

# **Yukon Early Kindergarten to Grade 12 Education Recovery Plan**

## **Guidelines for Schools for the 2021-22 School Year**

**August 2, 2021**

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# Introduction

## Purpose

This guide provides direction to schools to deliver educational programs and supports in line with territorial pandemic recovery efforts in the 2021-22 school year by:

- Clarifying expectations,
- Providing guidance across a number of key topics,
- Including links to additional information and resources that can support decision-making and communication.

Data<sup>1</sup> collected from three surveys completed by parents/caregivers, students, and educators across the territory informed decisions on recovery planning.

Educators have demonstrated adaptive leadership since the onset of the pandemic. The collaboration, professional development, along with the skills and strategies used were key for the psychological safety of educators and students. The assessment of what was needed in various situations and the innovative actions implemented was evident and appreciated. For example,



pictured here during a hunt, more students are spending even more time learning on the land. As Yukon enters recovery, collaboration via Microsoft 365 Teams, ShareEdBC and other platforms will continue to support collective efficacy for all.

Schools are encouraged to apply a compassionate and [trauma-informed leadership](#) lens in their recovery planning - one that places people (and their mental and social-emotional well-being) at the center and recognizes the importance of meeting students and staff where they are.

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<sup>1</sup> We asked about experiences and perspectives on learning during the pandemic, and about what activities and supports have been effective and not effective to support student learning needs.

This guide, and the [K-12 School Guidelines for 2021-22: COVID 19](#) address key health and safety measures for near normal school opening, along with additional topics and resources.

## Context

The [infographic of A Path Forward: Next Steps](#) is a summary of our current phase as of May 25, 2021. The infographic will be updated as restrictions are lifted. [A Path Forward: Next Steps](#) is a framework for how we plan to reduce the negative effects the COVID-19 pandemic has on Yukoners and the communities we live in. Following the path forward, Yukon's K-12 sector is planning for a near normal, full return to in-class instruction in the 2021-22 school year with an emphasis on pandemic recovery and continuing to provide safe learning environments for students and staff.

Through the tremendous efforts of educators, support staff and administrators, Yukon was one of the few jurisdictions to keep Early K-12 schools open and operating safely throughout the 2020-21 school year. This approach allowed many students to continue to benefit from the important academic, social and emotional supports that accompany in-person learning.

As the Early K-12 sector shifts from pandemic response to recovery, it is important to recognize students, staff and families have been impacted in many different ways and that some of the longer-term impacts of the pandemic are yet to be realized. Families, educators and students voluntarily participated in surveys on learning during COVID. Schools and communities continue to identify and implement actions informed by survey results.

## Key Principles

The curriculum of studies in place in Yukon schools is recognized for its world-class curriculum modernization to support the diverse needs and aspirations of students.

Throughout the COVID-19 pandemic, Governments, communities, public health experts and education partners have worked together to keep schools open and safe, guided by science and using an evidence-informed approach. As part of Yukon pandemic recovery, the Early K-12 sector commits to building on our collective accomplishments

and innovations, with a focus on addressing inequities exacerbated by the pandemic. The following principles will guide the Early K-12 sector throughout the 2021-22 school year:

- Maintain a safe and healthy school environment for students and staff.
- Ensure all students can return to in-person instruction and maintain the flexibility to adapt learning as required over the course of the recovery.
- Along with learning standards prioritized in the last school year, literacy and numeracy foundations, and core competencies are the base of the new and modern curriculum. The latter three contribute to deeper learning and all are key components of the recovery work. The development of core competencies and was highlighted in the survey data.
- Focus the assignment of school staff and resources on the provision of in-class instruction to students, using '[blended learning](#)' instructional approaches including use of digitally-based learning tools during both teacher-led and student-led learning activities.
- Ensure teacher and support staff workloads (especially relating to the provision of blended learning or digitally-based distance education opportunities) are reasonable, equitable, and manageable.
- Develop effective practices for providing blended learning opportunities for students, including professional development and other supports for teachers to implement these practices.
- Develop effective practices for providing trauma-informed learning opportunities for students, including [professional development](#) and other supports for educators, to help enable everyone in the school community to recognize and respond mindfully during this unusual time.
- Build and expand on experiential learning
  - service learning,
    - Service learning has the potential to accelerate student achievement, and has been part of the natural human response during the pandemic.
  - place-based learning
    - Place-based learning environments help students develop a more personal relationship with their natural environment and community as foundations for learning and resilience.

- Build and expand on cultural activities and values to ensure integration into curriculum and academics so that it is accessible to all students
  - Yukon First Nations cultural and language learning activities continue to be part of ongoing learning activities undertaken by Yukon First Nation students and other students.
- Prioritize support for [students who may need additional or special assistance](#).
- Ensure all students who need additional support continue to have access to teachers and support staff.
- Ensure there is ongoing and effective communication with students, staff, parents/caregivers, Yukon First Nation governments, school communities, and education partners.

## Student/Parent/Caregiver Options

As part of the return to full in-class instruction in August 2021, and in alignment with [A Path Forward: Next Steps](#), students and parents/caregivers can anticipate that their school will:

- Engage directly with all students and families to clearly communicate expectations and available educational program options for the 2021-22 school year.
- Continue to implement health and safety measures in alignment with current public health direction and Department of Education guidelines.
- Emphasize social-emotional approaches to learning and communication as key components of pandemic recovery.
- Be responsive and flexible in meeting individual student needs, including acknowledging and addressing impacts from the pandemic on learning and well-being.

Starting from age 6 until they reach the age of 16, Yukon children are required by the [Education Act](#) to take part in an educational program or course of studies<sup>2</sup>. For the 2021-22 school year, parents/caregivers will continue to have the choice to:

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<sup>2</sup> 22(1) Unless excused under subsection (2), every child who at September 1 in a year is 6 years and 8 months of age or older and is younger than 16 years of age shall attend a school operated by the Minister or a School Board.

- Enroll their child in a [Yukon public school](#)
- Enroll their child from Early K<sup>3</sup>-12 in Aurora Virtual School. More information is available at: <http://www.auroravirtuelschool.ca>.
- Enroll their child in home education, sometimes referred to as home schooling or home-based learning. Parents assume responsibility for their child's learning by selecting educational programs, methods and resources. Yukon Education coordinates home education through the Aurora Virtual School. More information is available at: <http://www.auroravirtuelschool.ca>.

