



CARCROSS/TAGISH
FIRST NATION



CHAMPAGNE AND AISHIHIK FIRST NATIONS



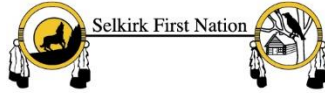
Liard First Nation
WINDY LAKE, YUKON TERRITORY



KWANCHO NYAK DENA
COUNCIL



ROSE RIVER
DENA COUNCIL



Selkirk First Nation



TA'AN
KWACH'AN



T'ONDEK HWÉCHIN
NAN NATION



Vuntut Gwitchin First Nation



**YUKON FIRST NATIONS
Chiefs Committee on Education**

c/o Council of Yukon First Nations
2166-2nd Avenue
Whitehorse, YT Y1A 4P1

**Yukon Chiefs Committee on Education
Submission to Yukon Legislative Assembly Public Accounts Committee
Response to current work/view of Yukon Department of Education Response to 2019 Auditor General's Report**

We appreciate the invitation to make this presentation to the Standing Committee on Public Accounts and respond to the Committee’s questions and comments. At the outset, it is important for the Chief Committee on Education (CCOE) to set out our intentions for this discussion: we are not present today to point fingers or allocate blame about past action or inaction; instead, we wish to focus on the future and what we can do together to improve the Yukon’s education system and enhance the education outcomes for all Indigenous students, which we know will benefit all students. We need all levels of government to work with us in order to achieve those objectives.

The Yukon First Nations have deep concerns about the long-standing failure of the education system in the Yukon to establish acceptable retention and graduation rates for Yukon First Nation students. These have been long-standing objectives for Yukon First Nations and were a key cornerstone of *Together Today For Our Children Tomorrow*, that outlined our vision for a prosperous and healthy communities by way of treaty implementation.

The Chiefs want to ensure that the Yukon First Nations have a consistent approach to address our concerns on a territorial system-wide basis, not just on a school-by-school basis. The Chiefs want this strategic approach to be accountable to them. To that end, the CCOE was established by the Council of Yukon First Nations to provide strategic direction and political support to the work of the technicians who are directed to work collaboratively with their territorial counterparts to make changes to the Yukon’s education system. Among its duties, the CCOE provides oversight and direction to the Yukon First Nation Education Directorate (YFNED). The YFNED was established in 2020 as an independent entity from any other institution or body and it provides a broad range of services and programs to Indigenous students in schools throughout the Yukon, which often benefit non-Indigenous students.



The YFNED’s wrap-around service model is rooted in Indigenous pedagogies and philosophies encompasses the following:

1. A nutritional program providing two healthy meals per day for every Indigenous student.
2. First Nation Education Advocates who:
 - increase a sense of belonging, self-respect and pride in heritage for all Indigenous students;
 - promote awareness and knowledge of Indigenous cultures;
 - provide support, guidance and advocacy to deliver culturally inclusive programming within schools;
 - assist schools to fully develop and deliver education programs that reflect Yukon First Nations cultures and languages;
 - work with the school to improve the academic achievement of Indigenous students;
 - connect Indigenous students to services and supports, and ensure recommended services and supports are provided; and
 - refer Indigenous students to specialists, school staff and the YFNED Mobile Therapeutic Unit.
3. Mobile Therapeutic Unit providing Occupational Therapist, Speech and Language Pathologists, Education Psychology Mental Wellness team, Optometry and Audiology support to the rural communities.
4. Early Years Initiative-culturally based in partnership with VGFN, SFN, FNNND, RRDC and Martin Family Initiative.

We are committed to the success of all students in Yukon and, in particular, Indigenous students.

Therefore, we appreciate this opportunity to share our views and perspectives with this Committee about the Department of Education’s efforts to respond and address the issues raised in the 2019 Auditor General’s report *Kindergarten through Grade 12 Education in Yukon-Department of Education*

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(AG Report). As you know, the AG Report focused on three pillars: Education outcomes for Yukon students, Inclusive Education and Yukon First Nations culture and languages. We all interact daily with the school communities, including students, parents, and staff. We are basing our views and perspectives on what we now see and hear in Yukon schools, parents and students.

Overall, the work arising from the AG Report requires a committed process to decolonize the Yukon's education system that cannot be led unilaterally by a government that is the very institution that implemented the colonization process and continues to perpetuate it. The key factor to change is rooted in the relationships with First Nations and the Department of Education's ability to support Yukon First Nations and partners with them to bring the necessary changes.

We believe that the Education Minister understands the shift in mindsets and worldview that must occur to close the gap in achievement for our Indigenous students in the Yukon. We are pleased that direction has been provided by the Minister to her officials to "fully" support the work of implementing the recommendations of the AG Report for change. We embrace an opportunity to work in a true partnership with the Department of Education and point out that there is a want and need from educators, partners and stakeholders across the system for a better education system that will address the three pillars acknowledged in the AG report.

