported in accordance with school authority policy. School authorities should continue to adjust routing in response to ridership demand. School authorities should discuss transportation plans early in cases of Education Services Agreements with First Nations.

Travel/transportation of children and students must follow public health measures should they be in place. Alberta Education will collaborate, should the need arise, with Alberta Transportation and Alberta Health to ensure challenges raised by school authorities are considered.



Evaluation for Teacher Permanent Professional Certification (PPC)



Contingency Scenario 1: in-school classes (near normal with enhanced health measures)

- Alberta Education will work with school authorities to ensure that evaluations continue.
- Alberta Education will extend Interim Professional Certificates (IPC) for teachers who have completed 400 days of teaching, but have not completed two successful evaluations. Teachers will be evaluated in the future in order to attain their PPC.
- Alberta Education will also waive fees for IPC extensions for those teachers impacted by the interruption to their evaluations.



Contingency Scenario 2: at-home learning (in-school classes are suspended)

- As a result of students and teachers shifting to at-home learning, evaluations for PPC may be delayed and require an extension to a teacher's IPC.
- Alberta Education will extend IPCs for teachers who have completed 400 days of teaching, but have not completed two successful evaluations. Teachers will be evaluated in the future in order to attain their PPC.
- Alberta Education will also waive fees for IPC extensions for those teachers impacted by the interruption to their evaluations.

Teacher Preparation Program Student Practicums



Contingency Scenario 1: in-school classes (near normal with enhanced health measures)

Teacher preparation program student practicums resume. Consideration will be given to unique situations.



Contingency Scenario 2: at-home learning (in-school classes are suspended)

Alberta Education recognizes that some student teachers may be impacted by a shift to at-home learning and may not be able to complete the required 10 weeks of supervised student teaching. Student teachers who are in their final year of their teacher preparation program may be particularly impacted.

New graduates generally receive an Interim Professional Certificate (IPC) as they begin their careers, eventually progressing to a Permanent Professional Certificate (PPC) once they have demonstrated sufficient professional practice. To receive an IPC, the Alberta university graduate must meet minimum requirements, including completing the practicum component.

In the event there are no opportunities for face-to-face placements of student practicums, Alberta Education will recognize a broader spectrum of supervised practicum experiences, including online and blended settings. Based on the attestation of the Dean of the Faculty of Education at the teacher preparation institution, such practicum experiences will qualify Alberta B.Ed. graduates to obtain an IPC.

On a case-by-case basis, the Alberta Registrar will also consider exceptions to the 10-week practicum experience and may issue an IPC with conditions.

Internet/SuperNet Connectivity for First Nations and Rural/Remote Communities

Alberta Education is aware of the challenges in accessing internet/SuperNet in some First Nations, Métis Settlements and rural/remote communities.

While children or students without access to high-speed internet, and therefore online learning, were able to continue their studies through alternative means (e.g. hard-copy course packages and communicate by phone), the Alberta government is working with various partners, such as telecommunication and internet service providers, as well as the Government of Canada, on planning to further support affordable connectivity across the province. School authorities should continue to work with First Nations and Métis Settlements and rural/remote communities to deliver remote learning options.

Special considerations will continue to be given to strategies for maintaining learning in communities that do not use learning technology (e.g. Hutterite and Mennonite communities).

Celebratory Events

Celebratory events, including graduation ceremonies, must follow public health measures that may be in place at the time of the event.



Alberta