Students with minority language rights under [section 23 of the Charter](#) have the right to attend an educational program provided in French.

For short-term situations of absence, school staff should make every effort to accommodate these students with their peer group using blended learning instructional approaches.

## **Students and Parents/Caregivers with Immune Compromise or Medical Complexity or Other Diverse Learning Needs**

In-class instruction may not be suitable for some children with severe immune compromise or medical complexity, which should be determined on a case-by-case basis in consultation with a medical health care provider. In some cases, the parent/caregiver may enroll their child to attend or cross-enroll, in Aurora Virtual School for the 2021-22 school year. Schools are expected to work with families and Student Support Services on a case-by-case basis, to determine the most suitable way for the educational program to be delivered in these exceptional cases.

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<sup>3</sup> Students and families living in communities with Early Kindergarten programming at the school could enrol their child in Aurora Virtual School at this level.



# **Health and Safety Standards and Guidelines for K-12**

## **K-12 School Guidelines for 2021-22: COVID 19**

[K-12 School Guidelines for 2021-22: COVID 19](#) were set in collaboration with the Department of Education, and Chief Medical Officer of Health to outline key health and safety requirements for Yukon schools.

The K-12 School Guidelines for 2021-22: COVID 19 outline the infection prevention and exposure control measures recommended to maintain safe and healthy environments for students, families, and staff. Schools will re-open at near normal operations, with some measures kept in place to ensure schools remain a safe environment for students, staff, and families.

## **School Operational Plan Documentation**

School administrators are working with staff, Superintendents, School Councils and Yukon First Nations to update operational plan documentation for the 2021-22 school year for their schools. These plan documents will set out the specific infection prevention and control measures at each school, how each school may adapt its schedules and operations, and each school's communication plan for sharing information with their school communities.

These plan documents have not yet been determined, but may be based on a common template, with flexibility to adjust to the specific context of each school community. While there will be common practices Yukon schools will follow as they plan their operations, it is recognized that schools are diverse in their context and demographic, and School Communicable Disease plan must address the specific needs of each school community.

## **Provision of Instruction to Students**

All Yukon students are expected to receive the full amount of instruction required under the Education Act for the 2021-22 school year through in-class and continued blended learning instruction.

School staff are expected to work their regular hours at school and to provide their students with instruction that continues to deliver the school curriculum. This includes regular long-range planning and assessment and reporting expectations.

The plan for the 2021-22 school year includes:

- All Yukon students, Early K-12 will return to full-day, in-class instruction five days per week
- Resource programs for students with disabilities, transitions programs and individualized programming for students needing additional support will continue at school all day, every day.

## **Identifying and Addressing Impacts on Learning and Well-Being**

Supporting the health and well-being of students, families, and staff continues to be the top priority as we continue to navigate the COVID-19 pandemic. Schools must develop processes for identifying and addressing pandemic impacts on student learning and well-being, with a focus on supporting the development of the whole child. Prioritization should be in the areas of literacy, numeracy, social-emotional development and mental health.

Some pandemic impacts may be identified prior to school start (i.e., there may be increased impacts on high school students who attended half-day in-class learning for the majority of 2020-21 school year) whereas others may not emerge until students are back in school. Continuing to take early action to engage with students, families, and community stakeholders is key in providing necessary supports.

Additional considerations for schools include:

- Continue to review attendance patterns to help inform planning for specific supports;
- Continue to implement programs that have had positive impacts on learning (i.e. The use of Zoom for video communication and collaboration, learning on the land);
- Continue to provide supports for student and staff well-being and ensuring students, staff, and parents are aware of where to access supports;
- Continue to collaborate with partners embracing “it takes a whole community to raise a child” and including things such as tutoring and;
- Continue to focus on positive impacts demonstrated by:
  - Survey data that has shown significant improvement in use of technology;
  - Participation in [Connected North](#) virtual field trips and relationship building between First Nation, Metis, and Inuit, as well as non-Indigenous role models and students. This service is still available free to schools;
  - The Chief Medical Officer of Health reinforcing that schools have protective effects on child and youth cognitive, social, emotional and physical well-being, and are a valuable source of nutrition and social support;
 to name a few examples.

## Learning

Prioritizing numeracy and literacy and teaching through the core competencies continue to be important avenues for addressing inevitable impacts on learning due to the COVID-19 pandemic.

Across grade levels, some examples that could be considered for continuous learning and addressing learning impacts may include:

- Continuing to focus on literacy and numeracy,
- Continuing to support student self-assessment of the core competencies,
- Continue prioritizing learning standards within each curriculum,
- Continue to offer blended learning options for students,
- Continue to leverage technology for student success,
- Continue focusing on differentiated assessment and instruction and scaffolding,
- Using system data from the Early Years Evaluation (EYE), Boehm, Yukon Foundation Skills Assessments (YFSAs), graduation assessments, [student assessment survey](#),

[student learning during a pandemic survey](#) and school-based data from School Wide Write (SWW), the DART reading assessment, etc. to help inform instructional decisions,

- Giving students a platform to provide feedback to help provide more opportunity for student voice about their own education. For example, in collaboration with your administrator, consider completing the [OurSCHOOL Student Survey](#) (grades 4– 12) that will help provide you with reliable, timely, and accurate data, timely and accurate data on the factors known to have a profound impact on student outcomes so you are further supported to create a classroom and school environment where all students can thrive,
- Focusing student learning on collaboration with other educators, parents, local Yukon First Nations and other community members,
- Using formative assessment practices that are known to accelerate student achievement to help inform instructional decisions (i.e., refer to the Chapter 2 and the Formative Assessment appendix and of the [Communicating Student Learning Resource and Professional Development Tool](#)),
- Collaboration with school counsellors to help with Second Step resources, planned classroom meetings and check-ins, zones of regulation, sharing/check in circles,
- Collaboration with school-based teams for services from Student Support Services,
- Accessing and communicating resources for tutoring and extra support if needed.