While we hoped that the alarms raised in the AG Report would bring immediate changes for students, schools and parents and promote dialogue and collaboration between the Department of Education and Yukon First Nations and other partner groups, we have not seen a true commitment from the Department of Education to work in partnership with the Yukon First Nations to address the issues raised in the AG Report.

We fully acknowledge the challenges making the necessary changes will bring and agree that the critical nature as noted by the AG Report:

"27. If the Department waits too long to identify, understand, and address the root causes of these gaps, another generation of students could be affected for a lifetime."

Upon review of the document (Sept 27, 2021) submitted to the Public Accounts Committee from the Department of Education (DOE) we are deeply concerned that despite a multitude of efforts of collaboration from Yukon First Nations and the CCOE, we have seen the DOE continue to undertake a unilateral path forward consistent with the DOE's response to the 2009 AG report which resulted in little change, if any, for Indigenous students. It is disappointing that in the two years since the DOE received the AG Report, we see no substantive changes for our students. We see no real commitment to collaboration to address the issues raised in the AG Report.

The CCOE has repeatedly expressed our desire to be a true collaborative partner to review and implement the AG Report's recommendations. Partners need to feel they are included in the challenging work to design and implement a positive road ahead. If we are to be supportive of the DOE's work to respond and make the changes recommended in the AG Report, we must be meaningfully involved. The recent Review of Inclusive and Special Education (RISE) Summit reiterated for us that the DOE is seeking superficial approval for directions already determined internally. We believe that collaboration is a genuine opportunity to dialogue, debate, understand research, and help in charting the course forward and agree it is what is required to ensure the credibility and sustainability of decisions and actions. Does the DOE agree that genuine collaboration is important for the road ahead? If so, how does the DOE intend to develop and implement a meaningful and fair approach to collaboration with education partners, staff, students and parents in the schools?

In education, accountability is the demonstration of open and transparent responsibility for success and failures. DOE utilized the RISE Summit as an opportunity to acknowledge what is going well, but there was little, or no, acknowledgement of what is not being done or not going well. The CCOE believe recognizing both the successes and challenges provides a well-informed opportunity for growth and improvement. We understand the DOE has accumulated an immeasurable amount of achievement data over many years

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which should provide a clear picture of how students are doing. However, this available information has not led to any decisive and immediate action to improve student outcomes. How has the DOE responded to, or been accountable for, actions taken in response to the achievement gaps clearly identified in the 2019-2020 and 2020-2021 data, change or attempt to meaningfully improve the experience, outcomes and achievement of struggling students? What accountability mechanisms have been put in place for current program changes for students so that the required opportunities, or interventions, are adequately implemented, and tracked, for effectiveness in improving outcomes? How will the DOE be transparently accountable for the implementation, and effectiveness, of any planned changes in response to the needed collaborative work on the themes identified above?

As stated before, the CCOE want to work together to engage in true partnership and build an education system of success for our Indigenous students and for the benefit of all students. Below we have provided a brief CCOE response (grey column) to the current plans, actions and status/timeline of AG Report as noted by the Department of Education. We look forward to discussions at the upcoming Public Accounts Committee on January 12, 2022.

