

Yukon Education Kindergarten¹ to Grade 12 Pandemic Recovery Plan 2022-24 Guidelines for Schools

Updated August 2023



¹ For schools with Early Kindergarten, this document applies to Early K to Grade 12

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Introduction

I would like to welcome all new and returning school and administration staff as we enter the 2023-24 school year. Continuing to reimagine inclusive and special education, ensuring the safety and wellbeing of all students and staff, and supporting student development in key areas of literacy and numeracy remain the key priorities for the Department of Education. These priorities will continue for the years to come and will be crucial in supporting the Integrated Outcome Strategy for Yukon Learners². Your dedicated passion and resilience to overcome challenges and adapt for the betterment of students have been remarkable and did not go unnoticed. I look forward to supporting all of you in the year ahead.

~ Mary Cameron, Deputy Minister

Purpose

This guide provides direction to Yukon public schools to deliver K-12 educational programs and supports in line with territorial pandemic recovery efforts in the 2022-24 school years by:

- clarifying key priorities.
- identifying supports for key priorities including working with First Nations to address the unique educational learning needs of their communities; and
- including links to additional information and resources that can support decision-making and communication.

Current context and key priorities for recovery

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

This year, we will continue addressing the impacts of the pandemic on our students. This includes ongoing work on RISE: Reimagining Inclusive and Special Education, addressing the recommendations in the 2019 Kindergarten Through Grade 12 Education in Yukon Audit, decolonizing the Department of Education, implementing the Safer Schools Action Plan, and the Joint Education Action Plan.

Yukon public schools are expected to continue meeting students and families where they are at during this stage of recovery, ensuring schools remain open and available to support the success of all students. It is vital that teachers begin the year by holistically assessing where students are at. Over the past few years, we have emphasized the importance of looking at the whole student, including academic, cultural, emotional, and physical aspects, to inform supportive practices for learning and wellbeing. There are several existing data sources that can help with this assessment (see [Appendix A](#)). Connecting with students' families, caregivers, and Yukon First Nation partners can also be beneficial. Additionally, school growth plans should reflect the needs of the student body of each individual school.

² The Integrated Outcome Strategy for Yukon learners is being developed from the student outcome statements that were developed in collaboration with all Yukon First Nations to identify key student outcomes for success.

Academic

In the recovery phase of learning, it is essential to acknowledge the substantial instructional time that was lost during the pandemic, along with the identified gaps noted in the 2019 Auditor General's report. Closing these gaps is most critical for children at transition points in their educational journey. Students entering high school and those entering grade 3, where learning to read transitions to reading to learn, represent key transition years. The expectation during recovery is not to teach the full regular curriculum, but to focus on essential literacy and numeracy skills, as well as [core competencies](#), especially during these key transition phases. BC's [K-12 Learning Progressions](#) identify key targets for literacy and numeracy. Focusing on inclusive policies and practices will be important to ensure all students can access learning in a positive and successful way.

For support with key academic data, targets, and assessments, please see [Appendix A](#). An updated Yukon-wide assessment matrix can be found in [Appendix F](#). Expect additional assessment requirements to be communicated from each school authority (CSFY, FNSB, Yukon Authority). For classroom-based assessment, please refer to the [Communicating Student Learning Applebook](#).

Cultural: Yukon First Nations Ways of Knowing, Doing, and Being

With the priorities for this school year focused on pandemic recovery and reimagining education, the way we work with Yukon First Nations on decolonizing and Indigenizing education is a key part of the conversation and will guide our work in Yukon public schools to make systemic changes.

School growth plans will begin with curiosity about what is happening in each individual school community and our individual roles in this journey. Our greatest resource to support this work is our relationship and collaboration with Yukon First Nations in our communities. Partnering with local First Nations and community Knowledge Keepers is important as we deepen the learning from “learning outside” to “on-the-land learning” that is supportive of Yukon First Nations ways of knowing, doing, and being.

It is recognized that when students participate in Yukon First Nation cultural, language, and harvesting activities, these activities have a critical educational purpose that is not only consistent with but also a part of the delivery of the curriculum. These learning activities are essential for all students and must continue. Approved [locally developed courses](#) embedded in Yukon First Nations perspectives are available for schools offering Grade 10-12 programming. All forms for course approval are on the [secondary curriculum consultant website](#).

