



Yukon Learning Continuity Requirements

Working Document, to be updated as required – April 9, 2020



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Work in Progress - Will be Updated as Required



General Information

On March 18, 2020 Yukon's Chief Medical Officer of Health declared a public health emergency due to the spread of COVID-19, and classes for Yukon students were suspended until April 15, 2020 as a necessary precaution. This time is being used to plan the measures needed for continued learning for students after April 15, to ensure that students can continue with their learning with a focus on literacy, numeracy, and student wellness.

On April 7, 2020, with recommendations of the Chief Medical Officer of Health, the Minister of Education ordered the suspension of face-to-face classes at all Yukon K-12 public schools starting April 16, for the remainder of the 2019-20 school year.

The Department of Education, working in collaboration with the British Columbia Ministry of Education and a Yukon committee of educators and central administration staff, have developed these Yukon Continuity of Learning Requirements to guide schools to provide continued learning for all students in relation to the knowledge, skills, and understandings outlined in the Yukon school curriculum.

Educators are in the best position to determine what learning continuity is needed for their individual students during this time, and are expected to do the best that they can using the tools and resources that are available to them. It is also expected that central administration staff and school leaders will be responsive and adaptable during this difficult time, and we trust and rely on everyone's humanity, professional skills and experience.

Given the evolving nature of this public health emergency, and the ongoing direction and recommendations coming from Yukon's Chief Medical Officer of Health, we will continue to update these requirements with additional information, resources, and approaches as they become available.

What are "Continuing Student Learning Opportunities"?

While face-to-face classroom instruction remains suspended, school staff are expected to provide their students, through a variety of online and more traditional approaches, with learning opportunities that continue to meet the goals and objectives established for the Yukon education system, especially in the areas of developing students' literacy and numeracy skills and supporting their social, emotional, and physical well-being.



We want to ensure that essential learning continues to take place starting April 16 given that face-to-face classes are suspended for the rest of the school year. This may include learning at home, learning online, learning on the land, and other learning opportunities that support the required social distancing.

School staff are expected, during their normal hours of work, to provide learning and assessment opportunities and regular communication and support to their students and their families/guardians while in-person classes are suspended. This will take a variety of forms and be delivered in a variety of ways. Teachers already using an online learning management system such as Moodle are encouraged to continue to do so to distribute lessons to students and parents/guardians. Teachers can also use video conferencing tools to connect with larger groups of students. Teachers will also communicate with parents/guardians and students via email and phone, and by providing instructional packages to be used at home.

Requirements for Continuing Learning Opportunities Provided by School Staff

School administrators are responsible for the planning and provision of continuing learning opportunities by school staff.

All school staff are expected to work their regular schedules until April 15, using this time to support the development and implementation of their school's plan for continuity of learning starting April 16 for the remainder of the school year.

Teachers are expected to initially contact their students before April 15 and after that to maintain regular contact with their students and families/guardians.

School staff must adhere to health and safety requirements in the provision of ongoing learning opportunities by following the measures put in place by the Yukon Chief Medical Officer of Health, the Government of Yukon, and the Department of Education.

Classroom teachers are expected to continue their primary role in initiating and overseeing the provision of learning opportunities for their students, and to be responsive to individual student needs in the learning opportunities being provided to them.

The Yukon Learning Continuity Requirements 'Teacher Planning Guide' can be accessed [here](#).



All other school staff are expected to support the provision of these learning opportunities as required by those classroom teachers and as directed by their school administration.

School administrators are expected to maintain regular contact with their school staff and provide opportunities for networking among groups of educators – by using the following bands to share priorities for essential learning for students: Primary; Intermediate; Junior Secondary; Graduation Years.

Mental Health and Well-Being

Supporting the safety and health of students, families and staff is a top priority. In addition to taking measures to protect everyone's physical health, we also need to attend to our social and emotional well-being. During this time in particular, students and their parents/guardians need to know that they are still a valued part of the school community.

Schools are encouraged to ensure supports to address mental well-being are provided to students and their parents/guardians, and to ensure that educators feel well supported in addressing any new challenges that may arise in the new learning environment.

Supports for Families

Schools should also outline supports that will continue to be made available to families, including specific information on how to access these supports and any available community resources that can help support ongoing learning and family well-being. Additional considerations can include:

- Identifying families who were receiving regular support from the school, 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 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.