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OAG Recommendation	Initial DOE Response	DOE Current Plans and Actions	DOE Status and Timeline	CCOE Response
<p>42. The Department of Education should develop and implement a strategy to address the long-standing gaps in student performance and improve student outcomes, particularly those of Yukon First Nations and rural students. The strategy should include:</p> <ul style="list-style-type: none"> analyzing the root causes of poor student outcomes; defining performance targets; developing and implementing actions to reach those targets; and evaluating the effectiveness of these actions to improve student outcomes 	<p>The Department of Education has gathered and published student performance indicators for students in Kindergarten through Grade 12, including urban, rural, and Yukon First Nations students. The Department acknowledges that it has not yet implemented a comprehensive strategy for measuring and analyzing differences in student outcomes and for targeting initiatives to address those differences.</p> <p>The department will seek to collaborate with Yukon First Nations governments, who are in the best position to understand and respond to Yukon First Nations students' educational needs, to develop and implement an outcome management improvement strategy for the Yukon education system. This strategy, which will also include the participation of education partners, will identify</p>	<p>Work with Yukon First Nations and education partners to develop and implement a strategy to improve student outcomes, particularly for Yukon First Nations and rural students, including:</p> <ul style="list-style-type: none"> analyzing the root causes of poor student outcomes; defining performance targets; actions to reach those targets; and evaluating the effectiveness of those actions. <p>With Yukon First Nations and the Advisory Committee for Yukon Education, refine outcome indicators and performance targets such as cohort tracking through transition periods, student satisfaction, graduation rates, and primary years' literacy and numeracy. Implement new data software and processes to improve access and usability of student performance data.</p>	<p>The department has undertaken jurisdictional research on this topic and had initial conversations with Advisory Committee for Yukon Education (ACYE) in October 2019 and First Nation Education Commission (FNEC) in February 2021. FNEC has requested the department work on a government-to-government basis with Yukon First Nations in developing the strategy. The department has an agreement with Tosh Southwick (IRP Consulting) to lead the engagement with Yukon First Nations and development of the strategy.</p> <p>This work was delayed through 2020 due to the impacts of the COVID-19 pandemic.</p>	<p>ACYE has two FNEC representatives and in 2020 YFNED was allocated a seat on the ACYE.</p> <p>CCOE continue to direct and support YFNED's wrap around service model for all Indigenous students 0-18 in the territory. In YFNED's first year of service CCOE are confident the established path will improve outcomes for all students.</p> <p>CCOE is hopeful that after more than 2 years the strategies developed will address the causes of poor outcomes, define acceptable targets, develop action and implement them by building capacity in each school and be accountable for student outcomes as a result.</p> <p>CCOE is aware of the delays related to COVID but is also aware of the academic impact of COVID on First Nations students. Because of lack of immediate action for students in classrooms in schools. First Nation students, particularly those who are vulnerable are falling further behind.</p> <p>CCOE is not aware that work on performance targets had taken place, nor are they aware of where these targets are published. Opportunities to understand and respond to the targets would be much</p>

