Yukon Learning Continuity Requirements for the 2020-21 school year

Version 2 - Current as of August 18, 2020

*This is a working document that will be updated as required.*
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Current as of August 18, 2020
General Information

To protect the health and safety of students and staff and on the recommendation of the Yukon Chief Medical Officer of Health, on April 7th, the Minister of Education, Tracy-Anne McPhee suspended in-school classroom instruction in Yukon schools and distance education for all students was instituted for the remainder of the 2019/2020 school year. The professionalism and adaptability demonstrated by school staff has contributed significantly to Yukoners’ combined and successful efforts to limit the spread of COVID-19.

Yukon’s Chief Medical Officer of Health recognizes that:

- The COVID-19 virus has a low infection rate in children and youth, and students are unlikely to be primary drivers of any possible future spread of the COVID-19 virus in communities.
- Schools play a vital role in communities and in the physical, social, emotional and educational development of children and youth.
- The suspension of in person classes has had unintended educational, health and wellbeing impacts on students and their families, particularly students in need of additional or special assistance.
This type of learning disruption can have negative short and long-term impacts on educational outcomes, achievement levels, and school drop-out rates.

As the Government of Yukon eases restrictions and businesses reopen, many families depend on the reopening of Yukon schools in order to return to work.

As a result, the Minister of Education has agreed with the Chief Medical Officer of Health’s recommendation that all students return to classes in school for the start of the 2020-21 school year, with infection prevention and control measures put in place.

This recommendation will be implemented through decisions made at the school level with full consideration of the guidance provided by the Chief Medical Officer of Health and of the provisions of this document.

Central administration staff continue to work closely with Yukon First Nations, the Commission scolaire francophone du Yukon, School Councils and associations, and the Yukon Teachers’ Association to prepare for the return to in-school instruction at the start of the 2020-21 school year.

**Key Principles**

The Yukon Learning Continuity Requirements for 2020-21 are based on the following principles:

- Maintain a safe and healthy school environment for students and staff.
- Ensure that all students can return to in person classes in school and maintain the flexibility to adapt learning as required over the course of the pandemic.
- Ensure that all students are provided with a full school year of instruction as outlined in the Education Act during the 2020-21 school year, engaging in the prescribed curriculum of studies.
Along with the learning standards that were 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.

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 that 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 support for educators, to help enable everyone in the school community to recognize and respond mindfully during this unusual time.

Service learning has the potential to accelerate student achievement and has been part of the natural human response during the pandemic.

Place-based learning environments help students develop a more personal relationship with their natural environment and community as foundations for learning and resilience.

Yukon First Nation 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 that all students who need additional support continue to have access to teachers and support staff, especially when face-to-face instructional hours are reduced (e.g. grade 10-12 half days).

Ensure that there is ongoing and effective communication with students, staff, parents/guardians, Yukon First Nation governments, school communities, and education partners.

Public Health Measures

Yukon’s Chief Medical Officer of Health has provided initial health and safety guidance for K-12 school settings. This guidance will continue to be updated as scientific evidence continues to emerge and lessons are drawn from other jurisdictions and include more information about the recommended infection and prevention control measures for COVID-19.

Masks in schools

Yukon’s Chief Medical Officer of Health is recommending to the Department of Education that children age 10 and older wear non-medical masks where physical distancing cannot be maintained, such as on school buses. Children under 10 can use masks in these settings but it is not specifically recommended. The Department of Education will ensure all schools have access to masks for situations where they are needed or recommended by the Chief Medical Officer of Health. Schools will decide where masks should be worn within each school. The Chief Medical Officer of Health has recommended that they are not required in classrooms where students are well-spaced.
School Operational Plans

School administration are working with staff, Superintendents, School Councils and Yukon First Nations to develop School Operational Plans for the 2020-21 school year for their schools. These plans set out the specific infection prevention and control measures at each school, how each school will adapt its schedules and operations, and each school's communication plan for sharing information with their school communities.

These plans are 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 demographics, and School Operational Plans must address the specific needs of each school community.

Provision of Instruction to Students

The goal is for all Yukon students to receive the full amount of instruction required under the Education Act for the 2020-21 school year through in-class and blended learning instruction at school.

