Public Accounts Hearing Exhibits
January 19, 2022

	Submitted January 19, 2022
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2	How Are We Doing Report – 2019-2020
3	2021-22 Rural School Programming Changes for Early Kindergarten
4	Executive Summary: Final Report of the Review of Inclusive and Special Education
5	Response to the Review of Inclusive and Special Education
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Yukon Wide

Department of Education

Student Data Report

School Year 2019-20

Department of Education

Government of Yukon

September 15th, 2021

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Preface

COVID-19

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) some assessments could not be administered after that date. In such cases, only Fall 2019 results are reported. Similarly, traditional attendance was recorded up to March 17, 2020. Thus the 2019-20 school year's absenteeism statistic is not comparable to previous years.

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:

  - Yukon First Nation   `YFN`
  - Other Aboriginal   `OA`
  - Non-First Nation   `non-FN`

- Schools are organized by

  - Rural   `Rural`
  - Urban   `Urban`

  Aurora Virtual School and École Nomade are considered Distributed Learning and are not included in this report.

- Some charts include small numbers and thus the illustration may or may not be relevant.

- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the individual.

- Due to rounding, not all percentages add up to 100%.

- The data and analysis are as to-date as possible.

- This report was updated August 25th, 2021

- The Department of Education makes small and continuous improvements to the quality of its data and analysis. Sometimes these changes result in differences from previously published reports. The data and analysis in this report are the most accurate data available at time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

EduData@gov.yk.ca

1   Enrolment

Student Enrolment counts are defined as all active fulltime / halftime students enrolled at Yukon public schools.

Data Source
Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp
Student Enrolment counts are analyzed from data snapshots taken at the end of May of each school year, unless otherwise stated.

1.1   Student Enrolment Counts for 2019-20 by Region and Yukon-Wide
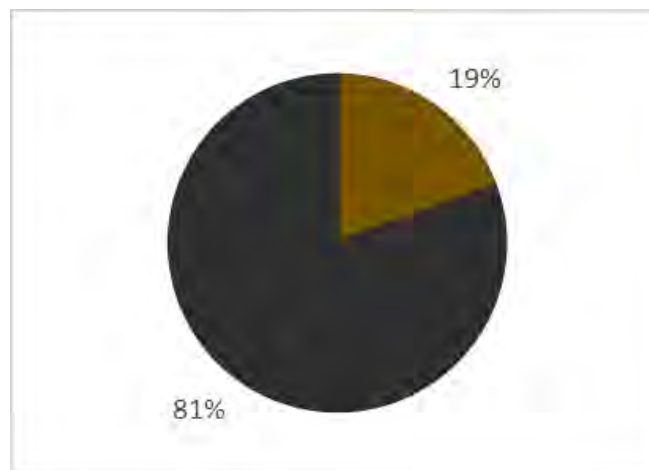
	Student Counts	Ratio
Rural	1,094	19%
Urban	4,518	81%
Yukon	**5,612**	**100%**

1.2   Student Enrolment Counts for 2019-20 by Grade Range
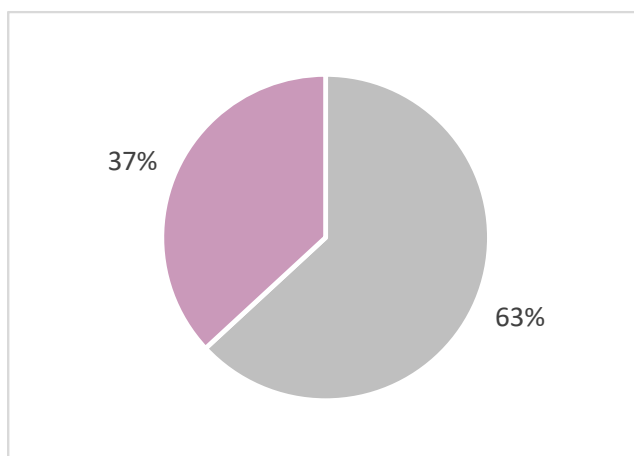
	Student Counts	Ratio
Elementary	3,539	63%
Secondary	2,073	37%
Yukon	**5,612**	**100%**

1.3   Student Enrolment Counts for 2019-20 by Self-Identification
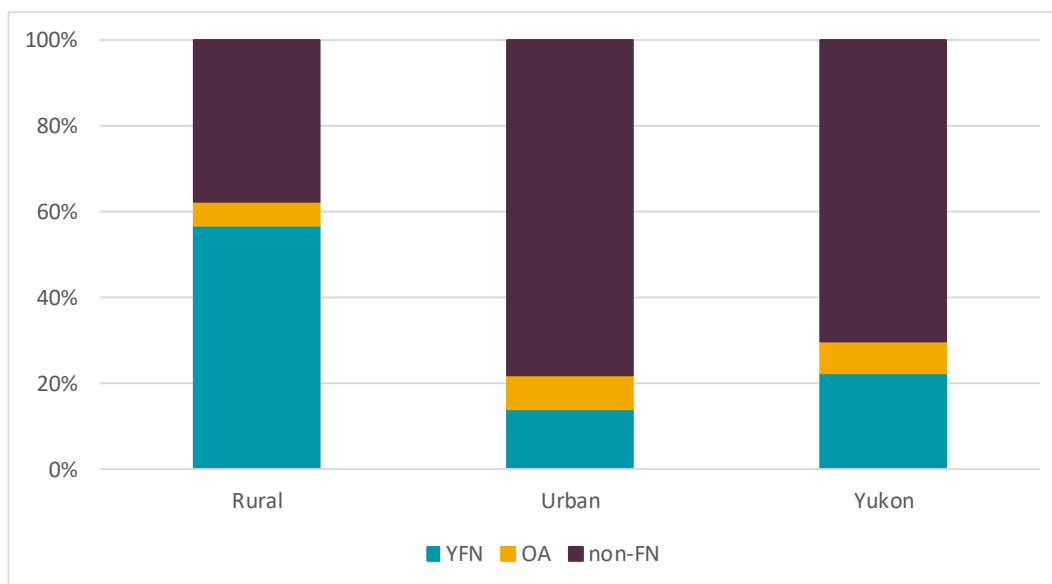
	YFN	OA	non-FN	Total	YFN	OA	non-FN
Rural	622	60	412	1,094	57%	5%	38%
Urban	627	371	3,520	4,518	14%	8%	78%
Yukon	**1,249**	**431**	**3,932**	**5,612**	**22%**	**8%**	**70%**

1.4   Student Enrolment Counts by Region and Yukon-Wide over time
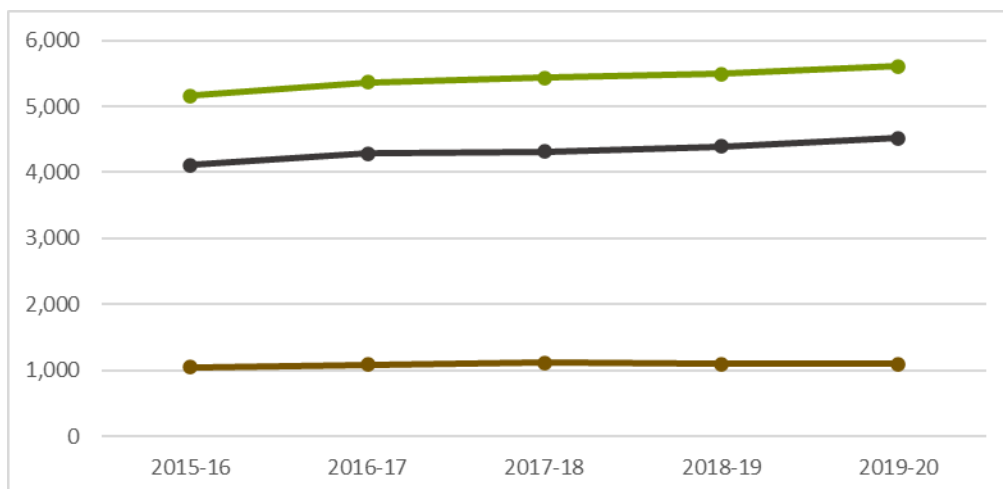
	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	1,050	1,081	1,111	1,099	1,094
Urban	4,108	4,282	4,318	4,395	4,518
Yukon	**5,158**	**5,363**	**5,429**	**5,494**	**5,612**

1.5   Student Enrolment Counts by Grade Range over time
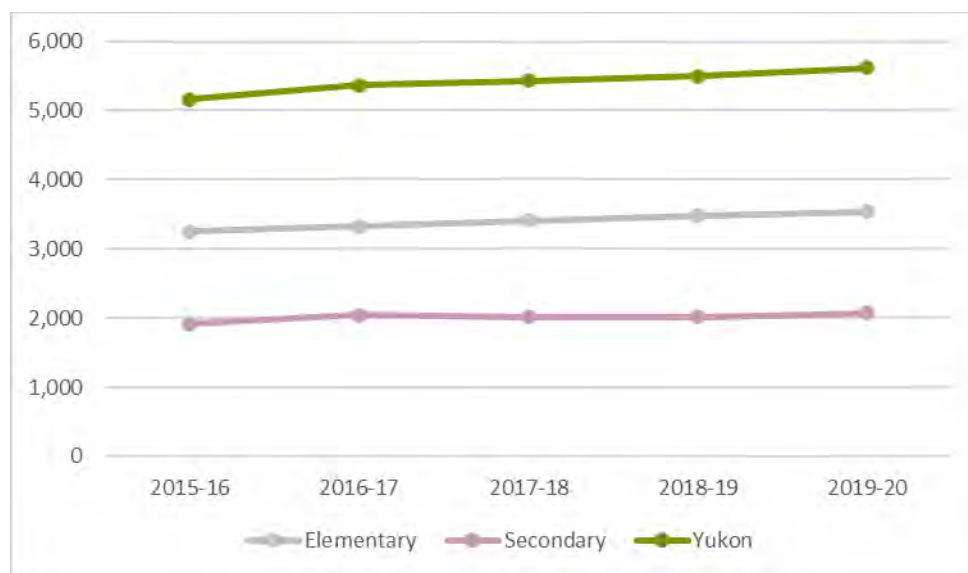
	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	3,248	3,324	3,410	3,483	3,539
Secondary	1,910	2,039	2,019	2,011	2,073
Yukon	**5,158**	**5,363**	**5,429**	**5,494**	**5,612**

1.6   Student Enrolment Counts by Self-Identification over time
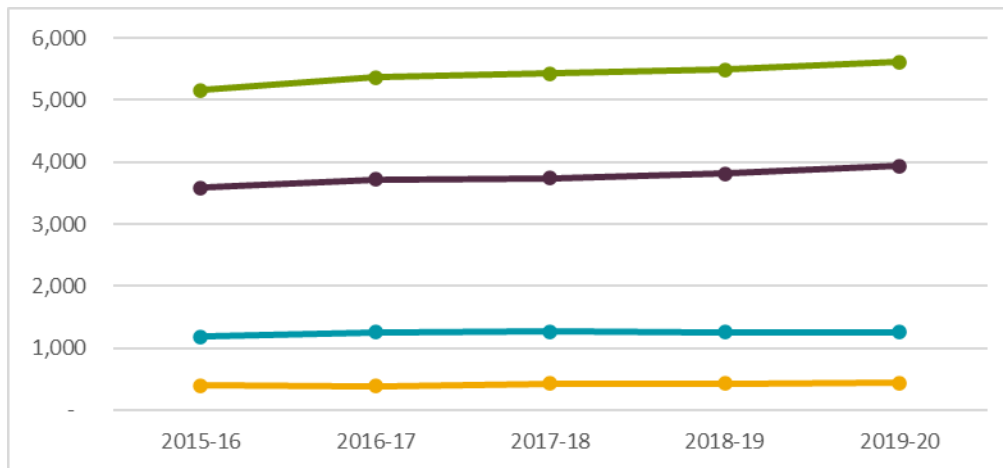
	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	1,180	1,256	1,261	1,259	1,249
OA	397	385	428	426	431
non-FN	3,581	3,722	3,740	3,809	3,932
Yukon	**5,158**	**5,363**	**5,429**	**5,494**	**5,612**

2 Individual Education Plan

The Individual Education Plan (IEP) is a documented learning plan that outlines the individualized educational program for a student as determined by a school-based team. It is developed through a collaborative team effort involving the student, parents, teachers, school administration and resource personnel from within the school and from Student Support Services. The team develops goals based on a student's current needs and skills and writes the plan for the school year in the IEP. An IEP is an ongoing working document that is used in inclusive classrooms on a daily basis. The IEP is to be reviewed three times a year with parents.

Please note that the number of IEPs varies from year to year. IEPs may be modified as the needs of a student change, or the plan may be discontinued as the goals of the IEP are reached.

2.1 Student IEP Count Ratios for 2019-20 by Region and Yukon-Wide
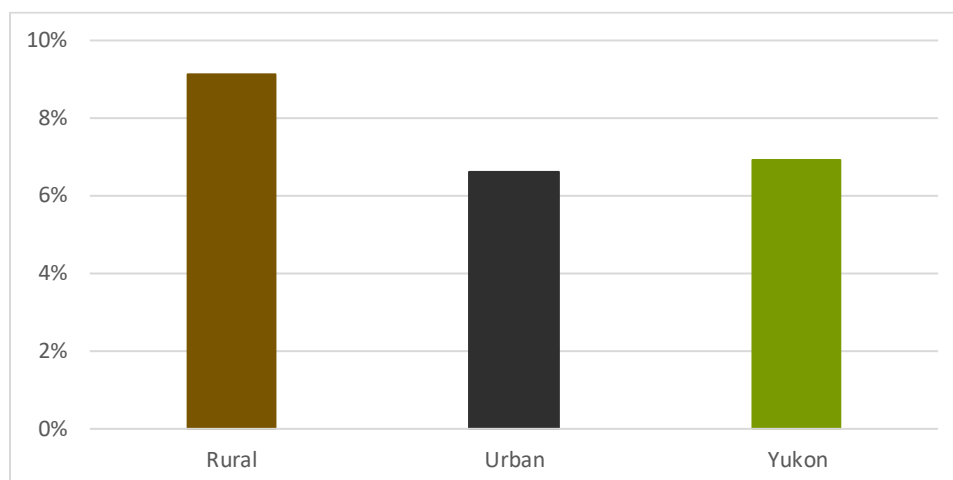
	Students on IEP	Total Students enrolled	Ratio
Rural	100	1,094	9%
Urban	300	4,518	7%
Yukon	**400**	**5,612**	**7%**

2.2   Student IEP Count Ratios for 2019-20 by Self-Identification
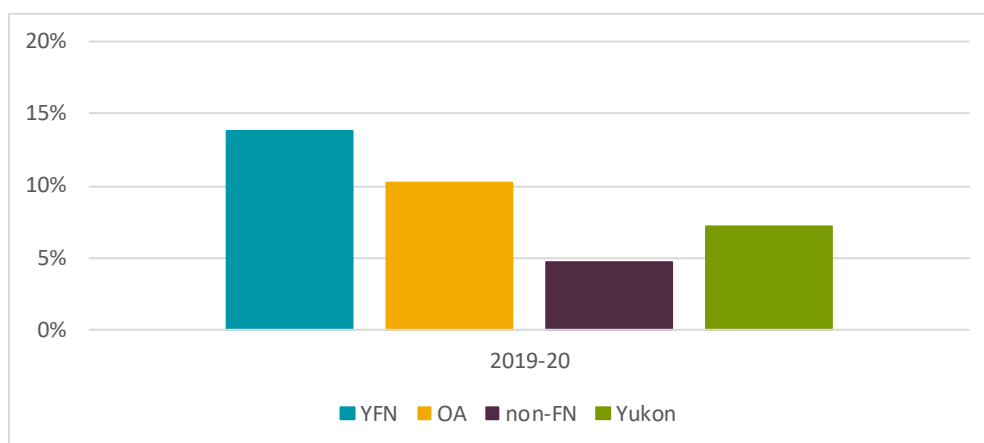
	Students on IEP	Total Students enrolled	Ratio
YFN	173	1,249	14%
OA	44	431	10%
non-FN	183	3,932	5%
Yukon	**400**	**5,612**	**7%**

2.3   Student IEP Count Ratios of enrolled students by Region and Yukon-Wide over time
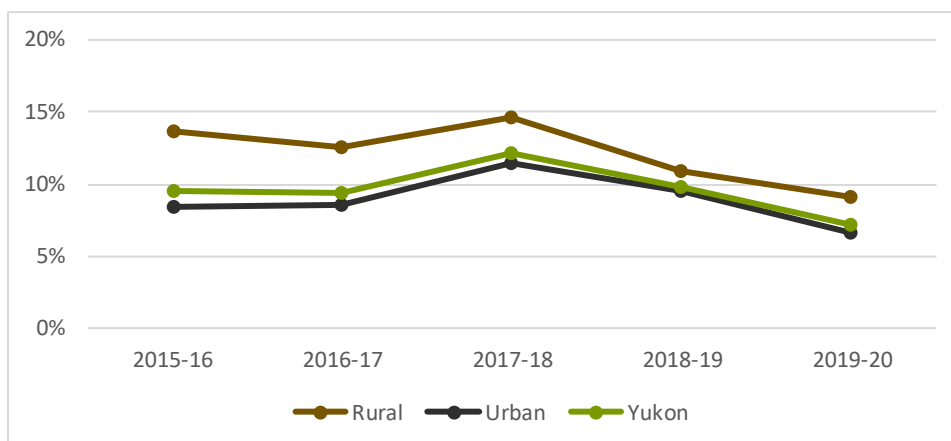
	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	14%	13%	15%	11%	9%
Urban	8%	9%	11%	10%	7%
Yukon	10%	9%	12%	10%	7%

2.4 Student IEP Count Ratios of enrolled students by Self-Identification over time
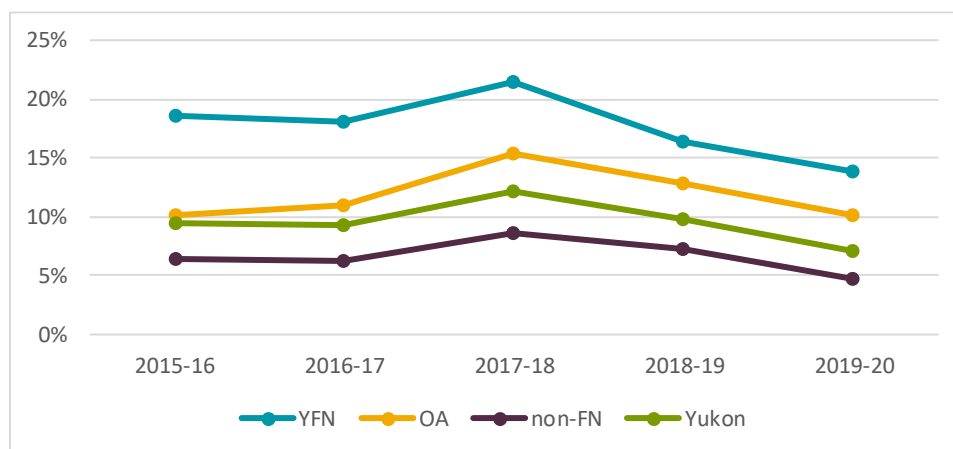
	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	19%	18%	21%	16%	14%
OA	10%	11%	15%	13%	10%
non-FN	6%	6%	9%	7%	5%
Yukon	10%	9%	12%	10%	7%

3   Kindergarten Assessments

3.1   Boehm Test of Basic Concepts

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) the Spring 2020 assessment could not be administered.

The Boehm Test of Basic Concepts Third Edition (Boehm-3) is a comprehensive assessment for Kindergarten students that contains 50 basic concepts.[1] The test can be used to identify students at risk for academic delays and to monitor progress. This test is administered twice a year: once in the fall, between October to November; and once in the spring, from April to May.

Form E is used for pre-testing in fall and form F is used for post-testing in spring. Scoring for both the fall and spring tests are equivalent. However, the classification scale differs between fall and spring.

Boehm Code	Boehm Observation	Boehm Form E (Fall)	Boehm Form F (Spring)
NC	No Concern	44 - 50	47 - 50
CI	Classroom Intervention	33 - 43	43 - 46
NI	Needs Investigation	1 - 32	1 - 42

Please note the increase in scale from fall to spring.

The classification for each student is determined using the appropriate form E/F scale.

All students are tested in fall and in spring.
Students who were not tested are marked as "Unknown" and are excluded from this report.

Data Source
Performance and Analytics Boehm Module.

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[1] https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/100000188.html?tab=product-details

3.1.1 Boehm Student Count Ratios for 2019-20 by Region and Yukon-Wide

Rural

Boehm assessment not administered due to COVID-19.

	No Concern	Classroom Intervention	Needs investigation
Fall	29%	40%	30%
Spring	not assessed	not assessed	not assessed

Urban

Boehm assessment not administered due to COVID-19.

	No Concern	Classroom Intervention	Needs investigation
Fall	42%	42%	16%
Spring	not assessed	not assessed	not assessed

Yukon

Boehm assessment not administered due to COVID-19.

	No Concern	Classroom Intervention	Needs investigation
Fall	39%	42%	19%
Spring	not assessed	not assessed	not assessed

3.1.2   Boehm Student Count Ratios for 2019-20 by Self-Identification

Yukon First Nations

	No Concern	Classroom Intervention	Needs investigation
Fall	18%	47%	35%
Spring	not assessed	not assessed	not assessed

Other Aboriginals
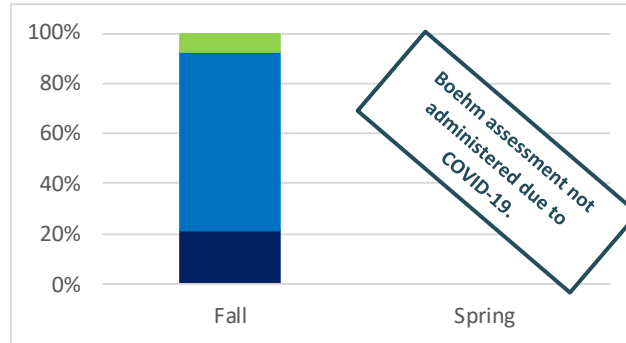
	No Concern	Classroom Intervention	Needs investigation
Fall	7%	71%	21%
Spring	not assessed	not assessed	not assessed

non-First Nations
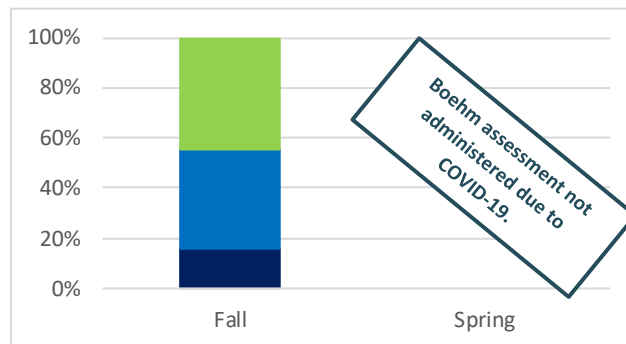
	No Concern	Classroom Intervention	Needs investigation
Fall	45%	40%	16%
Spring	not assessed	not assessed	not assessed

3.1.3   Boehm Student Count Ratios by Region and Yukon-Wide over time

Rural
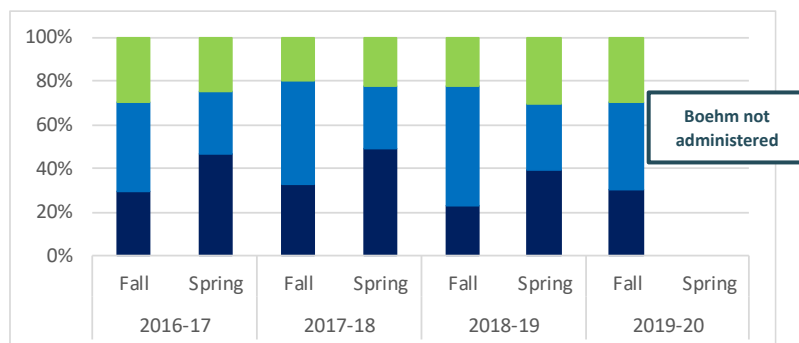
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	30%	41%	30%
Spring	25%	28%	47%
2017-18			
Fall	19%	48%	32%
Spring	22%	29%	49%
2018-19			
Fall	22%	54%	23%
Spring	30%	30%	39%
2019-20			
Fall	29%	40%	30%
Spring	Not assessed	Not assessed	Not assessed

Urban
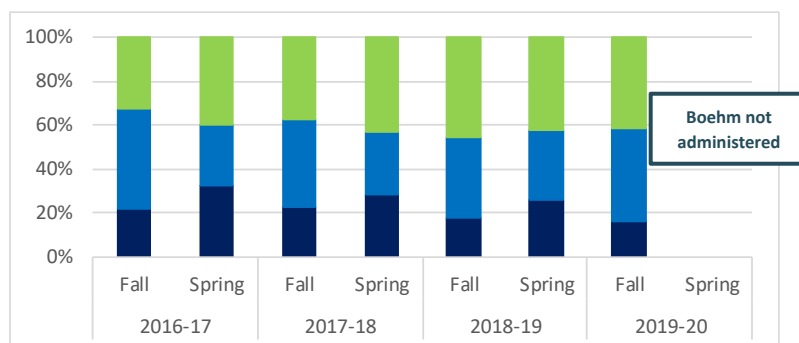
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	33%	46%	22%
Spring	39%	28%	33%
2017-18			
Fall	37%	40%	22%
Spring	43%	29%	28%
2018-19			
Fall	45%	37%	18%
Spring	42%	32%	26%
2019-20			
Fall	42%	42%	16%
Spring	Not assessed	Not assessed	Not assessed

Yukon
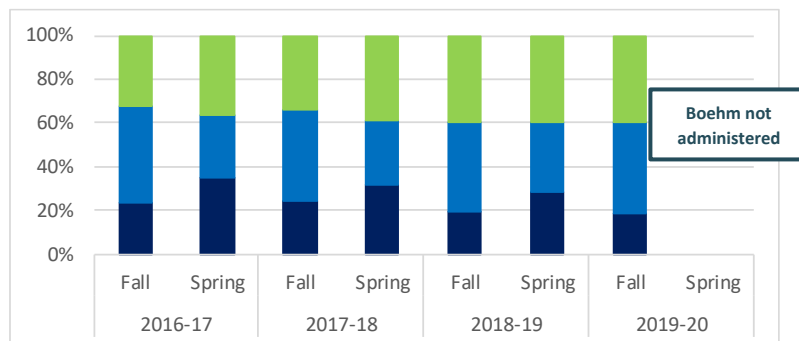
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	32%	45%	23%
Spring	37%	28%	35%
2017-18			
Fall	34%	42%	24%
Spring	39%	29%	32%
2018-19			
Fall	40%	41%	19%
Spring	40%	31%	29%
2019-20			
Fall	39%	42%	19%
Spring	Not assessed	Not assessed	Not assessed

3.1.4 Boehm Student Count Ratios by Self-Identification over time

Yukon First Nations
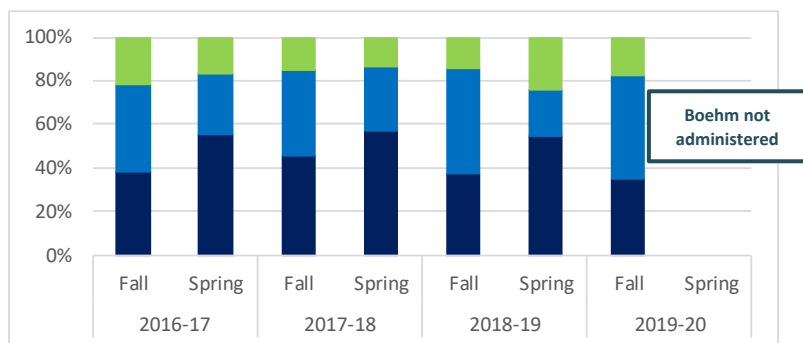
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	21%	40%	38%
Spring	17%	28%	55%
2017-18			
Fall	15%	40%	46%
Spring	13%	29%	57%
2018-19			
Fall	15%	48%	38%
Spring	24%	21%	55%
2019-20			
Fall	18%	47%	35%
Spring	not assessed	not assessed	not assessed

Other Aboriginals
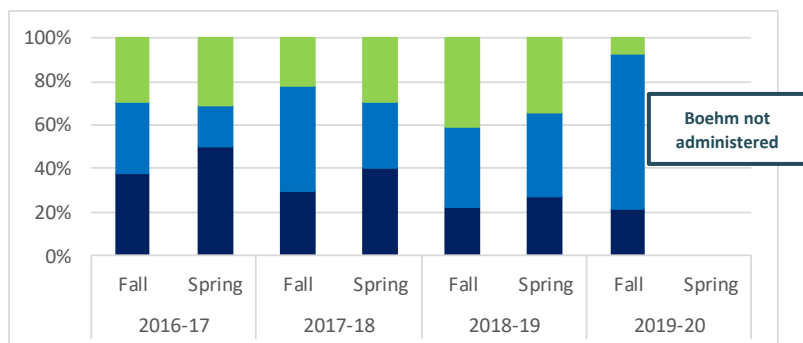
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	29%	32%	38%
Spring	31%	19%	50%
2017-18			
Fall	22%	48%	30%
Spring	30%	30%	41%
2018-19			
Fall	41%	37%	22%
Spring	35%	38%	27%
2019-20			
Fall	7%	71%	21%
Spring	Not assessed	Not assessed	Not assessed

non-First Nations
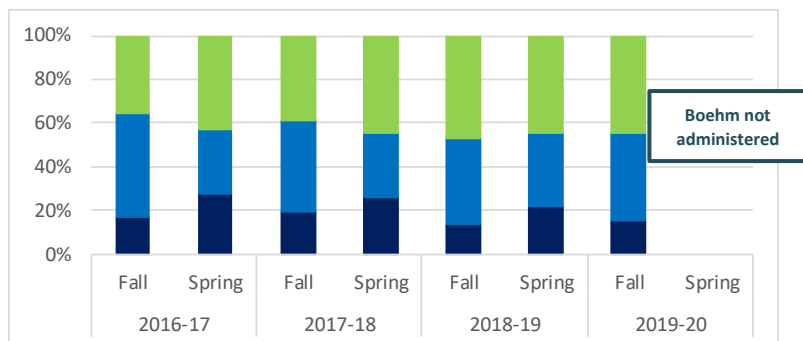
	No Concern	Classroom Intervention	Needs investigation
2016-17			
Fall	36%	47%	17%
Spring	43%	29%	28%
2017-18			
Fall	39%	42%	19%
Spring	45%	29%	26%
2018-19			
Fall	47%	39%	14%
Spring	44%	34%	22%
2019-20			
Fall	45%	40%	16%
Spring	Not assessed	Not assessed	Not assessed

3.2   Early Years Evaluation – Teacher Assessment

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) the Spring 2020 assessment could not be administered.

The Early Years Evaluation – Teacher Assessment (EYE-TA) provides a systematic framework that teachers can use to structure their frequent observations and informal assessments. The skills assessed by the EYE-TA are instructionally relevant and are a snapshot of the students at that time. The EYE-TA assesses the following five aspects of early child development that are closely related to school preparedness and emergent literacy skills:

- **Awareness of Self and Environment -** a child's understanding of the world and their ability to make connections with home and community experiences.
- **Social Skills and Approaches to Learning -** a child's attentiveness during classroom activities and their ability to interact with peers while respecting the classroom rules.
- **Cognitive Skills -** a child's basic math and pre-reading skills and their ability to solve problems.
- **Language and Communication -** a child's understanding of spoken language and their ability to express thoughts and feelings.
- **Physical Development:**
  - **Fine motor -** a child's ability to perform small movements that require hand-eye coordination.
  - **Gross motor -** a child's ability to perform large movements that involve arms, legs, and body.