	<p>programs and activities to better assist students who may need more support to improve their learning outcomes at school, and will also provide a framework of performance indicators and targets to track and measure student success, and to evaluate program effectiveness.</p>	<p>Improve data sharing with Yukon First Nations and analysis of First Nations student performance data.</p> <p>Define 'maximum potential'.</p>	<p>The department worked with the ACYE and published initial performance targets for literacy and numeracy in Grades 4 and 7, as well as for high school graduation, in the Government of Yukon's Performance Plan.</p> <p>The department is continuing to work to refine its student outcome indicators and performance targets, and this work will inform the department's strategy to improve student outcomes.</p> <p>The department created a Data and Analytics Unit in 2018, and has implemented new software and processes to manage and analyze student performance data. For example, the department redesigned its data system to enable more frequent (e.g., monthly, and by semester) reporting of its student data.</p> <p>As of December 2018, the department reports system-wide on how many students are 'emerging or unknown' rather than 'meeting or exceeding' to focus attention on students most in need of support.</p> <p>In August 2019, the department established an internal data review and approval process.</p> <p>In September 2019, the department implemented a process for developing</p>	<p>appreciated. Also, the CCOE wonders how the targets established will be reflected in the work of Tosh Southwick (IRP Consulting) referenced above.</p> <p>CCOE appreciates the refinements to the data collected and shared. However, it is unclear how the data has been integrated with the "How Are We Doing?" (HAWD) reporting process as agreed to in the Data MOU with CCOE. In fact, accurate data on student performance is increasingly hard to get. HAWD reports have all been delayed, missing parts and analysis completed by YFNED on behalf of CCOE & FNEC have not been acknowledged or the issues addressed.</p> <p>For example, in April 2021 YFNED on behalf of CCOE & FNEC submitted a data request related to – elaborations and main theme improvements. To date no action has taken place with this request.</p> <p>In fact, CCOE passed a motion to engage in working with ADM Policy & Partnerships to review MOU – dates/timelines/deliverables and</p>
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				<p>employees who report to the DOE as participants which creates an impression that the work done may be superficial and simply used as a vehicle for the DOE to do what it already planned rather than engage collaboratively with First Nations, acknowledging the unique and complex approaches required to improve the success of First Nation students.</p>
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<p>47. The Department of Education should implement its required oversight mechanisms to provide summary reports to the Minister and complete teacher evaluations.</p>	<p>The Department of Education is currently revising its School Growth Planning Policy. The department will ensure that a process is in place to provide the Minister of Education with an annual summary of the goals, data trends, and objectives from school growth plans. The Department will implement an improved process for annually monitoring the completion of teacher evaluations. The revised process will align with the new collective agreement with the Yukon Teachers' Association and will include requirements for completing and tracking teacher evaluations.</p>	<p>Align new School Growth Plan process with best practices in improving student learning, with a focus on student success and embedding of Yukon First Nations ways of knowing and doing and being in schools.</p> <p>Establish a process for annual reporting to the Minister of Education with summaries of School Growth Plan goals, actions data trends and results.</p> <p>Establish a process and system to notify school administrators when staff evaluations are due, prioritizing probationary employee evaluations.</p> <p>Establish a process for providing annual status summary reports to the Minister of Education on completion of teacher evaluations as an additional oversight measure.</p>	<p>In collaboration with the ACYE, the department is revising its School Growth Planning Policy to improve the school growth planning process. This work has been delayed as a result of the effects of the COVID-19 pandemic, and is expected to be completed by the end of the 2021-22 school year.</p> <p>The department has implemented a process whereby school administrators provide an annual summary/update of their progress implementing their School Growth Plan to their Area Superintendent, and a summary spreadsheet has been developed and implemented for reporting purposes.</p> <p>A process for tracking required teacher evaluations is in place, and the Area Superintendents monitor the evaluations that are required. During the 2020-2021 school year priority was placed on probationary evaluations in order to manage program delivery during the global pandemic and psychological demands on frontline educators.</p> <p>The department has also developed a process for providing an annual summary report at the end of each school year.</p>	<p>As the DOE has acknowledged embedding YFN ways of knowing, doing and being must be in alignment with the School Growth Plan process we are hopeful this will be an opportunity to deepen the relationships with YFN's and school leadership. To date there has not been any discussion of the School Growth Plan process with the CCOE or FNEC to address this direction.</p>
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<p>70. The Department of Education should conduct a full review of the services and supports for inclusive education. It should exercise a leadership role by, for example, engaging with teachers, parents, and specialists to determine how the Department can help teachers maximize student success. The review should include examining how best to:</p> <ul style="list-style-type: none"> evaluate whether its approach to inclusive education is working; determine whether services and supports are having the desired effect; determine whether sufficient resources are in place to support inclusive education; prioritize students for specialized assessments; assess and track specialist recommendations; and assess and track teachers' use 	<p>The Department of Education will seek to collaborate with Yukon First Nations governments to conduct an in-depth review of its services and supports for inclusive education. This review will ensure all students have access to quality education by addressing their diverse learning needs in a supported environment that allows them to meet their maximum potential. The review will start in Fall 2019 and provide recommendations by Spring 2020, and will result in the development of appropriate strategies, to be implemented starting in the 2020-21 school year. The review will focus on inclusive education supports and services for Yukon students, including the delivery and monitoring of special education programs. We will seek to conduct the review in partnership with Yukon First Nations</p>	<p>The department will conduct a review of the delivery of inclusive and special education to Yukon students in the 2019-20 school year, including arranging for an external consultant to lead the review, and gathering perspectives from staff, Yukon First Nations and partners about these services. This will include collaboration with Yukon First Nations and with the Advisory Committee on Yukon Education in developing the department's response to the recommendations from the review.