To achieve this work, school staff are expected to continue fostering, maintaining, and working through existing relationships with Yukon First Nations to support the needs of First Nation students served by their schools and ensure that Yukon First Nations ways of knowing, doing, and being continue to be part of student instruction.

For more resources, support, and guidance on integrating Yukon First Nations ways of knowing, doing, and being into your classrooms, please visit the [Curriculum and Assessment](#) website, the [First Nations Initiatives](#) branch website and the [Joint Education Action Plan](#) (JEAP).

Physical

Supporting food programs at Yukon schools to ensure nutrition is accessible for all students continues to be a priority. Promoting and modeling healthy eating, movement, and utilizing the [physical and health education curriculum](#) to promote and support positive dialogue for healthy living are expected. Experiential learning and on-the-land learning remain important connections and healing properties for Yukon First Nations citizens.

The Physical and Health Education (PHE) curriculum focuses on wellbeing 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 wellbeing. Some Yukon resources that have been developed to support these courses include resources like the Better To Know resource. Another example is the [BC Early Learning Framework](#) (used in Yukon schools), which also addresses mental health promotion in the early years through social-emotional learning.

Safe and Inclusive Schools

Safer Schools Action Plan

Learning is optimal when students feel safe at school. The Safer Schools Action Plan was initiated in response to the Hidden Valley Elementary School Independent Review Report, and specific actions from this plan have been implemented to enhance the safety of students across all Yukon schools.

In June of 2023, the Government of Yukon announced full implementation of the 23 action items in the Safer Schools Action Plan to improve the safety and wellbeing of students in Yukon schools. The action items in the Safer Schools Action Plan emphasize creating safe and caring environments, transparency, accountability, victim-centered approaches, collaboration, and reconciliation in education settings. In the fall of 2022, educators received training in the new Student Protection Policy- Preventing and Responding to Harm by Adults and related procedures. Educators also completed an online module from the Canadian Centre for Child Protection, “Commit to Kids,” that provides educators and other adults who work in the school setting awareness of and importance in implementing child protection policies and understanding child sexual abuse and the grooming process.

The work to ensure the safety of our students in Yukon Schools is an ongoing priority. The continued implementation of the Safer Schools Action Plan in Yukon schools allows continual improvement of our abilities to ensure student safety.

Educators are not mental health professionals; however, they play an essential role in supporting and promoting our learners’ positive mental health and wellbeing. The role of educators is to have open conversations with students about mental wellbeing, provide information about positive mental health, and connect students to resources when they need them. To support this role, educators have access to a multitude of professional learning opportunities and resources to assist them in developing effective practices and knowledge. Please refer to [Appendix C](#) for a list of resources and supports.

RISE: Reimagining Inclusive and Special Education

The Department of Education, including central administration and school staff, has been collaboratively working with partners and stakeholders, including Yukon First Nations, Autism Yukon, LDAY, Sport Yukon, and the larger parent community, to address the review of Inclusive and Special Education in the Yukon. Communities of Inquiry have delved deep into curiosity and established some actions that will support pandemic recovery. Some of these key actions include:

- Using Communities of Inquiry as a pathway to explore decolonizing possibilities in the Department of Education’s central and school authorities. Dr. Nikki Yee will be collaborating with the department to conduct research on this.

- Integrating inclusive/decolonizing measures and goals into School Growth Plans, Personal Performance Plans, and Teacher evaluations.
- Defining and envisioning Inclusive and Special Education, along with increasing assessments to identify individualized learning needs.

Some Communities of Inquiry will continue their work, while other recommendations have been submitted to the department. Stay tuned for more information on these recommendations as we work on providing a road map to support an inclusive school environment for all Yukon students. A student outcome strategy is currently being developed, and a key aspect of its approach is to work with all 14 Yukon First Nations to actively listen and gather feedback that can be used to create draft outcomes.

Ready-to-Learn Schools

To support educators in understanding, honoring, supporting, and guiding our learners so they are ready to learn as they travel along their own unique learning path, a new initiative called [Ready-to-Learn Schools](#) (R2L) was piloted in several Yukon schools in fall 2022.

Based on the ground-breaking work of Dr. Bruce Perry's Neurosequential Model in Education, the Ready-to-Learn model helps educators understand student behavior and performance and will teach them how to apply this knowledge to the teaching and learning process. The model is rooted in social/emotional learning for both educators and learners. Ready-to-Learn will support both developmentally responsive learning and positive mental health and wellbeing as it is a classroom-based approach for educators and students to learn more about brain development and understand how developmental adversity impacts brain development, functioning, and learning.