Please see website for more information.[2]

EYE-TA results are depicted using three tiers:

Tier 1	Can achieve the tasks in the developmental area
Tier 2	experiencing some difficulty
Tier 3	experiencing significant difficulty

Students who did not complete enough tasks in a developmental area are identified as "not complete".

Depending on their Fall results, students may be re-tested in Spring. For comparative purposes those students not assessed in Spring had their Fall results used.

Data Source
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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[2] https://www.earlyyearsevaluation.com/index.php/en/products/eye-ta

Legend:
- Can achieve the tasks
- Experiencing some difficulty
- Experiencing significant difficulty
- not complete

3.2.1 EYE-TA Student Count Ratios for 2019-20 by Region and Yukon-Wide

Fall

Spring

EYE assessment not administered due to COVID-19.

			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	Rural	Ratio	70%	21%	9%	1%				
	Urban	Ratio	87%	11%	2%	0%				
	Yukon	Ratio	84%	13%	3%	0%				
Social Skills and Approaches to	Rural	Ratio	71%	22%	6%	1%				
	Urban	Ratio	79%	16%	5%	0%				
	Yukon	Ratio	77%	17%	5%	0%				
Cognitive Skills	Rural	Ratio	48%	27%	23%	2%				
	Urban	Ratio	70%	24%	7%	0%				
	Yukon	Ratio	66%	24%	10%	0%				
Language and Communication	Rural	Ratio	68%	26%	5%	1%				
	Urban	Ratio	86%	12%	2%	0%				
	Yukon	Ratio	82%	15%	3%	0%				
Physical Development – Fine	Rural	Ratio	66%	24%	9%	1%				
	Urban	Ratio	80%	17%	3%	0%				
	Yukon	Ratio	77%	19%	4%	0%				
Physical Development – Gross	Rural	Ratio	62%	29%	7%	1%				
	Urban	Ratio	76%	20%	3%	0%				
	Yukon	Ratio	74%	22%	4%	0%				

EYE assessment not administered due to COVID-19.

Can achieve the tasks
Experiencing some difficulty
Experiencing significant difficulty
not complete

3.2.2 EYE-TA Student Count Ratios for 2019-20 by Self-Identification

Fall

Spring

EYE assessment not administered due to COVID-19.

			Fall				Spring			
			Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete	Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
Awareness of Self and Environment	YFN	Ratio	67%	23%	10%	0%				
	OA	Ratio	85%	15%	0%	0%				
	non-FN	Ratio	87%	11%	2%	0%				
Social Skills and Approaches to	YFN	Ratio	58%	29%	13%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	81%	15%	4%	0%				
Cognitive Skills	YFN	Ratio	30%	41%	29%	0%				
	OA	Ratio	54%	31%	15%	0%				
	non-FN	Ratio	73%	21%	6%	1%				
Language and Communication	YFN	Ratio	64%	29%	7%	0%				
	OA	Ratio	85%	15%	0%	0%				
	non-FN	Ratio	86%	12%	2%	0%				
Physical Development – Fine	YFN	Ratio	68%	23%	9%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	79%	18%	3%	0%				
Physical Development – Gross	YFN	Ratio	48%	42%	10%	0%				
	OA	Ratio	69%	23%	8%	0%				
	non-FN	Ratio	79%	18%	3%	1%				

EYE assessment not administered due to COVID-19.

3.2.3 EYE-TA Students Experiencing Difficulties or Did not complete Ratios over time

3.2.3.1 *Awareness of Self and Environment*
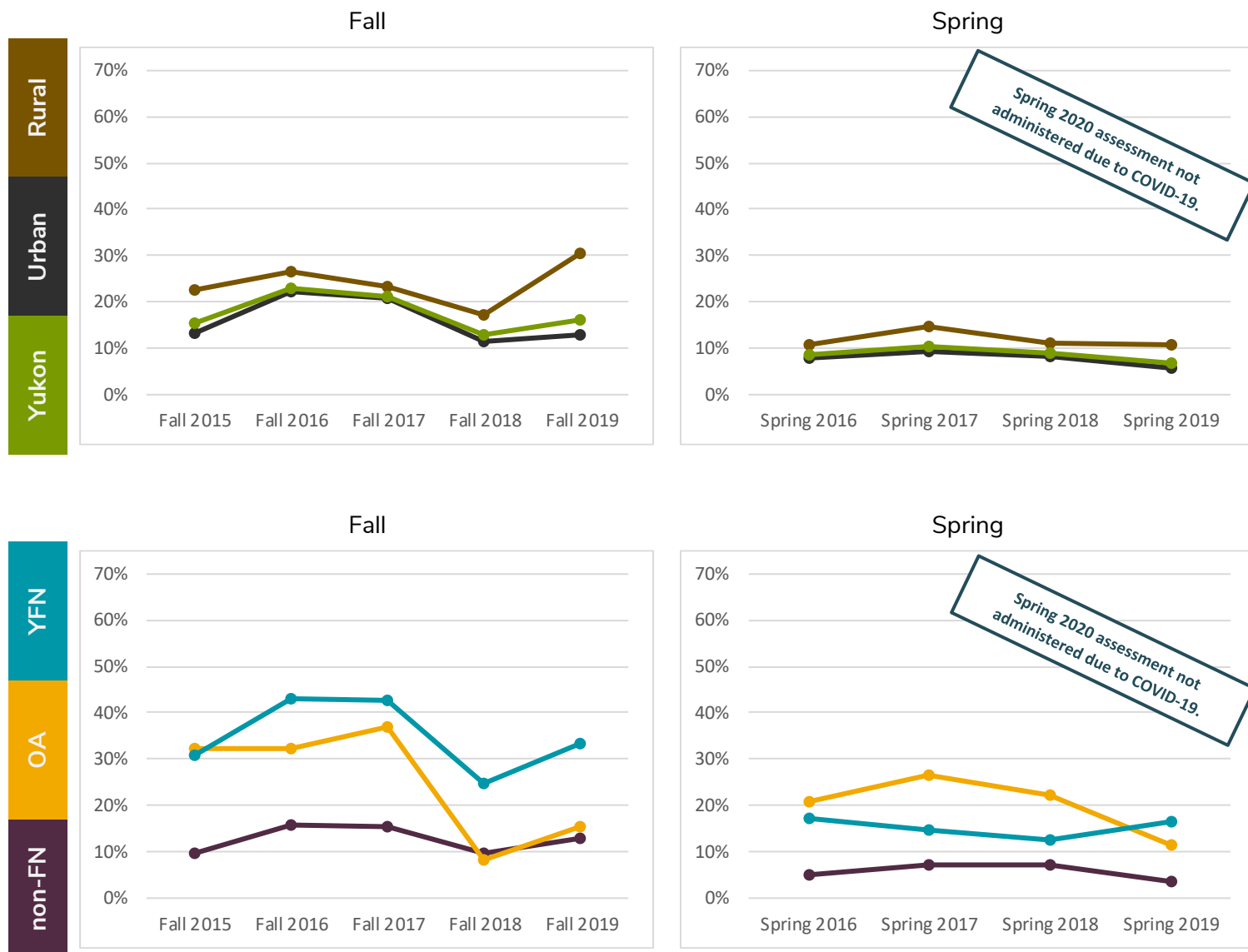
3.2.3.2   *Social Skills and Approaches to Learning*

3.2.3.3　Cognitive Skills

Fall

Spring

Rural

Urban

Yukon

YFN

OA

non-FN

Spring 2020 assessment not administered due to COVID-19.
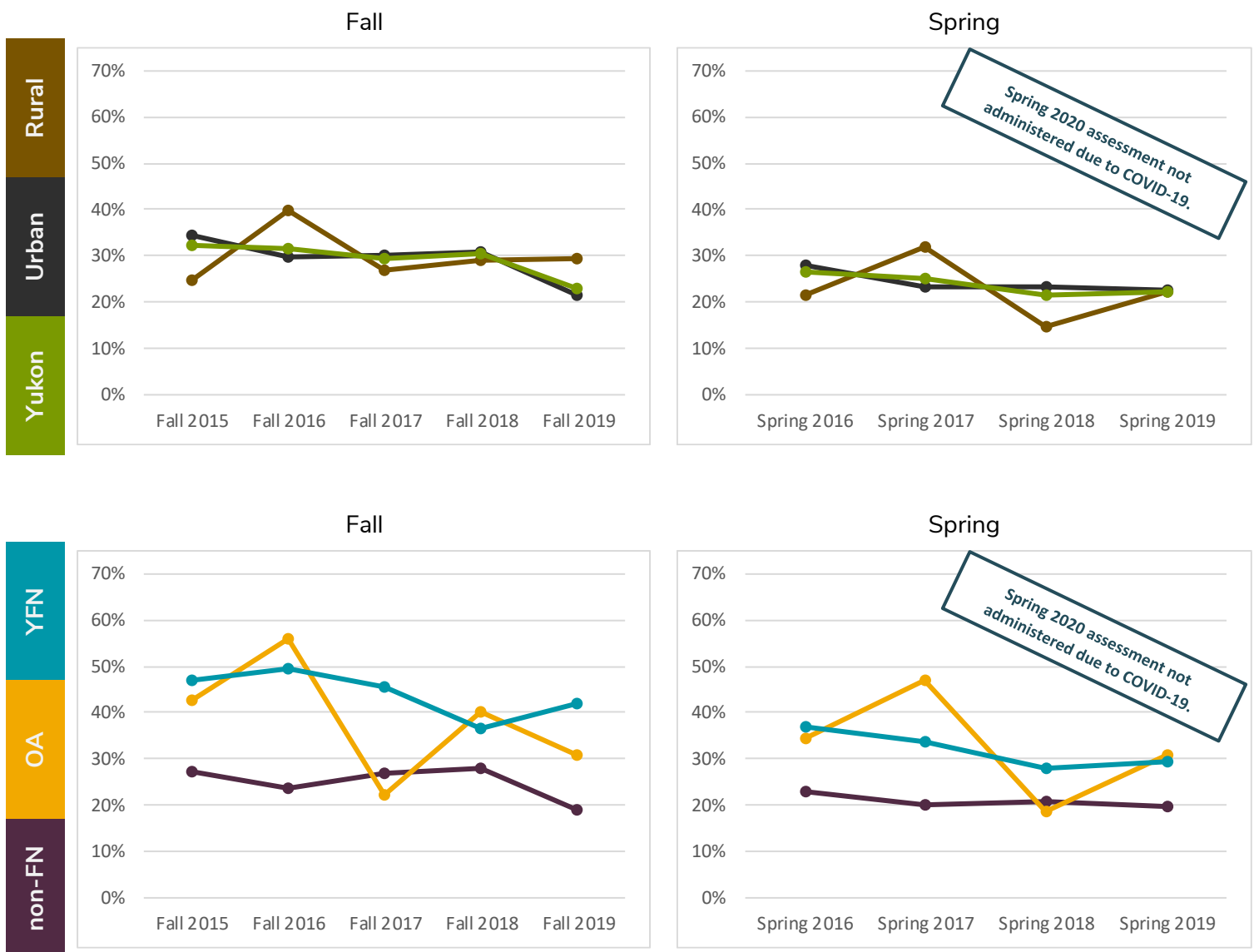
3.2.3.4   *Language and Communication*

Fall

Spring

Fall

Spring

3.2.3.5 *Physical Development – Fine Motor*

3.2.3.6   Physical Development – Gross Motor

Fall

Rural / Urban / Yukon

Spring

Spring 2020 assessment not administered due to COVID-19.

Fall

YFN / OA / non-FN

Spring

Spring 2020 assessment not administered due to COVID-19.

4 Foundation Skills Assessment

The Foundation Skills Assessment (FSA) is an annual Yukon-wide assessment of all Yukon students grade 4 and 7. It assesses how well students are progressing in foundation skills of Reading, Writing, and Numeracy. The assessment is typically administered in October or November.

FSA scoring is as follows:

Extending (previously named Exceeding): Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

On Track (previously named Meeting): Students demonstrate a partial to complete understanding.

Emerging (previously named Not Yet Meeting): Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.

Unknown: Students did not participate or were exempt.

Data Source
B.C. Ministry of Education FSA datasets and Performance and Analytics Master Model.

4.1 FSA Student Count Ratios for 2019-20 by Grade 4

by Region and Yukon Wide
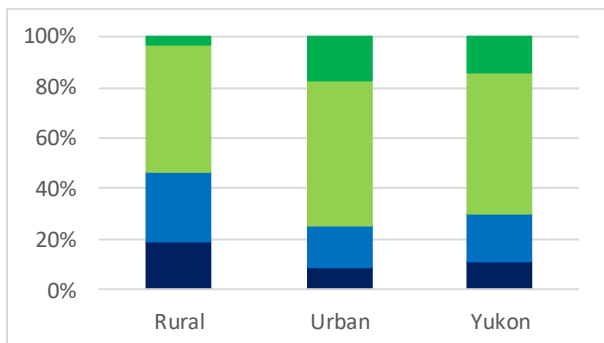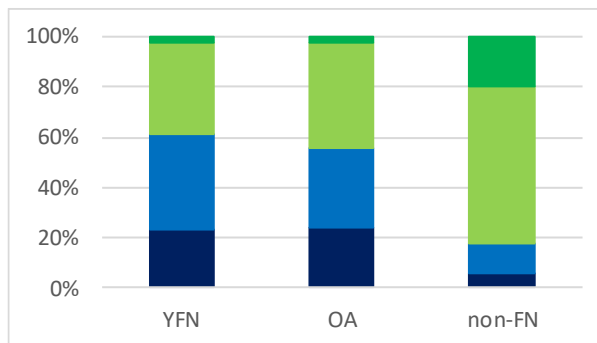
Reading Grade 4

	Extending	On Track	Emerging	Unknown
Rural	3%	50%	28%	19%
Urban	17%	57%	17%	9%
Yukon	14%	55%	19%	11%

Writing Grade 4

	Extending	On Track	Emerging	Unknown
Rural	1%	52%	16%	31%
Urban	5%	68%	14%	13%
Yukon	4%	65%	14%	17%

Numeracy Grade 4

	Extending	On Track	Emerging	Unknown
Rural	3%	52%	26%	19%
Urban	9%	58%	25%	9%
Yukon	7%	56%	25%	11%

by Self-Identification

Reading Grade 4

	Extending	On Track	Emerging	Unknown
YFN	2%	37%	38%	24%
OA	2%	41%	32%	24%
non-FN	19%	63%	12%	6%

Writing Grade 4

	Extending	On Track	Emerging	Unknown
YFN	1%	43%	17%	39%
OA	0%	49%	17%	34%
non-FN	5%	73%	13%	8%

Numeracy Grade 4

	Extending	On Track	Emerging	Unknown
YFN	1%	34%	41%	24%
OA	2%	44%	34%	20%
non-FN	10%	65%	19%	6%

4.2   FSA Grade 4 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural
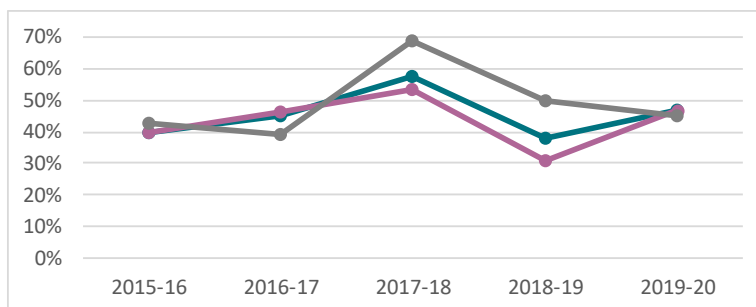
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	40%	40%	43%
2016-17	45%	46%	39%
2017-18	57%	53%	69%
2018-19	38%	31%	50%
2019-20	47%	47%	45%

Urban
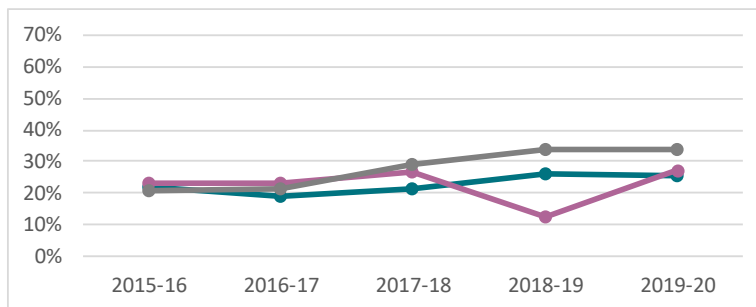
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	22%	23%	21%
2016-17	19%	23%	21%
2017-18	22%	27%	29%
2018-19	26%	12%	34%
2019-20	26%	27%	34%

Yukon
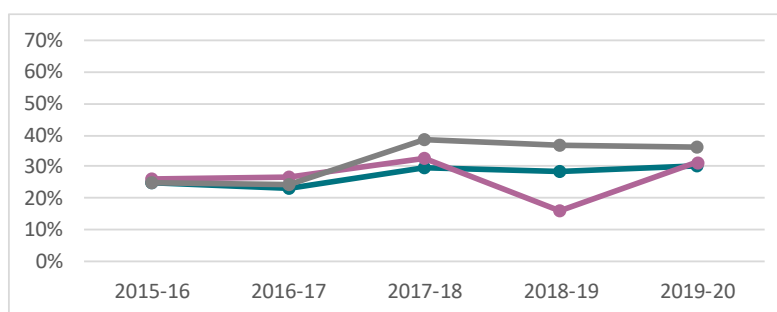
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	25%	26%	25%
2016-17	23%	27%	24%
2017-18	30%	33%	39%
2018-19	28%	16%	37%
2019-20	30%	31%	36%

4.3 FSA Grade 4 Students with Emerging or Unknown result Ratios by Self-Identification over time

Yukon First Nations
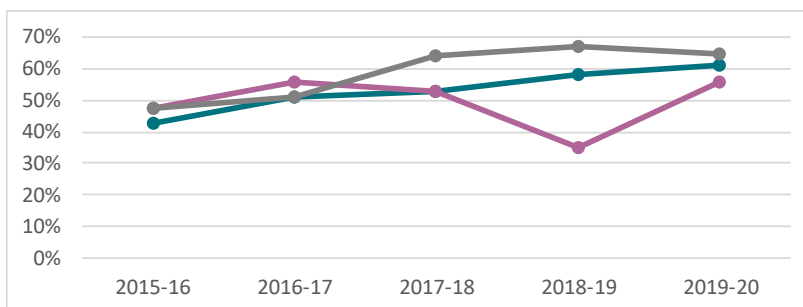
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	43%	47%	47%
2016-17	51%	56%	51%
2017-18	53%	53%	64%
2018-19	58%	35%	67%
2019-20	61%	56%	65%

Other Aboriginals
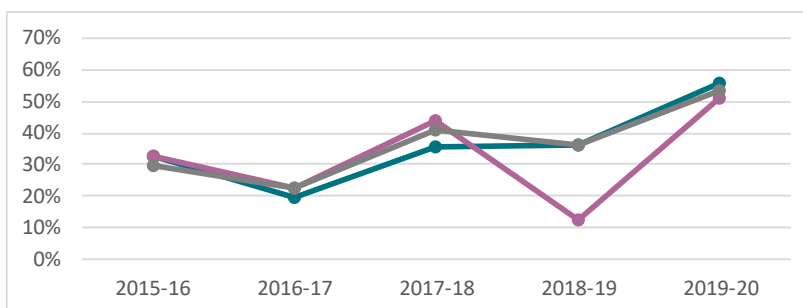
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	32%	32%	29%
2016-17	19%	23%	23%
2017-18	35%	44%	41%
2018-19	36%	12%	36%
2019-20	56%	51%	54%

non-First Nations
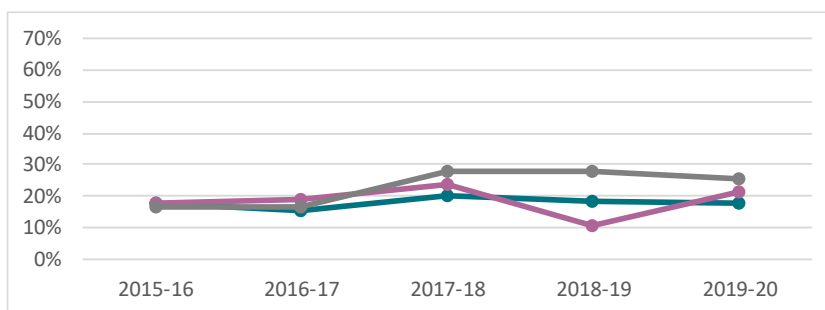
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	18%	18%	16%
2016-17	16%	19%	17%
2017-18	20%	23%	28%
2018-19	18%	11%	28%
2019-20	18%	21%	25%

4.4 FSA Student Count Ratios for 2019-20 by Grade 7

by Region and Yukon Wide

by Self-Identification
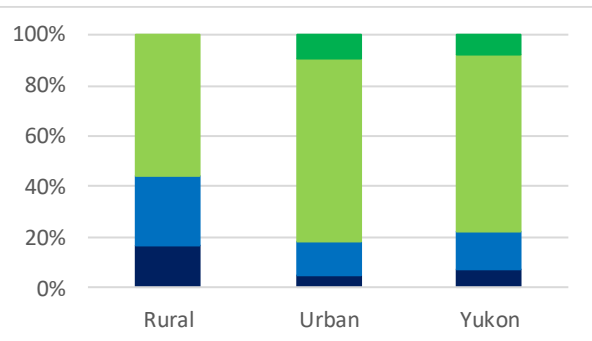
Reading Grade 7

	Extending	On Track	Emerging	Unknown
Rural	0%	56%	27%	17%
Urban	9%	73%	13%	5%
Yukon	8%	70%	15%	7%
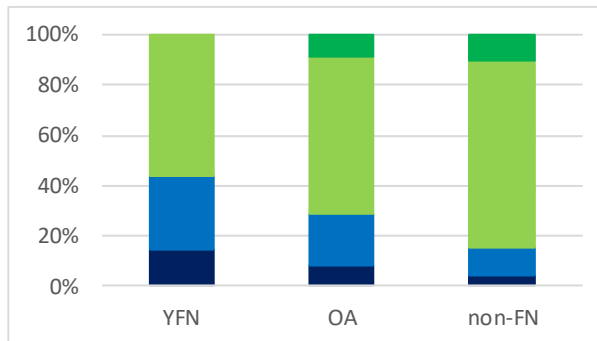
	Extending	On Track	Emerging	Unknown
YFN	0%	56%	29%	15%
OA	9%	63%	20%	9%
non-FN	10%	74%	11%	5%

Writing Grade 7
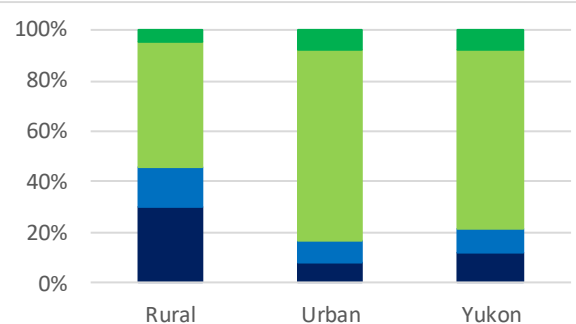
	Extending	On Track	Emerging	Unknown
Rural	4%	50%	16%	30%
Urban	8%	75%	9%	8%
Yukon	7%	71%	10%	12%
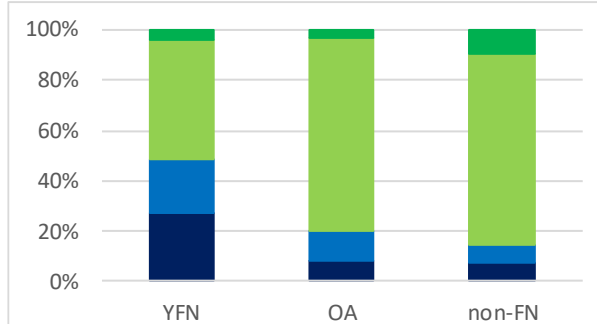
	Extending	On Track	Emerging	Unknown
YFN	3%	48%	21%	28%
OA	3%	77%	11%	9%
non-FN	9%	76%	7%	8%

Numeracy Grade 7
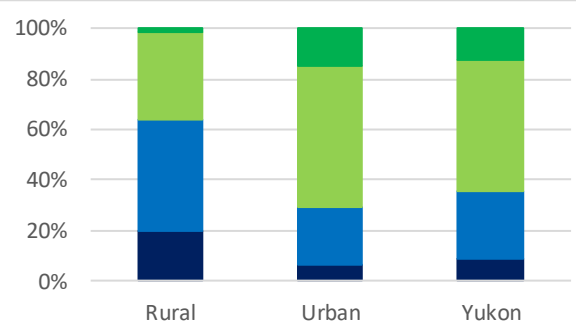
	Extending	On Track	Emerging	Unknown
Rural	1%	34%	44%	20%
Urban	15%	56%	23%	6%
Yukon	12%	52%	27%	9%
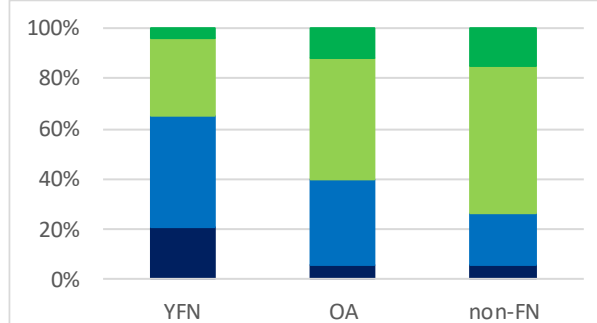
|	Extending	On Track	Emerging	Unknown
YFN	3%	31%	45%	21%
OA	11%	49%	34%	6%
non-FN	15%	59%	21%	6%

4.5 FSA Grade 7 Students with Emerging or Unknown result Ratios by Region and Yukon-Wide over time

Rural
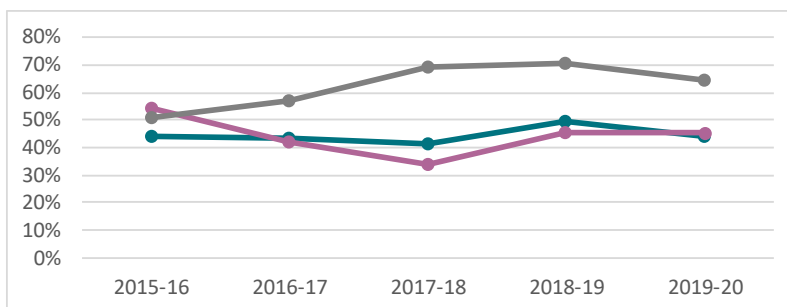
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	44%	54%	51%
2016-17	43%	42%	57%
2017-18	41%	34%	70%
2018-19	49%	46%	71%
2019-20	44%	46%	64%

Urban
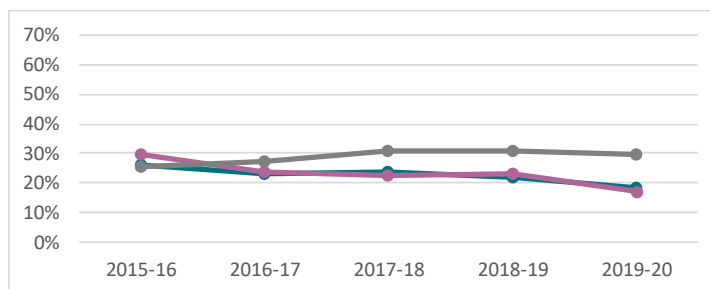
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	26%	30%	26%
2016-17	23%	24%	27%
2017-18	24%	22%	31%
2018-19	22%	23%	31%
2019-20	18%	17%	30%

Yukon
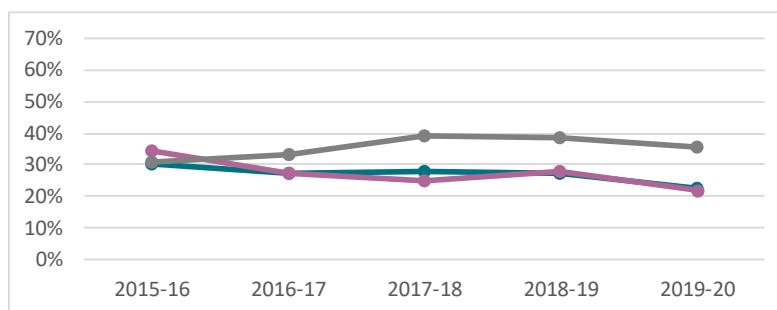
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	30%	35%	31%
2016-17	27%	27%	33%
2017-18	28%	25%	39%
2018-19	27%	28%	39%
2019-20	22%	22%	35%

4.6 FSA Grade 7 Students with Emerging or Unknown result Ratios by Self-Identification and Yukon-Wide over time

Yukon First Nations
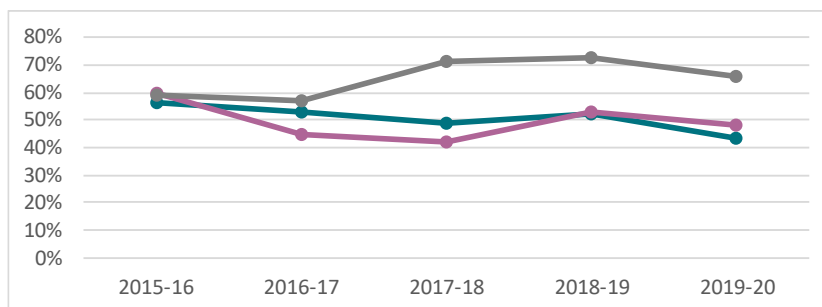
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	56%	60%	59%
2016-17	53%	45%	57%
2017-18	49%	42%	71%
2018-19	52%	53%	73%
2019-20	44%	48%	66%

Other Aboriginals
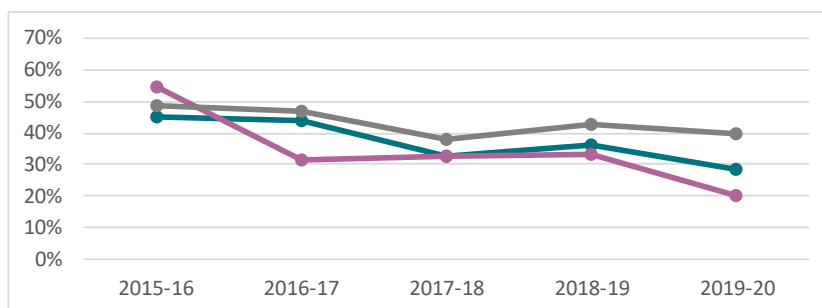
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	45%	55%	48%
2016-17	44%	31%	47%
2017-18	32%	32%	38%
2018-19	36%	33%	42%
2019-20	29%	20%	40%

non-First Nations
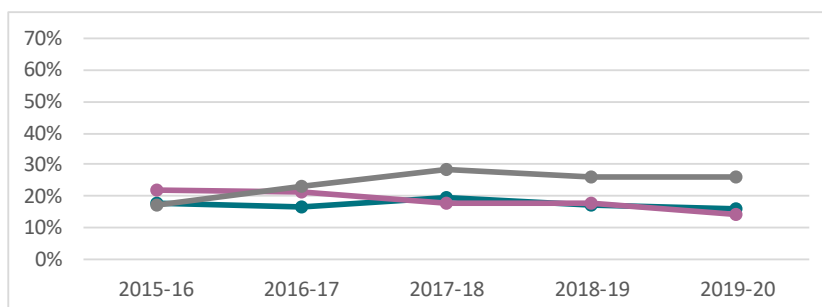
	Students with Emerging or Unknown result Ratios		
	Reading	Writing	Numeracy
2015-16	18%	22%	17%
2016-17	17%	21%	23%
2017-18	20%	18%	28%
2018-19	17%	18%	26%
2019-20	16%	14%	26%

5   Graduation

5.1   Grade 12 Graduation Rate

Grade 12 Graduation Rate is the percentage of students who were active grade 12 fulltime / halftime in the Dogwood graduation program, enrolled at Yukon public schools, who successfully graduated. It does not include students on the School Completion Program (Evergreen Certificate) or Adult Graduates.