</p>	<p>The first phase (information gathering) of their view of the provision of special and inclusive education programs in Yukon was completed in spring 2021. In collaboration with FNEC and education partners through ACYE, the department has developed a workplan with timelines and established leads to implement the recommendations from the report. This work plan has been shared with FNEC and the ACYE to obtain their input and advice. We are currently finalizing this input, and commit to sharing the work plan when it is finalized.</p> <p>We also engaged with the LGBTQ2S+ community to make revisions to the Sexual Orientation and Gender Identity Policy, which is being updated as part of the overall review of inclusive education services and supports. Through this school year the department will continue working with Yukon First Nations, the ACYE and Education partners and stakeholders to action recommendations contained in the final report, and assess their impacts on student learning and well-being. This work will include facilitating a Community of Inquiry to co-construct definitions and a vision of an inclusive classroom in fall 2021. The concept of the Community of Inquiry is presented in Appendix 1. This work will be carried out using a Spiral of Inquiry (Appendix 2). Key workplan actions include: implementing consistent,</p>	<p>Although there were efforts made to coordinate ACYE members to participate in the development of the workplan, there was limited consistency of partners with invite and communication challenges throughout the process. With an ending result of partners being informed that the workplan would be used to inform ADM's and their respective departments but would not be the final plan to be submitted to Minister McLean.</p> <p>The DOE in the initial response to the 2019 AG report noted "<i>The DOE will seek to collaborate with Yukon First Nations governments to conduct an in-depth review of its services and supports for inclusive education</i>".</p> <p>To collaborate on a government-to-government basis requires a mutually agreed upon definition of what that means and how that will be operationalized. YFN's are making significant efforts to collaborate. However, YFN's are often met with processes, procedures or initiatives that are the result of unilateral decisions made by Yukon Education. The Spiral of Inquiry is an example of a unilateral decision that underwent superficial collaboration. YFN's consultation or collaboration have 2 concerns:</p> <ol style="list-style-type: none"> 1. The spiral may result in positive
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<p>of recommended strategies.</p>	<p>because they are best placed to understand and respond to their citizens' educational needs and to direct targeted resources to support the success of First Nations students. The review will also consider perspectives from Yukon educators, parents, school councils, the Commission scolaire francophone du Yukon, and the Yukon Teachers' Association, all of whom have important responsibilities in supporting students. The Department notes that the actions it takes in response to other recommendations contained in this audit report will also improve its ability to provide inclusive education services and supports to all Yukon students</p>		<p>competency-based Individual Education Plan templates, processes and structures; defining the role, qualifications and criteria for Learning Assistance Teachers; extending existing outdoor, experiential learning programs, cultural camps, and other hands-on activities as a way of teaching students with learning challenges; and explore collaborative professional development structures and exemplary classroom practices. Additionally, the department will review its resource allocation models to determine how resources can be more effectively allocated to align with student needs. Further activities are described in the full work plan. Partners and stakeholders for this initiative include:</p> <ul style="list-style-type: none"> • Students • Parents/guardians • Yukon First Nations governments and citizens – including First Nations education department staff, Elders, students, Chiefs, Councillors, parents/guardians, Education Support Workers, and Community Education Liaison Coordinators • Classroom Teachers • Aboriginal Language Teachers • Educational Assistants • Learning Assistance Teachers • School Counsellors • School Administrators • Department of Education Central 	<p>things over time but in the interim, there is limited change for Indigenous students struggling in schools. More than 2 years is too long for kids to wait for help.</p> <p>2. Many of the activities planned by the DOE are activities that adults are engaged with little impact on students. YFNs are deeply concerned that this path forward is similar to the processes that followed the 2009 AG report which resulted in little change for Indigenous students.</p> <p>In the longer term, the course of action that the DOE has embarked on as described at the RISE Summit, with a more collaborative approach, could help all of us map the way to the future of education in Yukon. There must be clearly articulated strategies to address issues in support of all students in the immediate and in the short term.</p> <p>CCOE appreciate that DOE includes many partners and stakeholders in the current initiatives. Positive results of the work ahead will be dependent on the ability of DOE to genuinely consider the input given and engage in the debate, dialogue, and appreciation of alternate opinions that is foundational to true collaboration.</p>
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			<p>Administration Staff – including Student Support Services, Curriculum and Assessment, First Nations Initiatives, and Superintendents</p> <ul style="list-style-type: none"> • Yukon First Nations Education Commission • Yukon First Nation Education Directorate • Advisory Committee for Yukon Education • Yukon Teachers' Association • Community groups, including Learning Disabilities Association of Yukon, and Autism Yukon Child and Youth Advocate Office • Commission scolaire francophone du Yukon • School Councils 	