In the next 3-5 years, all Yukon schools will become Ready-to-Learn schools. For the upcoming 2023-24 school year, seven additional schools were identified to start this transformation. At the same time, many other schools will be starting their pre-engagement phase with the initiative.

Comprehensive Mental Health and Wellbeing Approach

The health and safety of students and staff remain a priority, particularly as we move forward from the pandemic. We continually assess the needs of students. The Department of Education is actively developing a comprehensive Mental Health and Wellness Approach for Yukon schools. This approach is an important part of the overall work we are doing to reimagine inclusive and special education. It includes prevention and promotion of positive mental health, as well as intervention supports and responses in and out of school.

The Comprehensive Mental Health and Wellness Approach is developmentally and culturally responsive, aligns with Yukon's Mental Health Strategy, and is guided by the recommendations from the Yukon Youth Calls to Action – 2022 Youth Summit, which bring forward important perspectives from youth on supports that work for them. Our Comprehensive Mental Health and Wellness Approach strives to create stronger connections to supports and resources, providing both in and out of the school setting.

Further to the development of this approach, it is important to note that the pandemic changed our view of what school is. Many of our learners who entered school during the pandemic haven't experienced common school routines. All of our learners experienced interruptions to these routines.

It is important to take opportunities with our students to teach these routines while also delivering the curriculum to support the success of our learners. Routine and structure both nurture student safety as we support students in learning in the new normal of our Yukon schools. It is crucial to support students in learning routines that may be new to them or that they haven't practiced for some time. Some examples include:

- Supporting students when attending larger gatherings such as school assemblies or sports tournaments.
- Supporting students in accepting differences (i.e., some will feel safer wearing a mask).
- Supporting students during key transition periods that were affected by the pandemic.

Suggestions for supporting students in practicing routines such as large gatherings include:

- Identifying students who may require extra support.
- Starting with smaller or joint class gatherings.
- Using storyboards.
- Talking to the students about what to expect and addressing any fears or concerns before gatherings.
- Providing individualized supports as needed (e.g., student begins outside the door or the gym, advances inside at the next gathering, offering headphones if noise is a trigger, etc.).

Suggestions for supporting students in accepting differences in a positive way include:

- Providing a safe space for students to share their perspectives.
- Offering storyboards to demonstrate acceptance.

Students with diverse needs and abilities

School staff continue to have the responsibility of developing plans for students with diverse learning needs to ensure equity in accessing learning opportunities. Furthermore, schools should identify students impacted by the pandemic who require targeted supports and ensure that these supports are in place.

It is important that we continue to provide supports to students with diverse learning needs throughout the entire school year. School staff will assess where students are at in their individual learning and prepare for addressing unique learning needs. Reviewing already established learning plans at the beginning of the school year is of utmost importance to ensure that the identified supports are available to the student while initial assessment for learning occurs, to obtain data relevant to the student's current level of performance.

The provision of instruction for students with Individualized Education Plans (IEPs) whose programming is modified must continue to align with the goals identified in the student's IEP.

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

School staff will regularly communicate with parents/caregivers to provide supports, resources, and learning materials to help students achieve their essential learning goals.

Examples of students who require additional support include:

- Some children and youth in care
- Students not yet meeting literacy and/or numeracy 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 destabilized due to changes in their routine
- Students whose educational outcomes may have been negatively impacted during the pandemic or periods of adapted classroom instruction

Teachers and families are not alone in supporting students with diverse abilities or special needs. Student Support Services staff and itinerant teachers work with school-based personnel to provide collaborative, multi-disciplinary support to students, school personnel, families, and communities throughout the territory.

Supports to schools include:

- Consulting with teachers and parents regarding student program development, intervention, and evaluation
- Providing classroom observations to support individualized student needs
- Being part of the School-Based Team as requested
- Participating on learning plan teams for students with special educational needs
- Assessing individual students to assist with educational programming and intervention
- Providing oral feedback to the student, parents, teacher, and the School-Based Team followed by a written report
- Delivering professional development for school staff, parents, and/or the community on supporting diverse student needs.

What is the data telling us?