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 initial plan includes:

- In rural communities, Kindergarten to Grade 12 students will return to full-day, in-class instruction five days per week.
In Whitehorse, Kindergarten to Grade 9 students in Whitehorse will return to full-day, in-class instruction five days per week. Grades 10-12 students will return to half-day in-class instruction and half-day learning away from school five-days per week. This arrangement for grades 10-12 students will be monitored and assessed as part of planning for the second semester of the school year.

Resource programs for students with disabilities, transitions programs and other programs for students needing additional support will continue at school all day, every day.

Students are expected to engage and participate in all instruction provided to them by their teachers.

School administrators must ensure that teacher and support staff workloads are equitable and manageable.

It is recognized that educators’ instructional plans will need to be adaptable to meet any changing public health requirements, and that in the following circumstances not all students may be able to receive full-time in-class instruction at a school:

- Some schools may not be able to have all students in school at the same time and meet public health and safety requirements. School staff should make every effort to safely accommodate all students at a school, and where it is not possible, plan to fully mitigate by the provision of blended learning opportunities for the affected students.

- Should there be an increased risk of COVID-19 transmission/community outbreak in Yukon, schools may need to adapt operations by reducing the number of students in school. If this occurs, it must be fully mitigated by the provision of blended learning opportunities for the affected students, including ensuring all students have access to technology.
Process for Planning to Resume In-School Instruction

School staff will connect with the parents/guardians of their students to determine the number of students who are returning to in-person classes at their school and to identify any parents who have concerns about the health and safety of their child while at school.

School staff will not be expected to deliver a student’s full educational program by way of distance education as they deliver face-to-face learning. 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.

Some parents may require further information or time before deciding to return their child to in-person instruction and may request to continue their child’s learning away from school. Parents will be expected to make this decision within two weeks of the beginning of the school year or the date the student stops attending school.

If any parents request that their child not attend in-person classroom instruction at the school in the long term, their student’s full educational program may be delivered by way of a home educational program or by way of digitally-based distance education through Aurora Virtual School:

- Parents are able to provide a home educational program for their child if they so choose. They can do so by registering their home education plan with the Aurora Virtual School.
- Parents who wish to have their child’s educational program delivered by way of distance education can do so by registering their child at the Aurora Virtual School.
- More information is available at: http://www.auroravirtualschool.ca/avs-online.html

In such cases the parent may enrol their child to attend or cross-enrol in Aurora Virtual School for the 2020-21 school year.
For students with chronic illness or other diverse learning needs, school staff must consult with the Student Support Services Unit before determining how the student’s educational program will be delivered.

**Learning Recovery**

Along with the learning standards that were prioritized in the last school year, literacy and numeracy foundations and core competencies are the base of Yukon’s school curriculum. The latter three contribute to deeper learning and all are key components of the work to recover learning that may not have been achieved at the end of the last school year.

Across grade levels, some examples that could be considered in the learning recovery work include:

- Giving consideration to the learning standards that were prioritized in the last school year for which evidence of proficiency is still required;
- Continuing to focus on literacy and numeracy;
- Continuing to support student self-assessment of the core competencies;
- 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 Our [SCHOOL] Student Survey (grades 4 – 12) that will help provide you with reliable, timely and accurate data on the factors known to have a profound impact on student outcomes so that 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 (as an example, refer to the Chapter 2 and the Formative Assessment appendix and of the Communicating Student Learning Resource and Professional Development Tool); or

School counsellors can help with Second Step resources, planned classroom meetings and check-ins, zones of regulation, sharing/check in circles, and support thought school-based teams for services from Student Support Services

Kindergarten – Grade 3 Students

At the K-3 level, learning recovery could consist of on-going collaboration with other educators and continued formative assessments to help to monitor student learning in the focused areas of literacy and numeracy. The goal is to determine where a student is at developmentally in their learning, and planning lessons that will help move them forward in their learning.