Dogwood Diploma

A Dogwood Diploma is British Columbia Ministry of Education's regular graduation certification awarded to students who successfully complete the provincial graduation requirements.

Data Source

Aspen Student Information System and Performance and Analytics Master Model.

Date Stamp

Nov 15th, 2020 was the data date stamp for students in consideration.

5.1.1   Dogwood Grade 12 Graduation Rate and Student Counts by Region and Yukon-Wide over time

Rural

	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	29	44	66%
2016-17	41	60	68%
2017-18	42	50	84%
2018-19	39	48	81%
2019-20	45	57	79%

Urban

	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	239	295	81%
2016-17	235	279	84%
2017-18	244	310	79%
2018-19	210	254	83%
2019-20	245	302	81%
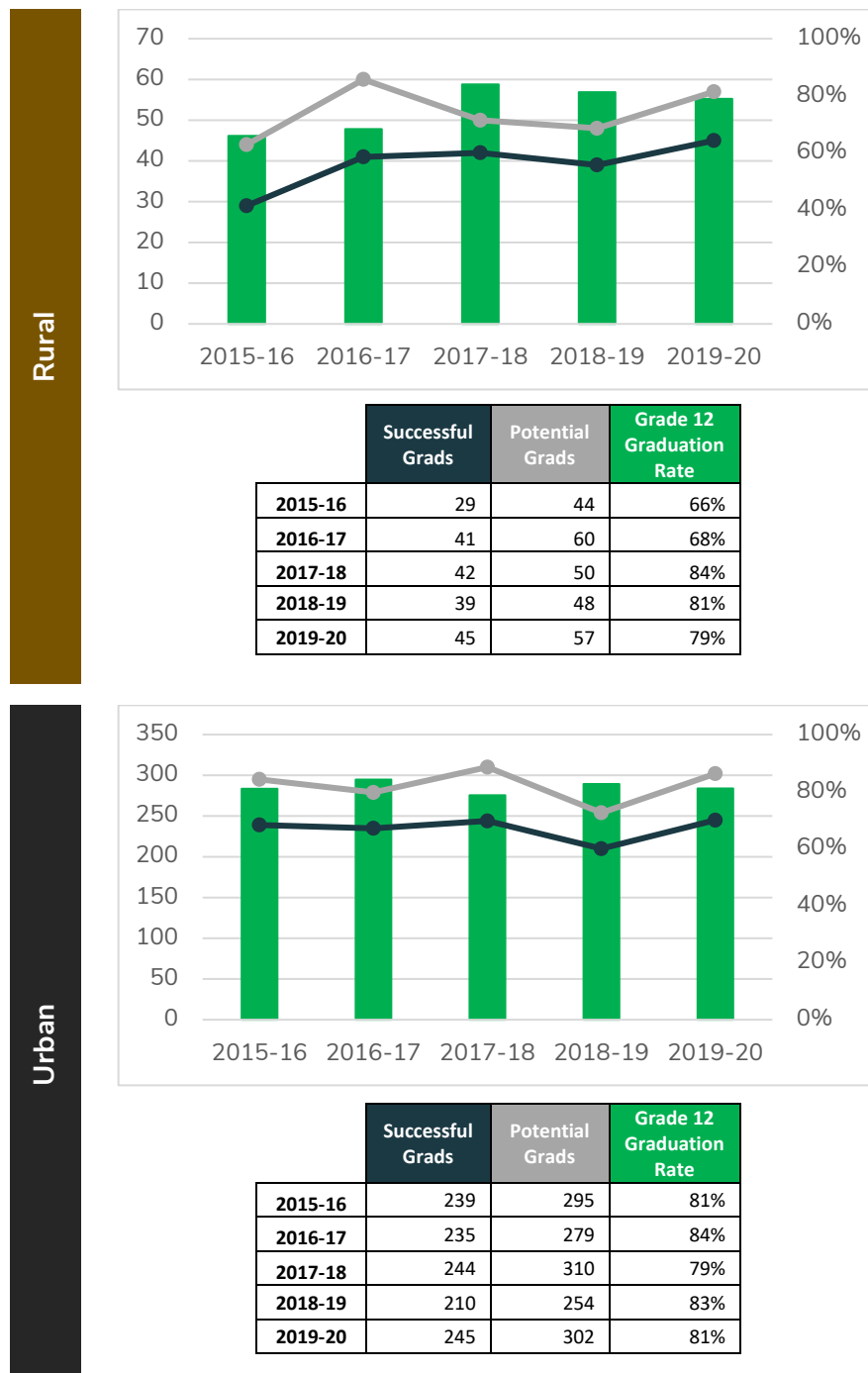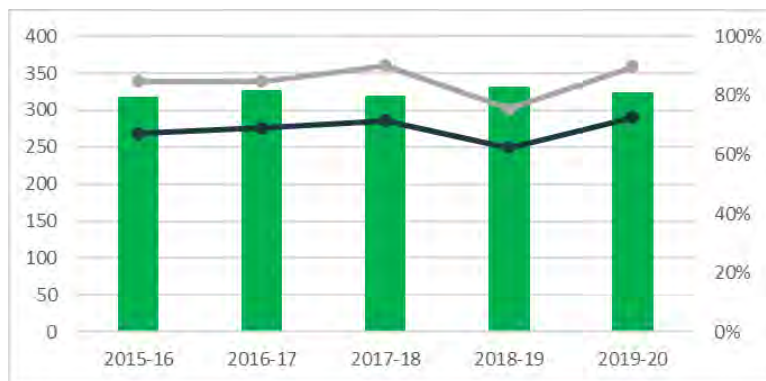
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	268	339	79%
2016-17	276	339	81%
2017-18	286	360	79%
2018-19	249	302	82%
2019-20	290	359	81%

5.1.2 Dogwood Grade 12 Graduation Rate and Student Counts by Self-Identification over time
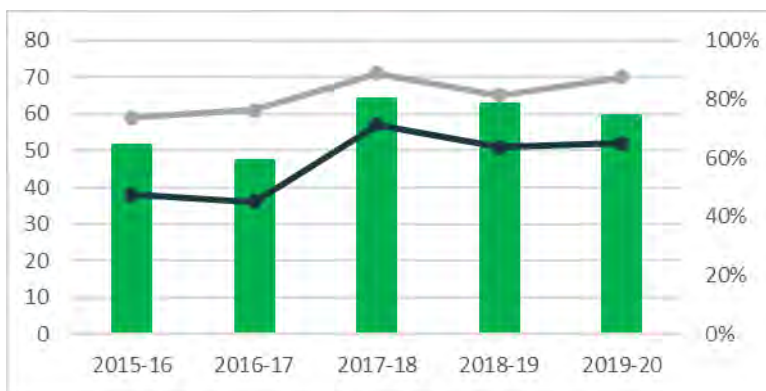
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	38	59	64%
2016-17	36	61	59%
2017-18	57	71	80%
2018-19	51	65	78%
2019-20	52	70	74%

Other Aboriginals
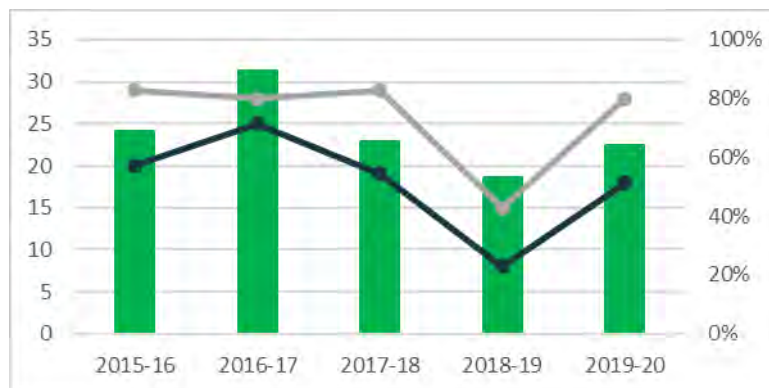
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	20	29	69%
2016-17	25	28	89%
2017-18	19	29	66%
2018-19	8	15	53%
2019-20	18	28	64%

non-First Nations
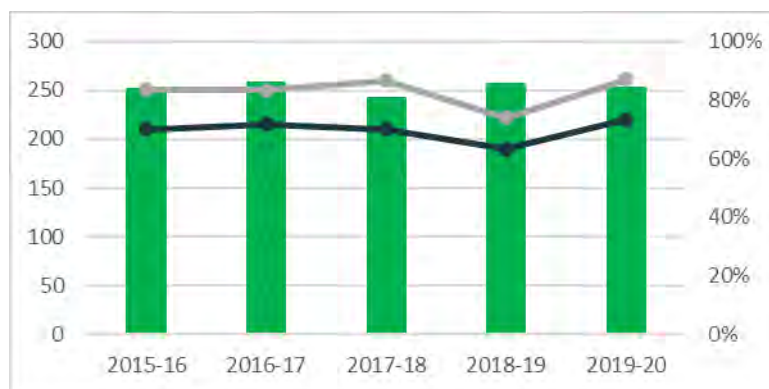
	Successful Grads	Potential Grads	Grade 12 Graduation Rate
2015-16	210	251	84%
2016-17	215	250	86%
2017-18	210	260	81%
2018-19	190	222	86%
2019-20	220	261	84%

5.2   Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2014-15 and evaluates if they graduated within a six-year period.
Students not included in the cohort are called outmigrants and are deducted from the total.

$$Six\ Year\ Graduation\ Rate = \frac{Graduated\ students}{(All\ students\ in\ the\ Cohort - Outmigrants)}$$

Graduated students either graduated with a standard or adult dogwood certificate. The completion programs are not included.

In general, outmigrants includes students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2014-15 to 2019-20).
Here are some possible reasons for outmigrants:

- Withdrawals
- Transfers to a school outside of the Yukon
- No longer in the Department of Education student information system

Cohort is defined as students who are first time grade 8 enrolled as of October of the 2014-15 school year. It also includes student entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see BC - 6 years graduation guidelines[3] for more information).

Data Source
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model

Date Stamp
November 15th, 2020 was the data date stamp for students in consideration.

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[3] http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf

5.2.1 2014-15 Cohort Six-Year Graduation Rate by Region
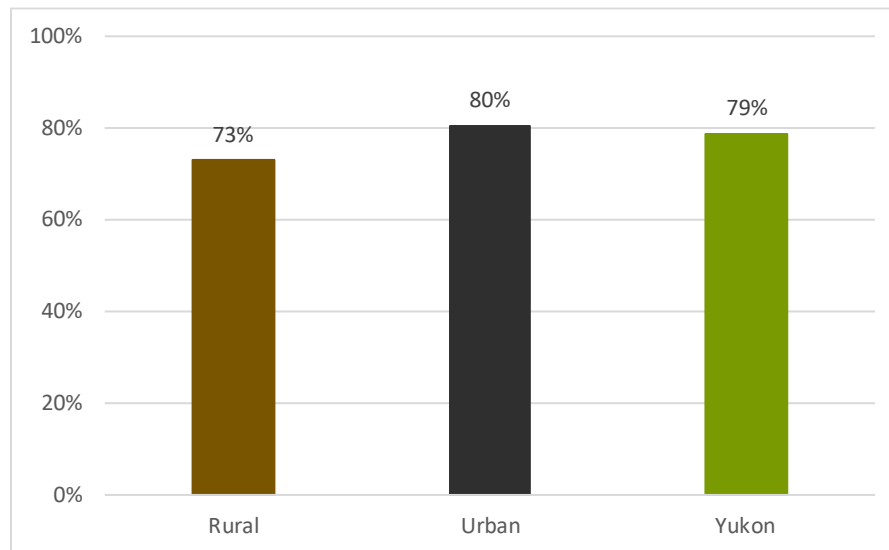
5.2.2 Number of Outmigrants

	Rural	Urban	Yukon*
Outmigrants	21	67	94

*Yukon data includes Other region but Other region is not illustrated.

5.2.3   2019-20 Cohort Six-Year Graduation Rate by Self-Identification
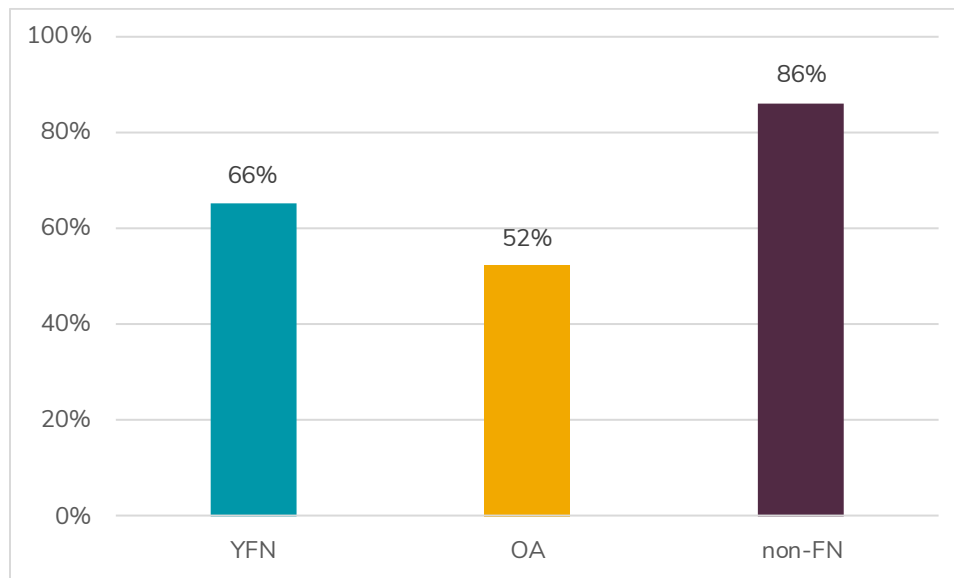
5.2.4   Number of Outmigrants

	YFN	OA	non-FN	Yukon
Outmigrants	14	8	72	94

6 Attendance

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) traditional attendance was recorded up to March 17, 2020. Thus the 2019-20 school year's absenteeism statistic is not comparable to previous years.

Absent days are defined as school days missed by students enrolled at Yukon public schools for that school year. Partial days are estimated and appropriately summed into the count, as per the Yukon Education Student Attendance Policy (Appendix 'C' Aspen Yukon Daily Attendance Standards).
Absent days include all excused and unexcused absences but does not include absences from school related activities.
Absent days do not include days recorded for Early Learning or K4 Programs or from the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.

Enrolment school
Enrolment school is defined as the school a student is enrolled at (as of end of May). The distribution of students by number of absent days is determined by students grouped by "Enrolment" school. Students not enrolled as of end of May are not included in this analysis.

20 or more days absent threshold
This report focussed on students who have 20 or more days absent a school year. 20 or more days is approximately 10% of the school year.

Data Source
Aspen Student Information System and Performance and Analytics Absenteeism Module.

Date Stamp
Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th).
For 2019-20 attendance was analyzed from data date-stamped March 17, 2020.

6.1 20 or more days absent Student Count Ratios for 2019-20 by Region and Yukon-Wide

Data only includes absent days up to March 17, 2020
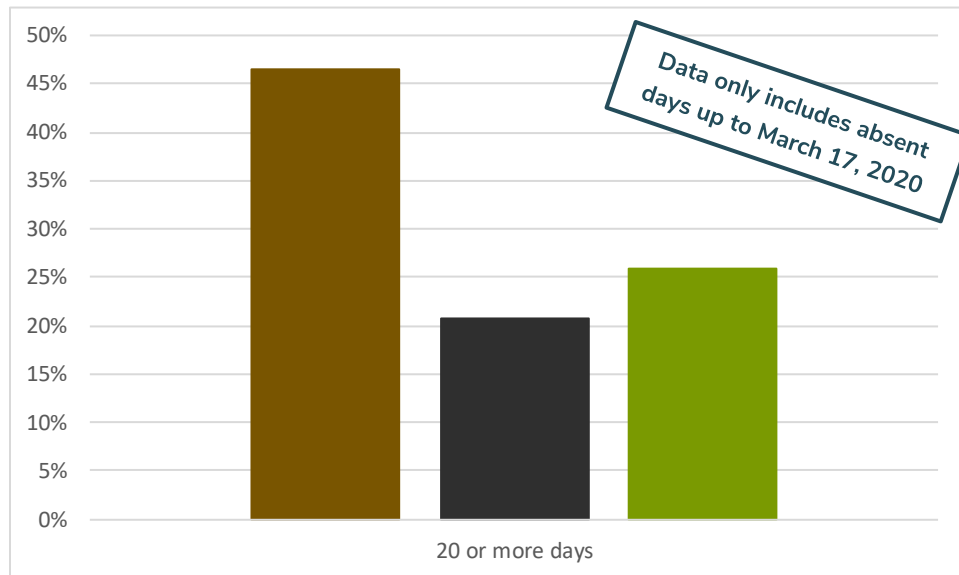
	20 or more days absent
Rural	47%
Urban	21%
Yukon	26%

6.2 20 or more days absent Student Count Ratios for 2019-20 by Grade Range, Region and Yukon-Wide
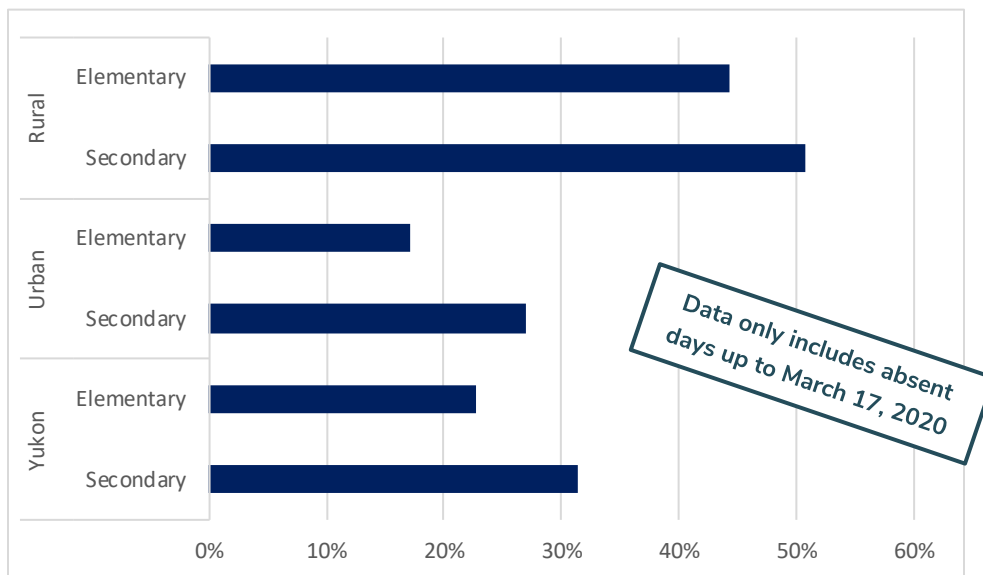
		20 or more days absent
Rural	Elementary	44%
Rural	Secondary	51%
Urban	Elementary	17%
Urban	Secondary	27%
Yukon	Elementary	23%
Yukon	Secondary	31%

6.3 20 or more days absent Student Count Ratios for 2019-20 by Self-Identification

Data only includes absent days up to March 17, 2020

Chronic Absent
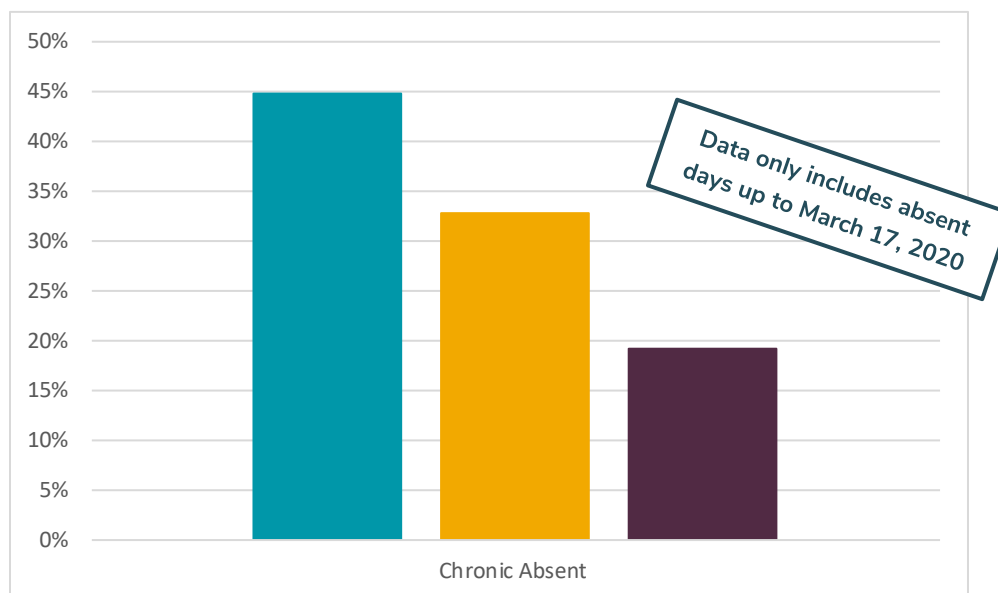
	20 or more days absent
YFN	45%
OA	33%
non-FN	19%

6.4 20 or more days absent Student Count Ratios for 2019-20 by Grade Range and Self-Identification

Data only includes absent days up to March 17, 2020
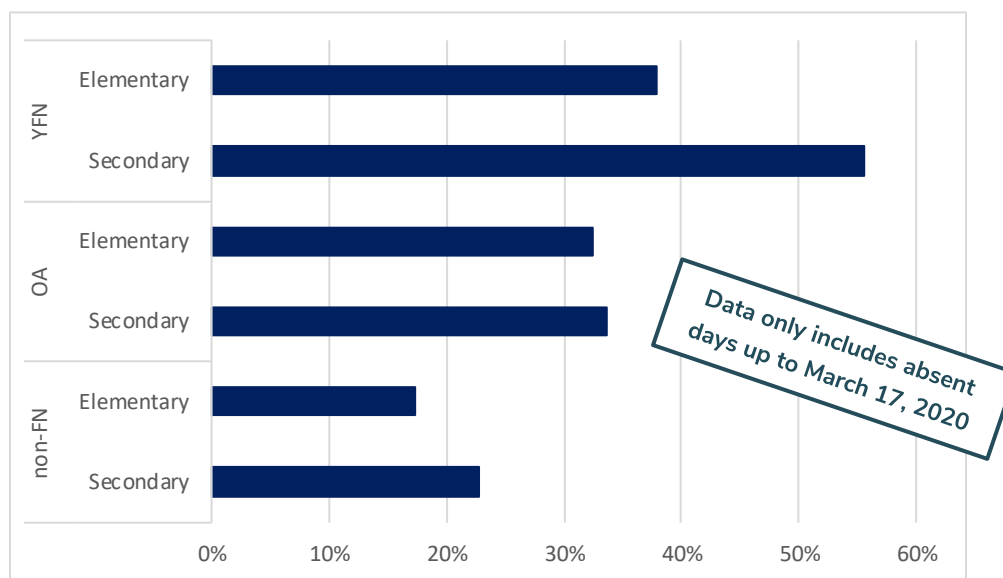
		20 or more days absent
YFN	Elementary	38%
YFN	Secondary	56%
OA	Elementary	32%
OA	Secondary	34%
non-FN	Elementary	17%
non-FN	Secondary	23%

6.5   20 or more days absent Student Count Ratios over time
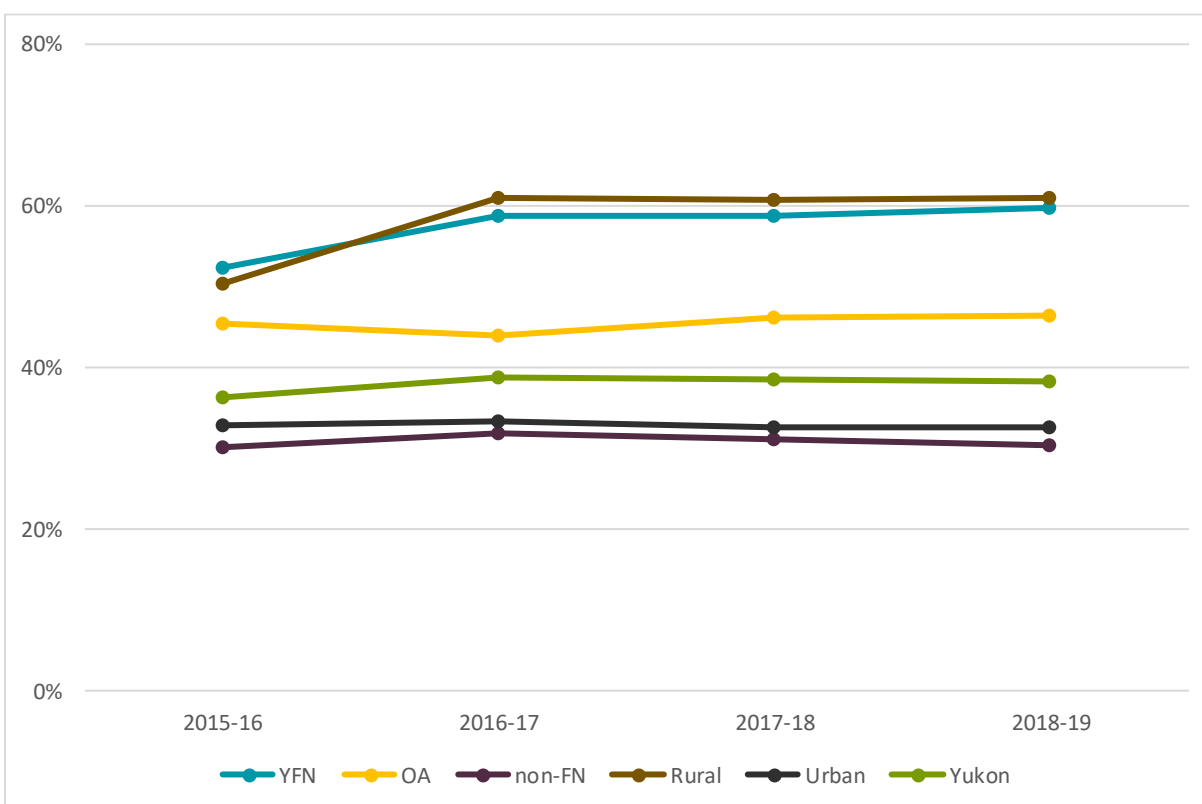
Data only includes absent days up to March 17, 2020

	2019-20
YFN	45%
OA	33%
non-FN	19%
Rural	47%
Urban	21%
Yukon	26%

6.6 Distribution of Students by Absent Category Ratios over time

Rural
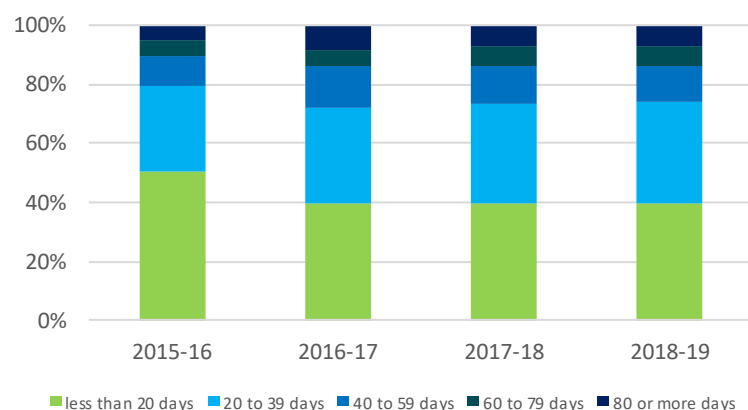
	2015-16	2016-17	2017-18	2018-19
less than 20 days	51%	40%	40%	39%
20 to 39 days	29%	32%	34%	35%
40 to 59 days	10%	14%	13%	12%
60 to 79 days	6%	5%	7%	7%
80 or more days	5%	8%	7%	7%
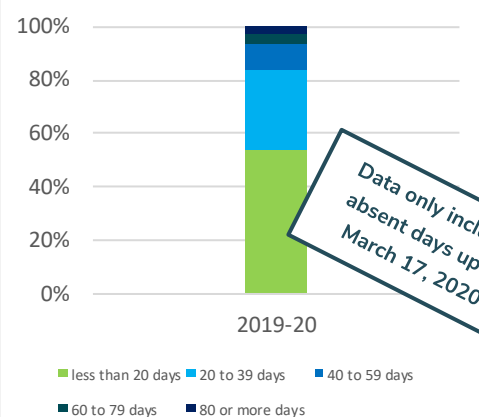
	2019-20
less than 20 days	54%
20 to 39 days	30%
40 to 59 days	9%
60 to 79 days	4%
80 or more days	3%

Urban
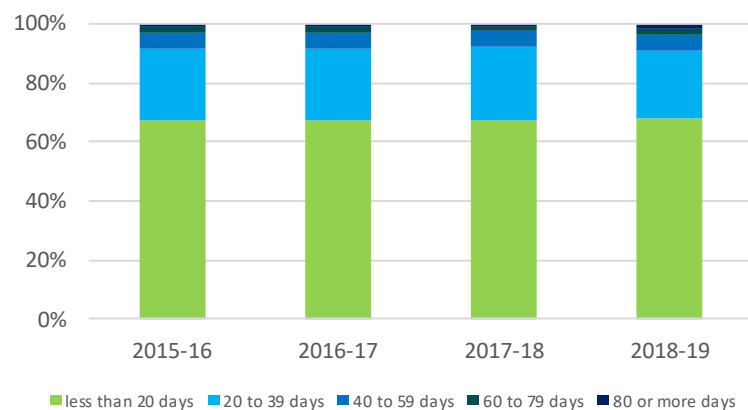
	2015-16	2016-17	2017-18	2018-19
less than 20 days	68%	67%	68%	68%
20 to 39 days	24%	24%	24%	23%
40 to 59 days	6%	6%	6%	5%
60 to 79 days	2%	2%	1%	2%
80 or more days	1%	1%	1%	1%
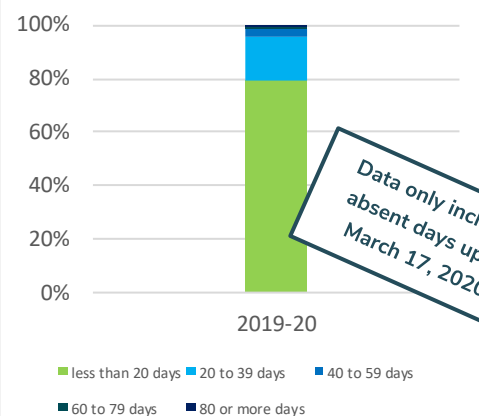
	2019-20
less than 20 days	80%
20 to 39 days	16%
40 to 59 days	3%
60 to 79 days	1%
80 or more days	0%