Yukon-wide data suggests that in 2021-22, both urban and rural grade 7 Yukon First Nations (YFN) students' literacy and numeracy skills were negatively impacted by COVID. Similarly, in the same year, rural grade 7 non-FN students' literacy and numeracy learning were also negatively impacted. Results for literacy and numeracy skills for the 2022-23 school year will be available in early spring 2024 and will be included in the next release of the Yukon Wide Student Data annual report, which will be publicly available on the [Yukon.ca website](https://www.yukon.ca).

For support with key academic data, targets, and assessments, see [Appendix A](#).

One of the strategies that has shown to be effective on an international level in helping students recover from the pandemic is small-group, high-dosage tutoring. In the Yukon, the Department of Education supports tutoring programs for students.

Evidence also shows that voluntary summer school programs can boost achievement for participating students. The research was conducted on in-person summer schools. Summer school and summer literacy camps will continue to be offered by Yukon Education to support secondary

students and early literacy skills. This year, a professional development opportunity was provided for all summer literacy teachers to come together and share evidence-based practices for teaching summer literacy camp.

Support for students and families

Reconnecting families and communities remains important as students continue to recover from the pandemic. Students benefit from broader social supports than what school can offer, including those offered through Yukon First Nation governments and organizations and other education partners and stakeholders.

The pandemic and its impacts can present unique circumstances and stressful events in the lives of students and their families. Acknowledgment of the impacts of these unique circumstances and positive supports, as well as responding to them, is vital to maintain wellbeing and relationships. It is important that school staff continue to monitor students and connect with them, their families, and community supports. Maintaining connections to trusted adults and peers, culture, and community is vital for all learners and their families. School staff should communicate the supports available to families, including specific information on how to access these supports and available community resources that can help support ongoing learning and family wellbeing. 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 wellbeing.
- Continuing connection and wrap-around meetings with those students and families that received supports from other government departments and non-governmental supports (e.g., social workers, Education Support Workers, Cultural Education Support Workers, First Nation advocates, and private clinicians).
- Assigning school staff to connect with local Yukon First Nations governments and community-based organizations to coordinate school and community supports for families.

Reducing communicable diseases in schools

The Department of Education follows the advice and guidance given by the Chief Medical Officer of Health (CMOH).

Steps to stay safe and healthy

Good hand and respiratory hygiene, regular cleaning and disinfection, and staying home when sick continue to play an important role in keeping schools safe. Staying up to date on vaccinations is also an important way to protect students and staff.

School routines

As schools continue with established routines, supporting recovery from pandemic mental health and wellness and ensuring continued learning are required for all. If any communicable disease outbreak is detected through routine disease surveillance efforts in schools, the outbreak will be managed on a case-by-case basis with direct engagement by Yukon Communicable Disease Control (YCDC).

YCDC's outbreak management will guide any additional action depending on the nature and scale of the detected outbreak. YCDC and the Department of Education will work together to adapt individual school operations based on the scenarios of public health contingencies and operational capacities of schools, which are adapted to the unique circumstances of communities being impacted by an outbreak.

Adapting school operations

We will keep as many students in schools as safely possible, based on recommendations from the Chief Medical Officer of Health (CMOH) and advice from the Yukon Communicable Disease Control (YCDC). Should there be an increased risk of transmission, increased cases, or a community outbreak of the COVID-19 virus or other communicable diseases, Yukon schools will adapt operations as necessary, based on contingency scenarios and the specific context of the school and community.

There are two reasons why a school would close or shift to remote learning, and we are prepared for both:

- 1. Public health:** The CMOH may recommend amendments to the K-12 school guidelines or make public health recommendations that could result in groups of students or all students at an individual school moving to remote or blended learning. The CMOH may also direct the closure of a particular school in response to an evolving COVID-19 situation in Yukon.
- 2. Operational:** The school superintendent or executive director, due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial services to ensure the health and safety of students, may recommend that operational needs be achieved through remote learning for specific groups of students or all students at an individual school by moving to remote or blended learning. This would most likely be due to a high absenteeism of staff or certain employees required for a school to function and the inability to replace those absences. The superintendent or executive director may also recommend to the Minister of Education a full closure of a school where operational capacity does not allow for remote or blended learning.

Please refer to [Appendix E](#) for Communicable Disease and Operational Contingency Scenarios.



Appendix A – Data and assessments

It is recommended that all classrooms use [BC's K-12 Learning Progressions](#) as a resource to support identifying key literacy and numeracy targets, as well as ongoing instruction and assessment. The quick scales provide a snapshot of literacy and numeracy learning organized by grade level. The learning progressions indicate grade-level proficiency indicators.

