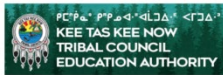


## Summer Learning Conference: Re-Entry and Workplace Wellness August 2020

The intent of a CASS Learning Guide is to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a Learning Guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta.

### Summary Points

The summer conference is planned for school authority teams with a focus on learning and networking with colleagues from their zone and across the province. The content focus was re-entry and workplace wellness with outcomes related to systems improvement and community assurance.



CASS and ASBOA system leaders (Representatives from Metro, Urban, Rural and First Nations Authorities) shared their school authority re-entry plans.



PPT Presentations: [Day 1](#) -

Re-Entry - Local and Societal Context – Community Engagement

- **Rita Marler** and **Shan Jorgenson-Adam**  
Battle River School Division  
[rmarler@brsd.ab.ca](mailto:rmarler@brsd.ab.ca); [sjorgenson-adam@brsd.ab.ca](mailto:sjorgenson-adam@brsd.ab.ca)
- **Sandy McDonald**  
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[daphne.maistoina@ktcea.ca](mailto:daphne.maistoina@ktcea.ca)
- **Shauna Boyce**  
Parkland School Division  
[sboyce@psd70.ab.ca](mailto:sboyce@psd70.ab.ca)

Watch the recordings here:

- [August 17 – Re-entry](#)
- [August 18 – Role-Alike Summary, SLQS, Practice Profiles](#)
- [August 18 - Workplace Wellness \(start at 27 mins.\)](#)

### Resources

#### Re-Entry

- Takes a Team – [Apollo 13 video](#)
- [Parkland Assurance Presentation](#) focused on Community Engagement - *How do we know our stakeholders have the trust and/or confidence that we are succeeding?*



#### Role-alike Padlets:

- [Curriculum & Assessment](#)
- [Operations and Logistics](#)
- [Safe, Caring and Respectful Learning Environments - Focusing on Staff and Student Wellness](#)

#### Workplace Wellness

[Day 2](#) – Workplace Wellness PPT Presentations

[Wellness Presentation Padlet](#)

[CASS Workplace Wellness](#) –

includes adapted practice profile with Wellness Conditions and Indicators added



Elk Island Schools Resource Links



**ELK ISLAND CATHOLIC SCHOOLS**  
Seeing Christ in Everyone

- [EICS ASSURANCE PLAN](#)
- [EICS Assurance Dashboard](#)
- [EICS Mental Health Administrative Procedure](#)
- [EICS Connections Project](#)

### Acknowledgements

Thanks to CASS Leaders who facilitated this learning opportunity and are listed in this learning guide. August 2020

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# Role-Alike Summary – Member Engagement

## Chief Superintendents

**Bevan Daverne** Golden Hills School Division [Bevan.daverne@ghsd75.ca](mailto:Bevan.daverne@ghsd75.ca)



Conversation focused on re-entry: Responding to community requests, maintaining strong partnerships with parents, sharing strategies for compliance and non-compliance with masks, costs for supporting re-launch, and need for consistent communications. Dialogue about efforts and questions related to Professional association status for CASS.

## Curriculum and Assessment

**Amber Darroch** Horizon School Division [amber.darroch@horizon.ab.ca](mailto:amber.darroch@horizon.ab.ca)



Conversations focused on all we can do to ensure for optimum learning focused in three areas:

- Promoting and acknowledging confidence based on knowing how to support students learning through clarity and responsiveness of communications.
- Operational and Logistics based on knowing if students will be learning from home or back in school. E.g., PPE, deployment of staff, design of learning such as cohorts, blended, staggered entry. Getting these pieces in place so we can focus on the learning.
- Learning and assessment: Scope and Sequence, essential outcomes and assessment practices.

## Safe, Caring and Respectful Learning Environments

**Vincent Behm** Christ The Redeemer Catholic Schools [vbehm@redeemer.ab.ca](mailto:vbehm@redeemer.ab.ca) – Staff wellness  
Brian Andjelic – [brian.andjelic@cass.ab.ca](mailto:brian.andjelic@cass.ab.ca)



- facilitated the group conversation on student wellness

Obstacles and processes to support wellbeing were shared. Student wellness group discussed polarized views of what constitutes wellness, as well as a focus on mental health. Strategies for supporting students who are not able to wear masks as well as being anxious about wearing masks. Use of continued supports for students (e.g., self-regulation, collaborative response model) as well as team members such as mental health positions and family school liaisons. Staff well-being will be supported when we can consistently communicate updates with all staff groups so that uncertainty can be addressed. In both cases the value of building relationships once we are together will help as well continued supports from groups like ASEBP and Homeward Health. As system leaders we will continue to support needs of school leaders and one another.

## Operations and Logistics

**Parkland School Division Team Facilitators:**



**Mark Francis** [mfrancis@psd70.ab.ca](mailto:mfrancis@psd70.ab.ca)

**Scott McFadyen** [smcfadyen@psd70.ab.ca](mailto:smcfadyen@psd70.ab.ca)

We focused on Compliance - How do you know your plans are being followed. Conversations focused on OH&S, classroom, Transportation, facilities, 3rd party vendors, legal implications in our COVID in relation to what due diligence is required to demonstrate your Board has taken appropriate actions. The need for:

- Checklists for the schools, transportation and facilities - to show they implemented your plans
- Clear, concise and repeated communication out to staff and parents. The importance of countering misinformation and inaccurate social media (*use of school councils, social media, staff to spread the truth*)
- Record retention – How best to keep track of seating plans, OH&S reviews of working stations, PPE reviews, cleaning logs, etc.

Preventing a COVID outbreak is a shared responsibility between staff, students and parents and ensuring each stakeholder understands what is required of them

Several documents were shared in the Padlet for people to use, borrow and make their own.

Sharing and conversations reflect the intent of the *Professional Practice Standard: Context and Leadership Decisions resulting in quality school leadership, quality teaching and optimum learning for students **and safety** for all in the school authority.*



## CASS Resource Library

<https://cassalberta.ca/resources/resource-library/>

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

## Chat Key Information:

### August 17 Re-Entry

From Darrel Robertson - Social Capital - The stock of active connections among people; the trust, mutual understanding, shared values and behaviours that bind community members together and make cooperative action possible.  
Cohen and Prusack

Scott Johnston: PSD Education Plan (Web Based) and videos for Assurance Process  
<https://www.psd70.ab.ca/Education%20Plan.php>

PSD Reports and Publications  
<https://www.psd70.ab.ca/Reports.php>

In particular – our printed Ed Plan (approved in June) and our AERR – these are in alignment with current Alberta Education Assurance Model.

See CASS Superintendents Portal for School Authority Re-Entry Plans

(Please share your plans with [Claudine.cortes@CASS.ab.ca](mailto:Claudine.cortes@CASS.ab.ca) for inclusion in the portal)

### August 18 Workplace Wellness

Megan Pharo WWC: Returning the Workplace - A Guide for Leaders:  
<https://www.thewellnesssandbox.ca/public/download/files/123807>

Megan Pharo WWC : Health Profile Report Sample:  
<https://www.thewellnesssandbox.ca/public/download/documents/13718>

From Brendan Wohlers WWC :  
<https://www.thewellnesssandbox.ca/>