School Learning Plans

Each school will develop a learning plan for how teachers and school staff will ensure that student learning continues for the remainder of the school year. Learning Plans will include how at-home student learning will be delivered, including the use of online learning tools already authorized and supported by the Department of Education, as well as more traditional learning resources.

School Learning Continuity Plan Checklist

Each School Learning Plan must consider the unique needs of the school community, the variety of ways to provide learning opportunities (recognizing that not all students and families have access to technology), and must meet the following requirements.

Establishing and Maintaining Connections and Communication with Students, Families/Guardians, and Communities

Educators must make initial contact with each student and their family/guardian before April 15 to stay in touch and discuss how best to communicate about learning opportunities moving forward.

Throughout the remainder of the school year, teachers and school staff shall:

- Regularly engage with students and families/guardians to determine student needs and provide materials, resources and activities to support ongoing student learning.
- Identify where adaptations or supports for student learning will be needed.
- Plan to address specific student and family needs related to at-home learning.
- Identify school staff who will regularly contact families to provide support.

Working with Yukon First Nations

Schools will continue to communicate and work with Yukon First Nations to support the needs of their citizens. Schools will ensure they maintain and combine efforts, through existing relationships with Yukon First Nations, to support the



needs of students served by their schools. Schools will also be working with Yukon First Nations to ensure Yukon First Nations ways of knowing, doing and being continue to be part of student learning.

Non-enrolling educators 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 content for at-home learning 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 Nation cultural and harvesting activities, these activities have a critical educational purpose that is not only consistent with but a part of the delivery of the education curriculum. Yukon First Nation culture and language learning activities are an important part of the ongoing learning activities undertaken by Yukon First Nation students and by other students, and must continue while face-to-face classroom instruction has been suspended (see the 'Alternative Approaches to In-Person Classes' section below).

Provision of Ongoing Learning Opportunities

It is recognized that educators will not be able to complete the full school curriculum this year – we are no longer in a situation of 'learning as usual'.

During the time up until April 15th, school administrators are expected to work with all teachers to develop an account of the following for their students:

- What learning standards have been covered?
- What learning standards need to be covered?
- What priority learning standards can be covered?
- How will this learning be delivered?
- How will this learning be assessed?
- How will feedback be provided?



Grade Level Learning Expectations

Based on where students are in their learning, schools and teachers will prioritize essential learning for the remainder of the school year based on the following guidelines:

Learning Together and Early Kindergarten (K4) – The provision of opportunities and resources for students to engage in learning through play, inquiry, and hands-on experiences, while supporting gross and fine motor development, oral language, and social skills. Students should be encouraged to continue learning through play with their families. Teachers will assign about three hours of this type of “work” to be done by each student per week and will work with their students and families/guardians to support the delivery of these resources.

K-3 – The provision of prioritized opportunities and resources for students to engage in learning through play, inquiry, and hands-on experiences, while supporting literacy and numeracy across the curriculum and the personal and social core competencies of the curriculum. Students should be encouraged to continue learning through play with their families. Teachers will assign about five hours of work to be done by each student per week and work with their students and families/guardians on the delivery of these materials.

Grades 4-6 - The provision of opportunities and resources for students to engage in literacy and numeracy across the curriculum and the personal and social competencies of the curriculum. Teachers will assign about five hours of work for each student per week, and are expected to work with their students and families/guardians to support this learning.

Grades 7-9 – The provision of opportunities and resources for students to engage in literacy and numeracy skills across the subject areas and the personal and social competencies of the curriculum. Teachers will assign about ten hours of work for each student each week and are expected to work with their students and families/guardians to support this learning.

Grades 10-12 – For learners in their graduation years, this will include providing the activities, resources and supports for students to develop the learning standards, competencies and understandings prioritized so that students have the



opportunity to be successful in all of their current courses, with a focus on courses/credits in the subject areas required for graduation. Teachers will assign about three hours of work per course for each student each week and will work with their students and families/guardians to support this learning. Teachers will also be expected to work with Grade 12 students to identify those who need to complete the Grade 10 numeracy assessment to ensure that they meet this requirement.

Determining the Priority Learning Standards to be Covered

In addition to using the grade level learning expectations above, teachers can further 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 for further prioritization:

- 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 ignite the process:

1. Choose a subject area
2. Assemble a grade span group (Primary, Intermediate, Junior, Senior Secondary, for example)
3. Select one grade level



4. Individually mark essential 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

Alternative Approaches to In-Person Classes

Learning opportunities can be provided through individual or group phone calls, e-mail, video connection, or hard copy communication.