Grade(s)	Target	Assessments or Collected Data	Supports and Resources
Grade 4	All students demonstrate proficiency on Grade 4 FSA for Numeracy and Literacy	<p>Day-to-day formative assessment strategies</p> <p>Built-in assessments in Mathology resource</p>	<p>BC K-12 Learning Progressions for Numeracy and Literacy</p> <p>Teaching and Learning Stories using K-12 Learning Progressions</p> <p>Continuous Views for curricular competencies and content</p> <p>Formative assessment strategies are outlined in Communicating Student Learning Applebook</p> <p>Implement Mathology resource and utilize built in assessment features to address gaps in learning</p> <p>Formative assessment strategies are outlined in Communicating Student Learning Applebook</p>
Grade 7	All students demonstrate proficiency for Literacy and Numeracy on Grade 7 FSA	<p>Day-to-day formative assessment strategies</p> <p>Built-in assessments in Mathology resource</p>	<p>BC K-12 Learning Progressions for Numeracy and Literacy</p> <p>Teaching and Learning Stories using K-12 Learning Progressions</p> <p>Continuous Views for curricular competencies and content</p>

Grade 10	<p>All students demonstrate proficiency on Grade 10 Numeracy Assessment</p> <p>All students demonstrate proficiency on Grade 10 Literacy Assessment</p>	<p>Data from the Grade 10 Numeracy Assessment</p> <p>Data from Grade 10 Literacy Assessment</p>	<p>BC K-12 Learning Progressions for Numeracy and Literacy</p> <p>Teaching and Learning Stories using K-12 Learning Progressions</p> <p>Continuous Views for curricular competencies and content</p> <p>Incorporating numeracy skills across all subject areas</p> <p>Practice Numeracy Assessment and supporting resources on BC Ministry Webpage</p> <p>Practice Literacy Assessment and supporting resources on BC Ministry webpage</p>
Grade 12	<p>All students demonstrate proficiency on Grade 12 Literacy Assessment</p>	<p>Data from Grade 12 Literacy Assessment</p>	<p>BC K-12 Learning Progressions for Numeracy and Literacy</p> <p>Teaching and Learning Stories using K-12 Learning Progressions</p> <p>Continuous Views for curricular competencies and content</p> <p>Practice Literacy Assessments and supporting resources on BC Ministry webpage</p>
K-12	<p>Decrease data gaps in each individual community (i.e. attendance and graduation rate gaps between Indigenous and Non-Indigenous students)</p>	<p>Yukon Performance and Analytics Pilot Dashboard</p>	<p>Integrated Outcome Strategy for Yukon Learners coming soon</p> <p>Support available to engage in school based or Yukon wide spiral of inquiry process to identify actions</p>

K-12	Mental Health and Wellness for All students	Yukon Health Behaviours Survey survey data during pandemic along with international data on mental health and wellness OurSchool Survey (Grades 4-12)	See supports in Mental Health and Wellness section
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Schools operated by the First Nation School Board (FNSB) or Commission scolaire francophone du Yukon (CSFY) may have additional assessment requirements.

Schools operated by Yukon Education will continue to follow the Assessment Matrix updated in September 2022.

Supports for using assessment results to inform instruction are available. Please contact curriculum@yukon.ca to connect with the right person. Tutoring access is also available through [LDAY](#) and [Skookum Jim Friendship Centre](#), along with some community and Yukon First Nation-based tutoring programs.

Working with data during the recovery phase

Making use of system-wide data, school-based data, and classroom data will be expected as we move forward. Yukon-wide data reports are shared publicly each year on the [Yukon Education website](#). The Performance and Analytics branch has developed a dashboard to share unique school data with each individual school through School Profiles. School-based data is also available through ASPEN. This data, combined with Yukon-wide data and daily classroom data, is expected to be used to assist school authorities and principals in effectively assigning resources, informing classroom instruction and strategies, and identifying additional resources that may be required to support student success.

The Department of Education will continue to collect data on provincial/territorial assessments that include:

- Early Years Evaluations (EYE) and Boehm in kindergarten
- Reading Recovery Data for those schools utilizing this intervention
- Foundational Skills Assessment at grade 4 and grade 7 (FSA)
- Grade 10 Numeracy Assessment (French and English)
- Grade 10 Literacy Assessment (French and English)
- Grade 12 Literacy Assessment (English, Immersion, and Francophone)

As the Numeracy and Literacy strategies are implemented, new data will be collected.