Yukon
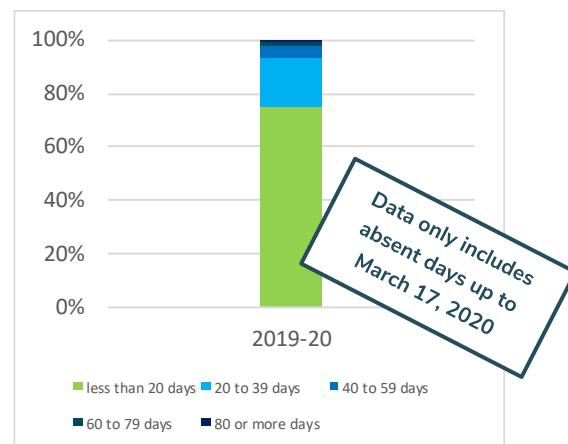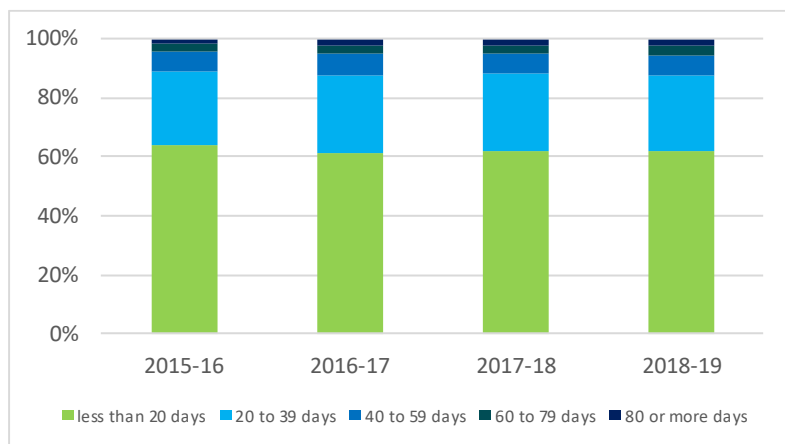
	2015-16	2016-17	2017-18	2018-19
less than 20 days	64%	62%	62%	62%
20 to 39 days	25%	26%	26%	26%
40 to 59 days	6%	7%	7%	7%
60 to 79 days	3%	3%	2%	3%
80 or more days	2%	2%	2%	2%

	2019-20
less than 20 days	75%
20 to 39 days	19%
40 to 59 days	4%
60 to 79 days	2%
80 or more days	1%

Yukon First Nations
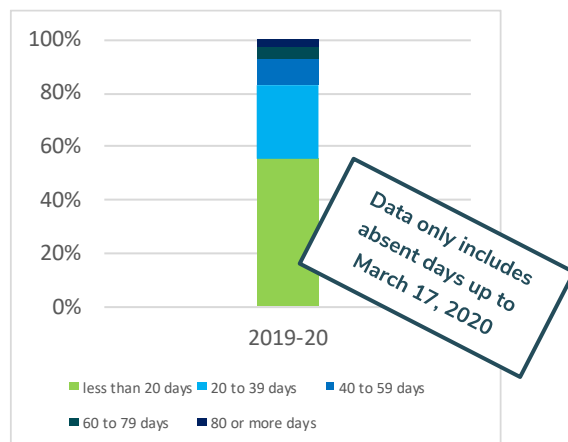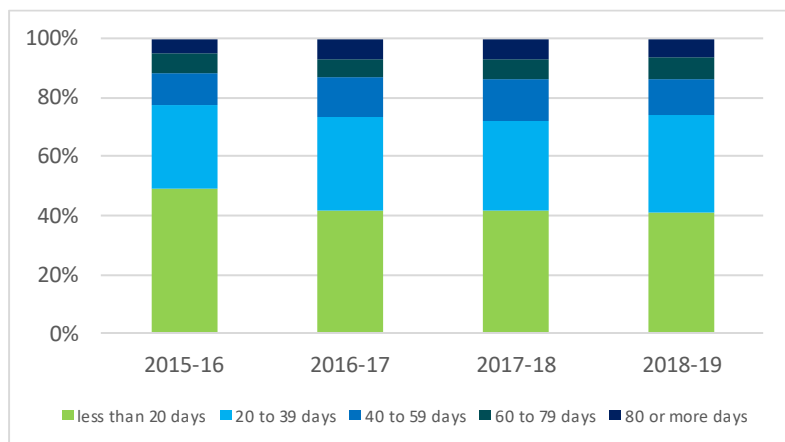
	2015-16	2016-17	2017-18	2018-19
less than 20 days	49%	42%	42%	41%
20 to 39 days	29%	31%	30%	33%
40 to 59 days	11%	14%	14%	12%
60 to 79 days	7%	6%	6%	7%
80 or more days	5%	7%	7%	7%

	2019-20
less than 20 days	56%
20 to 39 days	27%
40 to 59 days	10%
60 to 79 days	5%
80 or more days	3%

Other Aboriginals

Data only includes absent days up to March 17, 2020
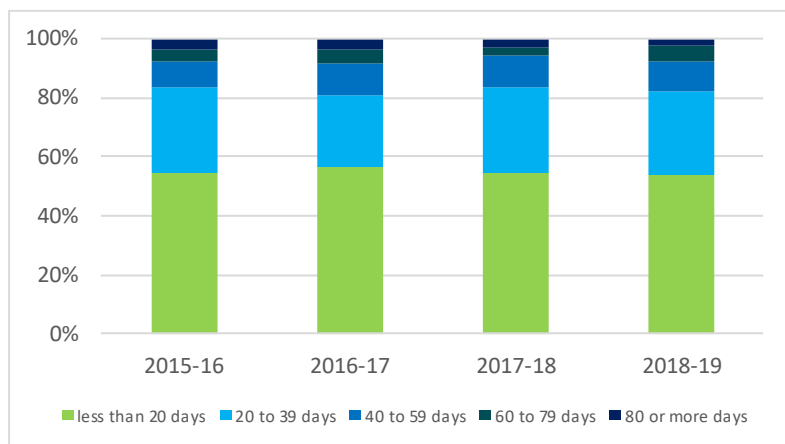
	2015-16	2016-17	2017-18	2018-19
less than 20 days	55%	56%	54%	54%
20 to 39 days	29%	24%	29%	28%
40 to 59 days	9%	11%	11%	10%
60 to 79 days	4%	5%	3%	5%
80 or more days	4%	3%	3%	2%
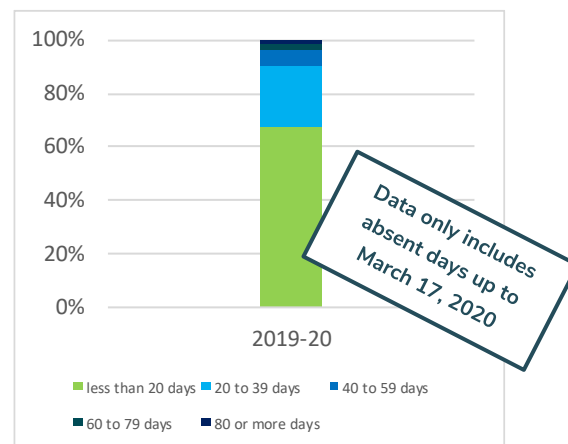
	2019-20
less than 20 days	67%
20 to 39 days	23%
40 to 59 days	5%
60 to 79 days	3%
80 or more days	1%

non-First Nations

Data only includes absent days up to March 17, 2020
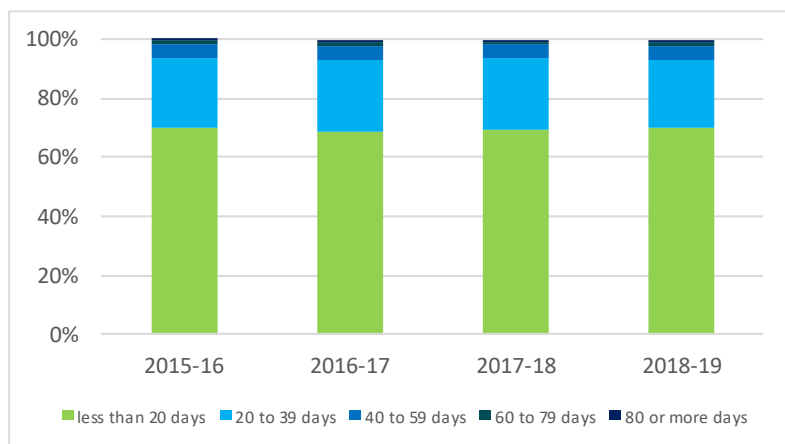
	2015-16	2016-17	2017-18	2018-19
less than 20 days	70%	68%	69%	70%
20 to 39 days	23%	24%	25%	23%
40 to 59 days	5%	5%	4%	5%
60 to 79 days	1%	1%	1%	1%
80 or more days	0%	1%	1%	1%
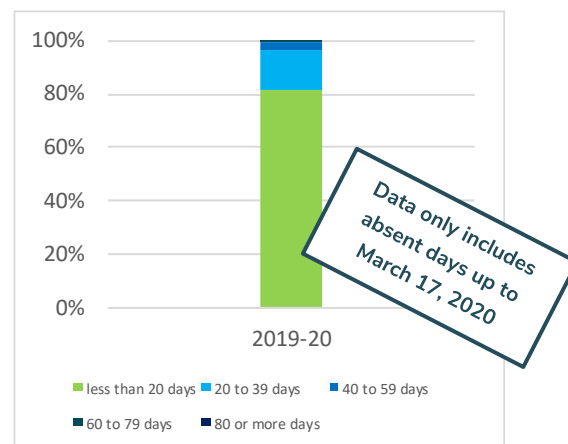
	2019-20
less than 20 days	81%
20 to 39 days	16%
40 to 59 days	3%
60 to 79 days	1%
80 or more days	0%

How Are We Doing?
Yukon First Nations Report

School Year 2019-20

Department of Education

Government of Yukon

December 22ⁿᵈ, 2021

Yukon

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Preface

COVID-19

Due to COVID-19 and the transition to home-based learning in March 2020 (on the advice of the Chief Medical Officer of Health) some assessments could not be administered after that date. As a result, only Fall 2019 results are reported. Similarly, due to attendance being recorded only up to March 17, 2020, this year's absenteeism statistics are not comparable to previous years.

Notes and Caveats

- Students can voluntarily self-identify. The Self-Identification categories are:
  - Yukon First Nation   `YFN`
  - Other Aboriginal   `OA`
  - Non-First Nation   `non-FN`

- Schools are organized by urban and rural regions. Yukon Wide includes all urban and rural schools, but does not include virtual schools or home schooled students.

- Some charts include small numbers and thus the illustration may or may not be relevant. Please consider the data table in conjunction with the chart when reviewing.

- In some cases, segments with small numbers may have been omitted to protect the personal and private information of the student.

- **This version of the report has been masked for public use to protect the personal and private information of the students. In some cases, data tables or actual numbers have been removed. Data visualisations and percentages are still provided.**

- Due to rounding, not all percentages add up to 100%.

- The data and analysis are as to-date as possible.

- The Department of Education makes small and continuous improvements to the quality of its data and analysis. Sometimes these changes result in differences from previously published reports. The data and analysis in this report are the most accurate data available at time of publication.

Contact

For any questions or comments, please contact:

Performance and Analytics

EduData@gov.yk.ca

1   Enrolment

Student Enrolment counts are defined as all active fulltime / halftime students enrolled at Yukon public schools.

Data Source
Aspen Student Information System and Performance and Analytics Enrolment Module.

Date Stamp
Student Enrolment counts are analyzed from end-of-May data snapshots for their respective school year, unless otherwise stated.

1.1   Student Enrolment Counts by Self-Identification for Regions and Yukon Wide 2019-20
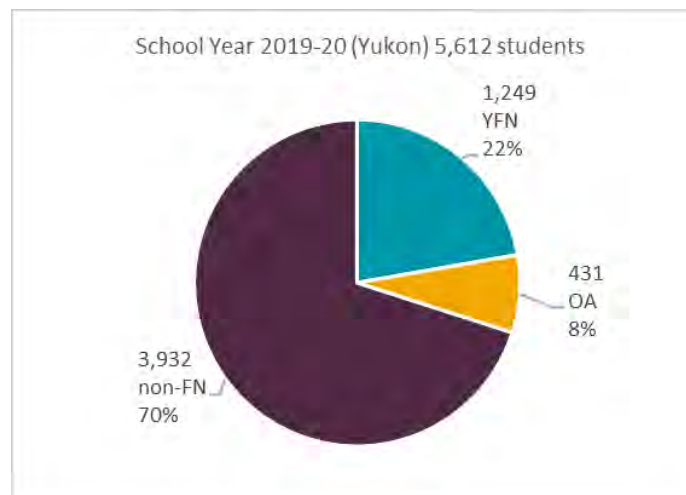
Figure 1.1.1 Student Enrolment Counts by Self-Identification Yukon Wide 2019-20 (by ratio)
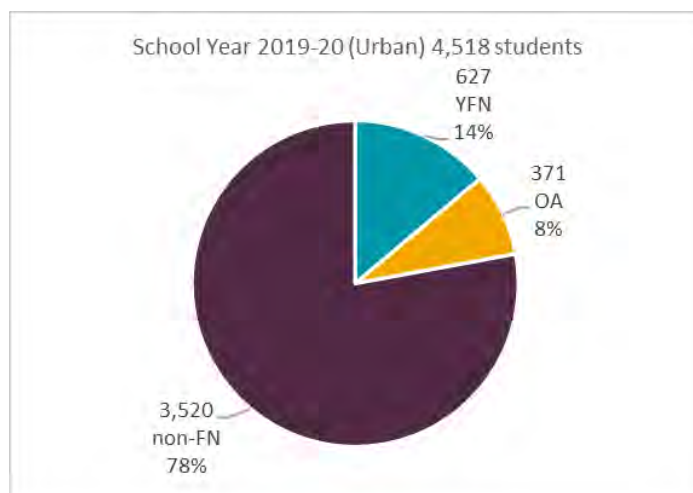
Figure 1.1.2 Student Enrolment Counts by Self-Identification Urban 2019-20 (by ratio)
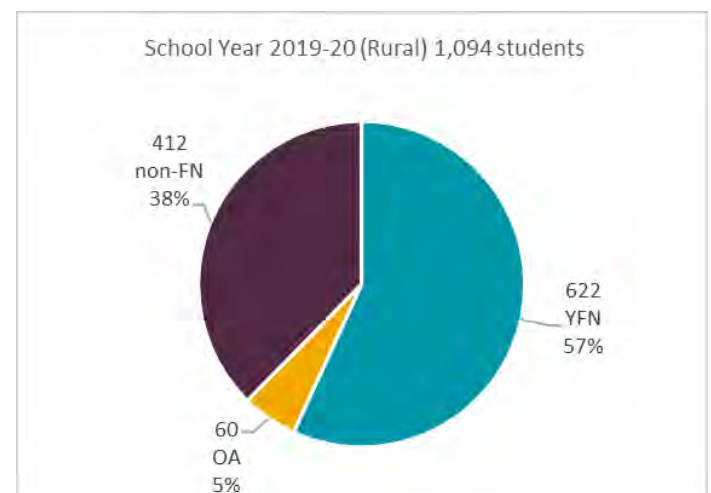
Figure 1.1.3 Student Enrolment Counts by Self-Identification Rural 2019-20 (by ratio)

1.2　Student Distribution by Self-Identification and Grade 2019-20

Figure 1.2.1 Student Distribution by Self-Identification and Grade 2019-20 (by ratio)

1.3 Student Distribution by Self-Identification, Region and School 2019-20

	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Urban	627	371	3,520	4,518	14%	8%	78%
Rural	622	60	412	1,094	57%	5%	38%
Yukon	1,249	431	3,932	5,612	22%	8%	70%
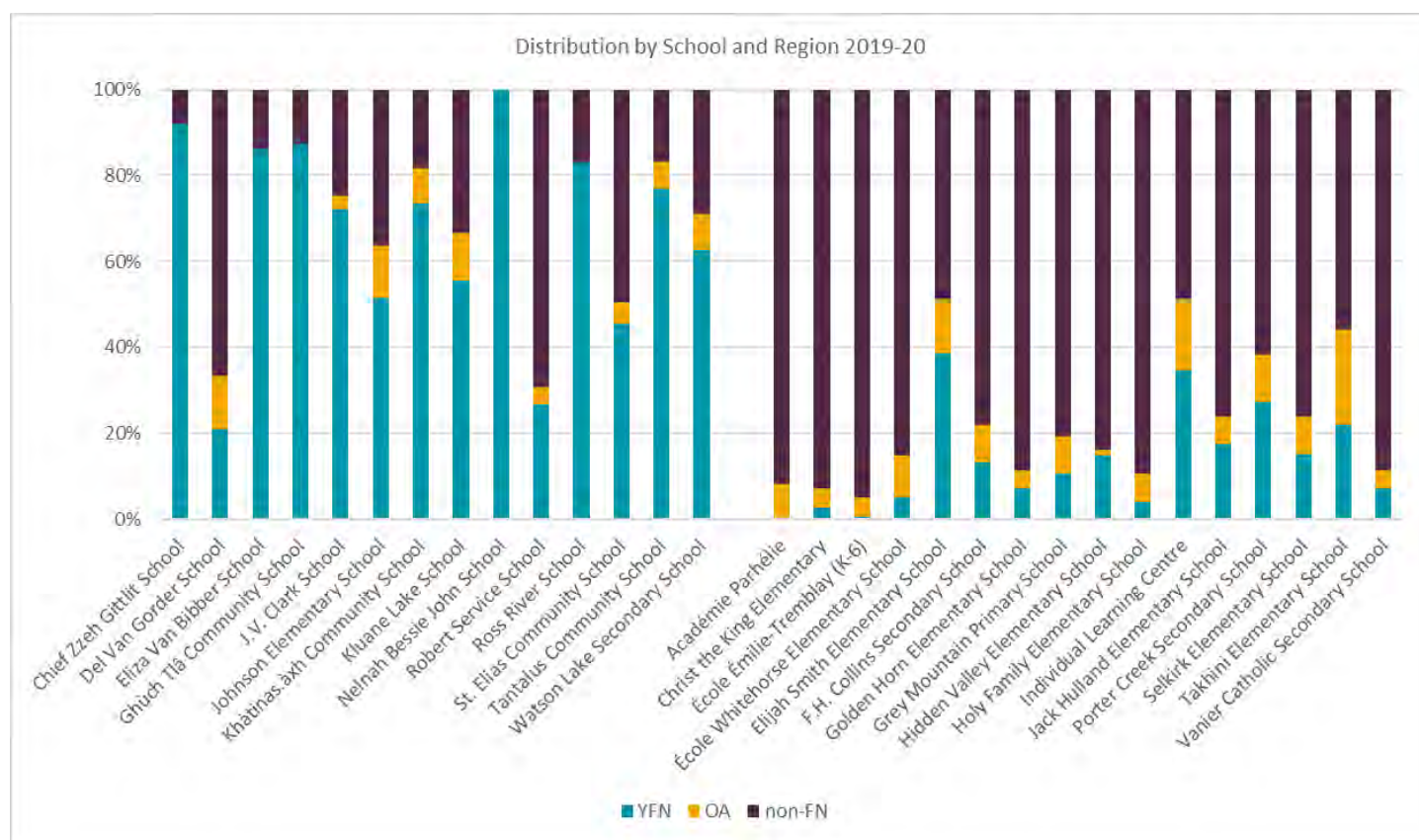
Figure 1.3.1 Student Distribution by Self-Identification and School 2019-20

1.4 Student Enrolment Counts by Self-Identification Yukon Wide over time
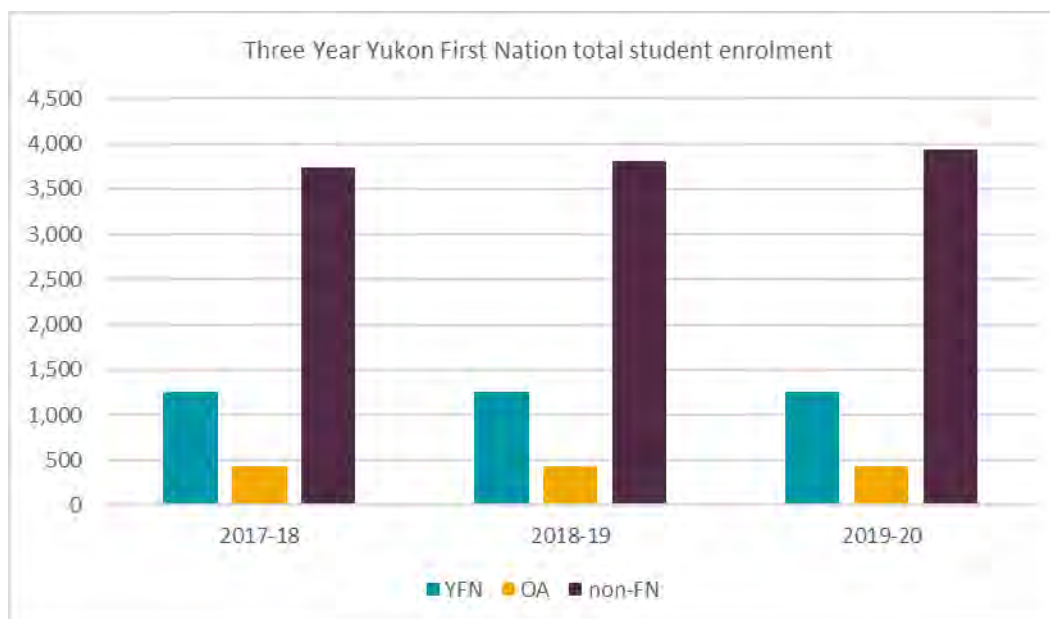
Figure 1.4.1 Student Enrolment Counts by Self-Identification Yukon Wide 2017-18 to 2019-20

	2017-18			2018-19			2019-20		
	YFN	OA	non-FN	YFN	OA	non-FN	YFN	OA	non-FN
Students	1,261	428	3,740	1,259	426	3,809	1,249	431	3,932
%	23%	8%	69%	23%	8%	69%	22%	8%	70%
Yukon	5,429			5,494			5,612		

1.5 Student Enrolment Counts by Yukon First Nation for Regions and Yukon Wide 2019-20

First Nation Name	Yukon
Carcross/Tagish First Nation	108
Champagne and Aishihik First Nations	161
First Nation of Na-Cho Nyäk Dun	64
Kluane First Nation	28
Kwanlin Dün First Nation	123
Liard First Nation	137
Little Salmon/Carmacks First Nation	116
Ross River Dena Council	93
Selkirk First Nation	101
Ta'an Kwäch'än Council	42
Teslin Tlingit Council	79
Tr'ondëk Hwëch'in	86
Vuntut Gwitchin First Nation	97
White River First Nation	14
Total	**1,249**
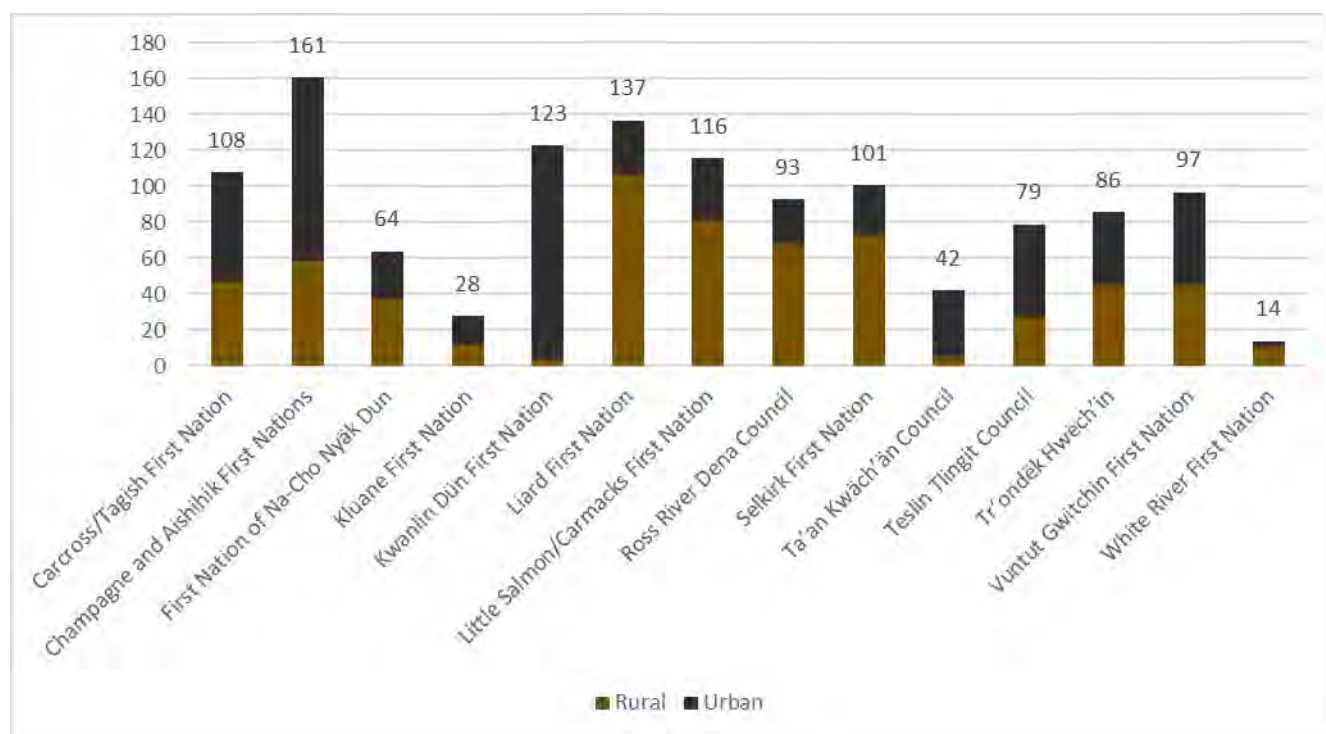
Figure 1.5.1 Student Enrolment Counts for 2019-20 by Yukon First Nation Yukon Wide
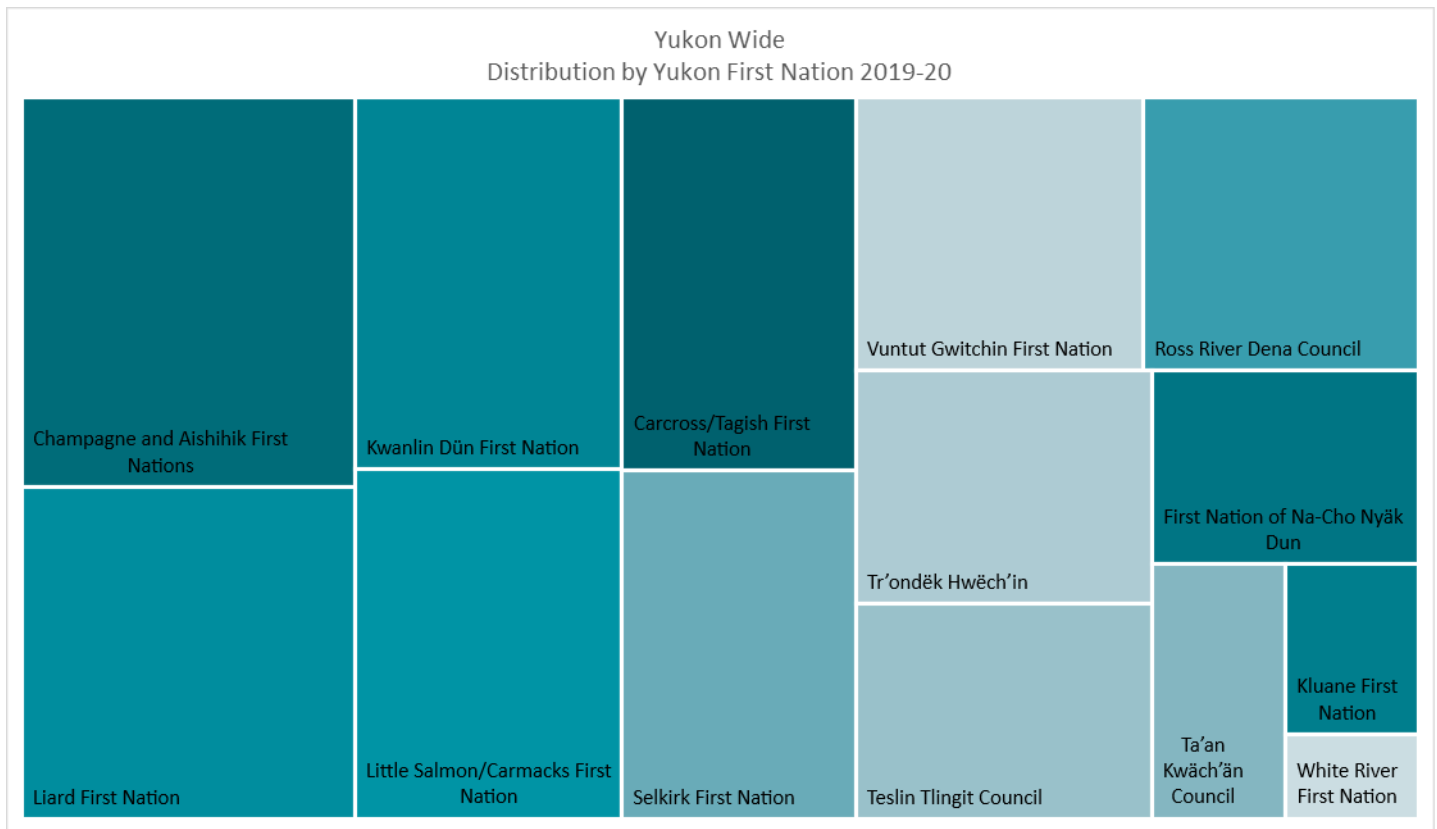
Figure 1.5.2 Yukon Wide Distribution by Yukon First Nation 2019-20
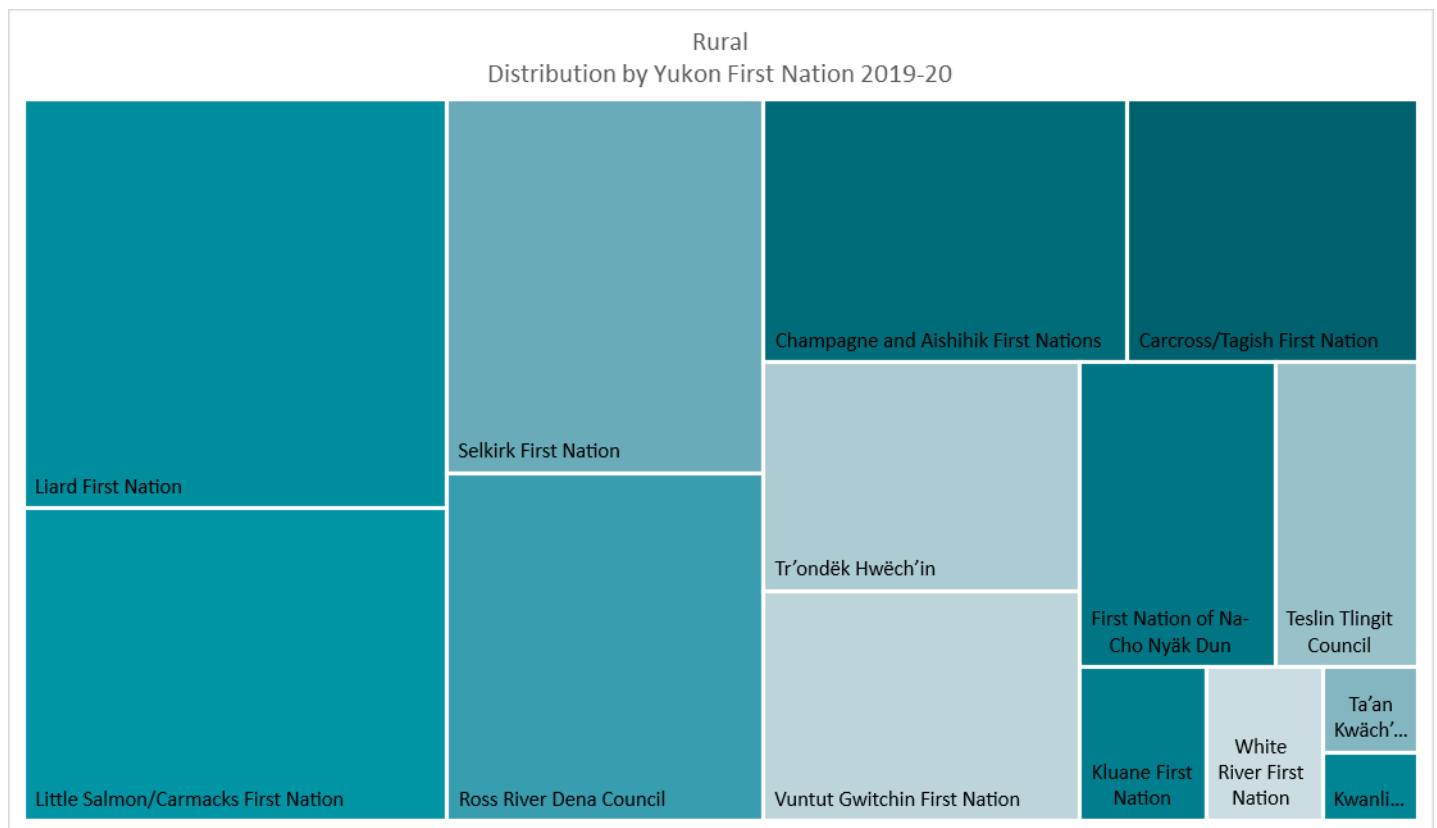
Figure 1.5.3 Rural Distribution by Yukon First Nation 2019-20
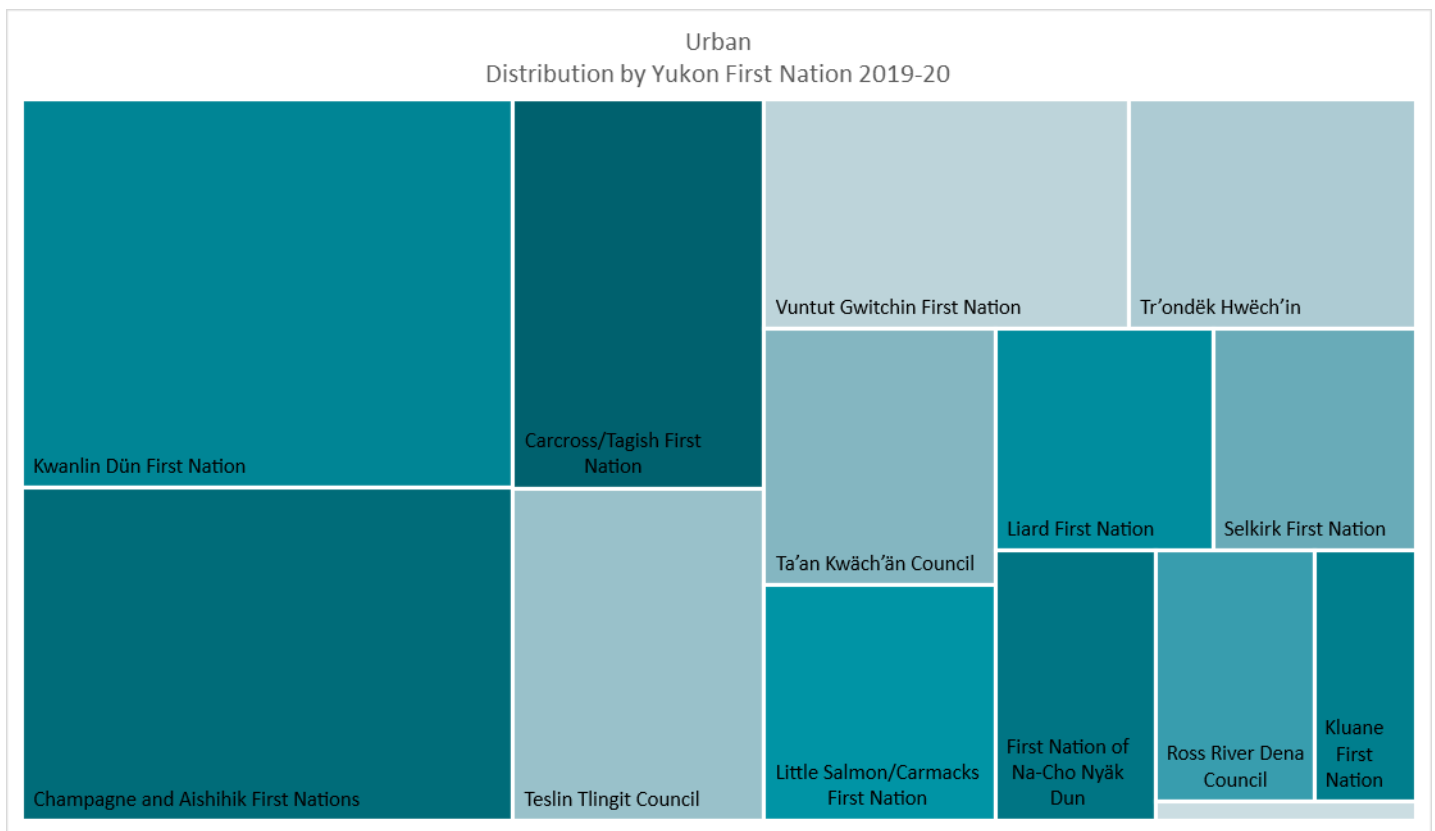
Figure 1.5.4 Urban Distribution by Yukon First Nation 2019-20