School staff are expected to determine the most effective ways to deliver at-home student learning for all of their students. Some teachers may connect with their students primarily in an online environment, while others may use more traditional resources. In doing so staff must be sensitive to the fact that not all students have access to technology, so teachers must be prepared to provide learning opportunities in a variety of ways.

Teachers using online platforms need to protect themselves and their students. Staff should generally refrain from one-on-one videoconferencing sessions with students, unless one-on-one work is required in order to provide a student with ongoing learning opportunities that meet their particular needs (e.g. Reading Recovery, counsellors).

Transfer requests for students from 'bricks and mortar' schools to the Aurora Virtual School will not be accepted at this time, in order to avoid an unsustainable volume of requests for student transfers to the AVS.

It is important to remember that the teacher/student relationship remains, as it always has been, at the core of successful learning, and that teachers will be able to build on the relationships that have been created over the past several months.

Educators are expected to share strategies and resources with their colleagues as part of collaboration and efficiency, and to support one another.



Yukon First Nation culture and language learning activities are an important part of the ongoing learning activities undertaken by Yukon First Nation students and by other students. The current situation provides an opportunity for many families and caregivers to take time to be on the land, recognizing the value of land-based learning and experiencing the many teachings the land has to offer. Families and caregivers are encouraged to go on the land and teach skills such as packing and arranging gear; setting snares; chopping and splitting wood; building cooking fires; setting nets; harvesting, preparing and preserving traditional food; and other traditional or survival skills. This time can also be used to learn the traditions, language, knowledge, values and skills of Elders, Knowledge Keepers, and Ancestors. Families and caregivers are also encouraged to have their children bring other suggested materials assigned by their teachers out on the land with them so they can make connections between subject-based learning and land-based concepts.

Use of School Computing Devices for Staff and Students

School Administrators can temporarily allocate school computing devices for the purposes of working from home and supporting continuity of learning. All school administrators must review the Education Working From Home Technology Guidelines for complete details and processes relating to the allocation of school computing devices.

School administrators must ensure that the following guidelines are followed when school equipment is loaned to staff:

- The loan of any school equipment is temporary, and only until a return to face-to-face classroom instruction or the end of the school year, whichever happens earlier.
- Staff are responsible for transport, care, custody, home set up and return of the device.
- Staff must not use loaned computing devices for personal use.
- Schools will be responsible for covering any the cost of any damage or loss, and any required cables, adapters/ docking stations from their school budgets.



The following guidelines apply to the loan of school allocated computing devices to students:

- Computing devices can be loaned to support Grade 12 students and any other secondary student in a graduation track program.
- Computing devices can be loaned to any student whose learning plan (e.g. Student Learning Plan, IEP) requirements include the use of a computing device.
- Otherwise, the temporary loan of equipment should only be made to students when necessary to support the student's learning (i.e. students do not require loan of a school computing device if they have access to a suitable personal computer).

School administrators are responsible for tracking all requests for access to technology using this spreadsheet: [2020 School Technology Continuity of Instruction Requests](#), and when equipment is loaned to students the following form must be filled out: [Technology Loan to Students](#).

Staff must report any damage, loss or theft of computing devices to their school administrator, the department's [Privacy Officer](#) and ITSS (itss@gov.yk.ca) immediately upon discovery of the damage, loss, or theft.

Any questions about the use of school equipment should be raised with the Superintendent, and if technical support is required staff can contact ITSS at 667-8535, itss@gov.yk.ca.

Student Assessment and Reporting

To ensure the continuing assessment of student learning, school administrators and school staff will:

- Assess and document the learning standards that have been covered with students to-date this school year.
- Identify and document the learning standards that still need to be completed.
- Determine how to deliver, assess and provide feedback on the learning standards that still need to be completed.

Teachers are expected to assess each student's individual progress in all learning covered this school year based on the learning standards that have been completed and those that still need to be provided.



The assessment of learning that takes place after April 16 should be in relation to the smaller selection of learning standards which students are able to complete at home, including Yukon First Nation culture and language learning activities. Given that some students may not have easy access to specific learning resources aligned to the curriculum, assessment should focus on the development of competencies and key literacy and numeracy skills, rather than the mastery of specific content.

The department is looking for opportunities to continue to support teachers and schools in developing effective assessment techniques in these unique circumstances.

