Yukon Kindergarten to Grade 12 Education Pandemic Recovery Plan

Guidelines for Schools during 2022-24 recovery

August 11, 2022

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Introduction

Deputy Minister [Nicole Morgan welcomes all new and returning staff](#) with some key messages as we enter the recovery phase of the COVID-19 pandemic. Continuing to share your passion for learning and demonstrating resiliency to embrace the new set of challenges that will no doubt emerge in the recovery phase, along with continued dedication and professionalism, will bring us through this period in a strong way that supports learning, mental health and wellness for all.

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:

- acknowledging where we have been;

- 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 for the psychological safety of educators and students. The assessment of what was needed in various situations and the innovative actions implemented were evident and appreciated.

The next two years will be about addressing the impacts of the pandemic on our students. This includes continuing to 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 and implementing the Safer Schools Action Plan.

Yukon public schools are expected to continue to meet students and families where they are at during this stage of recovery, ensuring schools remain open and available to support success for all students. It is vital that teachers begin the year by holistically assessing where students are at. Over the past few years, we have heard the importance of looking at the whole student, including academically, culturally, emotionally and physically, in order to inform supportive practices for learning and

wellbeing. There are a number of existing data sources which can help with this assessment, see **Appendix A.** Connecting with students' families, caregivers and Yukon First Nation partners can also help**.**

Academic

In the recovery phase of learning, it is important to acknowledge the substantial instructional time that has been lost during the pandemic. The need to catch up will be most acute for children at transition points in their educational journey. For example, students who started Grade 5 in 2019 are now entering high school. Many from this cohort will be lacking some of the foundational skills needed to enter high school. For these next two recovery years, the expectation is not to teach the full regular curriculum but to focus on essential literacy and numeracy skills, and core competencies, especially during key transition phases. Focusing on inclusive policy and practices will be important to ensure all students can access learning in a positive, successful way.

For support with key academic data, targets and assessments see **Appendix A**.

Cultural - Yukon First Nations ways of knowing, doing, and being

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

School growth plans will embark with curiosity into 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 are participating in Yukon First Nation cultural, language and harvesting activities, these activities have a critical educational purpose that is not only consistent with, but also part of the delivery of the curriculum. These learning activities are important for all students and must continue. Utilizing 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 to foster, maintain and work 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 First Nations Initiative branch website.

Students at St. Elias School in Haines Junction learning to process sheep meat

Students at St. Elias School in Haines Junction learning to make drums

Emotional

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 will enhance safety of students across all Yukon schools. The action plan was renamed at the request of the Hidden Valley school administration. The new name reflects the policies, and changes in this plan that will improve safety in all Yukon schools.

Significant work has been undertaken to improve government-wide coordination in response to serious incidents, address gaps in internal Department of Education policies and enhance safety and oversight mechanisms across all departments and with the RCMP.

A detailed plan for training all school-based staff on prevention, detection, and reporting of serious incidents involving harm to students has been developed. Training for school principals will start this summer and be completed by the start of the upcoming school year. Training for school-based staff will be completed by the end of September, training resources, along with Yukon-specific materials, are in the process of being finalized.

Educators are not mental health professionals; however, they play an essential role in supporting and promoting our learners' positive mental health and well-being. The role of educators is to have open conversations with students about mental well-being, 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. See **Appendix C** for a list of resources and supports.

A corner created and dedicated to welcome Elders at Porter Creek Secondary School

Supporting emotional transitions

Students who started Kindergarten in 2019 have never known what "normal" school routines are. This includes attending large school assemblies, not having to wear a mask, and being able to play normally without being reminded to keep distances. These children will need support with establishing school routines not commonly known to them, to ensure they feel safe in the school environment. Routine and structure both nurture student safety as we support students in returning to the familiarity of pre-pandemic days, and help students who entered school during the pandemic, get acquainted and feel comfortable with normal school routines. It's important to support the school community in re-establishing connection and "normal" school routines. 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 integrating "normal routines" such as large gatherings include:

- Identifying students who may require extra support

- Start with smaller or joint class gatherings

- Using storyboards

- Talk to the students about what to expect and address any fears or concerns before gatherings

- Individualized supports as needed (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

Suggestions for supporting students in key transition periods affected during the pandemic include:

- Supporting students who entered school during the pandemic in regards to understanding and adapting to "normal school routines"

- Supporting students who were in grade 5 during the pandemic and are now entering high school with expected gaps in foundational skills due to the pandemic

Physical

Continuing to support food programs at Yukon schools to ensure nutrition is accessible for all students across Yukon is a priority. Promoting and modelling 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 to Yukon First Nations citizens. 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](#) (used in Yukon schools) also addresses mental health promotion in the early years, through social emotional learning.

Golden Horn Elementary School Grade 7 students on a week-long canoe trip

Grey Mountain Primary School using their kick sleds at their Olympics event - 2022

RISE: Reimagining Inclusive and Special Education

The Department of Education including central administration and school staff have been working together 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 Inquires have dug deep into curiosity and established some actions that will support the pandemic recovery. Some of these key actions include:

- Changes in staffing allocations with the intent to increase rural equity in Yukon

- Using Communities of Inquires as an avenue to open decolonizing possibilities in the Department of Education central and school authorities (Dr. Nikki Yee will be working with the department to conduct research on this)

- Integrating inclusive/ decolonizing measures and goals into School Growth Plans, Personal Performance Plans, and Teacher evaluations

- A definition and vision of Inclusive and Special Education to be shared

- An increase in assessments to identify individualized needs for learning

As Communities of Inquiries continue their work this fall, stay tuned for more identified actions to support an inclusive school environment for all Yukon students. A student outcome strategy is currently being developed. Key to the approach in developing this strategy is working with all 14 Yukon First Nations to listen intently and gather feedback that can be used to create draft outcomes.

RISE Conference on May 2, 2022

Ready-to-Learn Schools

In order 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, "**Creating Ready-to-Learn Schools**" will be piloted in several Yukon schools effective Fall 2022.

Using the ground-breaking work of Dr. Bruce Perry's Neurosequential Model, the Ready-to-Learn model will help educators understand student behaviour 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 the impact of developmental trauma and stress on the students' ability to function in the classroom.

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 accessing learning opportunities. Further, schools should identify students impacted by the pandemic who require targeted supports, and ensure supports are in place.

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

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.

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 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

F.H. Collins Secondary school Multi Needs Room program

What is the data telling us?

As an example, Yukon wide data suggests that in 2021-22 urban and rural grade 7 YFN students' literacy and numeracy skills were negatively impacted by COVID. Similarly, 2021-22 rural grade 7 non-FN students' literacy and numeracy learnings were negatively impacted.

For support with key academic data, targets and assessments see **Appendix A.**

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

Evidence has also shown that voluntary summer school programs can boost achievement for participating students. The research was conducted on in-person summer schools. Literacy camps will continue to be offered by Yukon Education to support early literacy skills. Currently, the Department of Education is exploring the feasibility of adding a Numeracy Camp for next summer.

It seems that reconnecting families and communities is an important part as students recover from the pandemic. Students benefit from broader social supports than what school can offer, including those offered through Yukon First Nation organizations and governments and other education partners and stakeholders.

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, as well as responding to them 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 students and families that received supports from other government departments and non-governmental supports (i.e.: 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 and 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.

Student enjoying some time with a therapy dog at the Deaf and Hard of Hearing Year end social

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 student and staff.

The CMOH has updated the [stop light system](#) to support parents and caregivers in determining if their child can attend school. The CMOH will work closely with the Department of Education and Yukon Communicable Disease Control to monitor the impacts of COVID 19, and other communicable diseases, and update recommendations and guidance as necessary.

Masks and physical distancing

The CMOH is no longer requiring that students and staff wear masks or practice physical distancing. The decision to wear a mask or face covering is a personal choice for everyone. This choice should be supported and respected.