1.6 Yukon First Nation Student Enrolment Counts by Region over time
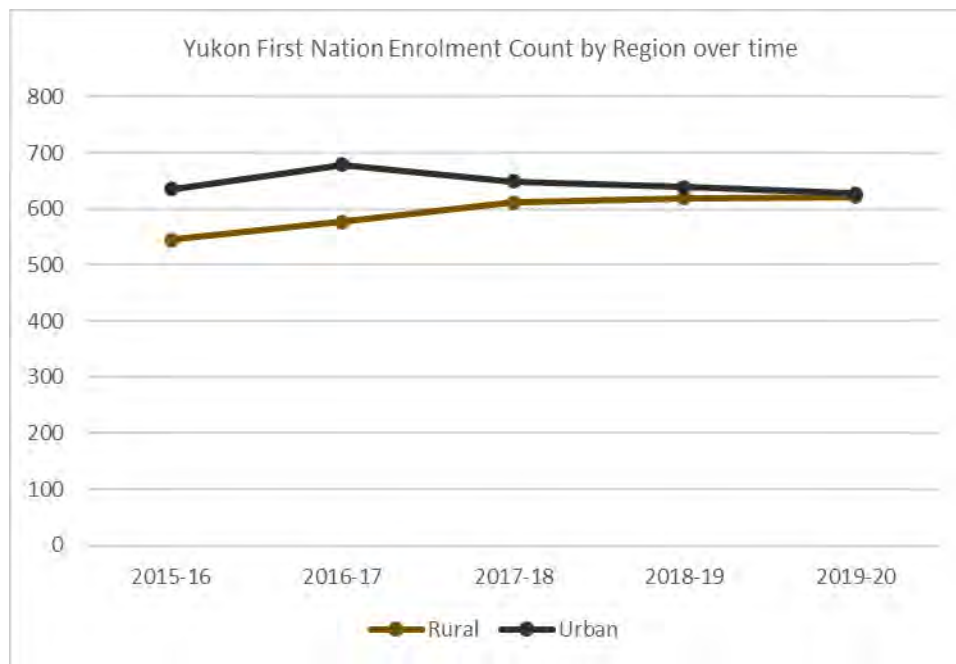
Figure 1.6.1 Yukon First Nation Enrolment Counts by Region over time

	2015-16	2016-17	2017-18	2018-19	2019-20
Rural	545	577	612	620	622
Urban	635	679	649	639	627
Yukon	**1,180**	**1,256**	**1,261**	**1,259**	**1,249**
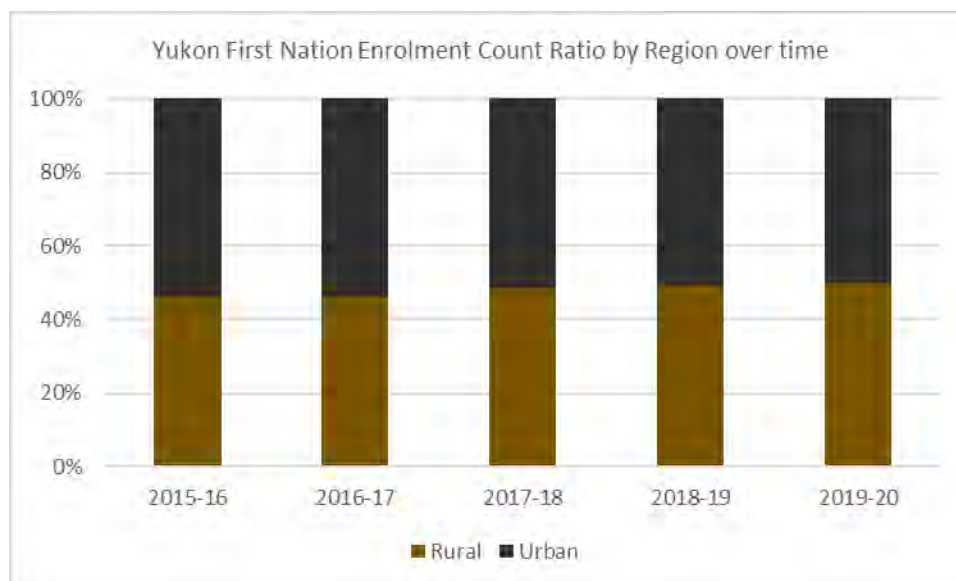
Figure 1.6.2 Yukon First Nation Enrolment Count Ratio by Region over time

1.7   Yukon First Nation Enrolment Counts by First Nation and School 2019-20

This data table was removed due to small numbers.

2　Individual Education Plan Counts

The Individual Education Plan (IEP) is a documented learning plan that outlines the individualized educational program for a student as determined by a school-based team. It is developed through a collaborative team effort involving the student, parents, teachers, school administration and resource personnel from within the school and from Student Support Services. The team develops goals based on a student's current needs and skills and writes the plan for the school year in the IEP. An IEP is an ongoing working document that is used in inclusive classrooms on a daily basis. The IEP is to be reviewed three times a year with parents.

Please note that the number of IEPs varies from year to year. IEPs may be modified as the needs of a student change, or the plan may be discontinued as the goals of the IEP are reached.

2.1　Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20
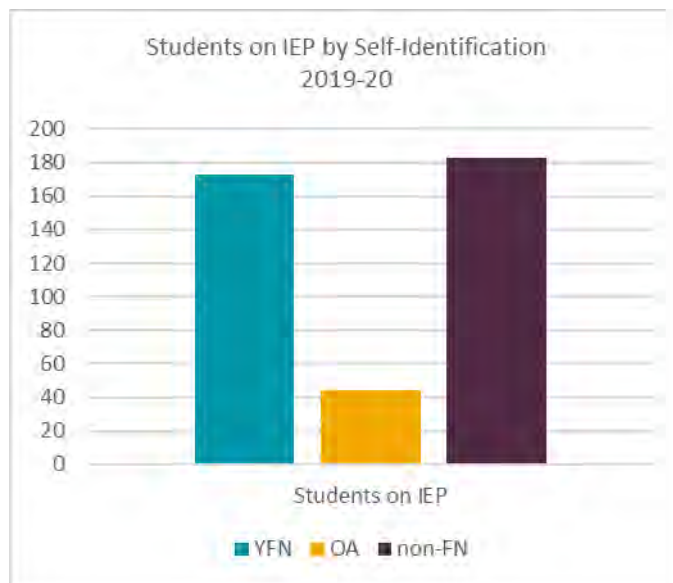
Figure 2.1.1 Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20
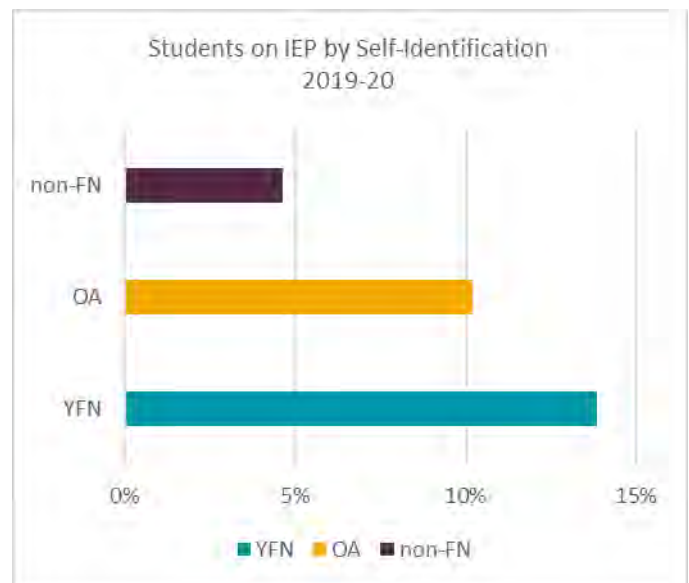
Figure 2.1.2 Individual Education Plan Counts by Self-Identification Yukon Wide 2019-20 (by ratio)

	Students Enrolled	Students on IEP	Students on IEP %
YFN	1,249	173	14%
OA	431	44	10%
non-FN	3,932	183	5%
Yukon	5,612	400	7%

2.2   Individual Education Plan Counts by Self-Identification Yukon Wide over time
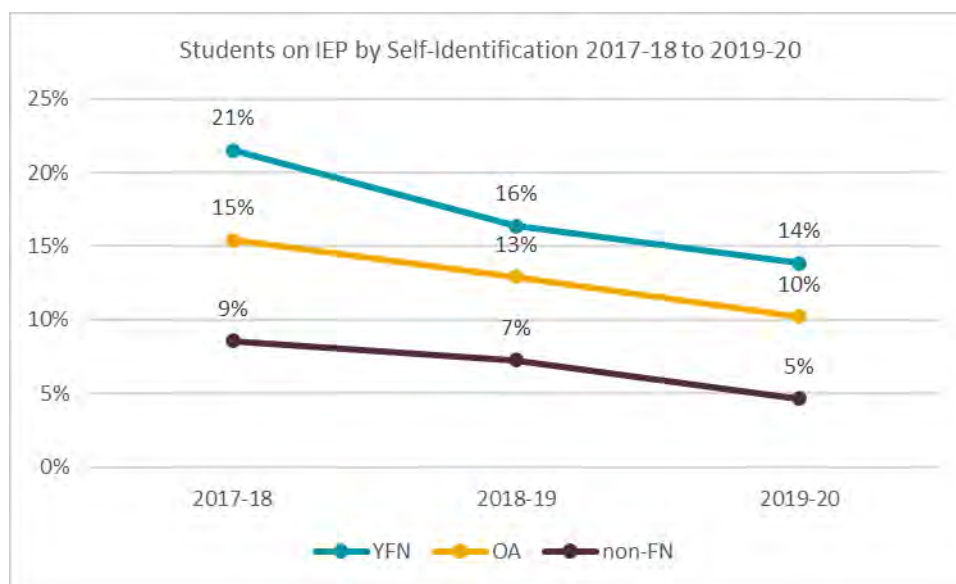
Figure 2.2.1 Individual Education Plan Counts by Self-Identification 2017-18 to 2019-20

3　Absenteeism

COVID-19

Note, for school year 2019-20, due to COVID-19 the data date-stamp was March 17th, 2020. Attendance data after March 17th was very inconsistent and thus excluded.

Absent days are defined as school days missed by students enrolled at Yukon public schools for that school year. Partial days are estimated and appropriately summed into the count, as per the Yukon Education Student Attendance Policy (Appendix 'C' Aspen Yukon Daily Attendance Standards).
Absent days include all excused and unexcused absences but does not include absences from school related activities.
Absent days do not include days recorded for Early Learning or K4 Programs or at the Individual Learning Centre. Attendance captured at Wood Street Program is included in the urban area.

Absent days are either summarized by Attendance school (for Average Absent Days) or by Student (for Student Distribution by Number of Absent Days)

Attendance school

Attendance school is defined as the school students take courses at. At the secondary level enrolment and attendance school can differ for certain courses. Average absent days are reported and counted at the attendance school.

Enrolment school

Enrolment school is defined as the school a student is enrolled at (as of May 31st or the student's last know school). The distribution of students by number of absent days is determined by students grouped by "Enrolment" school.

Data Source

Aspen Student Information System and Performance and Analytics Absenteeism Module.

Date Stamp

Attendance data was analyzed from data date-stamped after the completion of the school year (~July 15th).
For 2019-20 attendance was analyzed from data date-stamped March 17, 2020.

3.1 Average Absent Days by Self-Identification for Regions and Yukon Wide over time

2017-18	YFN	OA	non-FN	Yukon
Rural	37.5	34.2	22.3	31.4
Urban	23.8	21.6	16.2	17.8
Yukon	**31.5**	**23.4**	**16.7**	**20.6**

2018-19	YFN	OA	non-FN	Yukon
Rural	36.0	37.2	24.0	31.5
Urban	25.9	23.1	16.6	18.5
Yukon	**32.0**	**25.0**	**17.2**	**21.2**

2019-20	YFN	OA	non-FN	Yukon
Rural	27.4	26.0	17.4	23.6
Urban	20.2	17.8	12.6	14.1
Yukon	**24.4**	**18.9**	**12.9**	**15.9**

Data only includes absent days up to March 17, 2020

3.2 Average Absent Days for KF and Grade 1 by Region 2019-20
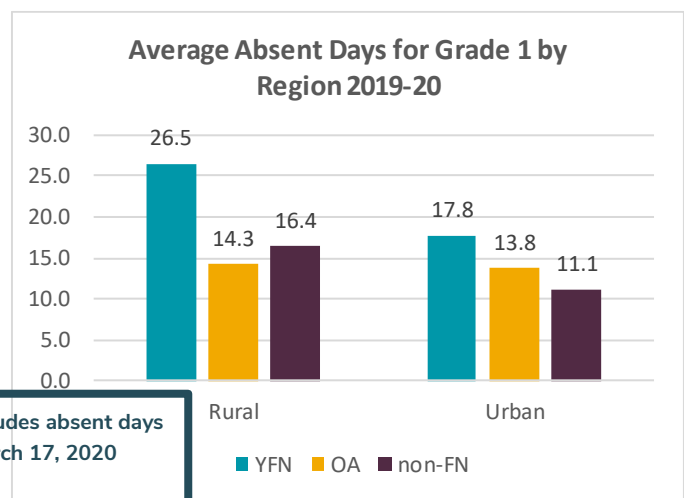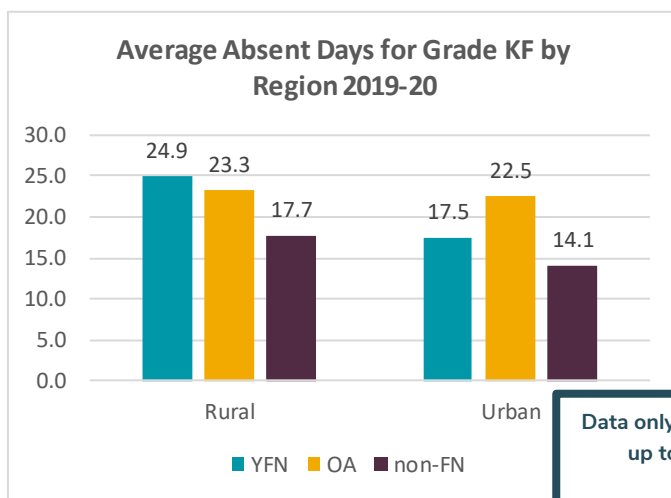
Figure 3.2.1 Average Absent Days for KF by Region 2019-20

Figure 3.2.2 Average Absent Days for Grade 1 by Region 2019-20

3.3   Average Absent Days by Grade, Self-Identification and Region 2019-20

> **Data only includes absent days up to March 17, 2020**

Grade	YFN Rural	YFN Urban	YFN Yukon	OA Rural	OA Urban	OA Yukon	non-FN Rural	non-FN Urban	non-FN Yukon	All Students Rural	All Students Urban	All Students Yukon
KF	24.9	17.5	22.1	23.3	22.5	21.3	17.7	14.1	14.5	21.0	14.7	15.9
1	26.5	17.8	23.2	14.3	13.8	13.4	16.4	11.1	11.5	21.8	12.1	14.0
2	19.1	18.7	19.9	12.9	12.9	12.9	20.6	11.4	12.0	19.5	12.2	13.5
3	28.2	17.4	22.8	25.9	15.2	17.3	17.5	11.1	11.5	24.2	12.4	14.5
4	20.8	14.0	18.3	41.2	23.8	27.6	19.7	10.5	11.6	22.1	12.2	14.5
5	24.3	18.0	21.0	16.9	13.9	14.3	17.0	11.1	11.6	20.5	12.4	13.9
6	22.5	12.5	18.6	25.7	22.0	22.6	17.4	11.7	11.9	21.0	12.7	14.4
7	24.6	21.6	23.1	24.6	19.7	20.2	13.3	11.9	11.7	21.0	13.8	14.7
8	25.7	25.5	25.6	24.8	15.1	15.9	15.6	12.0	12.3	22.6	14.4	15.9
9	32.8	26.0	30.3	22.9	17.3	18.8	15.6	13.3	13.7	25.7	15.5	18.0
10	37.0	26.9	33.2	40.2	22.3	24.0	13.7	13.9	13.8	28.6	16.8	19.3
11	35.2	23.1	28.7	51.5	22.3	24.9	21.0	16.9	16.8	31.6	18.5	20.5
12	36.0	18.5	28.8	16.3	13.7	14.2	20.9	15.5	15.9	30.3	15.8	18.9

3.4 Distribution of Students by total number of absent days by Self-Identification over time

2017-18	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	512	228	2,562	3,302	42%	55%	69%
20 to 39 days	363	122	904	1,389	30%	29%	24%
40 to 59 days	**175**	**44**	**163**	**382**	**14%**	**11%**	**4%**
60 to 79 days	**79**	**12**	**39**	**130**	**7%**	**3%**	**1%**
80 or more days	**83**	**11**	**25**	**119**	**7%**	**3%**	**1%**
Total	**1,212**	**417**	**3,693**	**5,322**			

2018-19	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days	504	228	2,634	3,366	41%	54%	70%
20 to 39 days	402	114	849	1,365	33%	27%	23%
40 to 59 days	**151**	**42**	**182**	**375**	**12%**	**10%**	**5%**
60 to 79 days	**86**	**23**	**49**	**158**	**7%**	**5%**	**1%**
80 or more days	**81**	**12**	**42**	**135**	**7%**	**3%**	**1%**
Total	**1,224**	**419**	**3,756**	**5,399**			

Data only includes absent days up to March 17, 2020

2019-20	YFN	OA	non-FN	Yukon	YFN	OA	non-FN
Less than 20 days					55%	67%	81%
20 to 39 days					27%	23%	16%
40 to 59 days		*Numbers have been removed due to small numbers.*			**10%**	**7%**	**3%**
60 to 79 days					**5%**	**3%**	**1%**
80 or more days					**3%**	**1%**	**0%**
Total							

4 Kindergarten Evaluations

4.1 Boehm Test of Basic Concepts 2019-20

COVID-19

Please note that due to COVID-19 and the associated measure of closing the schools there was no assessment for Spring 2020.

The Boehm Test of Basic Concepts Third Edition (Boehm-3) is a comprehensive assessment for Kindergarten students that contains 50 basic concepts.[1] The test can be used to identify students at risk for academic delays and to monitor progress. This test is administered twice a year: once in the fall, between October to November; and once in the spring, from April to May.

Form E is used for pre-testing in fall and form F is used for post-testing in spring. Scoring for both the fall and spring tests are equivalent. However, the classification scale differs between fall and spring.

Boehm Code	Boehm Observation	Boehm Form E (Fall)	Boehm Form F (Spring)
NC	No Concern	44 - 50	47 - 50
CI	Classroom Intervention	33 - 43	43 - 46
NI	Needs Investigation	1 - 32	1 - 42

Please note the increase in scale from fall to spring.

The classification for each student is determined using the appropriate form E/F scale.

All students are tested in fall and in spring.

Students who were not tested are marked as "Unknown" and are excluded from this report.

Data Source
Performance and Analytics Boehm Module.

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[1] https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Boehm-Test-of-Basic-Concepts-%7C-Third-Edition/p/100000188.html?tab=product-details

Figure 4.1.1 Boehm Student Counts by Category and Self-Identification Fall 2019-20 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN	18%	47%	35%	68	26%	10%	22%
OA	7%	71%	21%	14	21%	7%	14%
non-FN	45%	40%	16%	348	10%	3%	9%
Yukon	**39%**	**42%**	**19%**	430	13%	4%	12%

Boehm Results by Self-Identification Spring 2019-20

Spring Results not available due to COVID-19 related school closures.

■ No Concern   ■ Classroom Intervention   ■ Needs investigation
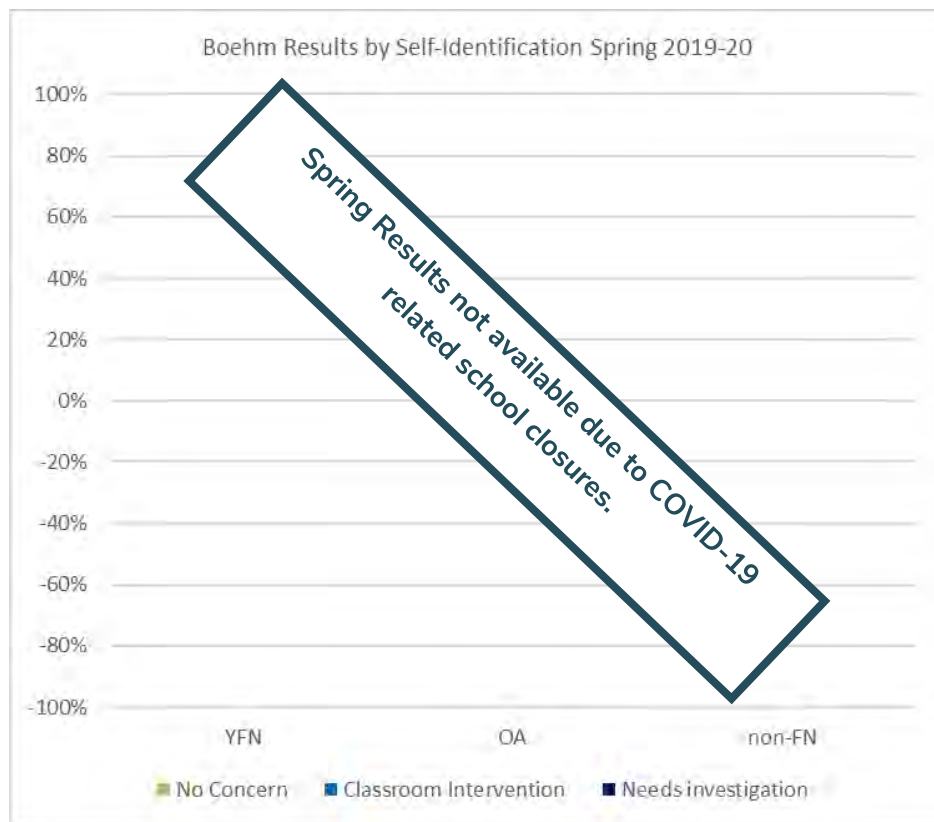
Figure 4.1.2 Boehm Student Counts by Category and Self-Identification Spring 2019-20 (by ratio)

	No Concern	Classroom Intervention	Needs investigation	Yukon	Speech Referral	Language Referral	Child Development Centre
YFN							
OA			Spring Results not available due to COVID-19 related school closures.				
non-FN							
Yukon							

4.2 Early Years Evaluation – Teacher Assessment

COVID-19

Please note that due to COVID-19 and the associated measure of closing the schools, there was no assessment for Spring 2020.

The Early Years Evaluation – Teacher Assessment (EYE-TA) provides a systematic framework that teachers can use to structure their frequent observations and informal assessments. The skills assessed by the EYE-TA are instructionally relevant and are a snapshot of the students at that time. The EYE-TA assesses the following five aspects of early child development that are closely related to school preparedness and emergent literacy skills:

- **Awareness of Self and Environment -** a child's understanding of the world and their ability to make connections with home and community experiences.
- **Social Skills and Approaches to Learning -** a child's attentiveness during classroom activities and their ability to interact with peers while respecting the classroom rules.
- **Cognitive Skills -** a child's basic math and pre-reading skills and their ability to solve problems.
- **Language and Communication -** a child's understanding of spoken language and their ability to express thoughts and feelings.
- **Physical Development:**
  > **Fine motor -** a child's ability to perform small movements that require hand-eye coordination.
  > **Gross motor -** a child's ability to perform large movements that involve arms, legs, and body.

Please see website for more information.[2]

EYE-TA results are depicted using three tiers:

Tier 1	Can achieve the tasks in the developmental area
Tier 2	experiencing some difficulty
Tier 3	experiencing significant difficulty

Students who did not complete enough tasks in a developmental area are identified as "not complete".

Depending on their Fall results, students may be re-tested in Spring. For comparative purposes those students not assessed in Spring had their Fall results used.

Data Source
EYE-TA Test system and Performance and Analytics EYE-TA Module.