Students will not be expected to complete final, teacher prepared summative examinations at the end of this school year.

Schools will provide each student with an end-of-year report card appropriate for their grade level that includes a final assessment of student progress.

Students will not be held back from progressing to the next grade because of the suspension of face-to-face instruction, and all students who were on track on April 16 to progress to the next grade will do so.

Students will not complete the normal territory-wide spring assessments (e.g. DART, EYE, BOEHM, SWW, OPI, WPA, DELF etc.).

Graduation Program

For students in Grades 10 and 11, schools should focus on courses in the subject areas required for graduation. For students in Grade 12 who are on track to graduate this year, the focus should be on the total credits (80) required for graduation. For those pursuing the Adult Dogwood, the focus should be on the 20 required credits.

Elective courses are still important to students, though continued delivery of some courses will be difficult (e.g. courses with required equipment or unique environments that are not accessible from home, such as trades and technology courses). For elective courses with such challenges, teachers have the discretion to provide a passing grade if sufficient learning has been achieved by the student. For elective courses where provision of an 'incomplete' grade would result in a student not graduating, teachers should support and appropriately assess the student's achievement in that course to ensure that a suitable credit is awarded.



Staff must ensure that every student who is eligible and on target to graduate from Grade 12 is provided with the opportunity to do so. To be eligible to graduate means that if a student was to successfully complete courses underway and in progress for completion this June, they will satisfy the graduation requirements. Students are still expected to continue their learning and complete any assignments set out by their teachers in order to graduate.

Teachers are expected to use their professional judgement in determining student marks and granting graduation credit for these requirements.

For the specific requirement of 30 hours of work experience or career-life experience, students can be given many opportunities to fulfil these requirements in alternative ways, such as doing work around their home such as babysitting siblings, yard maintenance, household cleaning, food preparation etc.

Central administration staff will be working with the B.C. Ministry of Education to ensure that students who have not taken the required numeracy assessment can meet this requirement.

Graduating students must graduate with their course marks and the notice of completion for their Grade 10 numeracy assessment.

For students looking to pursue post-secondary studies next school year, the Department of Education will work with the B.C. Ministry of Education to ensure that student transcripts reflect all final course marks submitted by schools to enable post-secondary institutions to proceed with their admission processes.

Students with Diverse Learning Needs

Schools are expected to develop continuity of learning plans for students with diverse learning needs to allow for continued learning in the home environment, and to ensure equity in access to learning opportunities.

Students with Exceptional Needs - Individualized Education Plans (IEPs)

The provision of opportunities for learning for students with IEPs whose programming is modified must be aligned with the goals identified in the student's IEP. These goals are developed in collaboration with the school staff, parents and the student (when able), and specialists who typically support the recommendations for interventions in the educational



setting (e.g. Educational Psychologists, Speech Language Pathologists, Occupational Therapists, and Physiotherapists). While we may not be able to replicate all of the services provided in the normal educational setting, we should be able to provide students and parents/guardians with activities that are appropriate in the circumstances to best meet students' needs.

Students Requiring Adaptations

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

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 will continue to be offered to the greatest extent possible.

Non-enrolling educators (e.g. LATs, School Counsellors, EAs) will continue to collaborate with classroom teachers and anyone authorized to receive information pertaining to a student's programming (e.g. Yukon First Nation Education Directors, CELCs, and ESWs where the proper authorizations are in place) to ensure that content being prepared for at-home learning is accessible, meaningful for all learners and can be supported by all parents/guardians. Particular attention and support is required for those who traditionally face barriers to accessing online content.

Educational Assistants (EAs)

EAs will continue to support students with diverse learning needs, and teachers with the delivery of programs. Each school administrator will work with their school's EAs to ensure they are providing the necessary supports, under the guidance of the teacher, to support programs for students with exceptional needs, and this may include:

- Assisting classroom teachers and LATs in preparing assignments, content, and activities and with the collection of materials to send to students.



- Maintaining regular communication and check-ins with students as determined by the classroom teacher, LAT or principal and under the direction on the teacher and/or principal.
- Supporting families and students in accessing and participating in remote learning and therapy experiences as recommended by the classroom teacher, LAT, and/or specialist.

Student Support Services has created a [document](#) of activities that Educational Assistants can carry on with while classes are suspended. These activities can supplement any scheduling that the school administrator has created for their staff.