At all levels from Early K- 12, impacts on learning can be addressed through on-going collaboration with other educators, parent/caregivers, and students. This fact was reinforced in the survey data. Focusing on new approaches to ensuring integration of Yukon First Nations ways of knowing, doing, and being such as ensuring experiential learning and collaboration

with local Yukon First Nations. Pictured here, grades 8-12 students received their Yukon Trapper Certificates from instructor Ryan Sealy over spring break, March 2021. Educators at all levels Early K- 12 should continue formative assessments to help

monitor student learning in focused areas of numeracy, literacy, and building core competencies within each curriculum area. [Primary](#), [Intermediate](#), and [Secondary](#) Microsoft 365 Teams were created to provide a collaboration space for educators. Further ShareEdBC, a curated invite only online platform, was also made accessible to all Yukon educators. All educators are encouraged to use these platforms to share and find resources, and engage in productive conversations to support one another.

For Early K-3 level, it is also recommended that educators:

- Ensure each primary student (Grade 1-3) has a PM Benchmark Reading, Assessment or a Fountas & Pinnell Benchmark Assessment within the first two weeks of school to identify the instructional and independent reading levels of each student<sup>4</sup>,
- Implement Yukon's updated [Balanced Literacy Approach to Literacy Instruction](#) to support student success in reading, writing, listening, and speaking.
- Assess numeracy gaps and plan instruction using Numeracy Nets<sup>5</sup> Grades K-3 to support student success.

For Grades 4-7, it is also recommended that educators:

- Assess students' literacy skills using Fountas & Pinnell Benchmark Assessments<sup>6</sup> (Grade 4-7)
- Implement Yukon's updated [Balanced Literacy Approach to Literacy Instruction](#) to support student success in reading, writing, listening, and speaking.
- Assess numeracy gaps and plan instruction using Numeracy Nets Grades 4-7 to support student success.

For Grades 8-12, it is also recommended that educators:

- Implement Yukon's updated [Balanced Literacy Approach to Literacy Instruction](#) to support student success in reading, writing, listening, and speaking,

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<sup>4</sup> Reading recovery teachers can assist with benchmark assessments.

<sup>5</sup> A classroom assessment and planning tool to assist with addressing gaps and misconceptions or critical components of curriculum. Every Yukon school should have copies of the Numeracy Nets resources.

<sup>6</sup> Fountas & Pinnell Benchmark Assessment System 2 provides materials and procedures for observing and assessing the reading levels and behaviours of students.

- Assess numeracy gaps and plan instruction using Numeracy Nets (Grades 7-8) to support student success.
- Continue to place a strong emphasis on priority learning standards,
- Create structures that encourage peer tutoring or access to other tutoring support that is available in the community,
- Offer tutoring programs,

For second language learners, it is also recommended that educators:

- Put an emphasis on oral language competencies to allow for students to develop confidence and desire to communicate in target language<sup>7</sup>.
- Provide extra time and support.
- Identify where students are in language acquisition and teach from this starting point.

### **Engaging with the Prescribed Curriculum of Studies**

School staff should consider instructional and learning practices that can extend flexibility, choice and voice to students as in-person classes resume, such as:

- Moving learning outdoors when possible.
- Monitoring attendance closely and ensuring follow-up with students who are absent.
- Ensuring the physical environment supports learners and learning.
- Ensuring each student has a relationship with at least one caring adult.

Another way teachers can focus instruction during the recovery period is to prioritize learning standards, as outlined on pages 71 – 73 of the [Communicating Student Learning Resource and Professional Development Tool](#), by using the guidance and advice provided by Ainsworth in that tool.

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<sup>7</sup> Some students may be anxious about their abilities to express themselves in the target language.

## Yukon First Nations Ways of Knowing, Doing, and Being

School staff are expected to continue to communicate and work with local Yukon First Nations contacts and engage in transformative listening<sup>8</sup> to enhance supports for First Nation students. School staff will ensure they maintain and combine efforts, through existing relationships with Yukon First Nations, to support the needs of these students served by their schools. School staff should also be working with Yukon First Nations to ensure that Yukon First Nations ways of knowing, doing and being continue to be part of student instruction.



Non-enrolling school staff will continue to collaborate with classroom teachers and anyone authorized to receive information on a student's programming, including Yukon First Nations, Community Education Liaison Coordinators and Education Support Workers, to ensure that instructional content is accessible, meaningful for all learners and can be supported by all parents/caregivers.

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<sup>8</sup> Scholar Jo-ann Archibald (2008) talks about power of story to teach, heal, soothe, and surface experiences in a way that can transform both the teller and the listener. To create the conditions necessary for transformation, the listener needs to actively engage with the story and open themselves to the teachings embedded in the story. Settler scholar Paige Raibmon (2014) calls this process transformative listening. (Yee, N. Review of Inclusive and Special Education Final Report).



It is recognized that when students are participating in Yukon First Nations cultural, language, and harvesting activities, these activities have a critical educational purpose that is not only consistent with but a part of the delivery of the curriculum. Yukon First Nation cultural and language learning activities are an important part of the ongoing learning activities undertaken by Yukon First Nation students and other students and must continue. A goal indicated in Yukon's Inclusive and Special Education review is to explore possibilities to extend outdoor, experiential learning programs, and culture camps in collaborative efforts with Yukon First Nations to create holistic support for students. For example, In the Embracing the Shift: Sharing Our Pandemic Stories of Connecting to Land and Children's Natural Curiosity series: Decolonizing Practice Through Two-Eyed Seeing and Natural Curiosity on the Land, download the recording of the second in the series: Stories from the Yukon to listen to stories about approaches to land-based learning, integrating local Indigenous perspectives into practice, and using Natural Curiosity 2<sup>nd</sup> Edition to support an ongoing journey towards connecting children to the land. If you choose to view the recording and would like a copy of the book, Natural Curiosity: The Importance of Indigenous Perspectives in Children's Environmental Inquiry 2<sup>nd</sup> Edition, you can still reach out to [Jesse.Jewell@gov.yk.ca](mailto:Jesse.Jewell@gov.yk.ca).