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<p>89. The Department of Education should complete and implement its policy to collaborate with Yukon First Nations to meet the <i>Education Act's</i> requirements. It should also develop a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations.</p>	<p>Collaboration with Yukon First Nations governments on education priorities is essential to make sure that Yukon schools meet the needs of Yukon First Nations students and offer all Yukon students real opportunities to learn about Yukon First Nations languages, cultures, perspectives, and traditional knowledge. The Department of Education will seek to partner with Yukon First Nations to complete and implement a policy for collaborating with Yukon First Nations to meet the requirements of the <i>Education Act</i> and to improve educational outcomes for Yukon First Nations students.</p>	<p>The department will work with Yukon First Nations to establish and implement a framework for collaboration on joint education priorities, both at the collective and community levels.</p>	<p>The department is working with an FNEC working group to develop the policy/protocol. YFNED provided comments on the draft policy/protocol at the FNEC meeting in May, 2021. At the most recent meeting in August, the collaboration framework was being reviewed by FNEC and they will provide revisions. The department has entered into a Memorandum of Understanding with the CCOE to establish a Yukon First Nation school board under the <i>Education Act</i>. The goal is to establish Yukon First Nations authority and control over First Nations education. The OIC establishing the First Nation school board was approved. Presently the department and YFNED on behalf of the CCOE is advising and updating School Councils and YFNs about the School Board option. If a school council passes a resolution, a referendum vote will need to pass to proceed to a school board. The department and YFNED are working with Elections Yukon to finalize a process for conducting a referendum and for the election of FNSB members, anticipated to be held in the winter of 2021-22. The department continues to work with Yukon First Nations on a government-to-government basis to explore other options for greater participation in and authority over their citizens' education. The department has Education</p>	<p>As discussed above the completion of policies and protocols for collaboration is an essential step that is overdue and must be completed. The FNSB Agreement continues to progress with the referendum for nine schools to be completed on January 27, 2022. There have been many challenges to overcome in the process and the CCOE continue to direct YFNED in working with the 10 signatory YFN's, Minister McLean, Department of Education and Elections Yukon to continue to advance the establishment of the FNSB. The CCOE expect the FNSB to be the first step in a strategic action plan that will take more responsibility for the education of Indigenous students leading to improved student outcomes. YFNED under the direction of the CCOE continues to explore other options to take even more responsibility for the education of First Nations students in Yukon.</p>
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	<p>The department will focus its strategic plans (e.g., its Business Plan and its curriculum implementation plan) accordingly, and ensure that they have specific, measurable actions and timelines.</p> <p>The department has also established the position of Assistant Deputy Minister, First Nations Initiatives. This Assistant Deputy Minister will plan and organize the Department's work to engage with Yukon First Nations governments and to implement agreed to strategies at both the Yukon-wide and local school levels.</p>		<p>Agreements/Transfer Payment Agreements (TPAs) in place with all 14 YFNs and we are continuing our work with YFNs to address their education priorities at the local level.</p> <p>The department is also working with the Executive Council Office, Department of Justice, Government of Canada, and self-governing Yukon First Nations to include the language of s. 17.7 of the Tr'ondëk Hwëch'in Self-Governing Agreement (SGA) in other YFN SGAs.</p> <p>A number of other collaboration initiatives are underway with YFNs to address the recommendations of the Audit Report, as summarized in this Response Report.</p> <p>The department is providing \$1.5 million to support these community-level agreements with the 14 YFNs, as well as providing YFNED with an additional \$300,000 to allocate to the implementation of collective education priorities such as those identified in the Joint Education Action Plan (JEAP) (Appendix 3). This is addition to the \$435,000 provided for Education Initiatives, for a total \$735,000.</p> <p>The First Nations Initiatives (FNI) Branch has responsibility for: First Nations education and cultural programming in schools, YFN language programming in Yukon schools, and developing partnerships with YFNs (e.g., Education Agreements).</p>	<p>Following the recent election and in consideration of the minority government environment, the possibility of a tight time-lined mandate (18 months) the CCOE in working with the current Minister have developed an action plan to implement more immediate support for change and create more sustainable initiatives for Indigenous students in the K-12 system.</p> <p>Supporting the work needed to sufficiently implement the JEAP and AG recommendations:</p> <ol style="list-style-type: none"> 1. Review and Re-assess the ADM of FNI position. Is the position doing the work in the original inception and request from CCOE to implement? 2. Regular dialogue and meetings with CCOE & Minister McLean to monitor all initiatives and hold each party accountable. 3. Collaborative work of implementation of the FNSB Agreement. 4. Assign the Executive Director of YFNED to EDU Senior tables – ADM's & Public Schools 5. Obtain adequate CORE funding support for YNLC & YFNED.
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<p>93. The Department of Education should meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete those that remain.</p>	<p>The Department of Education acknowledges there is room to improve and reinvigorate the work on the priorities identified in the Joint Education Action Plan, which has not yet been adequately implemented. The plan was jointly developed and endorsed by all 14 Yukon First Nations, the Government of Yukon, and the federal government. The department will seek without delay to resume meetings with Yukon First Nations and federal government representatives on this plan. The Department will seek to continue to meet on a regular basis, subject to agreement by Yukon First Nations, for the duration of this plan (that is, to 2024). At these meetings, the department will seek to establish and prioritize agreed to</p>	<p>The department will resume meeting with Yukon First Nations and the Government of Canada to assess the status of the Joint Education Action Plan, including:</p> <ul style="list-style-type: none"> • Meeting of the Senior Officials Group to discuss next steps for the Joint Education Action Plan working group. • Establishing and prioritizing agreed-to initiatives with Yukon First Nations, and when and how to complete them. 	