Student Support Services Staff

Student Support Services staff will remain available to:

- Support teachers to provide learning opportunities for students with exceptional needs to meet Student Learning Plan or Individual Education Plan goals and objectives.
- Support school-based teams, if requested, in developing, updating, and delivering IEPs to students through various online programs.
- Support schools to provide resources for parents/guardians to support their children at home as requested
- Provide specialist services such as speech and language, physiotherapy and occupational therapy, and educational psychology as much as possible.
- Support school staff in transitioning students from grade-to-grade and from their secondary school experience.

Student Support Services staff will also work with each Learning Assistance Teacher to identify the continuity of learning for those learners with modified programming, and to determine what supports for programming should be delivered in the format that best meets the needs of the student and their family/guardian.

Student Support Services will keep administrators apprised of any requirements through ASPEN to determine how learners who are on any type of learning plan should be assessed.



Human Resources Considerations

School administrators have discretion around staffing, including allocation of staff to ensure supports and services for continued learning opportunities for students are in place. Management of staff attendance expectations to meet these requirements will also be determined at the school level.

Flexibility for staff during this time is encouraged, including work-from-home arrangements, in accordance with the guidelines that have been put in place by the government and the Chief Medical Officer of Health, including those regarding physical distancing and self-isolation where required.

Staff Wellbeing

The Yukon Government, as an employer, is responsible in accordance with applicable health and safety legislation and collective agreements to provide a safe and healthy workplace for employees.

The Department of Education staff are recommended to use the following practices:

- Effective social distancing which should be incorporated into all workplaces where services are being delivered to the public and where employees are present in the workplace
- Following proper hygiene practices by ensuring access to facilities and/or products that will allow employees access to practices recommended by the Chief Medical Officer.
- Employees should continue to use PPE as required for their work and position by occupational health and safety legislation, safety standards and the departmental policy as advised by the Yukon Communicable Disease Control or the Chief Medical Officer.
- Homemade, cloth masks have not been proven to protect the people wearing them. However, wearing a mask can help play a part in reducing the chance of respiratory droplets contaminating other people or landing on surfaces and can make people feel safer.



- Anyone deciding to make and wear a mask should be aware they still need to practise all measures to reduce the spread of COVID-19, including regular hand washing, greater hygiene and safe spacing.
- Promote available mental health supports offered to employees which include the Family Services Employee Assistance Program, Counselling services through Canada Life benefits and Lifespeak – the Yukon Governments digital wellness platform.

Supervisors are strongly encouraged to identify the hazards that could result in the spread of infections and viruses in their workplace and assess the risk of spread. Where there is a risk of the spread of infections and viruses, workplaces must implement controls appropriate to the nature of the work.

Supervisors and departmental health and safety personnel who need advice about hazards or control measures should consult with the Corporate Health and Safety unit at the Public Service Commission (safety@gov.yk.ca) who will coordinate gathering advice from the Health Emergency Operations Centre.

Additional Resources

COVID-19 Health and Safety Directive <https://yukonnect.gov.yk.ca/department/PSC/GAMVOL3/COVID-19%20Health%20and%20Safety%20Directive.pdf>

Corporate Health and Safety Policy 3.48 https://yukonnect.gov.yk.ca/department/PSC/GAMVOL3/gam_3_48.pdf

Family Services Employee Assistance Plan <https://www.fseap.ca/resources>

Lifespeak <https://yukongov.lifespeak.com/Account/Login?ReturnUrl=%2fwelcome>

Public Health Agency of Canada Hand Washing Poster <https://www.canada.ca/content/dam/phac-aspc/documents/services/diseases-maladies/reduce-spread-covid-19-wash-your-hands/eng-handwashing.pdf>

Return to Work

With recommendations from Yukon's Chief Medical Officer of Health, the Minister of Education has suspended face-to-face classes in all Yukon K-12 public schools for the remainder of the 2019-20 school year starting on April 16, 2020.



Superintendents and principals will continue to work together to support students, families and school staff through this transition to deliver at-home learning for the remainder of the school year.

Teachers should determine how best to deliver learning opportunities to their students, whether that be using the Department of Education approved online environments or traditional resources.

Staffing Considerations

School administrators have discretion around staffing, including allocation of staff to ensure supports and services for continued learning opportunities for students are in place. Management of staff attendance expectations to meet these requirements will also be determined at the school level.