## **Experiential Learning**



## Service Learning

Service learning is a kind of experiential education, where students participate in a learning activity with community goals that takes place outside of school. The activity is



structured as a cycle of action and reflection as students learn through working toward community objectives while deepening their understanding and applying their skills. For example, students in grades 7-9 at Ghùch Tlâ Community School filled sandbags to protect community homes due to concerns of rising water levels and flooding because of record snowfall this past winter. Service learning has a high impact on engaging students in their learning, with a high effect size (0.58) from the John Hattie Visible Learning research compilation. During the pandemic, people connected and worked together and learned in this way as part of the natural response to the pandemic.

## Place-Based Learning

Place-based learning is a kind of experiential education. Place-based learning environments are those in which students develop a more personal relationship with their natural environment and community as foundations for learning and resilience. Emphasizing hands-on and relevant learning experiences, this approach to teaching and learning helps students develop stronger ties to their community, enhances students' understanding of the world, and creates a heightened commitment from students to serve as active, contributing citizens.

The key principles of place-based learning include: a primary focus on the student's beliefs and sense of place; explicit connections between schools, communities, and the environment; and the local community and surrounding environment should serve as the stimulus for curricula exploration and the active engagement of students. Survey results indicated the desire to continue place-based on the land learning experiences for students. Place based learning networks continue to be a popular professional development accessed by educators in Yukon schools.

For example:

A teacher engages students in the exploration of a local creek where students gain a holistic understanding of the biological, social, cultural and economic significance of the place. Students are challenged to discover what impacts the community may be having on the creek and develop their own solutions, while considering all stakeholders. While ensuring health and safety measures and community and local First Nation guidelines are adhered to and respected, students would be encouraged to connect with First Nations Elders and community members as well as local experts and businesses in the creek's watershed.

## **Blended Learning**

As part of Yukon's modernized curriculum, teachers and students use technology as part of learning to develop digital literacy and skills they will need for their lives and careers. Survey data has shown an increase in students and staff's use of digital technologies and teaching tools throughout the pandemic.

Blended learning is an instructional approach that combines traditional in-person classroom teaching with other forms of digital learning. An increased focus on professional development for blended learning was provided for educators in response to survey data collected.

It is important to note that blended learning is a broad concept that can include a wide range of strategies and approaches. It is a flexible approach primarily focused on empowering students and teachers to improve learning outcomes by maximizing teacher-led instructional time and providing student-led time to develop independent learning skills. Blended tools seek to enhance the relevance of learning for students, and thereby increase student engagement and performance. Digital learning technologies and tools, when combined with in-person classroom instruction, create 'blended learning' opportunities that can allow greater personalization and flexibility for learners.

Digital learning technologies and tools, when combined with in-person classroom instruction, create 'blended learning' opportunities that allow greater personalization and flexibility for students (i.e., a combination of in-person classroom instruction, digitally managed content, instruction and feedback, and some element of student

control over time, place, path, and/or pace). Younger children should have more traditional direct instruction and support from their teachers and older children and youth should have a balance of in-person activities with their teachers and classmates and digital activities with technology and online tools.

Some blended strategies could include:

- In-person teaching and learning, where students apply their knowledge, deepen their understanding and demonstrate their learning with their teachers (teacher-led activities, on the land learning opportunities, work stations, labs, etc.),
- Student led learning where students use digital tools to gather information through inquiry, reading, research and work on assignments (online tools, resources, and collaboration),
- Teacher support, instruction and feedback both in person and online,
- Students learning skills to manage some of their own learning (goal setting, organization, prioritizing, time management, etc.) with some flexibility for the time, place, and pace of their learning.

School staff should continue to develop blended learning opportunities for students from the start of the school year since blended learning provides school staff with more flexibility to respond to health and safety measures and to adapt.

The Yukon Teachers Association and central administration staff of Department of Education have prepared several professional development opportunities and other resources to help educators in developing blended learning tools and practices.

More information and resources:

- [Blended learning](#) website,
- [Learning Continuity Toolkit](#)
- Some on-demand blended learning professional learning recordings from:
  - [April 24, 2020 PD Day](#)
  - [May 15, 2020 PD Day](#)
  - [June 10, 2020 PD Day](#)
  - [August 19, 2020 PD Day](#)
  - [January 15, 2021 PD Day](#)

- [November 20, 2021 PD Day](#)
- [April 30, 2021 PD Day](#)

School staff should develop blended learning opportunities for students from the start of the school year, so that they are prepared to shift to teaching by distance should circumstances require.

### **Key Considerations for Blended Learning**

Online and other forms of digitally-based distance learning alone cannot replace the instructional and social impact of teachers who provide effective and engaging instruction directly to their students - the quality of connection and direct instruction provided by a teacher is far more important than the medium through which the instruction is delivered. Survey data confirmed that connection with students was regularly used as a means to address challenges through the pandemic.

Successful digital-based learning environments require regular interaction among teachers and students, and students and their peers. To enable effective instruction, digital platforms must facilitate ongoing collaboration, communication, and connection among teachers and their students.

Combining in-person instruction with digitally managed instruction can be as effective as classroom instruction when the instruction provides students with engaging content, opportunities for interaction with teachers and peers, and learning support.

Students in general value the relationship they have with their teachers - teachers must integrate video and collaboration tools into virtual lessons because the student-teacher relationship remains the key to educational success.

School Administrators are requested to loan school computing devices to those students who do not have personal devices, for the purpose of supporting ongoing instruction (see Appendix 'A' for additional guidance).

For those students who do not have internet access at home, School Administrators must give consideration to arranging other options, either within the school or elsewhere in their community.

In addition to the provision of student learning devices to schools, steps are being taken to facilitate the optional use of student personally owned devices, referred to as “Student Bring Your Own Device” or “Student BYOD” for short) while learning at school in addition to when learning at home. Steps include simplifying while securing access to school wireless, reliance on the cloud-based learning tools and professional development for teachers on how to leverage Student BYOD in the classroom effectively. It is forecasted that official support will be early in the new year.

The Government of Yukon recently partnered with Yukon First Nations Governments to provide student owned laptops to all Yukon First Nations students for use to learn both at home and in school. When the department is ready to support Student BYOD, we should expect to see these devices brought into schools.