Support in understanding and interpreting data is available through the Performance and Analytics branch at the Department of Education.

Support with assessment strategies and connecting assessment with instruction is available through the [Curriculum and Assessment unit](#) at the Department of Education.

Collecting and using data is crucial as we identify areas of concern to provide the necessary support, and areas of strength to replicate.

Health Behaviours of School-Aged Children Survey (HBSC)

During the 2022-23 school year, educators of grade 6-10 students will support the HBSC survey in their classrooms. The HBSC survey is a multi-national survey that takes place on a 4-year cycle. The survey focuses on the self-reported health behaviors and experiences of students. The results provide a wealth of information to guide health promotion programming, help develop positive interventions, and inform curriculum development and school policy. Previous studies in the Yukon revealed areas of concern, particularly around substance use and mental health. The 2022-23 study will follow up on the 2010, 2014, and 2018 studies and will be helpful in confirming and examining trends among Yukon youth. Additionally, this survey will help identify the extent to which the pandemic has impacted the health and well-being of our learners.

Appendix B – Blended learning

As part of Yukon’s modernized curriculum, teachers and students are expected to use technology as part of learning to develop digital literacy and skills they will need for their lives and careers. It is important to build on the strengths and confidence gained during the pandemic as staff exercised resilience in learning or expanding on new skills with blended learning. Blended learning will continue to be an enduring approach schools can leverage to address gaps in classroom learning, opportunities that arise when students are away, or when necessary, due to extreme staffing shortages. Blended learning is an instructional approach that combines traditional in-person classroom teaching with other forms of digital learning. 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.

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 throughout 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.

In general, students 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.

For support related to privacy, app selection, and protection of information, see [Appendix D](#).

Appendix C – Resources and links

- [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.
- [First Nations Health Authority](#)
- [Wellness Together Canada](#) free resources and supports
- [COVID-19 and teenagers: Supporting Youth Mental Wellness](#)
- [Well-being in Connectednorth](#)
- [Crisis Prevention Institute \(CPI\) Non-violent crisis intervention training](#)
- [Safe and caring schools policy and support plan.](#)

For example, through training in Restorative Practices, educators could deepen their understanding of restorative practices, how it connects to mental health and well-being, and leave with practical tools for classroom use.

- [Student Support Services website](#)
- [Response Based Teaching](#)
- [Mindup](#) - an evidenced based curriculum grounded in neuroscience and mindfulness
- [BC Education's Mental Health in School Strategy](#)
- [Pan-Canadian Joint Consortium for School Health](#)
- [Response Based Teaching](#)
- [Curriculum and Assessment website](#)
- [First Nations Initiatives website](#)
- [Yukon First Nation School Board website](#)
- [Yukon First Nations Education Directorate website](#)
- [Canadian Mental Health Association](#)
- [BC K-12 Learning Progressions](#)

Appendix D – Privacy, app selection, and protection of information

Protecting privacy overview

While students need to develop digital skills and 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 [Access to Information and Protection of Privacy \(ATIPP\) Act](#).

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 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, executive director, 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?
- The allure of online apps is in the customization of learning, individualized learning approaches, and tracking the progress of students, which often requires that students create individual accounts to make use of these features. As Yukon educators, we are bound by the [ATIPP Act](#) (Access to Information and Protection of Privacy), which means we are required to properly secure student's personal information against such risks as unauthorized collection, use, disclosure and access.

- When considering an app, start by submitting an [Online Learning App Evaluation Request](#), which will give you a chance to read the app privacy policy and evaluate how the app aligns with curricular goals.
- Details about Online Apps are outlined in the [FAQ for Teachers – Learning Continuity Planning: 3. Online Apps](#).
- The [Protecting Student Privacy](#) flyer explains how Privacy policies help educators evaluate the safety, privacy and security practices of an app or online tool or service.

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

- [Important Information When Considering Using Online Education Applications \(Apps\)](#)
- [Online Education Services Policy Compliance](#)
- The Privacy Toolkit was developed by the Department of Education’s Privacy Management Coordinator to educate and assist teachers with protecting the privacy and security of the personal information of their students. The Privacy Toolkit includes a PowerPoint presentation entitled [Online Education Services Privacy Compliance](#). and a [sample and template consent](#) form.
- [Archived Webinar on Student Privacy and Choosing Resources](#)
- [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

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.
- 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 device 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.