Employee Compensation

The Yukon government is committed to ensure that employment and income continuity are maintained for employees whose work would not have otherwise been interrupted save for the pandemic response. Pay and benefits scheduled for Yukon government employees should generally continue as planned.

Illness, Quarantine and Self Isolation

Employees who are ill or develop symptoms are encouraged to stay at home. Working from home options may be available.

Any employee returning to the Yukon from outside of the territory must self-isolate for 14 days. Additional information about what it means to self isolate can be found @ <https://yukon.ca/en/information-self-isolation>.

Department of Education staff are encouraged to review collective agreements, employment contracts and HR policies regarding compensation provisions related to sick leave, quarantine or self-isolation, and develop contingency plans for reduced staffing levels due to illness.



Flexible Work Arrangements and Locations

Flexibility for staff during this time is encouraged, including work-from-home arrangements, in accordance with the guidelines that have been put in place by the government and the Chief Medical Officer of Health, including those regarding physical distancing and self-isolation where required.

To ensure the continued health and safety of the public and our staff, the Yukon government is encouraging employees to work from home whenever possible. A new directive has been approved and is now being implemented, which provides direction to departments on managing work from home arrangements.

The following tools will help employees work productively and securely when operating away from the office:

Remote access to email - <https://exchange.gov.yk.ca>.

Remote access to Yukonnect - <https://yukonnect.gov.yk.ca>.

Additional Resources

COVID-19 Directive 2 – Work from Home https://yukonnect.gov.yk.ca/departments/PSC/GAMVOL3/COVID-19_Directive2.pdf

Guidance on COVID-19 Work from Home Directive

<https://yukonnect.gov.yk.ca/departments/PSC/GAMVOL3/Guidance%20on%20the%20Work%20From%20Home%20Directive.pdf>

Facilities and Operations

Facilities Management staff from the Department of Highways and Public Works will continue to access schools to conduct routine maintenance checks in order to ensure the continued and safe operation of the school.

If there are questions about the status of any capital maintenance projects scheduled for a school, school administrators should contact either Trevor Justason at 867-336-4301 trevor.justason@gov.yk.ca or Janet Hink at 867-332-0292 janet.hink@gov.yk.ca for any details.



Yukon schools are closed to student access, however for the purpose of ensuring that students have access to what they need to successfully engage in learning at home, schools may provide students and their families/guardians with the opportunity to retrieve items and pick up needed materials from the school including textbooks, printed materials, school computing devices etc. This should be done in ways that ensure that students do not enter the school, and do not have direct contact with school staff (e.g. material can be bagged and left outside the building for pick up at a pre-arranged time).

Utilizing limited hours and staggered scheduling for pick-ups can help reduce the number of persons accessing their school at any given time.

For school staff, mitigation measures to prevent the spread of COVID -19 can include staggering work schedules and limiting access to certain hours or parts of the building.

Schools are closed to access by community user-groups.

Protection of Privacy

All staff are required to ensure that all student records and personal information are protected from unauthorized collection, use disclosure, disposal or destruction. Working remotely or providing at home learning opportunities can increase the possibility of privacy breaches, and staff must follow best practices for protecting personal information, including:

- Do not e-mail confidential or work-related information to a personal e-mail address.
- Do not use a 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 the Department of Education's Office 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 discussing confidential and personal information over web conferencing platforms such as Zoom and Teams.
- 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.
- The Protecting Education Information and Files While Working From Home guideline provides guidance and best practices for Education staff and should be provided to all employees.

Communication and Support

School administrators and central administration staff will ensure that educators are provided with the resources they need to be able to provide effective ongoing learning opportunities for their students.

Resources, Tools and Technology Options

- Continuing student learning at home
- Resources to Support Public School Staff
- Resources to Support Public School Students and Families
- Yukon Learning Continuity Toolkit (<https://v2yesnet.wordpress.com/learning-continuity-toolkit/>) (information for using online learning tools (i.e. Moodle, Office 360 etc.)
- General COVID-19 Support for Yukoners

Key Central Administration Contacts

Schools and Student Services Branch (SSS)

- Paul.McFadyen@gov.yk.ca, Area 1 Superintendent
- Chris.Stacey@gov.yk.ca, Area 2 Superintendent



- Kim.Ramsay@gov.yk.ca, Area 3 Superintendent
- Karen.Campbell@gov.yk.ca, Director, Student Support Services

Communications

- Kyle.Nightingale@gov.yk.ca, 336-0653
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Work in Progress - Will be Updated as Required