Another possibility for increased access to technology for students is a new partnership between Yukon Education and Computers for Schools Yukon (CfSY) which allows for recently repurposed school laptops to be donated to CfSY to be wiped and sold back to Yukon K-12 students at a very reasonable price. This supports students by providing them an opportunity to purchase a laptop that is very familiar to them, with respect to operating system and software, for a very low cost.) which allows for recently repurposed school laptops to be donated to CfSY to be wiped and sold back to Yukon K-12 students at a very reasonable price. This supports students by providing them an opportunity to purchase a laptop that is very familiar to them, with respect to operating system and software, for a very low cost.

Students and teachers must have adequate support in the use of specific digital tools and technologies. TSI in collaboration with IBM is now also working on developing Learning Pathways. Microsoft 365 learning pathways is a customizable, on-demand learning solution designed to increase usage and adoption of Microsoft 365 services. More information will be provided as it becomes available.

While we shift to increased use of online tools and platforms, it is important to remember that as Yukon educators are bound by the [ATIPP Act](#) (Access to Information and Protection of Privacy), which means Yukon Educators are required to properly secure students’ personal information against such risks as unauthorized collection, use, disclosure and access (see Appendix ‘B’ for additional guidance)

## Student Assessment and Reporting

Teachers continue to be responsible for assessing each student's individual progress in all learning covered during the school year.

Teachers must continue to follow the requirements outlined in the [Communicating Student Learning Resource and Professional Development Tool](#). The in-person meeting, as described in the requirements, may occur via a virtual meeting room, like Zoom, again in the coming year using key features like video sharing, audio, sharing screens etc. to allow for as close to an in-person experience as possible.

Assessment practices that take into account emotional well-being are needed.

Consider:

- higher stakes assessments and evaluations may heighten the stress for some learners and therefore may not provide accurate direction for the teacher.
- formative assessments-for-learning to reveal students' strengths and needs like those found in the Techniques for Formative Assessment appendix of the [Communicating Student Learning Resource and Professional Development Tool](#).

## Mental Health and Well-Being and Trauma Informed Learning

As students, families, and staff prepare for the start of the 2021-22 school year, it is important to highlight the role of the education system in supporting positive mental health and well-being through system-wide mental health prevention and promotion. At the school and classroom level, this includes an acknowledgement of the importance of supporting students to build resiliency, coping skills and knowledge that contribute to their overall wellbeing and providing the related instruction as prescribed in the curriculum of studies. For example, in the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental and social health. By combining physical education and health education, the PHE curriculum highlights the interconnections between physical and mental health, positive interpersonal relationships, substance use education, and how interactions with the community affect overall well-being. Some Yukon resources that have been developed to support these courses include things like [SHARE and other related resources](#) and the SOGI policy. As another example the [BC Early Learning Framework](#),

in use in Yukon schools, also addresses mental health promotion in the early years, through social emotional learning. It should be noted the survey data revealed that parents/caregivers and educators were much more aware of how to access mental health supports than students. Educators are not mental health professionals, nor should they be. The role of educators is to have open conversations with students about positive mental well-being, provide information about positive mental health and connect students to resources when they need them.

To help everyone to recognize and respond mindfully during this unusual time, educators can access professional development opportunities and other resources to develop effective practices for providing mental health and well-being and trauma-informed learning opportunities to build student resiliency through the [Student Support Services website](#) such as:

- [Crisis Prevention Institute \(CPI\) Non-violent crisis intervention training](#) information,
- [Safe and caring schools policy and support plan.](#)

For example, educators can learn how to recognize and implement strategies to support trauma informed principles in the classroom using Bruce Perry's 3 R approach. As another example, in Restorative Practices in Schools, educators could deepen their understanding of restorative practices and leave with practical tools for classroom use.

- [Other relevant, evidence based, and purposeful professional development](#) to educators including:
  - Self-regulation/trauma-informed care  
Classroom design and set up is one example of the self-regulation and trauma-informed care opportunities that are available. The question of how the classroom environment affects the people within it and ideas to consider when setting up both the physical and emotional environment of the classroom through a trauma informed lens. As another example, Brain Matters is about how the brain functions during trauma. [Watch the recording.](#)
  - August 18, 2020 PD Day Recordings
    - Supporting a Safe & Healthy Primary Classroom. [Watch the recording.](#)
    - Taking Care of Ourselves, Taking Care of Others. [Watch the recording.](#)



- Positive behavior interventions and supports (PBIS). [Visit the webpage.](#)
  - [Other current offerings](#)
- [The School Community Consultant's Website](#)  
[This consultant provides social work support and education to schools in the areas of trauma, mental health, and restorative practices.](#)
- [Community resources](#)

## **Students with Diverse Abilities or Special Needs**

School staff continue to be responsible for developing plans for students with diverse learning needs, to ensure equity in access to learning opportunities. Further, schools should identify students impacted by the pandemic who require additional supports, and ensure supports are in place.

The provision of instruction for students with IEPs whose programming is modified must continue to be aligned with the goals identified in the student's IEP.

For students requiring adaptations to support their learning (i.e., IEPs with adaptations, Student Learning Plans, Behaviour Support Plans), the provision of learning supports through adaptations must continue to be offered to the greatest extent possible.

It is important that we continue to provide supports to students with diverse learning needs for the entire school year. School staff will assess where students are in their individual learning and prepare for unique learning needs that need to be addressed. School staff will regularly communicate with parents/caregivers to provide supports, resources and learning materials to help students complete their essential learning goals.

Examples of students who require additional support:

- Some children and youth in care,
- Students not yet meeting literacy expectations,
- Students at risk of not graduating,
- Students requiring mental health or substance use supports,
- Students with serious medical conditions,
- Students who may be at-risk due to the situation in their home environment,



- A student with a disability who has been destabilizing due to changes in their routine,
- Students whose educational outcomes may have been negatively impacted during the pandemic or periods of adapted classroom instruction

## **Support for Students and Families**

The pandemic and its impacts can present unique circumstances and stressful events in the lives of students and their families. Acknowledgement of the impacts of these unique circumstances and positive supports and response is vital to maintain well-being and relationships. It is important that school staff continue to monitor students and connect with them, their families and community supports. It is vital for all learners and their families to maintain connection to trusted adults and peers, their culture and their community. School staff should communicate the supports that are available to families, including specific information on how to access these supports and available community resources that can help support ongoing learning and family well-being. If a student is unable to participate in the instruction being offered, staff should reach out to the student and their family/caregivers to help address any barriers that the student may be facing.