Ventilation

Ventilation helps keep indoor air healthy. All schools have HEPA filters to use in shared learning spaces.

All mechanical heating, ventilation and air conditioning (HVAC) systems in schools are inspected and cleaned regularly.

School staff are encouraged to open windows and doors to improve natural ventilation if the weather permits.

Getting back to normal

It's more important than ever for kids to return to a near normal school routine to support their mental health and wellbeing. As the Yukon transitions to handling COVID-19 as part of regular operations, the Government of Yukon will continue to work closely with the Office of the Chief Medical Officer of Health to support the public health of Yukoners.

If an 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 is 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 CMOH and advice of the 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 that we are prepared for.

Public Health: The CMOH may recommend amendments to the K-12 school guidelines or make public health recommendations which 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.

Operational: The school superintendent due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial to ensure the health and safety

of students may also 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 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.

See **Appendix E** for Communicable Disease and Operational Contingency Scenarios.

Appendix A – Data and assessments

It is recommended that all classrooms utilize BC Performance Standards as a resource to support ongoing instruction and assessment. These performance standards have been last updated in 2020 and are currently being updated further. Using the continuous views of the curriculum can support teachings in identifying gaps in learning and can support differentiated instruction planning.

Grade (s)	Target	Assessments or Collected Data	Supports and Resources
K-3	All students reading to learn by grade 3	Early Years Evaluation (grade K) BOEHM Assessment (grade K) PM Benchmark (grade 1-3) Observation survey (grade 1) Day to day formative assessment strategies School Wide Write (SWW) (grade 2-3) Fountas and Pinnell Benchmark	Early literacy interventions if necessary (i.e. Reading Recovery, Fountas and Pinnell intervention kits) Heggerty resource to support balanced literacy framework Formative assessment strategies outlined in Communicating Student Learning Applebook Implement Yukon's updated Balanced Literacy Approach to Literacy Instruction Fountas and Pinnell Intervention kits (grade 3)

		assessments (all grades)	
Grade 4	All students demonstrate proficiency on Grade 4 FSA for Numeracy and Literacy	Day to day formative assessment strategies School Wide Write (SWW) Fountas and Pinnell Benchmark Assessments Built in assessments in Mathology resource	Continuous Views for curricular competencies and content Formative assessment strategies are outlined in Communicating Student Learning Applebook Implement Mathology resource and utilize built in assessment features to address gaps in learning Implement Yukon's updated Balanced Literacy approach to literacy Instruction Implement Heggerty resource to support Balanced Literacy Approach Formative assessment strategies are outlined in Communicating Student Learning Applebook
Grade 7	All students demonstrate proficiency for Literacy and Numeracy on Grade 7 FSA	SWW Fountas and Pinnell benchmark assessments	Support for utilizing the SWW assessment Fountas and Pinnell intervention kits are available in all schools Continuous Views for curricular competencies and content
Grade 10	All students demonstrate proficiency on Grade 10 Numeracy Assessment	Data from the Grade 10 Numeracy Assessment	Continuous Views for curricular competencies and content Incorporating numeracy skills across all subject areas Practice Numeracy Assessments and supporting resources on BC Ministry Webpage

Grade 12	All students demonstrate proficiency on Grade 12 Literacy Assessment	Data from Grade 10 Literacy Assessment	[Continuous Views](#) for curricular competencies and content [Practice Literacy Assessments](#) and supporting resources on [BC Ministry webpage](#)
K-12	Decrease data gaps in each individual community (i.e. attendance and graduation rate gaps between Indigenous and Non-Indigenous students)	Yukon Data and Analytics Pilot Dashboard	Student Outcome Strategy coming soon Support available to engage in school based or Yukon wide [spiral of inquiry](#) process to identify actions
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](#)

Supports for using assessment results to inform instruction and implementing Yukon programs or strategies such as Balanced Literacy Approach to Literacy Instruction and

using Fountas and Pinnell benchmark assessments and intervention kits are available. Please contact curriculum@yukon.ca to be connected with the right person. Support for differentiated instruction in the classroom can also be accessed through the curriculum and assessment unit. 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 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 Yukon education website. The Data and Analytics unit is currently working on data to share with each individual school through School Profiles. This data is expected to be available to school authorities by the end of September. 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 to effectively assign resources, inform classroom instruction and strategies and is required to identify 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

- 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)

Support in understanding and interpreting data is available through the Data and Analytics unit 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 2022-2023 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 behaviours 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 wellbeing of our learners.