It is important to 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. Reading Recovery teachers will be able to assist classroom teachers with benchmark assessments. The goal is to create guided reading groups and individualize reading instruction based on students' reading levels within the first two weeks of school. Research shows that small group reading and writing instruction is very effective for students’ literacy development.
Teachers should continue to focus on providing a Balanced Literacy program of 120 minutes per day in the primary grades with the following components: read aloud/modelled reading, shared reading, guided reading, independent reading, word work/word study, shared/modelled writing, guided writing and independent writing with continued formative assessment.

Reading Recovery teachers will begin the year by continuing to work with students already receiving the Reading Recovery intervention in March 2020.

In addition to helping build pedagogical knowledge, the Numeracy Nets K-2 and Numeracy Nets Grade 3 resource could be used as a tool to identify student’s strengths and areas for remediation, help inform instruction and next steps for learning.

**Grades 4-7 Students**

At the 4-7 level, learning recovery could consist of on-going collaboration with other educators and other community members, and formative assessments to evaluate each student’s literacy and numeracy levels. In order to plan classroom lessons, it is necessary to have an understanding where each student is at in their learning.

Educators can use the following formative assessment resources to assist in determining each student’s level:

- **Fountas & Pinnell Benchmark Assessment System 2: Grades 3-8**
- **Numeracy Nets for Grades 4-7**

The Fountas & Pinnell Benchmark Assessment System 2 (Grades 3-8) provides materials and procedures for observing and assessing the reading levels and behaviours of students. It is directly linked to The Fountas & Pinnell Literacy Continuum, and to teaching in guided reading (small group reading instruction using leveled books).
Numeracy Nets are a classroom assessment and planning tool that helps teachers uncover misconceptions or partial understandings of critical components of both current and previous years curriculum based on big idea “checkpoints”. The resource helps build pedagogical knowledge to help you help students via an enhanced instructional response.

In addition to classroom assessment further remediation should consist of creating collaborative spaces where educators can communicate with:

- one another (ie. TEAMS)
- students (ie. Sway, Weebly, Google Classroom, and TEAMS), and
- parents/caregivers (ie. Email, Sway, Weebly, Google Classroom).

**Grades 8-12 Students**

In addition to items noted above, at the grades 8-12 level the following could also be considered:

- Encouraging, providing, and offering training on how to use collaborative workspaces (i.e. Teams) where students can collaborate and communicate virtually on assigned tasks or identified areas of remediation;
- Continuing to place a strong emphasis on priority learning standards;
- Providing explicitly scheduled time and space for student support either in person or online, including credit recovery options;
- Sharing student-friendly resources to support identified area of need;
- Creating structures that encourage peer tutoring or access to other tutoring support that is available in the community;
- Providing a strong collaborative focus on integrating Yukon First Nations ways of knowing, doing, and being, experiential learning activities, as core foundational pieces of providing quality education; and
- The Numeracy Nets 8 resource is a classroom assessment and planning tool that helps teachers uncover misconceptions or partial understandings of critical components of both current and previous years curriculum based on big idea “checkpoints”. The resource helps build pedagogical knowledge to help you help students via an enhanced instructional response and can be used effectively for all grade levels.

Second Language Learners
For second language learners, it is likely that since March, many have had less exposure to the target language. With this in mind, we can expect some students to need extra time and support. It is important that we identify where students are in language acquisition and teach them from this starting point. Some students may be anxious about their abilities to express themselves in the target language.

Therefore, to begin the school year, an emphasis on oral language competencies is recommended. This will allow the students to develop confidence and desire to communicate in the target language.

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. Learning during the pandemic has increased students and staff’s use of digital technologies and teaching tools.
Blended learning is an instructional approach that combines traditional face to face classroom teaching with other forms of digital learning.

It 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 that is primarily focussed 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.

Blended learning provides school staff with more flexibility to respond to health and safety measures and to adapt if there are stricter limits placed on the number of students allowed to attend in-school classes. This is why blended learning opportunities for students are essential this year.

Grades K-3 students:
• Learn in class at school for full days. As per the curriculum, they will continue to learn at school in an experiential and inquiry rich learning environment with teachers incorporating technology when it is the most appropriate way to meet learning outcomes.

Grades 4-9 students:
• Learn in class at school for full days, with some in person activities with their teachers and classmates and some digital activities with technology and online tools.