Additional considerations can include:

- Identifying families who were receiving regular support from school staff, or who may have emerging support needs, and regularly connecting with those families to assist with their well-being.
- Continued connection and wrap around meetings work with those student and families that received supports from other government department and non-governmental supports (ie: social workers, First Nation advocates, ESWs and CELC. and private clinicians)
- Reviewing and potentially shifting staff assignments, including those of non-enrolling staff, to ensure that local school communities can meet any support learning needs of families.
- Assigning school staff to connect with local Yukon First Nations and community-based organizations to coordinate school and community supports for families.

# International Students

## Program Continuity

International students residing in Yukon will follow the same education program protocols as local students for the 2021-22 school year. See learning continuity section of this document for details on supporting learning impacts. Further to learning impacts experiences by Yukon students, international students may also experience impacts related to being away from family.

## Self-isolation for New and Returning Students

Any international students arriving to Yukon are required to follow current safety guidelines including those that may exist for self-isolation.

## Resources and Links

- [Educator Update Archive](#), [Educators' Place](#), [Resource Services Digital Resources](#), [YESNet Portal](#), and the updated [YTA PD Site](#)
- Contact [bsherry@takingitglobal.org](mailto:bsherry@takingitglobal.org) for Virtual Field Trips or to engage with an Indigenous Role Model. Website: <https://connectednorth.org/en/>. Online Session Menu: [English](#) or [French](#). ([Session Statistics](#))
- The established [Yukon Administrators \(Microsoft 360\) Team](#) for administrators in the continuity of learning to establish FAQ as a live document so that unique situations can be shared and resolved
- [Primary](#), [Intermediate](#), and [Secondary](#) M365 Teams
- ShareEdBC now has almost 10 000 users, including many Yukon educators, a redesigned internal homepage, a webinar schedule and much more. See “What’s New” at [ShareEdBC.ca](https://shareedbc.ca).
- [Focused Education Resources](#) (formerly ERAC) has a wealth of [Digital Resources](#) available to Yukon Teachers and Students including recently [evaluated resources](#)
- [Moving Forward in a Deep Learning World](#) webinar including [Education Reimagined: The Future of Learning](#)
- [Yukon information on COVID-19](#)
- [Education updates and supports on COVID-19](#)

- [“Traffic lights” symptom check tool](#)
- [COVID-19 Self-Assessment](#)
- [Practice the Safe 6](#)
- [COVID-19 Directive 6: masks in Yukon government workplaces](#)
- [Non-medical masks in the workplace](#)
- [Canada response and Health Canada information](#)
- [Council of Yukon First Nations COVID-19 info hub](#)
- [Yukon vaccination clinics and information about the vaccine](#)

## **Mental Health Resources**

- [Mental health and wellness support during COVID-19](#)
- [Erase](#) (Expect Respect and a Safe Education) hosts a range of mental health and well-being resources for students and families.
- Yukon Workers’ Compensation Health and Safety Board
  - [Psychological Health and Safety Courses](#)
- [Wellness Together Canada](#) free resources and supports
- [COVID-19 and teenagers: Supporting Youth Mental Wellness](#)
- <https://www.connectednorth.org/wellbeing/>
- [Pan-Canadian Joint Consortium for School Health](#)

## **Appendix A – Education Technology Guidelines for Employees and Students**

### **Purpose**

These guidelines provide for enabling school staff and students to access technology including digital tools and computing devices (MacBook laptops and iPad tablets) if needed to support blended learning, approved work from home activities, and/or approved learning away from school.

### **General Guidelines for Accessing/Loaning Computing Devices**

During normal operations, school allocated computing devices are not permitted to leave school premises (unless in the course of school activity) without the express consent of the school principal and are not permitted to be used for personal use.

When working and or learning from home is necessary and approved, Principals will be permitted to temporarily loan school allocated computing devices for the purposes of working from home and continuity of learning. These devices are still not allowed to be used for personal use.

Staff and students are required to take all reasonable steps to protect and secure Yukon government technology and computing devices. Any damage, loss or theft should be immediately reported to school principals, ITSS and the department Privacy Officer.

Please ensure the following guidelines are clear to school staff and students:

- Any loan is temporary until a return to normal operations or the end of the school year.
- Staff and students are responsible for transport, care, custody, home set up and return of the device.
- Staff and students must not use loaned computing devices for personal use.
- Principals are responsible for covering any damage, loss and any needed cables, adapters, and docking stations from their school budgets.

## **Unified Communications: Zoom/Microsoft 365 (M365) Teams**

- Both Zoom and M365 Teams are available as tools to:
  - Communicate to individuals or groups
  - Run virtual meetings
  - Run digital classrooms
  - “Unified Communications” purpose is virtual meetings & classrooms tool with video, audio and text chat as well as the ability to screen share.
- Why Both? Don't They Do The Same Thing?
  - Zoom
    - is intended as a 3-year interim solution until M365 Teams is fully setup (in progress). Zoom will eventually be retired.
    - currently allows staff to invite 3<sup>rd</sup> party, non-EDU staff to meet (e.g. Parents, other depts., etc) where M365 Teams does not yet.

- M365 Teams is tightly integrated in the other M365 apps.
- How Do I Get Zoom?
  - Zoom does require a licensed user account (if you do not have an account, you must email ITSS)
  - Zoom licensed user accounts are only available to teachers, principals and EDU managers (exceptions can be made at a principal's /manager request)
  - Zoom accounts aren't connected to Rapid Identity
- How Do I get M365 Teams?
  - <sup>9</sup> is available to all EDU staff and students (note: Early K- 7 students cannot create meetings or send private messages; they can only join them) as part of the M365 platform.

You access Teams using your [@yesnet.yk.ca](mailto:@yesnet.yk.ca) education account via the Rapid Identity portal.

## **File Storage & Collaboration**

For managing digital files and document storage, sharing, creation, collaboration and more, school staff and students should use M365 Teams and or SharePoint for work shared files or OneDrive for personal files and/or Google Suite. Please see: <https://v2yesnet.wordpress.com/learning-continuity-toolkit/> for support.

## **Reallocation of School Computing Devices for Staff**

Principals are responsible for tracking, decision-making and approvals for the temporary use of school allocated computing devices as per these guidelines.