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](#)

Appendix E – Communicable disease and operational contingency scenarios

Adapting school operations						
Public Health Risk	Advice from the CMOH	School capacity	What school looks like for students: <u>Priorities</u>	What it looks like at individual schools: <u>Public Health Contingency Scenarios</u>	What it looks like at individual schools: <u>Operational Capacity Scenarios</u>	Operational capacity
<p>Low</p>  <p>High</p>	<p>Guidelines for K-12 school settings (includes busing)</p>	~100%	<p>All Kindergarten to Grade 12 students in classes in schools full-time, for the maximum instructional time possible, 5 days per week.</p> <p>Flexible learning programs for all students.</p>	<p>Individual Case</p> <ul style="list-style-type: none"> Teachers continue to be responsible for providing learning opportunities and assessing student learning of curricular learning standards. Remote learning opportunities are offered until it is safe to return to school. Continue to use Zoom and other digital platforms. Teachers must ensure students have digital and print resources Student(s) are sent home daily learning packages. Students not well enough will be offered support upon return to school 	<p>Individual or few staff unable to attend work</p> <ul style="list-style-type: none"> Schools are able to manage operationally. Temporarily adjust staff teaching assignments. No adjustments to student learning groups. Use of Teachers on Call. 	<p>High</p>  <p>Low</p>
		~50%	<p>If necessary: essential groups in school full-time, and part-time rotating schedules for other students.</p> <p>Flexible learning programs for all students.</p>	<p>Cases in classroom</p> <ul style="list-style-type: none"> Teachers continue to be responsible for providing learning opportunities and assessing student learning of curricular learning standards. Remote or blended learning opportunities are offered to students required to be at home until it is safe to return to school. Continue to use Zoom and other digital platforms. Schools must ensure students have digital and print resources needed to be successful at home. Students not well enough will be offered support upon return to school 	<p>Multiple staff unable to attend work</p> <ul style="list-style-type: none"> Schools are not able to manage operationally as usual to deliver some classes as scheduled. Temporarily adjust staff teaching assignments. Some combining or adjusting of student learning groups Use of Teachers on Call. 	
		~20%	<p>If necessary: essential groups only in school. For example:</p> <ul style="list-style-type: none"> ✓ Students with disabilities or diverse learning needs ✓ Students in need of additional support <p>Remote learning for majority of students.</p>	<p>Large group in school cases</p> <ul style="list-style-type: none"> Teachers continue to be responsible for providing learning opportunities and assessing student learning of curricular learning standards. Primary students (Early-K to Grade 3) and students requiring additional supports or with disabilities or diverse learning needs are prioritized to remain in school for in-person learning with safety measures in place. Remote learning opportunities are offered. Student(s) are sent home daily learning packages. Students not well enough will be offered support upon return to school. 	<p>Significant proportion of staff unable to attend work</p> <ul style="list-style-type: none"> Schools are not able to manage operationally to deliver most classes as scheduled. Temporarily adjust staff teaching assignments. Adjustments to student learning groups. Combining of classes for multiple days. Use of Teachers on Call. Temporary re-deployment of central administration staff. 	
		~0%	<p>Last resort: face-to-face learning suspended; no students in classes in schools.</p> <p>Distance learning for all students.</p>		<p>Majority of staff unable to attend work</p> <ul style="list-style-type: none"> Most/all teaching assignments require adjustment. Reconfiguration of most student learning groups Use of Teachers on Call. Temporary re-deployment of central administration staff. 	

Appendix F –Yukon Public School Authorities Assessment Matrix

Name of Assessment	Grade	Dates of Administration	Data Collected	Responsibility	Submission of Data or Return of Print Materials
Yukon Foundation Skills Assessment	4,7	Fall	Numeracy, Literacy	Classroom teachers to administrators	Fall
Graduation Numeracy	10	November, January, April, June	Numeracy	Administrator	November, January, April, June
Graduation Literacy Assessment	10	November, January, April, June	Literacy	Administrator	November, January, April, June
Graduation Literacy Assessment	12	November, January, April, June	Literacy	Administrator	November, January, April, June

More information about these assessments can be found at curriculum.gov.bc.ca/provincial-assessment

Schools operated by the First Nation School Board or Commission scolaire francophone du Yukon may have additional assessment requirements.

Schools operated by Yukon Education will continue to follow the Assessment Matrix updated in September 2022.