Grades 10-12 students:
• At Whitehorse high schools, students learn each day through a half day of in-class instruction and the other half of the day through at teacher supported in-person or online study hall.
• At other high schools, learn in class for a full day.

With the provision of blended learning opportunities, school administrators must ensure that teacher workloads are distributed in an equitable and manageable way.

The Department of Education has 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 professional learning recordings from:
  - [April 24 PD Day](#)
  - [May 15 PD Day](#)
  - [June 10 PD Day](#)
  - [August 19 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.

- If face-to-face instruction is being provided on a reduced schedule (half days), School Administrators must maximize the amount of time that teachers spend providing direct instruction to their students (e.g. real time lessons provided digitally), preferably spending as much time on each video lesson as they would spend on providing a lesson directly in the classroom.
- This type of ‘synchronous’ instruction should be supplemented by recording lessons and posting them and related instructional and support materials online so students can access them on demand.
- Teachers must also make themselves available through virtual ‘office hours’ where their students can contact them directly for support.
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 direct instruction provided by a teacher is far more important than the medium through which the instruction is delivered.

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 encouraged 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.

Students and teachers must have adequate support and training in the use of specific digital tools and technologies.
While the shift to increased use of online tools and platforms, it is important to remember that 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 students' personal information against such risks as unauthorized collection, use, disclosure and access (see Appendix ‘B’ for additional guidance).

**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 that the physical environment supports learners and learning.
- Ensuring that each student has a relationship with at least one caring adult.

Another way that teachers can focus instruction during the pandemic 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.

For example, the following selection criteria can be used to prioritize learning standards for students:

- **Endurance**: Lasting beyond one grade or course, concepts and skills needed in life – will proficiency in the standard provide students with the knowledge and skills that will be of value over time? (e.g. proficiency in reading informational texts and being able to write effectively).
Leverage: Crossover applications within the content area and to other content areas; interdisciplinary connections (for example, proficiency in creating and interpreting graphs, diagrams, and charts and then being able to make accurate inferences from them will help students in math, science, social studies, language arts, and other areas).

Readiness for next level of learning: Prerequisite concepts and skills for a new grade level or course of study - will proficiency in this standard provide students with the essential knowledge and skills that are necessary for future success?

Here are some sample steps to begin the process:

1. Choose a subject area
2. Assemble a grade span group (e.g. Primary, Intermediate, Junior, Senior Secondary)
3. Select one grade level
4. Individually mark priority standards (Do this quickly, in about maybe 10 minutes, because if you allow too much time you will end up selecting everything!)
5. Talk through selections with colleagues
6. Reach initial consensus
7. Compare selections with existing areas of need or achievement gaps
All of the other learning standards are Supporting Standards. Supporting Standards are “those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. (Ainsworth, 2013, p. xv). Further, these priority standards could also help in the development of the gradebook for the school year and could also become reporting standards.

**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 to support the needs of 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/guardians.

The Department of Education recognizes 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.
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. 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.
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 guidelines are adhered to, 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. *Ensuring the local First Nation guidelines are respected*

**Student Assessment and Reporting**

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

There can be a natural tension regarding the assessment of a student’s learning in circumstances where it may be more difficult for teachers to review the work that is being done by their students, but teachers have a responsibility to assess learning based on the work that students are completing and returning to them.

Teachers can ask to see students’ completed work and should use their professional judgement to reasonably assess that work – teachers can only assess student learning based on the work that they are able to collect from their students.

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, 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 prioritize 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.

**Students with Diverse Learning Needs**

School staff continue to be responsible for developing plans for students with diverse learning needs, to ensure equity in access to learning opportunities.

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 (e.g. 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/guardians to provide supports, resources and learning materials to help students complete their essential learning goals.
Trauma-Informed Learning

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 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. 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.

  - Positive behavior interventions and supports (PBIS)

  - **Other current offerings**

- **Community resources**
Support for Families

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 not participating in the instruction being offered, staff should reach out to the student and their family/guardian 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.
- 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.