<p>The JEAP Senior Officials Group, including the Deputy Minister, met on November 25, 2019, and it was agreed that the priority areas in the JEAP remain relevant and should continue to be pursued through collective and community level agreements and initiatives, which are underway. A copy of the JEAP Work Plan is attached as Appendix 3.</p>	<p>CCOE is appreciative of the monies for the implementation of the JEAP and the meetings and discussions which have taken place with DOE and FNEC. Prior to 2019 there were no funds assigned for the implementation of the JEAP, only funds assigned for meetings to discuss recommendations of the action plan. The recent \$300,000 assigned by the DOE is inadequate to implement the significant changes outlined in the JEAP in the next 2 years before the agreement expires. Since the last JEAP Senior Officials Group has met, CCOE has established YFNED and formalized the organization as the administrator to the JEAP that is monitored and recommendations implemented at the direction of FNEC members (by consensus). YFNED does not hold a vote on FNEC, but as the administrator does the work of implementation on behalf of CCOE and FNEC. Currently YFNED has supplemented the JEAP funding with annual proposal dollars and takes direction from FNEC on the JEAP recommendation(s) to work toward implementation.</p>
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	<p>initiatives to implement the plan, both on a Yukon-wide basis and at the local community level, to agree to timelines, and determine how to appropriately resource this work.</p>			
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<p>99. In partnership with Yukon First Nations, school boards, and school councils, the Department of Education should develop policies and guidelines to support First Nations language learning. While developing the policies and guidelines, the Department should:</p> <ul style="list-style-type: none"> work with these partners to determine the language goals for individual schools; consider a range of approaches - for example, exposure classes to full immersion programs - that depend on the specific language, student population density, and community interest; and identify options to support Yukon First Nation languages both during regular school hours and outside the regular classroom. 	<p>The Department of Education acknowledges the importance of meeting its obligation under subsection 52 (5) of the <i>Education Act</i>. Under this subsection, the department is to, in consultation with Yukon First Nations governments and school boards and school councils, establish approved policies and guidelines on the amount of instruction and timetabling for the instruction of Yukon First Nations languages. The department supports Yukon First Nations in their commitment to restore and revitalize their languages as a critical priority. The department recognizes that revitalizing languages and restoring Yukon First Nations control over and responsibility for their languages are essential to the Government of Yukon's work toward reconciliation. The department will seek to work with Yukon First Nations as well as</p>	<p>The department will work with Yukon First Nations, the Council of Yukon First Nations and the Yukon Native Language Centre to:</p> <ul style="list-style-type: none"> Determine how school-based Aboriginal language instruction programs can best support: the revitalization of Yukon First Nations languages; the certification of teachers for these language programs in schools; and the development of and revisions to the Yukon First Nations language curriculum for use in schools. 	<p>The department has had ongoing discussions with the Council of Yukon First Nations (CYFN) and the Yukon Native Language Centre (YNLC) about these programs and the transfer payment agreement for the Yukon Native Language Centre to provide related services. These discussions are ongoing, and the department is seeking to collaborate with CYFN and the YNLC to support the YNLC's focus on developing Yukon First Nations language fluency, and the Department of Education's focus on Yukon First Nations language learning by Yukon students, both during regular school hours and outside the regular classroom.</p> <p>Funding for YNLC for 2021-22 increased by \$59,000 in addition to its core funding.</p> <p>Funding was provided to CYFN/YNLC to hire a consultant to help them plan for meeting the YNLC strategic plan and to address the department's requirements for First Nations language instruction in the schools. We are working with CYFN/YNLC and a consultant to finalize a Memorandum of Understanding and a one-year transfer payment agreement outlining a strategy for achieving the goals of the YNLC strategic plan and the department's priorities for First Nations language instruction in the schools. The target date for completion of this policy will be determined in</p>	<p>CCOE & FNEC continue to advocate for increasing Language development funding for YNLC and in K-12 Schools. FNEC passed a resolution (#001-2021) in February 2021 directing Yukon Education to identify and allocate more funds to be directed to YNLC for:</p> <ol style="list-style-type: none"> Curriculum & resource development Language teacher training Language proficiency & fluency development Support to current language teachers' professional development Providing Resources so that fluent speakers that have been identified by YFN's can be included in all aspects of programming That all language programs have a fluent speaker and a trainee To work with YNLC/CYFN to identify a process for any unallocated/unhired Language positions in Yukon schools; exploring possibilities such as TPA's to YNLC/CYFN or YFN's that are willing and have the capacity to direct local initiatives with the funds <p>YFNED successfully acquired \$763,000 in proposal funds to support YNLC initiatives (2021-2022 fiscal year) . Funds directed in LOU from YFNED to</p>
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	<p>with school councils and the Yukon Francophone School Board to develop and implement a Yukon First Nations Language Instruction in the Schools policy to support and enhance Yukon First Nations language learning in Yukon schools, with full consideration of the specifics of this recommendation.</p>	<p>Establish a Yukon First Nations language position within the Department of Education to coordinate the department's work.</p>	<p>collaboration with the YNLC and CYFN as part of these ongoing discussions.</p> <p>The department established a position in its First Nations Initiatives Branch in April 2020 that is focused on Yukon First Nations language education.</p>	<p>CYFN: Curriculum Development \$85,000 Language Program Coordinator \$85,000 Language Trainees \$468,000 Funds held by YFNED to work in collaboration with CYFN, YNLC, YFN's to support development of a K-12 Language strategy: Professional Services \$125,000</p>