## **Triaging Requests**

Principals will triage all requests for the loan of a school computing device and ensure temporary loans are only made where necessary.

Staff do not require loan of a school computing device if they have:

- Office Staff: A suitable personal computer to access VDI

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<sup>9</sup> M365 Teams is available to all students. A process must take place, where a letter and opportunity to opt out is given to parents.

- Teaching Staff/ Principals: A one-to-one device.

## **Tracking Requests**

- Principals (or a delegate) should track all technology requests via a spreadsheet to ensure they know which device was loaned to who. All loaned devices should be tracked by make, model, serial number and asset tag.
- Principals can contact ITSS or TSI to confirm 1to1 enrolment for their staff.

## **School Office Administrative Staff Work from Home Technology Requests**

Not Permitted:

- Taking Windows computer desktops or towers home as this is a breach of YG's security policies.

Process:

- Request permission from your school principal (or their delegate).
- School principals (or their delegates) track requests in a spreadsheet or via Resource Manager (if set up to do so).

## **Teacher/EA Work from Home Technology Requests**

\* - Unless a one-to-one program participant with a MacBook Air

Not Permitted:

- Loan of a school iMac (Note: In the event a teacher has important data stored on a school iMac, please instruct them to move the data into [Microsoft 365 OneDrive](#)).

Process:

- Staff request permission from their school principal (or delegate) for a loaner device
- School principal confirms need and approves request
- School principal (or delegate) tracks request

## **Reallocation of School Computing Devices for Students**

### **Guiding Principles for loaning school computing devices to students**

- Prioritize support for Grade 10-12 students in blending learning model who do not have access to a device away from school.
- Support any student whose learning plan (i.e., Student Learning Plan, IEP) requirements include the use of a computing device.
- Short-term support for students requiring self-isolation who does not have access to a device away from school.
- For all other students, temporary loans will be made when necessary to support digitally based distance learning. Students may not require loan of a school computing device if they have access to a suitable personal computer at home. This will be determined at the principal's discretion.
- Zoom, Microsoft 365, Google Suite can all be used on any device (including mobile devices)

### **Limitations & Potential Reallocation of School Computing Devices**

The loan of school computing devices is a risk and presents significant challenges. These guiding principles have been established to ensure we prioritize technology resources to meet essential learning needs.

Taking into consideration the number of computing devices available at a school, the need to support blended learning opportunities and the fact that not every student may have access to a computing device, schools may loan devices to students based on need at the discretion of the principal.

The central administration and ITSS staff reserve the right to temporarily reallocate school computing devices between schools in the event it is deemed necessary to meet essential learning needs.

### **Grades 10-12 Graduation Program Students, Learning Plan and Other Students**

Standards:

	School MacBook Air	School iPad	School iMac	Other
Gr.10-12 / Grad Program	Yes	No	No	No
Learning Plan	Yes	Yes	Yes	Yes
All other Grades	* Yes	Yes	No	No

## Student Learning Plan Support

Standards:

- Loan of the type of device needed to support individual student learning plans
- \* Keeping this guiding principle in mind: “Support Grade 10-12 students in blending learning model who do not have access to a device away from school.”

Process:

- Student fills out the [Technology Loan to Students \(updated August 18, 2020\)](#)
- Fill in the “Student Tech Needs” sheet/tab on 2020 School Technology Continuity of Instruction Request spreadsheet
- If more rows are needed, copy rows 2-9 & insert as many as needed

## In the Event of Computing Device Damage, Loss or Theft

- Staff and students must report any damage, loss or theft of computing devices. Students must report to their Principal. Staff must report to their supervisor, department's [Privacy Officer](#) ITSS ([itss@gov.yk.ca](mailto:itss@gov.yk.ca)) immediately upon discovery.

## Additional Resources

- If you have any questions, please contact your Superintendent.
- If you require technical support, please contact ITSS (667-8535, [itss@gov.yk.ca](mailto:itss@gov.yk.ca))



# Appendix B – Privacy, App Selection and Protection of Information

## Protecting Privacy Overview

While students need to develop digital skills and need to use online tools and platforms for modern learning, it is important to remember that all school staff and central administration staff are required to follow the [ATIPP Act](#) (Access to Information and Protection of Privacy).

We are all required to properly secure students' personal information against risks like unauthorized collection, use, disclosure and access. Personal information can be as basic as a student's first name, age, gender, student ID, or their email address. School staff are required to protect students' privacy, including making informed choices about the apps and tools that they use to connect with students. A good resource is [Privacy at a Glance for Yukon Educators](#).

## App Selection

School staff should review guidelines and practices regarding the selection of learning resources and tools for remote teaching and learning. Particular attention needs to be paid to the issue of information privacy and security. There are clear instructions and expectations for teachers regarding the expanded use of digital learning tools and apps for learning. In addition, student and parent consent forms may be required for the use of various apps or tools.

When considering whether an app that you want to use would be appropriate, ask yourself the following questions:

- Is the app grounded in solid pedagogy, and can I explain how it is going to benefit my students to a parent, Principal, or Superintendent?
- Have I done my due diligence in researching this app, read reviews, reviewed the privacy policy, determined its rating by [Common Sense Media](#)?
- Does the app require me to have an account? If so, what personal information am I willing to give up about myself (as the teacher) to use this app?
- Does the app require the students to have personalized accounts? If so, can I manage this by:
  - Only providing students with a 'class code' to join, and nothing more

- Using aliases, or pseudonyms, for my students and keeping an offline, secure corresponding 'match list' to determine who is who
- Am I aware that if I do have to provide personal information for my students, I need to seek informed consent from the students' parents/caregivers before doing so?