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[2] https://www.earlyyearsevaluation.com/index.php/en/products/eye-ta

4.2.1   EYE 2019-20 – Yukon Wide

Fall

Spring

Spring Results not available due to COVID-19 related school closures.
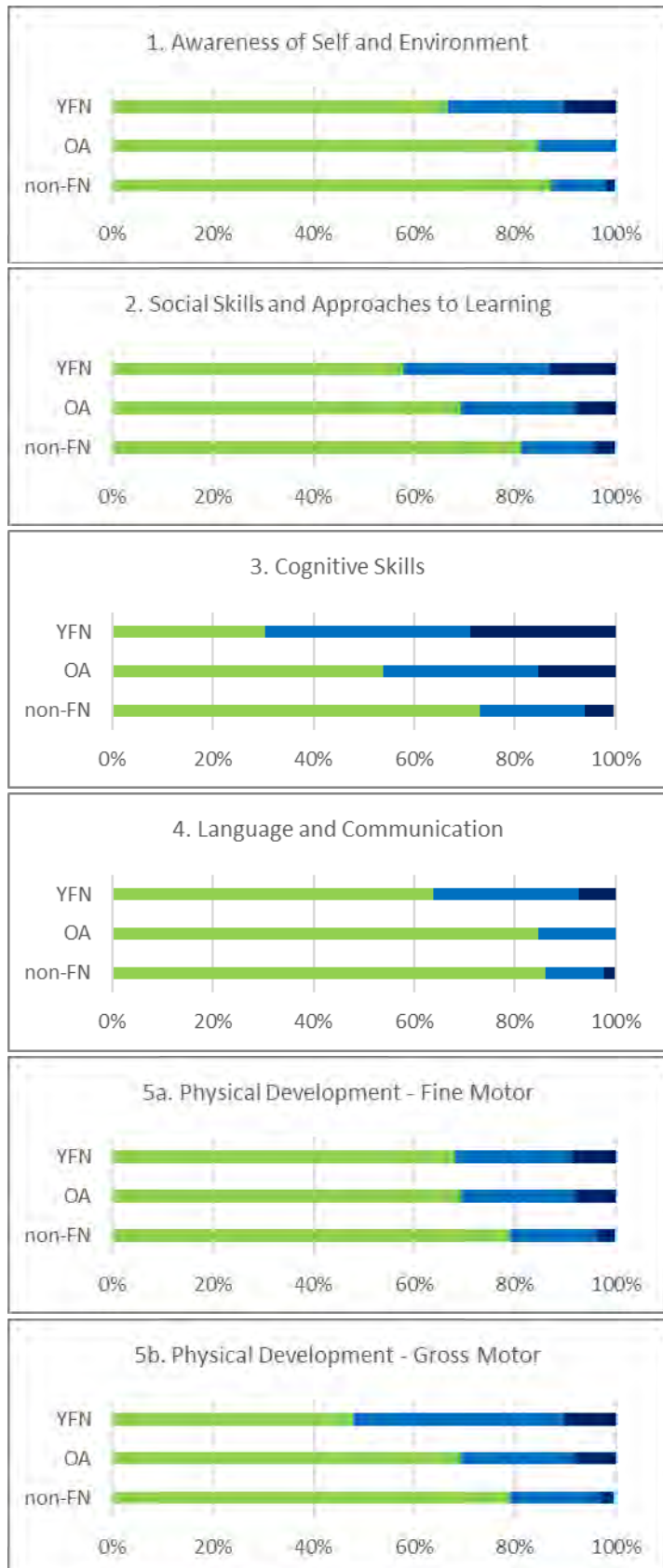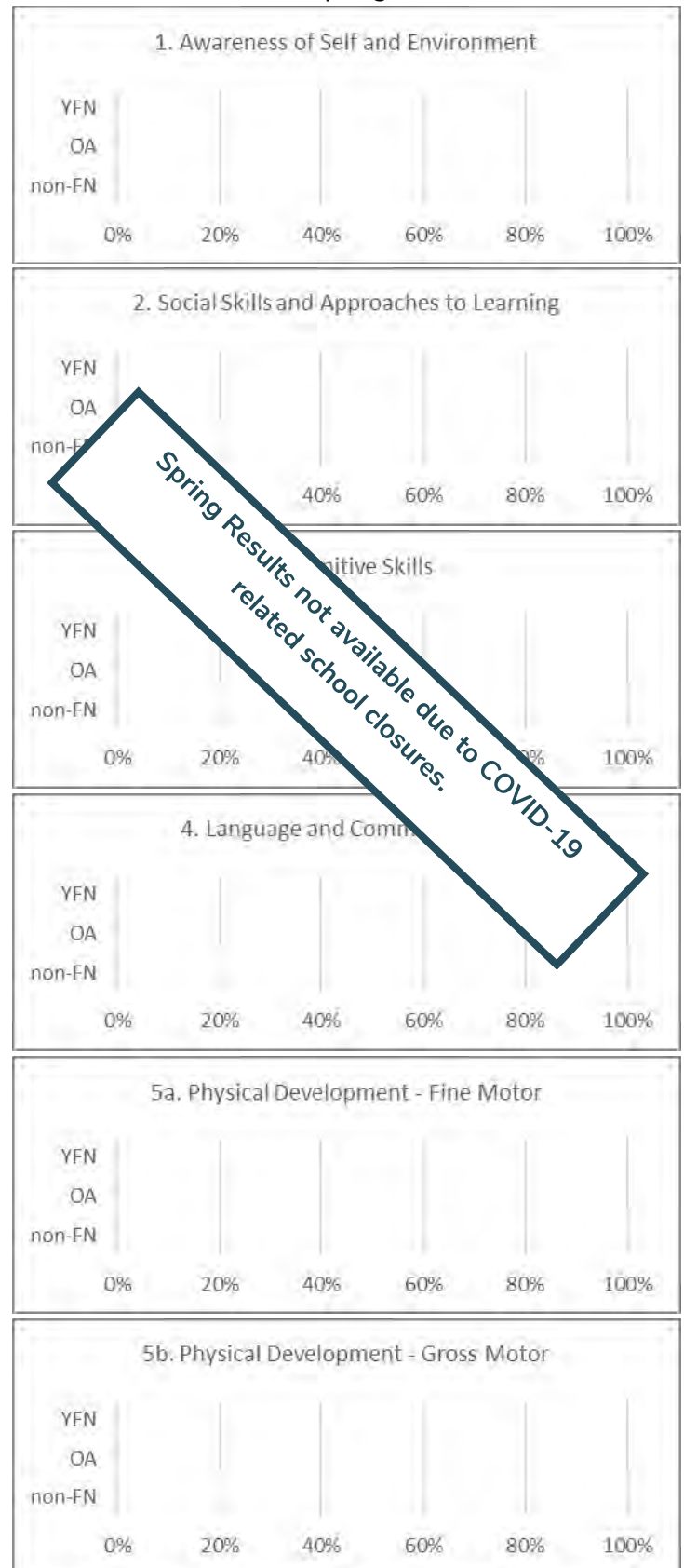
Figure 4.2.1 Early Years Evaluation 2019-20 - Yukon Wide

v.1.12

Fall 2019 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	67%	23%	10%	0%
	OA	85%	15%	0%	0%
	non-FN	87%	11%	2%	0%
2. Social Skills and Approaches to Learning	YFN	58%	29%	13%	0%
	OA	69%	23%	8%	0%
	non-FN	81%	15%	4%	0%
3. Cognitive Skills	YFN	30%	41%	29%	0%
	OA	54%	31%	15%	0%
	non-FN	73%	21%	6%	1%
4. Language and Communication	YFN	64%	29%	7%	0%
	OA	85%	15%	0%	0%
	non-FN	86%	12%	2%	0%
5a. Physical Development - Fine Motor	YFN	68%	23%	9%	0%
	OA	69%	23%	8%	0%
	non-FN	79%	18%	3%	0%
5b. Physical Development - Gross Motor	YFN	48%	42%	10%	0%
	OA	69%	23%	8%	0%
	non-FN	79%	18%	3%	1%

Spring 2020 Yukon		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19 related school closures.

4.2.2   EYE 2019-20 - Rural

Can achieve the tasks   Experiencing significant difficulty

Experiencing some difficulty   not complete

Fall

1. Awareness of Self and Environment

2. Social Skills and Approaches to Learning

3. Cognitive Skills

4. Language and Communication

5a. Physical Development - Fine Motor

5b. Physical Development - Gross Motor

Spring

1. Awareness of Self and Environment

2. Social Skills and Approaches to Learning

3. Cognitive Skills

4. Language and Communication

5a. Physical Development - Fine Motor

5b. Physical Development - Gross Motor

Spring Results not available due to COVID-19 related school closures.

Figure 4.2.2 Early Years Evaluation 2019-20 – Rural

Fall 2019 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	50%	36%	14%	0%
	OA	100%	0%	0%	0%
	non-FN	84%	9%	5%	2%
2. Social Skills and Approaches to Learning	YFN	64%	28%	8%	0%
	OA	100%	0%	0%	0%
	non-FN	74%	19%	5%	2%
3. Cognitive Skills	YFN	25%	33%	42%	0%
	OA	33%	67%	0%	0%
	non-FN	67%	19%	9%	5%
4. Language and Communication	YFN	50%	42%	8%	0%
	OA	100%	0%	0%	0%
	non-FN	81%	14%	2%	2%
5a. Physical Development - Fine Motor	YFN	61%	31%	8%	0%
	OA	67%	0%	33%	0%
	non-FN	70%	21%	7%	2%
5b. Physical Development - Gross Motor	YFN	42%	44%	14%	0%
	OA	33%	67%	0%	0%
	non-FN	81%	14%	2%	2%

Spring 2020 Rural		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19 related school closures.

4.2.3　EYE 2019-20 - Urban

Legend:
- Can achieve the tasks
- Experiencing some difficulty
- Experiencing significant difficulty
- not complete

Fall

1. Awareness of Self and Environment (YFN, OA, non-FN)

2. Social Skills and Approaches to Learning (YFN, OA, non-FN)

3. Cognitive Skills (YFN, OA, non-FN)

4. Language and Communication (YFN, OA, non-FN)

5a. Physical Development – Fine Motor (YFN, OA, non-FN)

5b. Physical Development - Gross Motor (YFN, OA, non-FN)

Spring

Spring Results not available due to COVID-19 related school closures.

Figure 4.2.3 Early Years Evaluation 2019-20 – Urban

Fall 2019 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN	85%	9%	6%	0%
	OA	80%	20%	0%	0%
	non-FN	88%	11%	1%	0%
2. Social Skills and Approaches to Learning	YFN	52%	30%	18%	0%
	OA	60%	30%	10%	0%
	non-FN	82%	14%	4%	0%
3. Cognitive Skills	YFN	36%	48%	15%	0%
	OA	60%	20%	20%	0%
	non-FN	74%	21%	5%	0%
4. Language and Communication	YFN	79%	15%	6%	0%
	OA	80%	20%	0%	0%
	non-FN	87%	11%	2%	0%
5a. Physical Development - Fine Motor	YFN	76%	15%	9%	0%
	OA	70%	30%	0%	0%
	non-FN	80%	17%	3%	0%
5b. Physical Development - Gross Motor	YFN	55%	39%	6%	0%
	OA	80%	10%	10%	0%
	non-FN	79%	18%	3%	0%

Spring 2020 Urban		Can achieve the tasks	Experiencing some difficulty	Experiencing significant difficulty	not complete
1. Awareness of Self and Environment	YFN				
	OA				
	non-FN				
2. Social Skills and Approaches to Learning	YFN				
	OA				
	non-FN				
3. Cognitive Skills	YFN				
	OA				
	non-FN				
4. Language and Communication	YFN				
	OA				
	non-FN				
5a. Physical Development - Fine Motor	YFN				
	OA				
	non-FN				
5b. Physical Development - Gross Motor	YFN				
	OA				
	non-FN				

Spring Results not available due to COVID-19 related school closures.

5 Foundation Skills Assessment

The Foundation Skills Assessment (FSA) is an annual Yukon-wide assessment of all Yukon students grade 4 and 7. It assesses how well students are progressing in foundation skills of Reading, Writing, and Numeracy. The assessment is typically administered in October or November.

FSA scoring is as follows:

Extending (previously named Exceeding): Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

On Track (previously named Meeting): Students demonstrate a partial to complete understanding.

Emerging (previously named Not Yet Meeting): Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.

Unknown: Students did not participate or were exempt.

Data Source

B.C. Ministry of Education FSA datasets and Performance and Analytics Master Model

5.1   Foundation Skills Assessment Grade 4 by Test and Self-Identification 2019-20
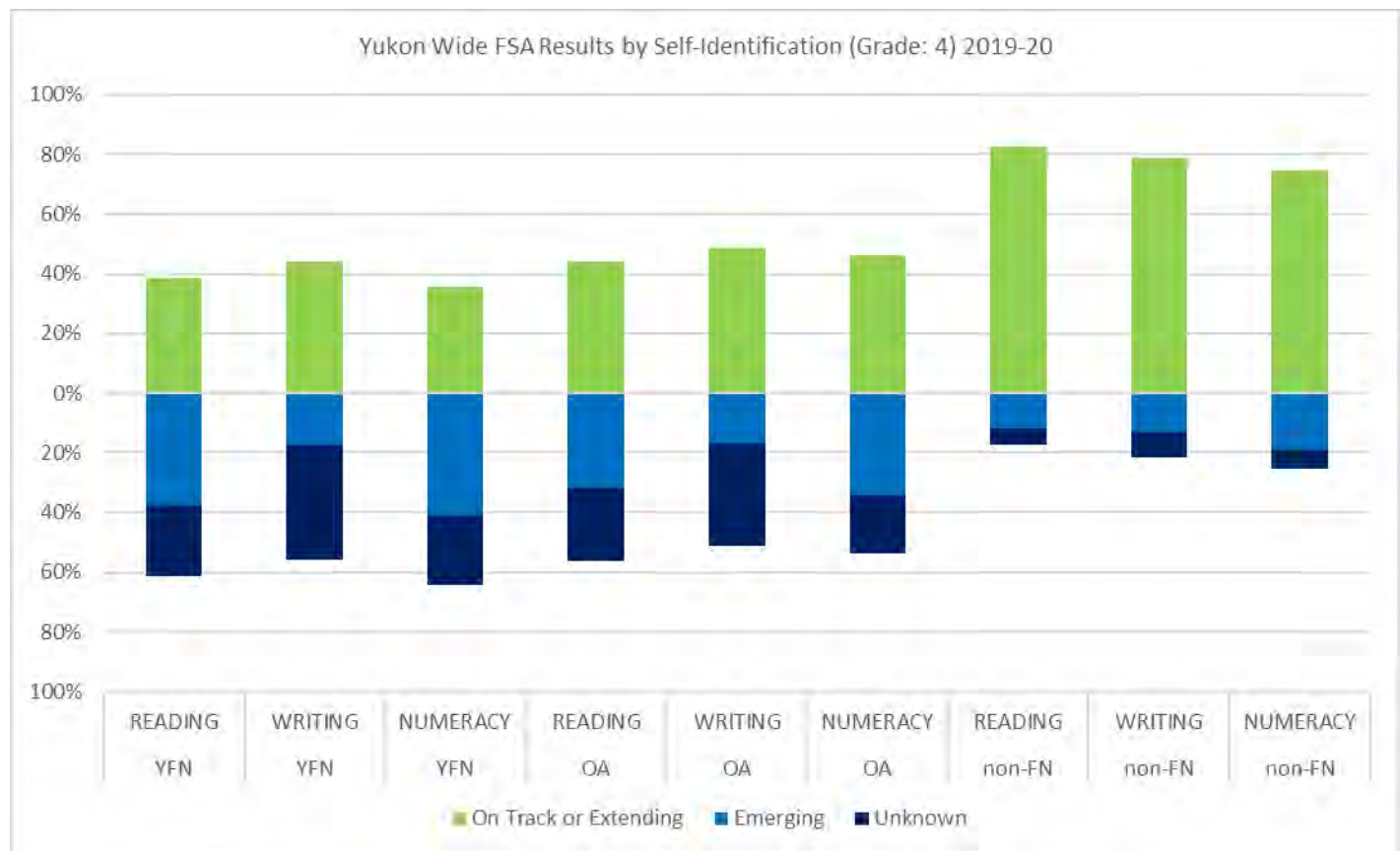
Figure 5.1.1 Foundation Skills Assessment Grade 4 by Test and Self-Identification Yukon Wide 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**
On Track or Extending	39%	44%	35%	44%	49%	46%	82%	79%	75%
Emerging	38%	17%	41%	32%	17%	34%	12%	13%	19%
Unknown	24%	39%	24%	24%	34%	20%	6%	8%	6%
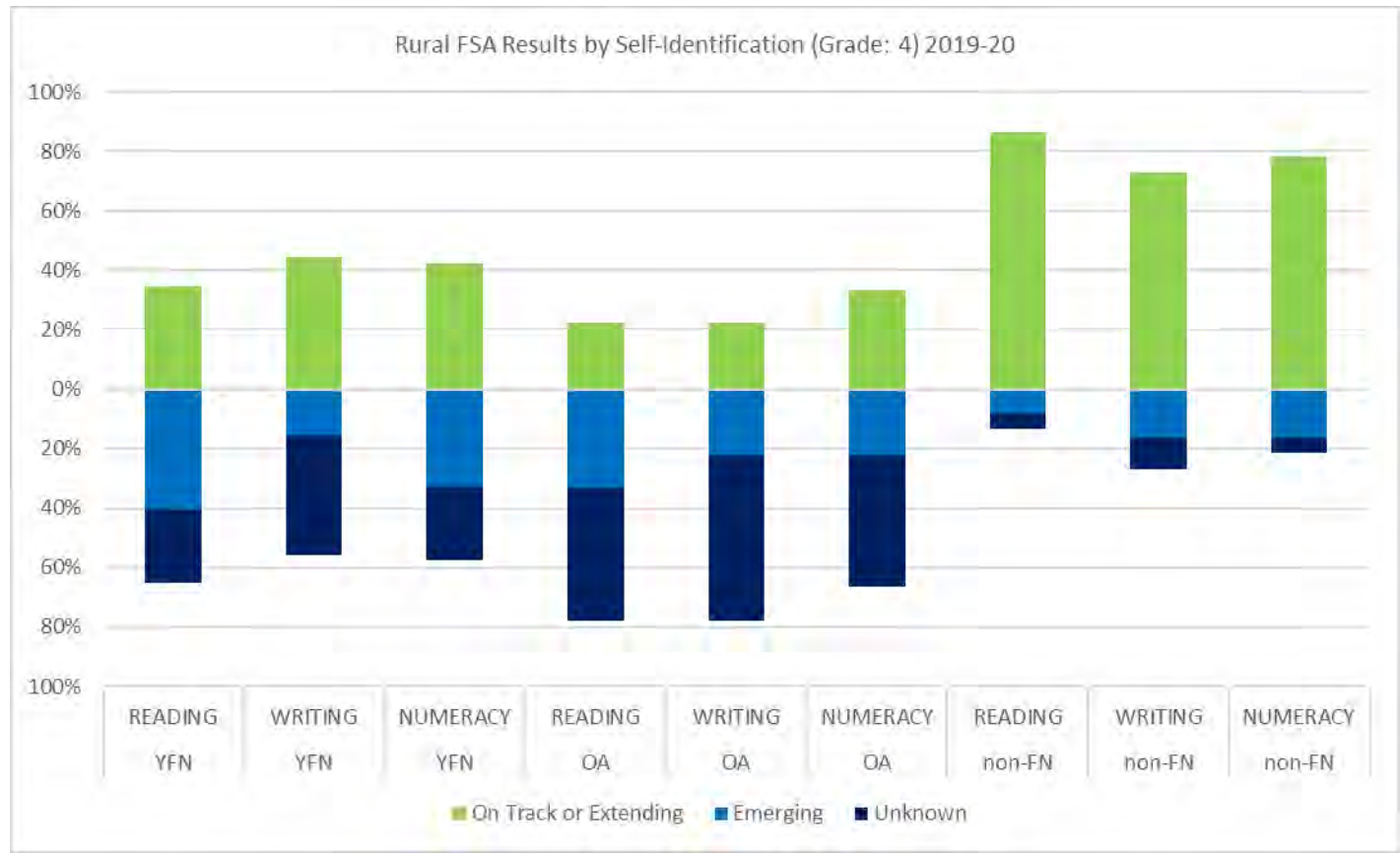
Figure 5.1.2 Foundation Skills Assessment Grade 4 by Test and Self-Identification Rural 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	35%	44%	42%	22%	22%	33%	86%	73%	78%
Emerging	40%	15%	33%	33%	22%	22%	8%	16%	16%
Unknown	25%	40%	25%	44%	56%	44%	5%	11%	5%
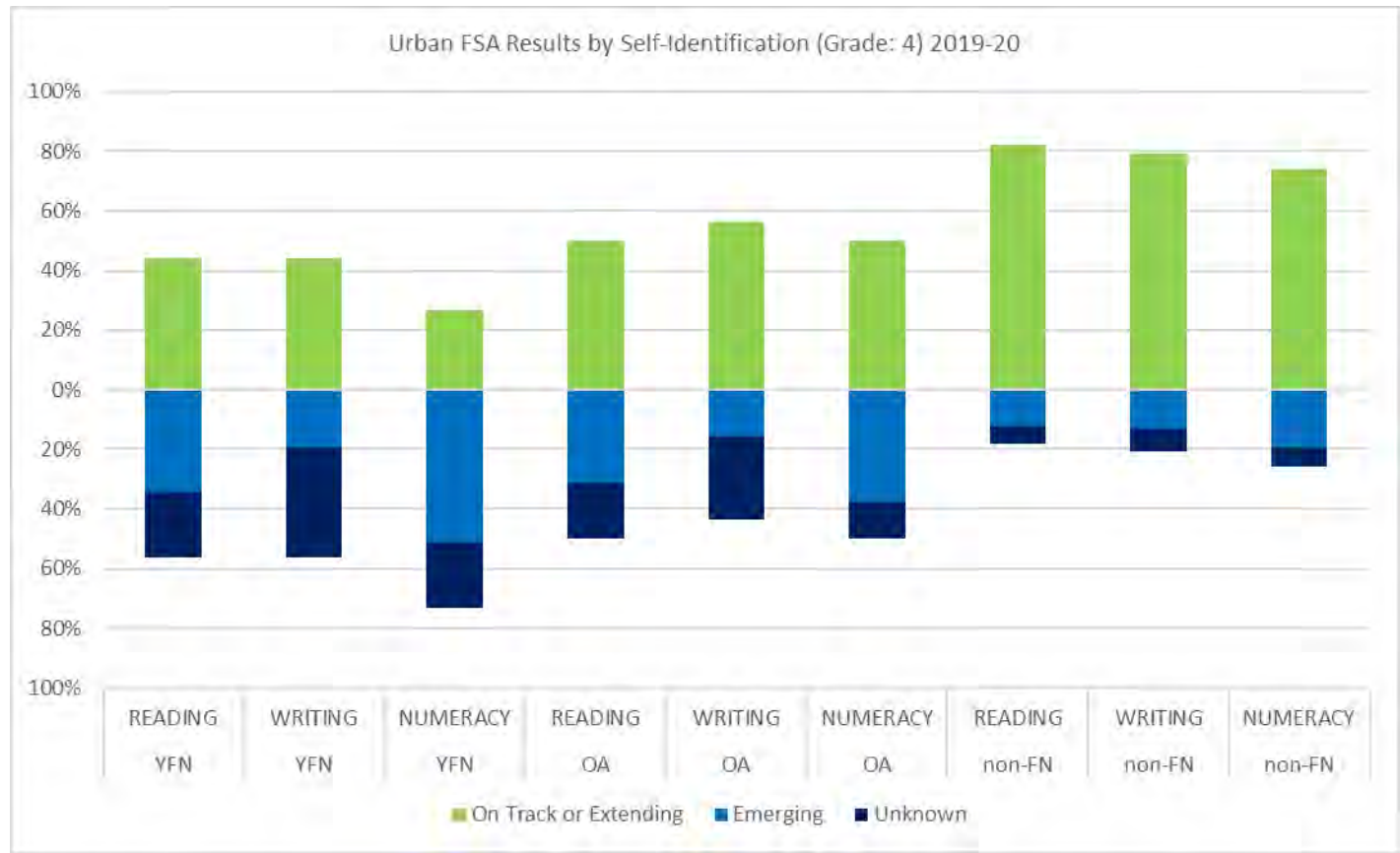
Figure 5.1.3 Foundation Skills Assessment Grade 4 by Test and Self-Identification Urban 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	44%	44%	27%	50%	56%	50%	82%	79%	74%
Emerging	34%	20%	51%	31%	16%	38%	12%	13%	20%
Unknown	22%	37%	22%	19%	28%	13%	6%	8%	6%

5.2   Foundation Skills Assessment Grade 7 by Test and Self-Identification 2019-20
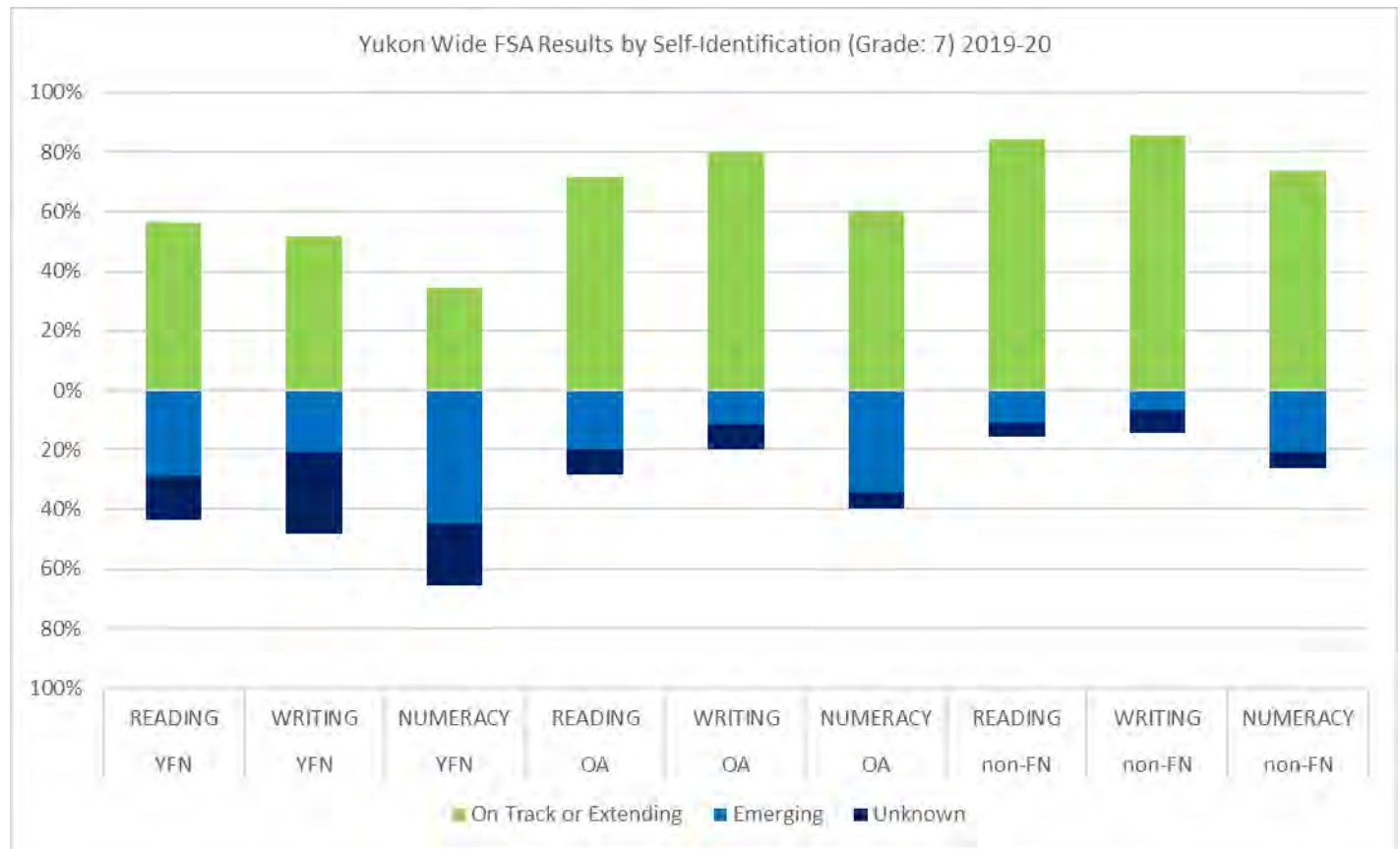
Figure 5.2.1 Foundation Skills Assessment Grade 7 by Test and Self-Identification Yukon Wide 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**
On Track or Extending	56%	52%	34%	71%	80%	60%	84%	86%	74%
Emerging	29%	21%	45%	20%	11%	34%	11%	7%	21%
Unknown	15%	28%	21%	9%	9%	6%	5%	8%	6%
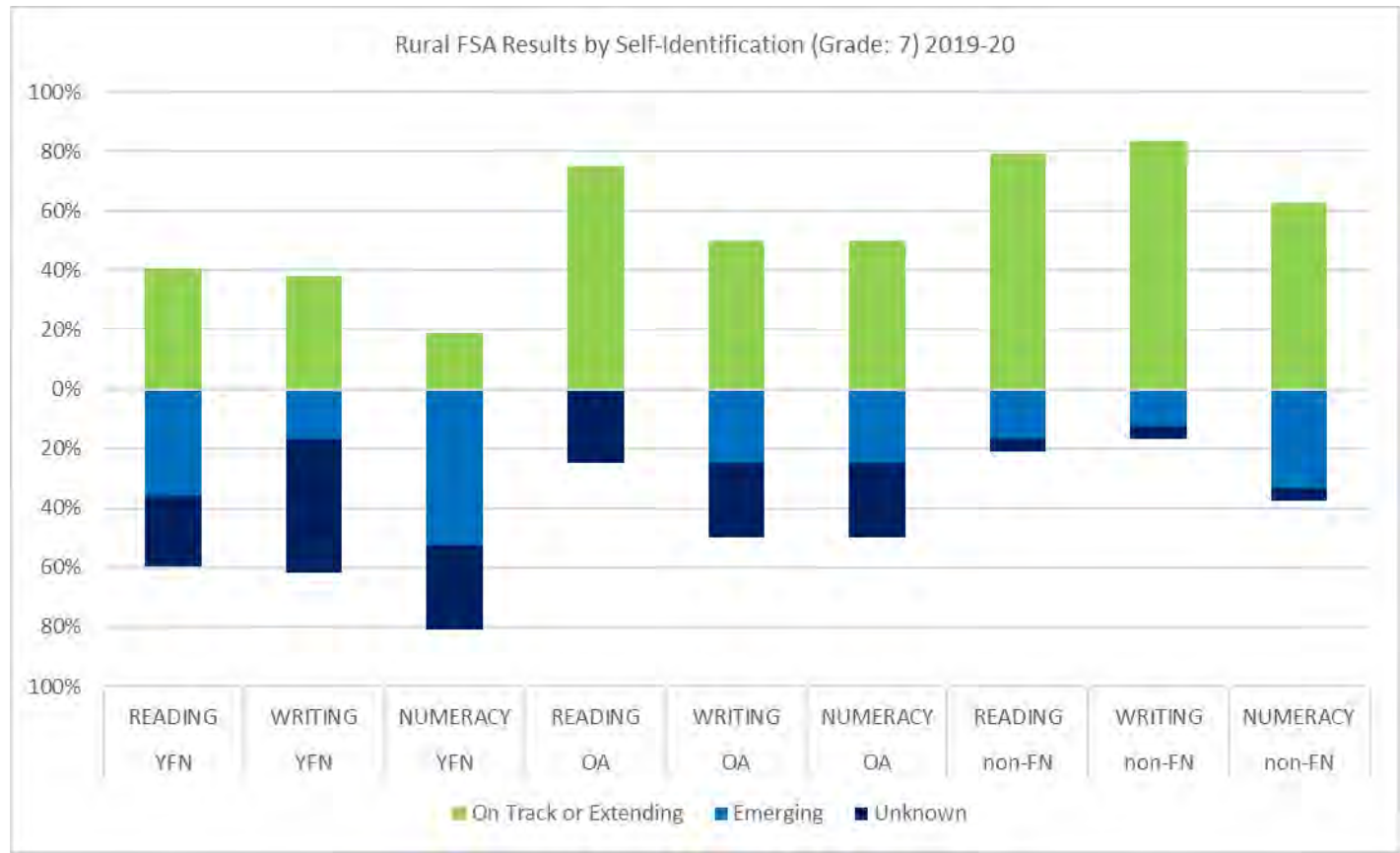
Figure 5.2.2 Foundation Skills Assessment Grade 7 by Test and Self-Identification Rural 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**	**READING**	**WRITING**	**NUMERACY**
On Track or Extending	40%	38%	19%	75%	50%	50%	79%	83%	63%
Emerging	36%	17%	52%	0%	25%	25%	17%	13%	33%
Unknown	24%	45%	29%	25%	25%	25%	4%	4%	4%
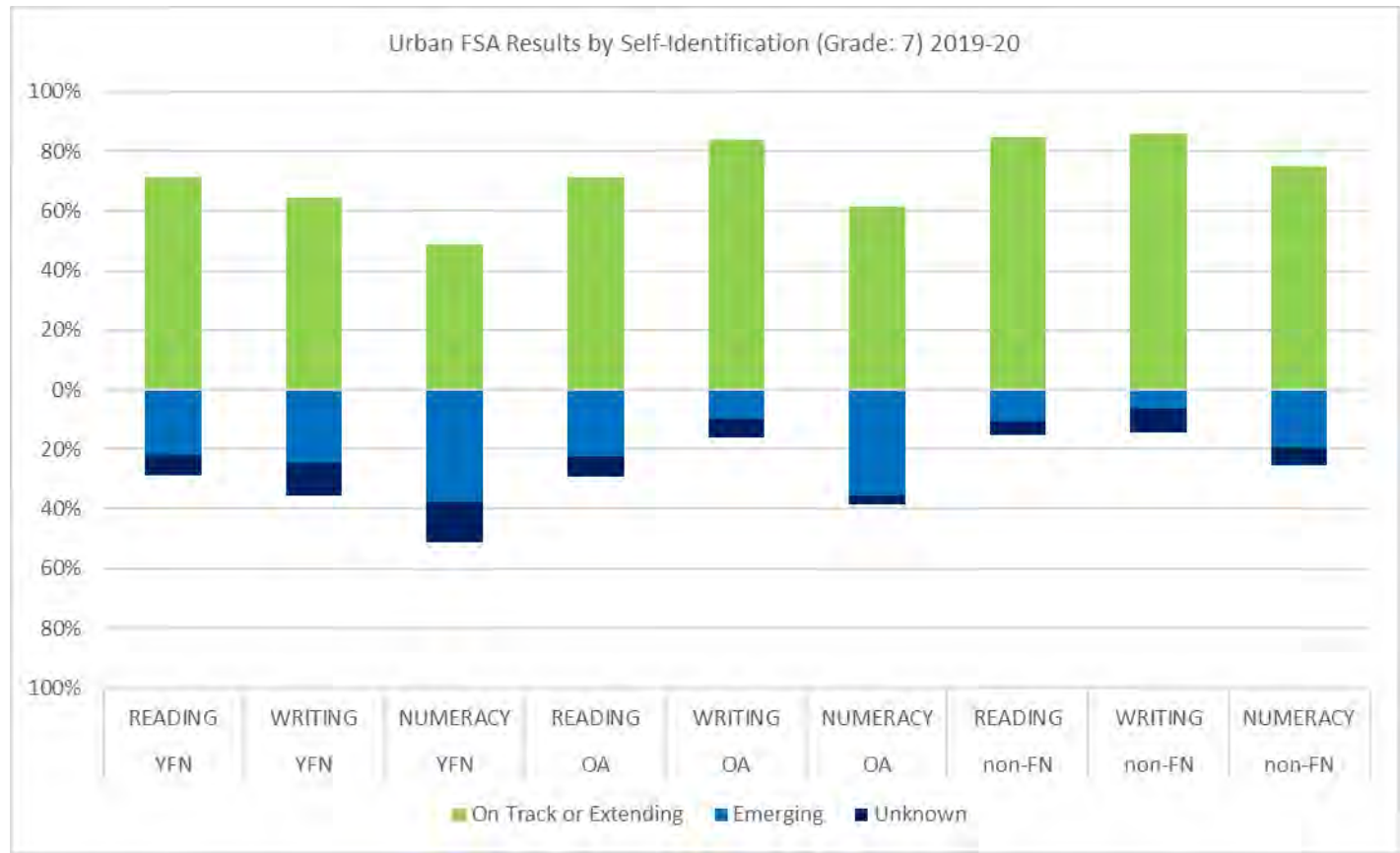
Figure 5.2.3 Foundation Skills Assessment Grade 7 by Test and Self-Identification Urban 2019-20

	YFN	YFN	YFN	OA	OA	OA	non-FN	non-FN	non-FN
	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY	READING	WRITING	NUMERACY
On Track or Extending	71%	64%	49%	71%	84%	61%	85%	86%	75%
Emerging	22%	24%	38%	23%	10%	35%	11%	6%	20%
Unknown	7%	11%	13%	6%	6%	3%	5%	8%	6%

6   Math 11 and English 12 Courses C+ or Better

Math 11 and English 12 courses are defined from [BC curriculum](#)[3]. Also, C+ or better is defined from [British Columbia Enhanced Student Learning Reporting](#)[4]. Please note that this analysis excludes French language courses and their equivalents and considers only courses taken at a Yukon school.