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<p>109. The Department of Education should determine the human resources and training required to develop sufficient classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages.</p>	<p>The provision of training, professional development, support, and materials is critical for successfully implementing the curriculum. The department will continue to develop and distribute modernized guidelines and materials to educators each year. This will include seeking as a priority to continue to work with Yukon First Nations to embed Yukon First Nations ways of knowing and doing in the new Kindergarten through Grade 9 curriculum and resources. The department will improve educators' access to supports and materials. It will also provide collaborative professional development and training opportunities by:</p> <ul style="list-style-type: none"> • setting common professional development and non-instructional 	<p>The department will continue to enhance support for the ongoing implementation of the new curriculum for Kindergarten to Grade 12 in Yukon schools, including:</p> <ul style="list-style-type: none"> • With Yukon First Nations, development of planning tools, training, resources and materials that embed Yukon First Nations ways of knowing and doing and being into learning at school. • Increased collaborative professional learning and training opportunities for staff: • Principals developing annual school professional development plans with their teams based on learning needs relating to the curriculum, starting in the 2019-20 school year; • Common dates for 	<p>The department has a number of ongoing initiatives to continue to provide educator resources and training to support the delivery of the curriculum, including resources and training relating to Yukon First Nations cultures and languages developed with Yukon First Nations. Yukon schools are working with cultural inclusion standards developed by FNEC to integrate Yukon First Nations ways of knowing, doing and being into school programs. All grades in Yukon schools are now using Yukon's modernized school curriculum and the new graduation program, with Yukon and Yukon First Nations content and resources. The department's Policy and Partnerships and First Nations Initiatives Branch work with Yukon First Nations to develop curriculum materials and to deliver training and support to Yukon educators relating to how students learn about Yukon First Nations cultures, languages, and histories such as:</p> <ul style="list-style-type: none"> • Updating external credit process (e.g., courses delivered by Elders). • Developing reporting standards and proficiency indicators for aboriginal language instruction. • Localizing the Aboriginal Peoples of Canada Resource. • Providing Social Studies 10 Indian Residential Schools training. 	<p>CCOE fully supports the directives and wrap around service model established by YFNED. The model is based in Indigenous philosophies and pedagogies demonstrating success in learning for both educators and students. As noted in the AG report—<i>“Educators feel they do not have the tools to embed First Nations ways of knowing, doing and being.”</i> YFNED's wrap around model supports an integrated model building an educator's “toolbox” over time to support FN student inclusion and FN worldview learning for all. YFNED continues to support and work with all Indigenous students in the Territory. The CCOE believes that much of this work is actually the responsibility of Yukon Education but has been undertaken in the absence of much needed action from Yukon Education. The work has been met with a very positive reception and feedback from FN communities.</p>
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	<p>dates in Whitehorse for collaborative learning; having principals submit professional learning plans for their schools based on their staff's learning needs about the new curriculum; and</p> <ul style="list-style-type: none"> • dedicating one professional development day in each school year for learning about Yukon First Nations ways of knowing and doing, with orientations from Yukon First Nations and reviews of Cultural Inclusion Standards for schools and school growth plans. • In the 2020–21 school year, the 	<p>professional development and non-instructional days for Whitehorse schools each school year, starting in 2019-20;</p> <ul style="list-style-type: none"> • A minimum of one day each year dedicated to professional learning about Yukon First Nations ways of knowing and doing and being and cultural inclusion standards for staff; and Increase communication and access to curriculum materials and supports in the 2019-20 school year. • The Department will gather feedback from educators on the implementation of the new curriculum. 	<ul style="list-style-type: none"> • Provided professional development session on Modern Treaties and developing classroom pilot for 'Modern Treaty Simulation'. • Provision of 'Understanding Sites of Indigenous Displacement and Resistance in Whitehorse' professional development. • Delivered professional development on Sustaining Indigenous Land Knowledge in the Whitehorse Area. • Developed and distributed curriculum materials for Yukon First Nations 12 course Yukon First Nations Pedagogy/Place Based Learning Network. • Together with YFNED, established an Indigenous Academy at FH Collins ("school within a school"). <p>Projects under development include:</p> <ul style="list-style-type: none"> • Developing Social Studies Grade 9 Indian Residential School Policy Unit and Yukon First Nations ways of knowing, doing, and being curriculum development. • Piloting portions of the Yukon First Nations curriculum via the established Yukon Education Learning Networks • Working with Robert Service School and Trondek Hwech'in on land-based curriculum. 	
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	<p>Department will gather feedback from educators on the implementation of the new curriculum. This feedback will determine what further training and supports are needed to ensure educators have the skills and knowledge they need to effectively deliver the modernized curriculum.</p>		<p>Central administration staff have delegated the planning for annual professional learning for educators to principals, with the requirement that the plans are collaboratively developed with staff and based on student and staff learning needs.</p> <p>The department has established common dates for professional development and non- instructional days for Whitehorse schools to support collaborative professional learning.</p> <p>Yukon First Nations orientation training is being provided to new staff, and existing staff are taking the Yukon First Nations 101 course, with the intention for all staff to complete this course or an equivalent.</p> <p>The department has increased the frequency of the Educator Update newsletter to twice per month during the school year.</p> <p>Additional resources and curriculum support materials are being added on a continual basis to the Educators' Place, the online</p> <ul style="list-style-type: none"> • resource portal for Yukon teachers. 	
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