Learn more about online learning, apps, privacy and security:

- [Important Information When Considering Using Online Education Applications \(Apps\)](#)
- [Online Education Services Policy Compliance](#)
  - A Privacy Toolkit is available in First Class Teacher's Global Conferences that describes this in detail, as well as provides a parental consent letter template for your use. Privacy Tool Kit (First Class-->Teachers Global Conferences--> Privacy Tool Kit)
  - [Archived Webinar on Student Privacy and Choosing Resources](#)
- [Online Learning App Evaluation Request](#) tool to help with evaluation of platforms
- [Focused Education Resources](#) (formerly ERAC) has a wealth of [Digital Resources](#) available to Yukon teachers and students, recently [evaluated resources](#), as well as information about Privacy & Security
- [CommonSenseMedia.org](#) – Book and [App Reviews](#)

## **Protection of Information When Working Remotely**

All staff are required to ensure that all student records and personal information are protected from unauthorized collection, use disclosure, disposal or destruction. Staff must follow best practices for protecting personal information to prevent privacy breaches, including:

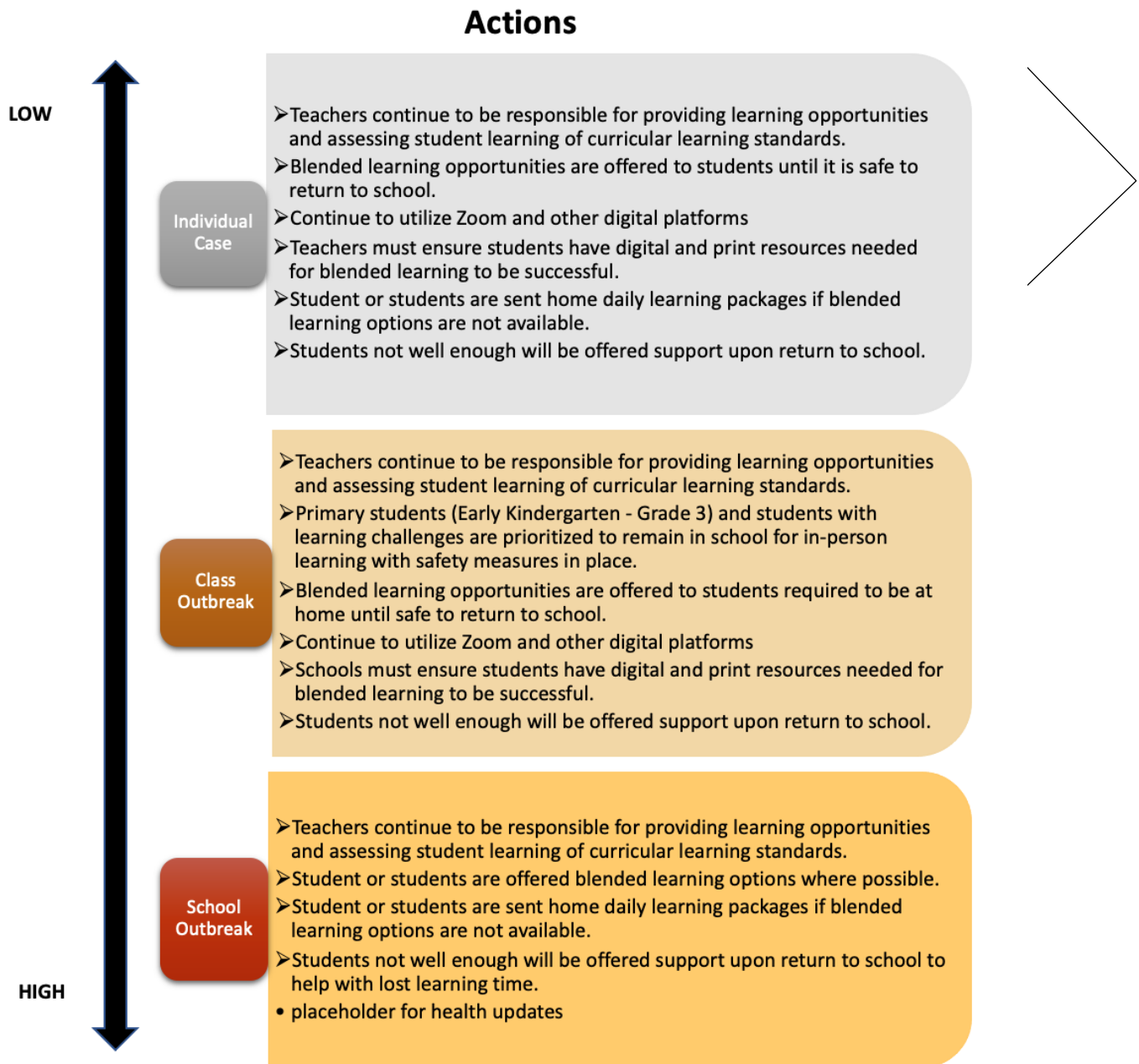
- Do not e-mail confidential or work-related information to your personal e-mail address.
- Do not use your personal e-mail to communicate with parents, students, or other staff.
- Do not use platforms that are not provided or approved by the Department of Education.
- Use First Class or Microsoft OneDrive (in MS 365) to store work-related information.

- USB thumb drives should only be used for work-related information if they are encrypted and kept secure.
- One-to-One participants can use and save information directly on their encrypted hard drive.
- Avoid saving any work-related information on a personal computer.
- Avoid using unsecure networks, such as public Wi-Fi networks.
- Secure your personal devices and work-related paperwork and files so that they are not misplaced or stolen.
- If a privacy breach occurs, report the breach to your supervisor immediately, make efforts to contain the breach, inform the Department of Education's Privacy Officer, and cooperate to complete privacy breach report.
  - The [Protecting government, and student, information by working securely from home- for Education Employees](#) guideline provides guidance for Education staff and should be provided to all employees.

Learn more about protecting privacy and personal information:

- [Protecting government, and student, information by working securely from home- for Education Employees](#)
- [Learning Continuity Toolkit](#)
- Flyer- [Best Practices for Securing Your Virtual Zoom Classroom](#)
- [Online Professional Development Opportunities](#)
- [Safer Schools Together](#) has created a set of resources for administrators, teachers, and parents with information and guidance on establishing the safest possible digital learning environments:
  - [Increasing Safety in a Remote Learning World - Guidelines](#) (pdf)
  - [Increasing Safety in a Remote Learning World - Using Zoom, MS Teams and Google Classroom](#) (pdf)
  - [Zoom - Creating Safe Remote Teaching & Learning Spaces](#) (video)
  - [Zoom - Keeping it Private and Practical Tips for Remote Teaching](#) (video)
  - [Zoom Settings for Education - Quick Reference Sheet](#) (pdf)

## Appendix C- Post Vaccine Contingency Scenarios



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