The Data and Analytics unit is currently working on comparing data pre and post pandemic to inform strategies needed to support student wellbeing.

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 will be important to build on the strengths and confidence gained during the pandemic as staff exercised resiliency in learning or expanding on new skills with blended learning. Blended learning continues to be an approach schools will need to address gaps in classroom learning opportunities that result 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 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.

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](#)

- [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/

- [Crisis Prevention Institute (CPI) Non-violent crisis intervention training](#)

- Mental Health and Wellness Kits developed for youth by youth through Boys and Girls Yukon by will be available through school guidance counselors

- [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.

- [Other relevant, evidence based, and purposeful professional development](#) to educators including:
    - 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.](#)
    - Student Support Services [Training Opportunities](#)

- [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. Training is provided on the identified [High School Curriculum for Mental Health](#) literacy strategies for grades 8-12 students

- [Community resources](#)

- [Response Based Teaching](#)

- [Mindup](#) - an evidenced based curriculum grounded in neuroscience and mindfulness, which promotes practical strategies for [Early K- 2, Grades 3-5, and Grades 6-8.](#)

- Implement [High School Curriculum for Mental Health](#) literacy strategies for grades 8-12 students. Reach out to Brenda.Jenner@yukon.ca to sign up for a training on this resource

- BC education's [Key Principles and Strategies for K-12 Mental Health](#) Promotion that can be adapted for Yukon schools, [Canadian Mental Health Association](#) lists several Yukon resources to support mental health and well-being of Yukoners.

- [Pan-Canadian Joint Consortium for School Health](#)

- [Response Based Teaching](#)

- [Yukon Current Covid Information](#)

- [First Nations Initiative Website](#)

- [Curriculum and Assessment website](#)

- [Canadian Mental Health Association](#)

Appendix D – 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?

- 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 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](#) *(video)*

    - [Zoom - Keeping it Private and Practical Tips for Remote Teaching](#) *(video)*

    - [Zoom Settings for Education - Quick Reference Sheet](#) *(pdf)*

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: **Priorities**	What it looks like at individual schools: **Public Health Contingency Scenarios**	What it looks like at individual schools: **Operational Capacity Scenarios**	Operational capacity
Low ↓ **High**	[Guidelines for K-12 school settings](#) (includes busing)	~100%	All Kindergarten to Grade 12 students in classes in schools full-time, for the maximum instructional time possible, 5 days per week. Flexible learning programs for all students.	**Individual Case** • 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	**Individual or few staff unable to attend work** • Schools are able to manage operationally. • Temporarily adjust staff teaching assignments. • No adjustments to student learning groups. • Use of Teachers on Call.	**High** ↓ **Low**
		~50%	If necessary: essential groups in school full-time, and part-time rotating schedules for other students. Flexible learning programs for all students.	**Cases in classroom** • 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	**Multiple staff unable to attend work** • 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%	If necessary: essential groups only in school. For example: ✓ Students with disabilities or diverse learning needs ✓ Students in need of additional support Remote learning for majority of students.	**Large group in school cases** • 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.	**Significant proportion of staff unable to attend work** • 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%	Last resort: face-to-face learning suspended; no students in classes in schools. Distance learning for all students.		**Majority of staff unable to attend work** • Most/all teaching assignments require adjustment. • Reconfiguration of most student learning groups • Use of Teachers on Call. • Temporary re-deployment of central administration staff.	