Please note this analysis includes a small margin of error because of students taking duplicates course in the same year (~less than 6 instances)

This analysis does not include students with marks such as:

- Withdraw

- Incomplete

- Blank or No Mark

6.1   Percentage of students who received a grade of C+ or better in Math 11 courses

	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	45%	42%	53%	61%	58%
OA	55%	71%	59%	60%	33%
non-FN	60%	69%	71%	64%	69%
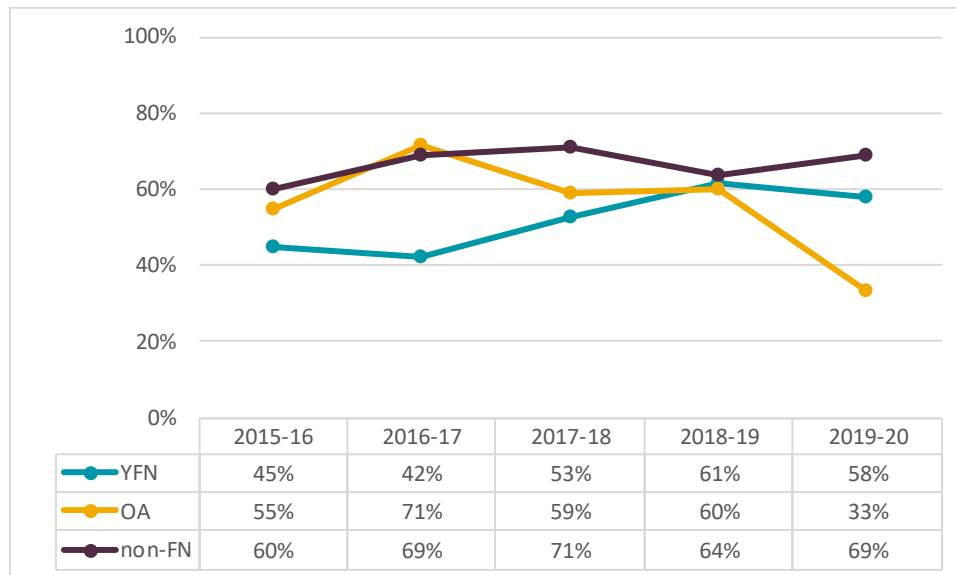
Figure 6.1.1 Percentage of students who received a grade of C+ or better in Math 11

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[3] https://curriculum.gov.bc.ca/

[4] https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law/school-act-ministerial-orders?keyword=PROVINCIAL&keyword=LETTER&keyword=GRADES&keyword=ORDER

6.1.1   Number of students who received a grade of C+ or better in Math 11 courses

This data table was removed due to small numbers.

6.2   Percentage of students who received a grade of C+ or better in English 12 courses

	2015-16	2016-17	2017-18	2018-19	2019-20
YFN	43%	64%	53%	58%	54%
OA	54%	63%	55%	80%	57%
non-FN	74%	75%	74%	81%	75%
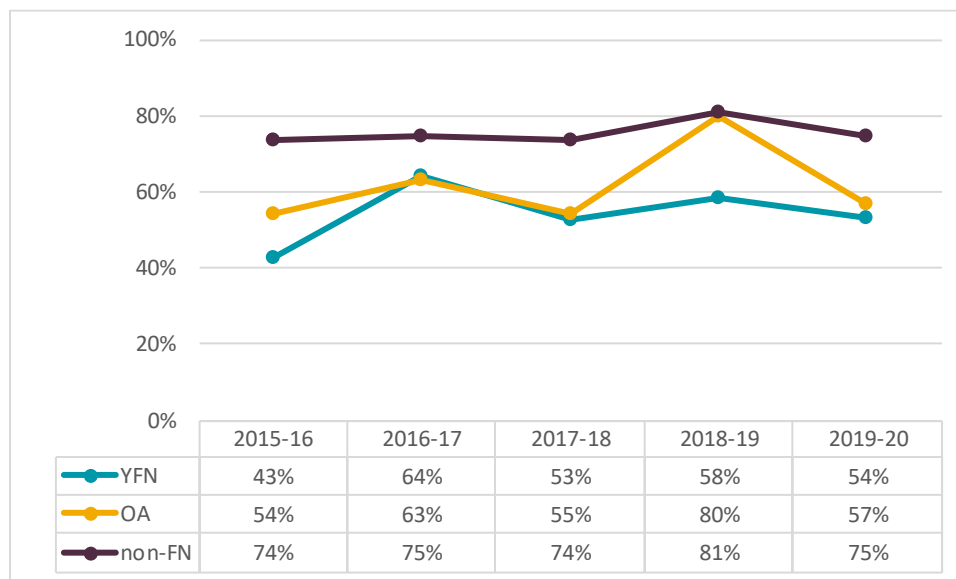
Figure 6.2.1 Percentage of students who received a grade of C+ or better in English 12

6.2.1   Number of students who received a grade of C+ or better in English 12 courses

This data table was removed due to small numbers.

7 Students in alternative learning settings

7.1   Individual Learning Centre and Aurora Virtual School
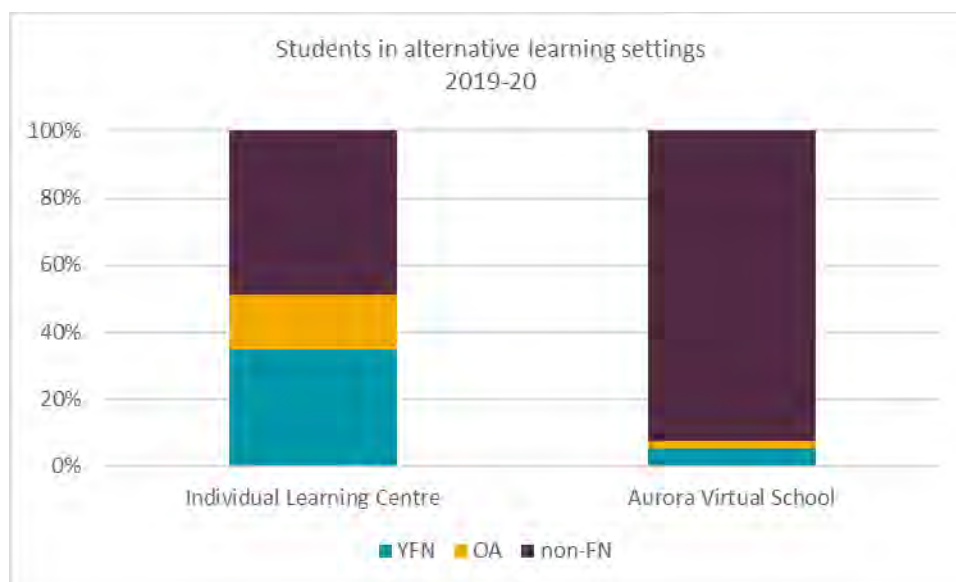
Figure 7.1.1 Students counts for ILC and AVS by Self-Identification 2019-20

	YFN	OA	non-FN
Individual Learning Centre	35%	17%	49%
Aurora Virtual School	5%	2%	92%

7.2 Wood Street Centre Programs

Students taking specific programs at Wood Street Centre. **Please note that the Spring semester did not take place as planned due to COVID-19.**
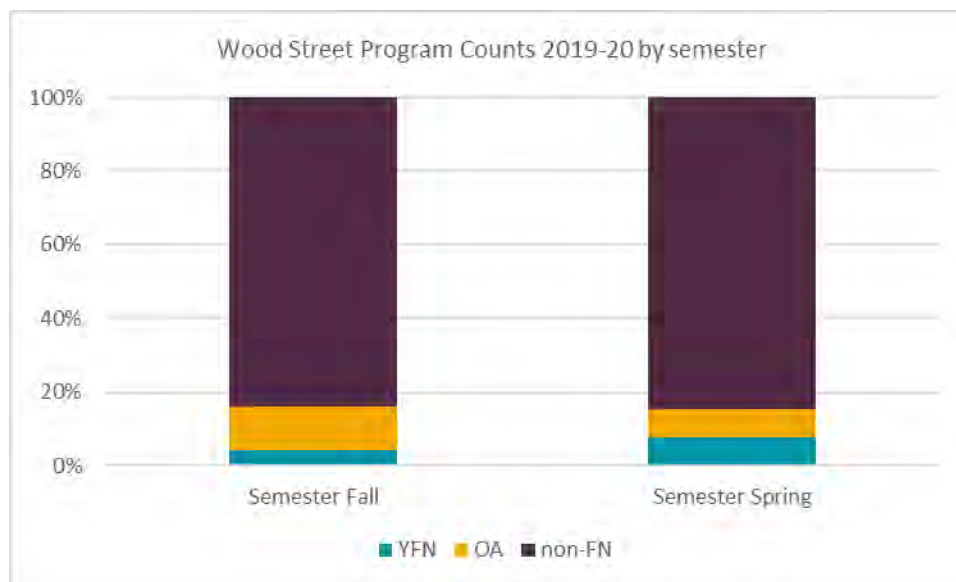
Figure 7.2.1 Wood Street Program Counts 2019-20 by semester

	Semester Fall	Semester Spring
YFN	4%	8%
OA	12%	8%
non-FN	84%	85%

8 Graduation Rate

Grade 12 Graduation Rate is the percentage of students who were active grade 12 fulltime / halftime in Dogwood and Adult graduation programs, enrolled at Yukon public schools, who successfully graduated. It does not include students on the School Completion Program (these programs include the Evergreen Certificate).

Dogwood Diploma

A Dogwood Diploma is British Columbia Ministry of Education's regular graduation certification awarded to students who successfully complete the provincial graduation requirements.

Data Source

Aspen Student Information System and Performance and Analytics Master Model

Date Stamp

Oct 15th was the data date stamp for students in consideration.

Graduation / Completion programs include:

Graduation Programs

- Dogwood Graduation Program
- Dogwood Adult Graduation Program

School Completion Programs

- School Completion Programs are provided to students on special programs or IEP where the Dogwood Graduation Program was not part of their education plan. It is reported separately from the Grade 12 Graduation Rate.

- *The Evergreen certificate metric in this report is an estimate from identifying students on special completion programs who are considered in grade 12 and have a completion status of affirmative.*

8.1   Grade 12 Dogwood and Adult Graduation Rate by Self-Identification 2019-20
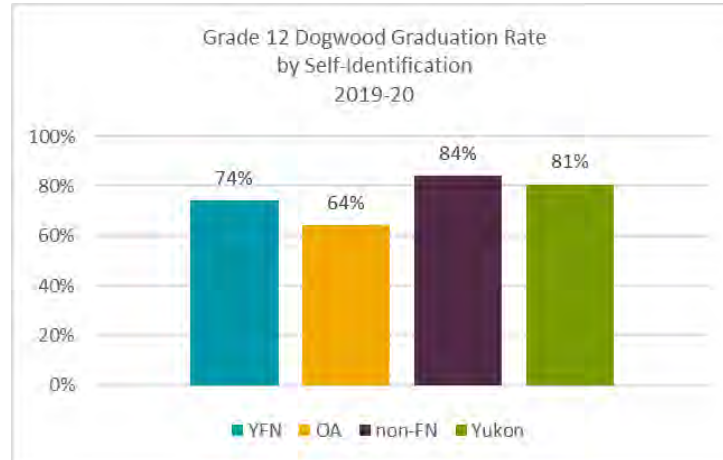
Figure 8.1.1 Grade 12 Dogwood Graduation Rate by Self-Identification 2019-20
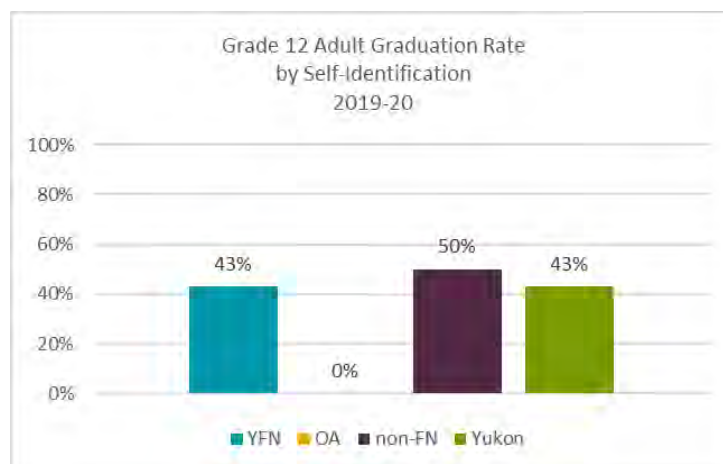
Figure 8.1.2 Grade 12 Adult Graduation Rate by Self-Identification 2019-20

8.2 Grade 12 Dogwood and Adult Successful Graduates by Yukon First Nation for 2019-20

This data table was removed due to small numbers.

8.3   Grade 12 Graduation Rate by Self-Identification over time

8.3.1   Dogwood Graduation Rate by Self-Identification over time
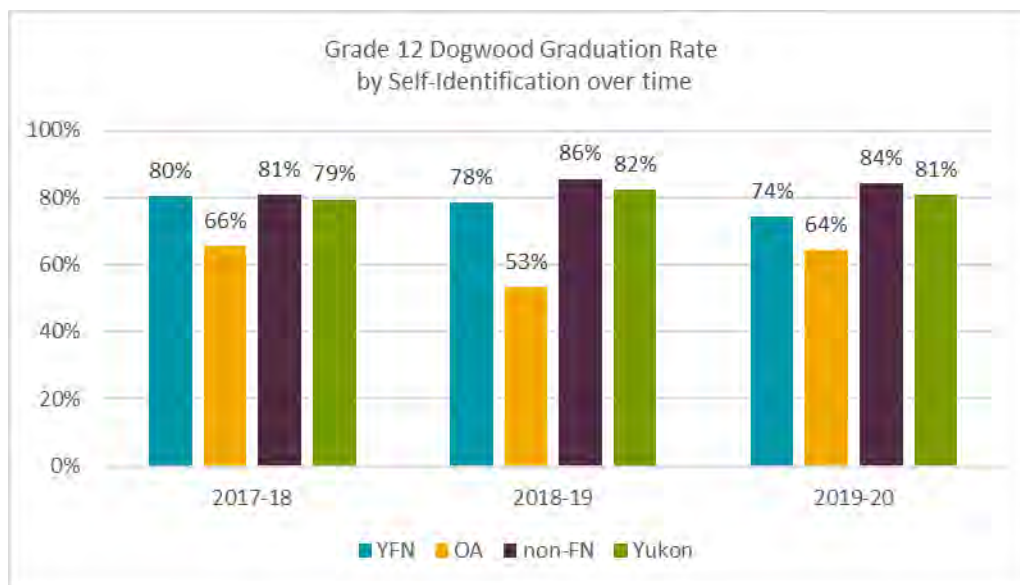
Figure 8.3.1 Grade 12 Dogwood Graduation Rate by Self-Identification over time

8.3.2   Adult Graduation Rate by Self-Identification over time
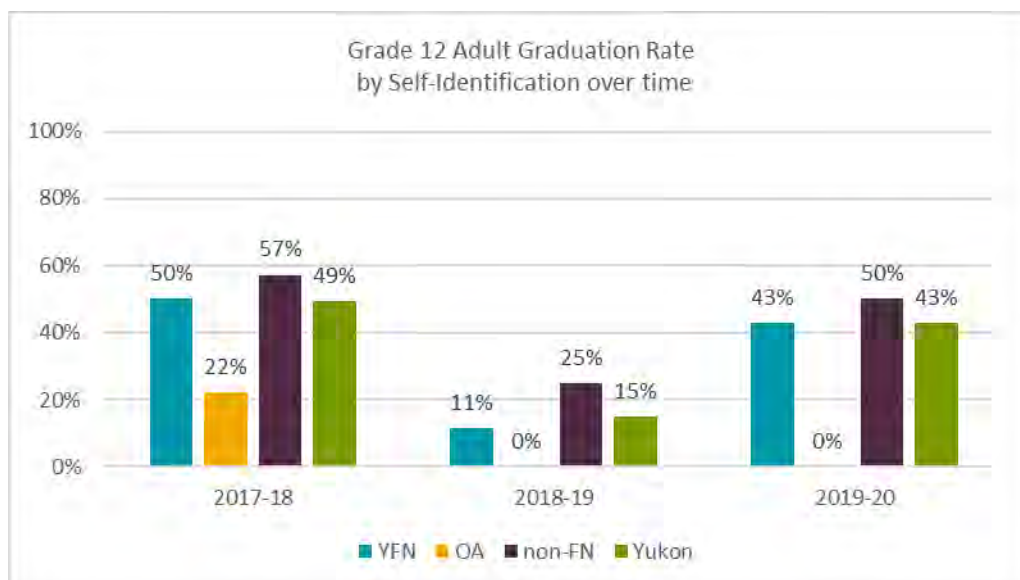
Figure 8.3.2 Grade 12 Adult Graduation Rate by Self-Identification over time

8.4 Grade 12 Dogwood Graduation Rate by Regions and Yukon Wide over time
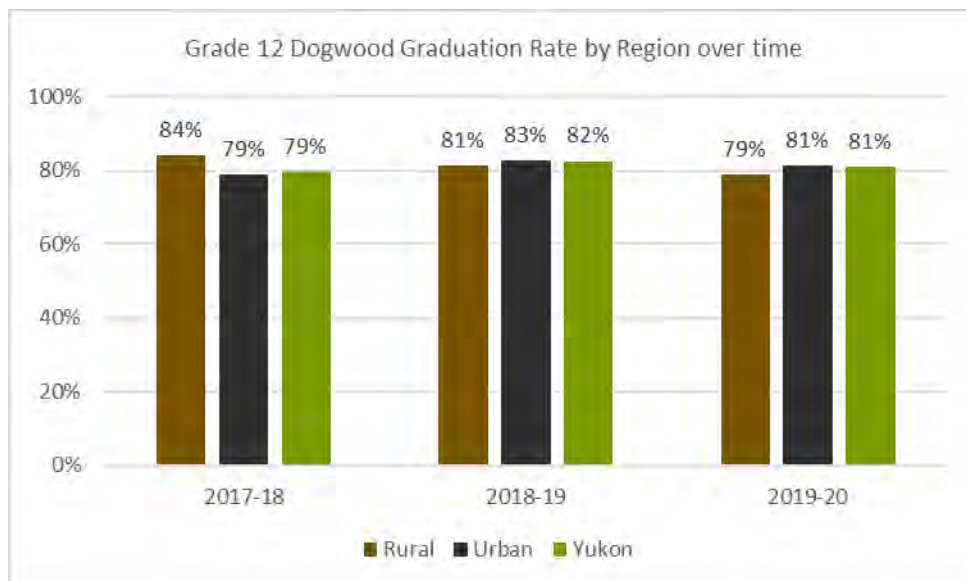
Figure 8.4.1 Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

8.5 Grade 12 Dogwood Graduation Rate by Region and Self-Identification over time

8.5.1 Yukon First Nations Grade 12 Dogwood Graduation Rate by Region over time
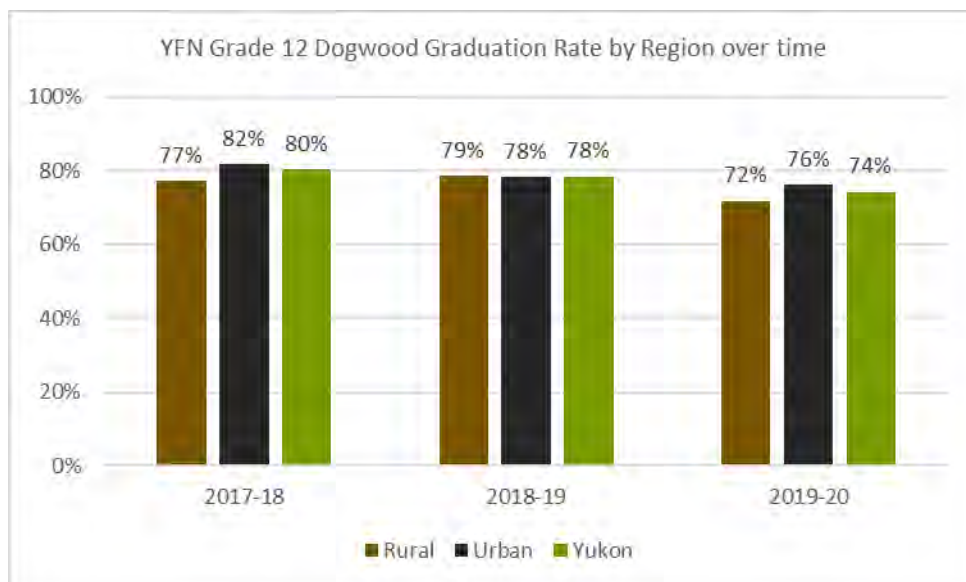
Figure 8.5.1 YFN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

8.5.2 Other Aboriginals Grade 12 Dogwood Graduation Rate by Region over time
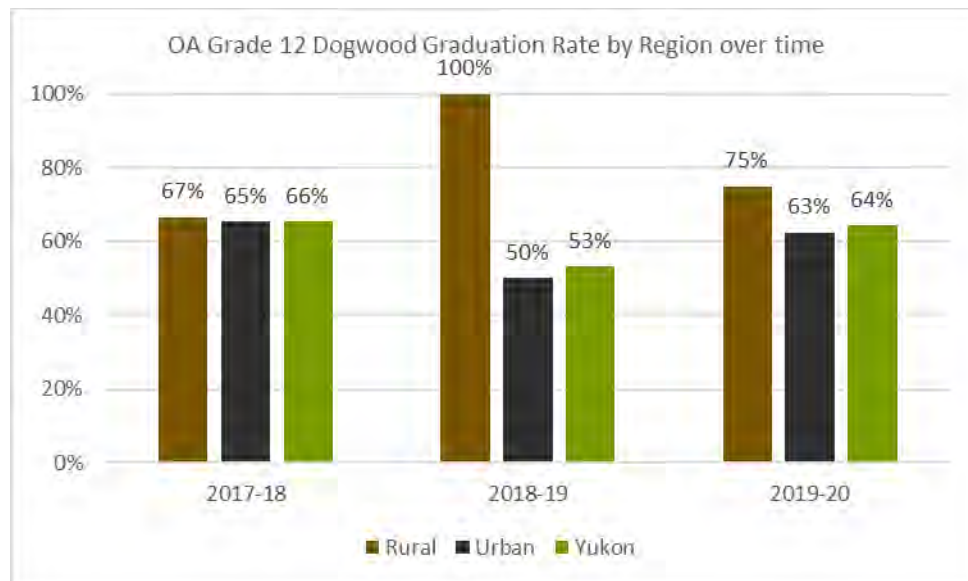
Figure 8.5.2 OA - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

8.5.3 Non-First Nations Grade 12 Dogwood Graduation Rate over time
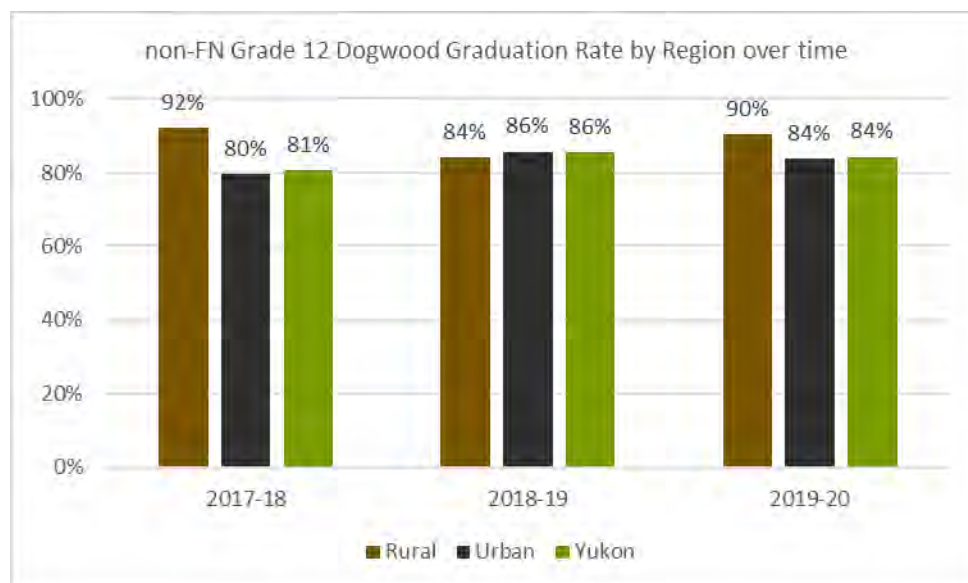
Figure 8.5.3 Non-FN - Grade 12 Dogwood Graduation Rate by Region and Yukon Wide over time

8.6 Evergreen Completion Program

This data table was removed due to small numbers.

8.7 Six Year Graduation Rate

The six-year graduation rate examines all students who entered in Grade 8 for the first time in 2014-15 and evaluates if they graduated within a six-year period.
Students not included in the cohort are called outmigrants and are deducted from the total.

$$Six\ Year\ Graduation\ Rate = \frac{Graduated\ students}{(All\ students\ in\ the\ Cohort - Outmigrants)}$$

Graduated students either graduated with a standard or adult dogwood certificate. The completion programs are not included.

In general, outmigrants includes students who are no longer active or enrolled in the Department of Education student information system during the six-year analysis period (2014-15 to 2019-20).
Here are some possible reasons for outmigrants:
- Withdrawals
- Transfers to a school outside of the Yukon
- No longer in the Department of Education student information system
-

Cohort is defined as students who are first time grade 8 enrolled as of October of the 2014-15 school year. It also includes student entering the education system in the respective grade and year throughout the timeframe. This methodology follows the British Columbia Ministry of Education Guidelines for the six-year graduation rate (please see BC - 6 years graduation guidelines[5] for more information).

Data Source
Aspen Student Information System, British Columbia Trax system and Performance and Analytics Master Model

Date Stamp
December 3, 2020 was the data date stamp for students in consideration.

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[5] http://www.bced.gov.bc.ca/reporting/odefiles/A_Friendly_Guide_to_the_Completion_Rate.pdf

8.7.1   2014-15 Cohort Six-Year Graduation Rate by Self-Identification
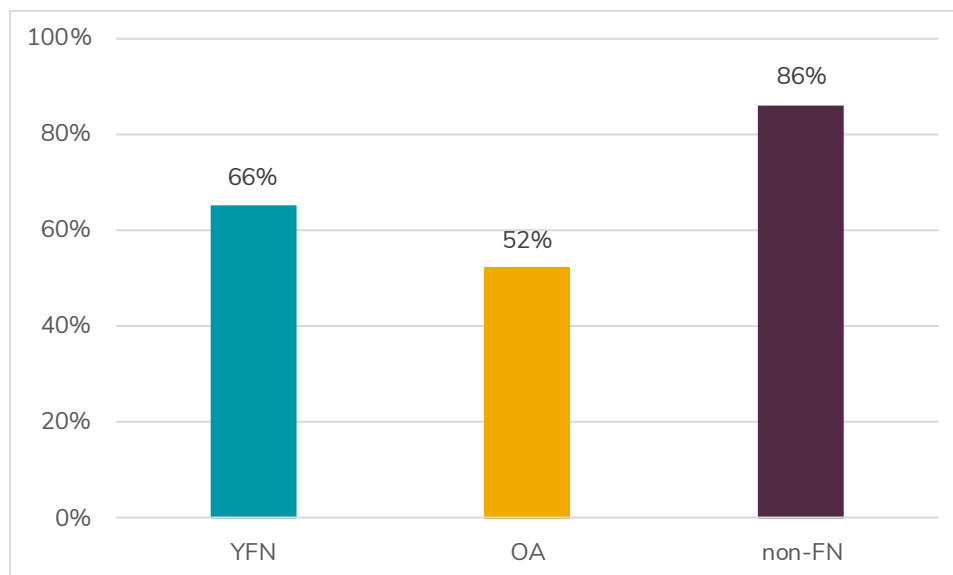
Figure 8.7.1 2014-2015 Cohort Six-Year Graduation Rate by Self-Identification

8.7.2   Number of Outmigrants

This data table was removed due to small numbers.

2021-22 Rural school programming changes for Early Kindergarten

Rural School	Early Kindergarten	Kindergarten
Chief Zzeh Gittlit School	Increase to full-day	Maintain full-day
Del Van Gorder School	Increase to full-day	Increase to full-day
Eliza Van Bibber School	Increase to full-day	Maintain full-day
Ghùch Tlâ Community School	Increase to full-day *	Increase to full-day
J.V. Clark School	Maintain half-day	Increase to full-day
Johnson Elementary School	No program	Maintain full-day
Khàtinas.àxh Community School	Increase to full-day	Maintain full-day
Kluane Lake School	Maintain full-day	Maintain Full-day
Nelnah Bessie John School	Increase to full-day	Maintain Full-day
Robert Service School	No program	Maintain full-day
Ross River School	Increase to full-day	Increase to full-day
St. Elias Community School	Increase to full-day	Increase to full-day
Tantalus Community School	Maintain half-day *[1]	Maintain full-day

[1] Chief and Council are in support of increasing Early K to full day once other staffing positions are filled

Executive Summary: Final Report of the Review of Inclusive and Special Education

Background

The Review of Inclusive and Special Education was commissioned by the Government of Yukon in response to recommendations made by the Auditor General of Canada in 2019 regarding inclusive and special education in Yukon. It was released on June 1, 2021, and took 18 months to complete. The Review was designed to evaluate and examine whether the Department of Education's approach to inclusive and special education is working; whether the services and supports are having the desired effect; whether sufficient resources are in place to support inclusive education; how to prioritize students for specialized assessments; how to assess and track specialist recommendations; and how to track teachers' use of recommended strategies.

