

Learning Continuity Requirements

Grades 10 to 12 Students at F.H. Collins, Porter Creek Secondary, and Vanier Catholic Secondary Schools for Remainder of 2021-22 School Year

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*This is a working document that will be updated as required.

General Information

Yukon's Chief Medical Officer of Health has recognized that:

- The COVID-19 virus has a very low infection rate in children and youth, and students are unlikely to be primary drivers of any 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 a result, the Department of Education has agreed with the Chief Medical Officer of Health's recommendation that all Grade 10 to 12 FHC, PCSS, and VCSS students can return to full-time in-class instruction effective April 19, 2021, following two 'learning at home' days, which are April 15th and 16th. These days will allow teachers to reconfigure classrooms and timetables to prepare for a full-time return, with appropriate infection prevention and control measures put in place.

Key Principles

- Maintain a safe and healthy school environment for students and staff.
- Recognition that schools have well-developed plans in place for meeting the prioritized learning standards and providing learning support for Grade 10-12 students.

- Continue to prioritize learning standards over the remainder of the school year, and ensure that Grade 12 students can get the credits they need in order to graduate.
- Ensure that all students have full-time access to teachers and support staff to support their learning while retaining existing student and teacher schedules as much as possible.
- Increased contact time with teachers will lead to more opportunities for learning, and eight weeks of increased instructional time will benefit most students from both an academic and a health and well-being perspective. Please refer to the [Educator Resources](#) section for additional supports, including mental health supports that are available.
- Ensure that teacher and support staff workloads are reasonable, equitable, and manageable.
- Each school has the flexibility it needs to use the resources at its disposal to meet the specific needs of their students.
- 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 student and staff use of digital technologies and teaching tools, and schools should continue to leverage the use of technology to connect learners and to amplify and accelerate deep learning beyond the use of technology for transmission and consumption.

Resuming Full-Time In-Class Instruction

The increased instructional time, when combined with the additional staff available at each school, will provide students with a greater opportunity to 'recover' from the effects of ½ time in-class instruction.

To ensure that the most important learning happens during the remainder of the school year, teachers should continue to prioritize learning standards for students as outlined on pages 71 – 73 of the [Communicating Student Learning Resource](#)

[and Professional Development 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?

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.

Learning Recovery

Along with the prioritized learning standards, 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 work to recover learning that may not have been achieved yet.

Across grade levels and subject areas, some examples that could be considered in the learning recovery work in the remaining weeks include:

- Continuing to focus on literacy and numeracy.

- Continuing to support student self-assessment of the core competencies.
- 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](#)).

Student Assessment and Reporting

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

Teachers must continue to follow the requirements outlined in the [Communicating Student Learning Resource and Professional Development Tool](#). The in-person meeting, as described in the requirements, may occur via a virtual meeting room, like Zoom, 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. Higher stakes assessments and evaluations may heighten the stress for some learners and therefore may not provide accurate direction for the teacher. Teachers should therefore consider using 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

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 learning goals.

Educator Resources

- [Moving Forward in a Deep Learning World](#) webinar including [Education Reimagined: The Future of Learning](#)
- [Educator Update Archive](#), [Educators' Place](#), [Resource Services Digital Resources](#), and [YESNet Portal](#).
- Contact bsherry@takingitglobal.org for Virtual Field Trips or to engage with an Indigenous Role Model. Website: <https://connectednorth.org/en/>. Online Session Menu: [English](#) or [French](#). ([Session Statistics](#))
- Go to www.shareedbc.ca to explore resources from the growing curated collection.
- April 30 Professional Development Day [menu of innovative PD sessions during this day](#). Have a look at the recordings from Jan 15 <https://bit.ly/PD-Jan15> and Nov 20 <https://bit.ly/PD-Nov20>.

Quick Education Links for 2020-21 School Year

- [Education updates and supports on COVID-19](#)
- [Updated 2020-21 school calendar important dates](#)
- [Find your school operational plan](#)
- [School bus information and schedules](#)
- [Health and Safety guidelines for K-12 school setting](#)

Quick Links to Resources on COVID-19 Related Topics

- [COVID-19 Directive 6](#)
- [Non-medical masks in the workplace](#)
- [How to wear a non-medical mask poster](#)
- [Mental health and wellness supports](#)
- [COVID-19 Self-Assessment](#)
- [Talking and Sharing with Kids and Families on COVID-19](#)

- [COVID-19 and teenagers: Supporting Youth Mental Wellness](#)
- [COVID-19 counselling and crisis support](#)
- [Practice Safe 6](#)
- [Wellness Together Canada](#)
- [Yukon information on COVID-19](#)
- [Canada response and Health Canada information](#)
- [Council of Yukon First Nations](#)