Educator Resources

- The Educators’ Place
- Online professional development opportunities
- Collaboration with the BC Ministry of Education to establish login credentials to ShareEdBC is currently. For now, Yukon educators can view the ShareEDBC introductory information.
- Yukon Learning Continuity Toolkit (including information for using online learning tools, i.e. Moodle, Microsoft 360 etc.)
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.

Focused Education Resources (formerly ERAC) has a wealth of Digital Resources available to Yukon Teachers and Students, recently evaluated resources

Moving Forward in a Deep Learning World webinar including Education Reimagined: The Future of Learning

Education and school supports: COVID-19

COVID-19 information
Appendix A – Education Technology Guidelines for Employees and Students

Purpose

For the 2020-21 school year, school staff will be returning to working at school in accordance with Directive 5 – Working Arrangements During COVID-19 and their final specific School Operational Plan.

These guidelines provide for enabling school staff and students to access technology including digital tools and computing devices (e.g. Apple desktop iMacs, 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 / docking stations from their school budgets.

**Zoom**

- Principals will **track** requests for licensed Zoom accounts (tracking process below).
- Licensed Zoom accounts are to be used for staff scheduling virtual meetings or classes only. All staff using Zoom for this purpose, should be using the licensed accounts only.
  - Zoom’s purpose is virtual meetings & classrooms tool with video, audio and text chat as well as the ability to screen share.
  - Difference between Zoom and Microsoft Teams? Teams needs a “@yesnet.yk.ca” account where Zoom allows meeting with parents and or education partners, with a simple click of a meeting link.

**File Storage & Collaboration**

- For managing digital files and document storage, sharing, creation, collaboration and more, school staff and students should use Microsoft 365 and/or Google Suite (see: [https://v2yesnet.wordpress.com/learning-continuity-toolkit/](https://v2yesnet.wordpress.com/learning-continuity-toolkit/))
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:

- A suitable personal computer; or.
- A one-to-one device.

**Tracking Requests**

Principals should track all technology requests via this spreadsheet: 2020 School Technology Continuity of Instruction Requests

- Make a copy of the Excel spreadsheet
- Complete the spreadsheet for all staff, for all needs
- Send the copy ITSS (itss@gov.yk.ca) for approval
- Once approved, ITSS will fulfill requests for Zoom, VDI, VPN accounts & setup
School Office Administrative Staff Work from Home Technology Requests

Standards:

<table>
<thead>
<tr>
<th></th>
<th>School MacBook Air</th>
<th>VDI</th>
<th>VPN</th>
<th>x1 PC Monitor</th>
<th>Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / VP</td>
<td>*Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>School Admin. Asst.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>School Receptionist</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>Counsellor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Notes

- **VDI (Virtual Desktop):** VDI resources are limited across YG therefore access is limited.
- **VPN (Virtual Private Network):** VPN access is an excellent VDI alternative. VPN allows YNET staff to remotely connect to YG's network and using a second app called RDP (Remote Desktop) to log directly in to the computer at their desk. NOTE: This requires ITSS support to setup.

Not Permitted:

- Taking Windows computer desktops or towers home (breach of YG’s security policies).

Process

- Fill in the “School Office 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

Current as of August 18, 2020
**Teacher / EA Work from Home Technology Requests**

**Standards**

<table>
<thead>
<tr>
<th></th>
<th>School MacBook Air</th>
<th>School iPad</th>
<th>School iMac</th>
<th>Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>*Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>EA</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Principals may authorize the temporary loan of a school iPad to EA staff for the express purposes of access to email, submission of leave, attendance to virtual meetings and collaboration with teachers using Microsoft 365.

**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](https)).*

**Process**

- Fill in the “School Classroom 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
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 (e.g. 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.
Grade 10-12 / Graduation Program Students, Learning Plan and Other Students

Standards

<table>
<thead>
<tr>
<th></th>
<th>School MacBook Air</th>
<th>School iPad</th>
<th>School iMac</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr.10-12 / Grad Program</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All other Grades</td>
<td>* Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Student Learning Plan Support

Standards

- Loan of the type of device needed to support individual student learning plans
- * Keeping this guided 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

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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) 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)
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:
  o Only providing students with a 'class code' to join, and nothing more
  o 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/guardians 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**
  o 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)
  o [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
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)