Process

Dr. Nikki Yee was hired as a consultant to lead the review of inclusive and special education programs in Yukon on behalf of the Department of Education.

She reviewed the department's current practices, procedures and legislated responsibilities, scanned other jurisdictions, and identified barriers and opportunities by gathering experiences, stories and perspectives from across the K-12 education system in Yukon.

Throughout the review, Dr. Yee estimates that she connected with 300-500 people, reviewed notes from 31 focus groups and 26 individual interviews, and read 73 written submissions and more than 500 stories and comments shared through the online tool developed for the Review.

Dr. Yee's intention is that the findings and recommendations in the final report will be used as a 'springboard' to create solutions that are guided by Yukoners, and are for the good of all Yukon students.

Key Findings

The primary finding of the review is that, in many cases, students' learning needs are not being met, with devastating consequences. Specific findings are that:

- The majority of respondents struggle to identify the Department of Education's vision of inclusive education, and do not believe diverse students are being adequately supported in schools.
- Discriminatory, racist and colonial narratives and structures embedded in the Yukon education system, are made worse by the presence of destabilizing political forces.
- Services and supports are largely reinforcing inequity within the system.
- Systems and structures, such as School-Based Teams, are inconsistently implemented, and may be limiting students' access to adequate supports.
- Staff lack specialized training and expertise.
- Many concerns with the system are cited by respondents, such as:
  - toxic work environments, including central administration
  - examples of racism and deliberate discrimination
  - needs of students being ignored
  - limited access to culture and language

- miserably inadequate support for students
- wasted resources
- inadequate assessment of students' needs
- poor communication with parents
- deteriorating public confidence

Recommendations

Review Response to Intervention Model

The report recommends a review of the Department of Education's Response to Intervention model, which is the current model that guides the approach to inclusive and special education. The Review found that the Response to Intervention model focuses almost entirely on academic needs, rather than the inclusion of holistic supports. Further, it does not consider environmental factors that may pose challenges for students, and does not highlight student strengths as a way to build skills and positive relationships.

The final report recommends focusing on creating inclusive environments. All students - including those with special education needs - reach their maximum potential when they feel a sense of belonging and safety. In an inclusive education system, students are not expected to fit into the education program, rather educators are expected to shape education programs around students' learning needs.

Develop a definition and vision of inclusive and special education

The Review highlights the need to develop a Yukon definition and vision of inclusive and special education that emphasizes the perspectives of people with exceptionalities, Yukon First Nations, and rural and urban contexts. It noted the need to consider how Yukon First Nations' views about inclusion and special education in which disabilities and other differences are considered a part of normal diversity, and how inclusive and special education systems can be reimagined in partnership with them. Our inclusive and special education programs will be much more effective when they are co-constructed, emerge from local contexts, and are surrounded by the supports available in particular places.

Leverage educational expertise

The Review acknowledges that we need to leverage educational expertise both within and beyond the Yukon education system, including expertise in Yukon First Nations' ways of knowing, doing and being, so that all educators are better prepared to meet diverse student needs. This includes providing more professional development opportunities for educators to explore high-quality teaching approaches that can support students with exceptional learning needs and benefit all students.

Reframing inclusive and special education through stories

The final report suggests that one way to begin reframing inclusive and special education is to build on the power of stories using transformative listening. It is recommended that the Department of Education, Yukon First Nations, and partners in education consider how to open the opportunity for people to share their stories more publicly, in diverse settings, where storytellers and listeners can enter into relationship

with one another.

<u>Building relationships</u>

Closer collaborations and relationships between Yukon First Nations, education partners and all levels of the department including schools, educational consultants, Central Administration could be one way of creating respectful and equitable relationships that open opportunities for positive change.

Next Steps:
Moving forward, Dr. Yee indicates that there are some inherent strengths to build on, including pockets of highly effective programs and a strong desire to collaborate and coordinate services.

She notes that a Community of Inquiry may be needed to establish localized criteria to prioritize assessments. An "Inquiry" approach is where a problem is examined, one or more actions are taken in response, and the effects of those actions are measured.

A Community of Inquiry in the Yukon context represents the Government of Yukon Department of Education, First Nations Governments, and other education partners that engage in collaborative research about inclusive and special education in Yukon.

There are several goals that are outlined in the report that can lead to specific action items:

<u>Short-term:</u>

- Explore extending existing outdoor, experiential learning programs, cultural camps, and other hands-on activities as a way of teaching students with learning challenges.
- Strike partnerships with Yukon First Nations, and other government departments to create coordinated and holistic supports for students and families.
- Explore professional, collaborative development opportunities where educators can learn how to structure learning options that will benefit students with exceptional learning needs.
- Explore exemplary practices in Yukon schools or other educational settings.
- Establish norms for engaging across differences and use these to shape the workplace culture within the Department of Education.
- Engage with Yukon First Nation Governments and education partners to co-construct a vision of inclusive and special education.
- Specifically look at how funding allocations might support inclusivity in intersectional ways (e.g., Aboriginal language programs or cultural activities as providing key supports for students with exceptional needs).
- Use transformative listening to engage with diverse ideas, perspectives, and cultural worldviews.
- Explore ways of creating distance between Central Administration and political influences.

<u>Medium-term:</u>

- Find or develop software that allows for communication across student support team members.
- Implement consistent competency-based IEP templates that incorporate student voice, and create accountability structures.
- Create opportunities for student support teams to build up and coordinate supports.

- Create a specific focus and provide professional development over an extended period of time.
- Support creative teacher mentorship opportunities.
- Compile and collaboratively review policies that relate to inclusive and special education.
- Coordinate policies to facilitate Yukon's vision of inclusive and special education.
- Hold Educational Summits to cultivate connections across diversity.

Long-term:

- Provide culturally-appropriate mental health counselling services, directly to students and families, and in support of teachers' instructional efforts.
- Prioritize based not on student numbers, but on how communities are experiencing trauma.
- Hire Elders or knowledge keepers to work full-time in schools.
- Develop and maintain focused professional development for educators at all levels – from EAs to Student Support Consultants.
- Create or partner with a learning institution to provide professional development courses.
- Clearly and transparently communicate policies to families and communities.
- Create meaningful relationships among diverse peoples to co-construct curricula and teaching activities.

Response to the Review of Inclusive and Special Education

Communities of Inquiry Timeline

Timeframe	Activity
November 12, 2021	**Launch:** Communities of Inquiry (working groups) launched at the Education Summit with invitations to all participants, including FNEC, YFNED, Yukon First Nations, ACYE members, stakeholders, School Councils, teachers and central administration staff to join the working group of greatest interest. Participants were also invited to join more than one working group.
November 15, 2021 to December 3, 2021	**Confirm members:** Working Groups membership confirmation and recruitment of additional members through emails and phone calls to ensure as diverse representation as possible on all working groups.
December 6, 2021 to December 20, 2021	**Intro meetings:** Working Groups held at least two meetings to introduce group members, discuss the topic of the working groups and establish group norms for how the teams will work together.
January 2022 to February 2022	**Scan**: Working Groups are reviewing the report on the Review of Inclusive and Special Education to identify information relevant to their particular group and continuing the scanning process including research and interviews.
February 2022 to March 2022	**Focus:** By this point in the process, we expect that most of the working groups will identify their initial focus. We also recognize that a few of the groups will have a much longer timeframe, such as the groups looking at the provision of holistic services and experiential learning.
March 2022 to April 2022	**Develop a hunch:** By no later than April 2022, we expect that most working groups will have a fully developed hunch about what is leading to this situation and how we are contributing to it.

April 2022 to May 2022	**Learn:** In this phase, most of the working groups will identify the learning that needs to take place and organize the learning experiences. The learning may also require further scanning or data collection.
May 2022 to June 2022	**Take action:** By the end of June, we expect that some working groups will identify specific actions they are recommending for implementation for the next school year. Other working groups will continue their efforts over the next number of months.
July 2022 to July 2024	**Check:** During this phase, groups will collect data to determine whether the actions they have taken are making enough of a difference. The length of this phase is dependent on the action taken and outcomes for success identified and, therefore, will vary in timeframe. The Spiral of Inquiry is designed to be iterative so that groups can reengaged in their inquiry if that are not seeing the desired outcome or they may continue their inquiry to go deeper with their initial actions.

* Note: there is overlap between dates because Communities of Inquiry are moving at different rates, depending on the topic and the membership. Some need to finish their work more quickly because other groups are waiting on them to move forward with their work. Other groups hope to bring forward concrete actions for implementation during the next school year in September so need to conclude their work sooner. And still other groups will take more time given the broad scope of the challenges they are working on, such as implementing holistic supports for students and families.

**Note: the Spiral of Inquiry is not always a linear process. A group could think they have completed the scan process but need to revisit because of where they end up during the Focus, Hunch or Learn phases. It's also very common to have spirals within a spiral so working groups can end up with sub-groups that are working through the process.

the **spiral of inquiry**

Canadians for 21st Century Learning & Innovation

OECD seven principles of learning

- Put learners at the centre
- Emphasize the social nature of learning
- Understand that emotions are central to learning
- Recognize individual differences
- Stretch all learners
- Use assessment for learning
- Build horizontal connections

Source: Organization for Economic Cooperation and Development, Centre for Educational Research and Innovation

First Peoples Principles of Learning

Learning…

▸ supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors

▸ is holistic, reflexive, reflective, experiential, and relational

▸ involves recognizing the consequences of one's actions

▸ involves generational roles and responsibilities

▸ recognizes the role of Indigenous knowledge

▸ is embedded in memory, history, and story

▸ involves patience and time

▸ requires exploration of one's identity

▸ involves recognizing that some knowledge is sacred

Source: First Nations Education Steering Committee, British Columbia
(For the full text go to fnesc.ca/learningfirstpeoples)

4 key questions for learners

Can you name two people in this setting who believe you will be a success in life?

What are you learning and why is it important?

How is it going with your learning?

What are your next steps?

Scan
What is going on for our learners?

Focus
What will have the biggest impact?

Develop a hunch
What is leading to this situation?
How are we contributing to it?

3 big-picture questions
What is going on for our leaners?
How do we know?
Why does it matter?

Check
Have we made enough of a difference?
How do we know?

Learn
What do we need to learn?
How will we learn this?

Take action
What can we do to make a meaningful difference?

Inquiry
is about being open to new learning and taking informed action.

Work Plan to address the 'Review of Inclusive Education & Special Education

November 8, 2021

Context:

- Workplan incorporates feedback from First Nation Education Commission (FNEC) and the Advisory Committee on Yukon Education (ACYE).
- Workplan includes connection to the Child and Youth Advocate Office Attendance Review* list of recommendations included in Appendix "A"
- Department of Education officials are currently developing individual "living" action plans for each task, including anticipated timelines and costs, prioritizing positive outcomes for students. Action plans will be incorporated into the department plans. Information from these more detailed action plans will be utilized to provide updates on an agreed to quarterly basis to FNEC and ACYE.
- *Note: in most cases, tasks are written as found in the review and may need to be modified to ensure clarity and tangible actions
- Definition of a Community of Inquiry (COI): The inquiry process includes 1) deciding where the Working Group or Group will focus its attention; 2) developing a hunch about what might be causing problems and what needs to change; 3) new learning that can flesh out problems and possibilities; 4) taking action; and 5) checking to ensure that changes have made a big enough difference in the lives of students (See Halbert & Kaser, 2013).

Deliverable	Tasks	Timeline (estimated start date)	Lead(s)	Estimated costs	Metrics
Terms of Reference **Terms of Reference Template for COI**	**Establish Terms of Reference for the 'Review of Inclusive Education & Special Education' Work Plan working group** **Establish Terms of Reference template for the 'Review of Inclusive Education & Special Education' Community of Inquiry (COI)**	Completed Summit	Kelli Taylor, ADM Policy & Partnerships	Education staff (ADM & Director Curriculum)	Working group and COI members have a clear understanding of their role, processes, timelines and goals
Work Plan	**Establish Draft Work Plan to map out initial actions in response to 'Review of Inclusive Education & Special Education' report.** **Reviewed by FNEC and ACYE** **Final Review by DM Morgan**	Drafted August 31, 2021	Deputy Minister Morgan	Education staff (DM, 3 ADMs & 2 Directors)	A collaboratively developed, clear and transparent workplan is created that prioritizes positive outcomes for students

		Final feedback received October 4, 2021			
	Final Approval by Minister McLean	Final feedback received October 4, 2021 October 18, 2021 October 31, 2021			
Coordinator **(Committee top priority)**	**Work Plan Coordination** • **To ensure this work isn't being done "off the sides of our desks".** • **FTE to be devoted to working with the Department of Education Executive Management Team to support the implementation and coordination of work, including large-scale reviews of work plans, procedures, systems, working group coordination, summit planning and outcome measurement.** • **As agreed to by committee, report quarterly to FNEC and ACYE for oversight as part of the department's business plan processes.** *Connections to CYAO Attendance Report Recommendation #14 – Advise YCAO on steps taken in response to the review.*	September 2021 to July 2024	Deputy Minister Morgan	TBD	There is an individual who is dedicated to support implementation of the work plan, that is prioritizing positive outcomes for students.
Co-constructed definitions of inclusive and special education **(Committee top priority)**	**Engage with the community to:** 1. **co-construct definitions of inclusive and special education in Yukon and a vision of an "inclusive classroom"; include Elders and Knowledge Keepers** a. Related terms should be considered for definition (e.g. adaptations, modifications, accommodations, student maximum potential, exceptionalities, least restrictive and most enabling, assessments, special	September to November 2021	Kelli Taylor, ADM Policy & Partnerships • EDU to facilitate Community of Inquiry (COI) • Students • Student Support Services • Policy	Education staff (ADM, Director & 2 analysts) Other staff and potential costs tbd as COI is established	Common understanding of what inclusive and special education is and how they prioritize positive student outcomes for students.

				Knowledge Keepers and Elders • Principals • Teachers • Educational Assistants • LATs • Community groups		

education programming and culturally responsive programming)

2. **cultivate connections across diversity**

- Undertake jurisdictional scan, include international best practices, for definitions.
- Create summary document to share with summit participants
- Establish COI
- With COI collaboratively develop actions, timeline, implementation plan

Connections to CYAO Attendance Report Recommendation #1 – looking at international standards for inclusion

Host an Inclusive and Special Education Summit	Prioritizing the child at the centre, host a summit with education partners and stakeholders focused on: - Work to date and plan going forward with the Review of Special and Inclusive Education - Sharing opportunities for engaging with the review process - Cultivate connections across diversity - Relationship building among partners and stakeholders in education - Co-creating a definition of inclusive and special education in Yukon Draft intentions, agenda and list of participants for summit. Working group to schedule and plan the summit. Invite Nikki Yee to facilitate co-creating definitions and establish COI. Invite Shelley Moore.	Summit scheduled for November 12, 2021	Deputy Minister Morgan's Office (Executive Management Team)	Education staff (DM, ADMS, Directors & other support staff) Other staff and summit costs tbd. May include: -contractors -in-kind venue/school -catering -key note travel & fees -Gunta -daycare costs	Summit takes place and deliverables are met, ensuring positive student outcomes for students are prioritized

				-travel for volunteers	
List of effective Professional Development opportunities List of exemplary practices	**Explore effective professional collaborative development structures where educators can learn how to structure learning options that will benefit students through more inclusive classroom practice.** **Explore exemplary practices in Yukon schools or other educational settings** - Ensure culturally based lens is applied - PD options for EAs and all relevant school staff members (What do we know about professional learning that has the highest impact? How can we develop those structures and opportunities?)	November 2021 to August 2022 August/September 2021 (Connected to "vision" (above)	Ryan Sikkes, ADM Schools & Student Services • Superintendents and Principals • Teachers, EAs, YFNLTs • Curriculum and Assessment • Student Support Services • YTA Professional Development Committee • First Nation representation	Education staff (ADM, Superintendents, Educators, Directors, support staff)	Teacher learning plans / evaluations reflect increased focus on inclusive practices prioritizing positive student outcomes Number of coaching / mentorship opportunities
Set of values and norms (criteria or expectations) (competencies, culturally responsive and human rights, related policies RWO and Safe and Caring) Define "transformative listening" * include in TOR template	**Establish norms for engaging across difference and use these to shape the workplace culture at the Department of Education *Clarity will be required to operationalize this action** **Use transformative listening to engage with diverse ideas, perspectives, and cultural worldviews**	August to December 2021	Deputy Minister Morgan in collaboration with FNEC and ACYE • Possible discussion at Education Summit	Education staff (DM and support staff tbd)	A set of values and norms is created that will focus on prioritizing positive student outcomes

Develop examples of transformative listening strategies for educational contexts					
Revised 'Inclusive and Special Education' budget *work to include a common understanding as to how budget allocations are currently determined, what is outcome sought with the proposed changes, develop a common and plain language understanding of supporting inclusivity in intersectional ways.	**Examine budgets, funding models, staffing allocations to determine how they can be better aligned with student needs and actions taken in reponse to the Review.** **Specifically, look at how funding allocations might support inclusivity in intersectional ways (e.g., Aboriginal language programs or cultural activities as providing key supports for students with exceptional needs)** - **Identify what is spent on Aboriginal language and cultural activities** - **Obtain contractor to assist with funding allocations** - **Collaborate with partners for input on funding allocation options** - **Finalize funding allocation** - **Provide Managment Board with recommendations and budget impacts** - **Implement new funding allocation**	October 2021 to April 2022	Andrea McIntrye, Director Finance (Ryan Sikkes) - Student Support Services - Finance - First Nations Initiatives	Education staff (ADM, Director, support staff tbd)	A budget model is created that is aligned with prioritizing positive student outcomes, needs and actions taken in response to the review.
Coordinated holistic support system for students and families	**Strike partnerships with Yukon First Nations, other government departments, and organizations to create coordinated and holistic supports for students and families** - Undertake a jurisdictional scan of holistic wrap-around support models	August to December 2021	Suzan Davy, A/ADM First Nation Initiatives - All YFNs and EDU - Stakeholders that provide services to students (e.g. LDAY)	Eduation staff (ADM, support staff tbd)	Holistic support systems are in place and coordinated to support positive outcomes for students and families

	• Create a COI with YFNs, Education Advocates, HSS, Justice and school councils				
	• Develop criteria for formation of/referral to/ timelines of/resources, assessments, reports, and information sharing protocols and procedures provided by student wrap-around support teams.	August to December 2021			
	• Policy and procedures for provision of mental health wellness services (and allied services).				
	Create opportunities for student wrap-around support teams to build up and coordinate supports *Connections to CYAO Attendance Report Recommendation #2 – providing wrap-around services*	January to June 2022	Ryan Sikkes, ADM Schools & Student Services	Eduation staff (ADM, support staff tbd) Contract funding	Contracts in place and dollars invested in providing direct supports to students that support positive outcomes
	Provide culturally appropriate mental health wellness services (and allied services) directly to students and families, and in support of teachers' instructional efforts. Prioritize based not on student numbers, but on unique community needs. *Connections to CYAO Attendance Report Recommendation #9 – increasing clinical counselling in each school.*	August 2021 to July 2024	Ryan Sikkes, ADM Schools & Student Services HSS, student voice	Eduation staff (ADM, support staff tbd) Contract funding	Cultural awareness inventory/anti-bias training for allied service providers Measures of demand and usage of allied services in schools Inventory of allied supports available in Yukon Usage statistics of how/where students prefer to access particular services

| Update and implement IEP template, processes and structures

(Committee top priority) | Implement consistent competency-based Individual Education Plan (IEP) templates (and processes and structures [e.g. School Based Team]) that incorporate student voice, and create accountability structures around IEPs, Student Learning Plans and Behavioural Support Plans

• Establish COI
• School-based policy/procedure for Principal/Vice-Principal review and accountability
• Change management planning to ensure implementation / delivery
• Review current template (ASPEN) and research templates that are already in use in other school jurisdictions.
• Consult with school-based staff on templates.
• Evaluate and implement
Pilot test in schools with teacher and Learning Assistance Teacher (LAT) input into development
• Ensure comprehensive communication and input from parents
• Ensure continuity of service for students who move schools

Connections to CYAO Attendance Report Recommendation #7 – creating individualized learning goals

Connections to CYAO Attendance Report Recommendation #12 – developmental assessments and transition plans

Connections to CYAO Attendance Report Recommendation #13 – implement timely assessments and tracking progress | September 2021

October to December 2021
November to December 2021

January-March 2022
March-June 2022 | Ryan Sikkes, ADM Schools & Student Services
• Students
• Superintendents
• Student Support Services
• Learning Assistance Teachers
• Teachers
• Parents/Families
• First Nation Representative | Education staff (ADM, Superintendents, Educators, Directors, support staff) | IEP templates, processes and structures are updated and implemented that produce positive outcomes for students

Plans kept up to date with requisite number of parent/guardian meetings each year

"Usability score" for ease of use and competency focus |

LAT role and qualifications clearly defined	**Define the role of and the qualifications required and criteria to be met for the role of Learning Assistance Teacher** Define role Job posting or Student Support Services Procedures P/VP expectations for assigning staff	October to December 2021 January to February 2022 February to March 2022	Ryan Sikkes, ADM Schools & Student Services - Human Resources (1) - Superintendents (1) - Student Support Services (1) - LATs (2-3) - YFNED (1) - Administrators (2) - YTA (1)	Education staff (ADM, Superintendents, Educators, Directors, support staff)	% of LATs with specialized training in special education % of LATs with graduate degree in special education % of LATs who engage in coach/mentor roles
Updated Inclusive and Special Education policies and procedures	**Compile and collaboratively review policies that relate to inclusive and special education. Purposefully and collaboratively coordinate policies to facilitate Yukon's vision of inclusive and special education.** • **Assessment prioritization?** • Evaluate school-based policy and procedures based on updated definitions • Prioritize policies and procedures for revision – create plan and timelines and engage Definitions of Inclusive & Specicial Education COI • Revise based on priority and consult COI on revisions *Connections to CYAO Attendance Report Recommendation #10 – assess department and school attendance policies and procedures.* *Connections to CYAO Attendance Report Recommendation #11 – role of restorative justice processes to promote inclusive practices.*	January to March 2022 March 2022 Starting April 2022	Kelli Taylor, ADM Policy & Partnerships	Education staff (ADM, Directors, policy analyst, support staff and others tbd)	Effective policies and procedures that produce positive outcomes for learners

Experiential Learning Plan implemented with periodic evaluation that supports all learners	**Extend existing outdoor, experiential learning programs, cultural camps, and other hands-on activities as a way of teaching students with learning challenges** • Jurisdictional scan of existing and historical programs (classroom/off-site) including community specific scans of culture camps, fish/hunt camps (linked to credits) and determine demand for off-site programs • Strike a COI to determine specific changes required to expand access to experiential programming *Connections to CYAO Attendance Report Recommendation #4 – increasing access to experiential learning* *Connections to CYAO Attendance Report Recommendation #5 – academic credits for community-based learning outside of school.* *Connections to CYAO Attendance Report Recommendation #6 – academic credit for culture camps that are sponsored by Yukon First Nations.*	Start November 2021 Summit: strike COI to meet as agreed upon (end date tbd)	Kelli Taylor, ADM Policy & Partnerships • COI (Wood St. Centre staff, Student Support Services, Yukon First Nations, YFNED, educators, Experiential consultants, external agencies such as Autism Yukon, Learning Disabilities Association Yukon)	Education staff (ADM, Directors, support staff and others tbd)	Experiental learning plan is implemented that supports positive outcomes for students and families.
Report to partners and stakeholders	**Explore ways of creating distance between Central Administration and political influences** - School boards	August 2021 to June 2022	Deputy Minister Morgan Potential consultant to engage with FNEC/ACYE, CSFY, Administrators and Managers Forum *Possible link to Summit	Education staff (DM and support staff) Potential consultant costs tbd	A way to create distance between Central Administration and political influences is implemented.
Student Diversity Policy	**Encourage schools in their efforts to reflect student diversity**	August 2021 to June 2022	Ryan Sikkes, ADM Schools & Student Services	Education staff (ADM and support staff)	An updated Safe and Caring Schools Policy is revised that recognizes that inclusive schools are safe

					schools that support positive outcomes for students.
	• Criteria need to be developed to determine how schools can reflect student diversity (Link to updating SOGI and Safe and Caring School Policy) • Linked to recent YG overall strategy on LGBTQ2S+ • Link to hiring more diverse staff • Criteria for how schools reflect student diversity • Examples of schools reflecting student diversity *Connections to CYAO Attendance Report Recommendation #1 – consider international standards on inclusive, participatory, and respectful school cultures*				S&CS Policy - # of training offerings offered and implement in schools Survey students/staff on policy – awareness? Self-declarations – similar to how YG does for employment to measure the diversity within schools
Software	**Find or develop software that allows for communication across student wrap-around support team members** 1. Research and evaluation on suitable software – including IEP templates 2. Privacy Impact Assessment 3 Procurement process 4. Pilot Project 5. Software implemented and mandated systemwide, training provided - Define who will have access to information *Connections to CYAO Attendance Report Recommendation #2 – providing effective wrap-around services*	1. November and December 2021 2. Jan-Mar 2022 3 April-Jun 2022 4. July 2022 - Apr 2023 5. April 2023	Ryan Sikkes, ADM Schools & Student Services • Technology and Student Information • ITSS • Finance	Education staff (ADM and support staff TBD)	Implementation of software that allows for communication across student wrap-around support team members Usability indicator Usage statistics
1. Professional Development (PD) Focus is determined. 2. PD calendar is implemented for all schools.	Create a specific focus (eg. Self-regulated learning, place-based learning) and provide professional development over an extended period of time**.** Support creative teacher mentorship opportunities oriented to growth, change of practice, experimentation, and reflection (eg. Put expert teachers in LAT positions to	August 2021 to June 2022, continued on annual cycle	Ryan Sikkes, ADM Schools & Student Services • Superintendents • Principals	Education staff (ADM, Superintendents, Educators, Directors, support staff)	PD is implemented that meets the needs of learners & supports positive outcomes for students.

| 3. Review & Revise current teacher mentorship policy | collaborate with teachers around inclusive and special education approaches

Ensure culturally based lens is applied | | • Curriculum and Assessment
• YTA Professional Development Committee
• Policy unit as support
• First Nation representative | Other costs tbd | PD survey – employee needs, awareness of systemic-focus

# of staff engaged in a mentorship / coaching structure |
|---|---|---|---|---|---|
| **Professional Development (PD) Policy is determined, and PD calendar is implemented for all schools, updated annually.**

Implement ongoing pd to support differentiated instruction and inclusion | **Develop and maintain focused professional development for educators at all levels – from EAs to Student Support Consultants**

1. Professional Development Calendar
2. Review and revise systemwide PD policies and procedures

• Undertake jurisdictional scan of current and past pd models
• Establish a COI to inform types and way pd is offered
• Work collaboratively with partners & stakeholders
• Implement, assess and support – absorbed into core Education business
• Ensure culturally based lens is applied
• Partner with community supports and Yukon First Nations on community relevant training
• Consider existing YukonU First Nation Governance courses as way to teach Yukon First Nation worldview

Connections to CYAO Attendance Report Recommendation #3 – increasing Yukon First Nations cultural understanding | April 2022 start process | Kelli Taylor, ADM Policy & Partnerships

• Curriculum and Assessment
• First Nation representative | Education staff (ADMs, Directors, support staff and others tbd)

Other costs tbd | Effective PD that supports positive outcomes for students |

Criteria for meaningful relationships with respect to co-constructing curricula and teaching activities.	**Create meaningful relationships among diverse peoples to co-construct curricula and teaching activities** 1. Criteria for meaningful relationships 2. Examples of co-constructed teaching resources *Linked to collaborative framework	August 2021 to July 2024	Suzan Davy, A/ADM First Nation Initiatives All YFNs and EDU	Education staff (ADM and support staff as required)	Criteria is established for meaningful relationships with respect to co-constructing curricula and teaching activities that supports positive outcomes for students.
Inclusive and Special Education website/handbook for parents	**Clearly and transparently communicate (updated) policies and procedures to school staff, families, and communities** **Publish current policies and procedures**	Following policy review and prioritization to July 2023 (earlier is better!) ASAP	Clarissa Wall, Director Communications Parents/families	Publishing costs tbd	
Accredited professional development or continuing education courses for staff	**Create or partner with a learning institution to provide professional development courses** Work with YukonU to develop and offer accredited professional development or continuing education courses for staff. Develop local courses utilizing Yukon First Nation content Explore partnering with other universities to visit and deliver courses.	November 2021 to June 2022	Kelli Taylor, ADM Policy & Partnerships Yukon Teachers Association	Education staff (ADM, Directors and support staff as required) Costs of course development tbc	Effective PD that suppports positive outcomes for students.
Elders/Knowledge Keepers in schools	**Engage Elders or Knowledge Keepers to bring skills, expertise, and knowledge to schools (to meet students' and educators' needs) as often as possible** Undertake a jurisdictional scan on how other jurisdictions provide Elders-in-the schools	January to June 2022	Suzan Davy, A/ADM First Nation Initiatives Finance YFNs	Education staff (ADM and support staff as required)	Elders and Knowledge Keepers are in the school and meet the supports positive outcomes for students.

			Funding for Elders Knowledge Keepers tbd	
Establish (update) procedures on how to respectfully and effectively work with Elders to tach in the schools. Determine needs in school communities for knowledge/cultural supports. Updated protocols and processes documentation Explore funding and payment mechanisms (through third parties) and determine funding allocation Recruit Elders and Knowledge Keepers ***Connections to CYAO Attendance Report Recommendation #3 – increasing Yukon First Nations representation in schools***				

1. Implement Canada's Rights Respecting Schools, a UNICEF initiative that uses the UNCRC as a basis for enhancing an inclusive, participatory and respectful school culture for children and adults.

2. Incorporate the Circle of Courage model to recognize children's unmet needs and work collaboratively with relevant YG departments, First Nations, non-government organizations to provide wrap around services for children and families.

3. Work in partnership with First Nations governments and First Nation Education Directorate to increase First Nation representation in all schools. This includes educators, assistants, Elders, counsellors, presenters, and community support programs. Incorporate cultural competencies and First Nations mentors into school curriculum and training of educators.

4. Build experiential learning and cultural activities and values into the curriculum and academic schedules so that it is accessible to all students in all schools.

5. Assign and honour academic credit to family or community-based learning that takes place outside of school (family time on the land, trips home, and travel). Develop curricular adaptations to ensure learning gaps will be filled.

6. Assign academic credit to pre-existing culture camps when the First Nation government is interested. Belonging, Safety and School Culture

7. Provide opportunities and options for all students that address individualized learning goals, such as co-op training programs, community placements, and employment opportunities for students grades 10-12.

8. Standardize and implement school policies for managing prolonged absences and chronic absenteeism. Through a child rights lens, attendance policies must use collaborative processes to engage students to achieve their goals. Allocate resources identified by school-based teams and school councils.

9. Immediately create and fill full-time clinical counsellor positions in every school. These mental health counsellors must be in addition to school/guidance counsellors. All counsellors must have a trauma informed lens, cultural humility, and counselling approaches that are effective in a variety of settings. They will be knowledgeable about referrals for family treatment, community support and crisis response. As part of their everyday interactions, clinical counsellors will develop relationships with students, educators, and families.

10. Develop and implement alternatives to dismissal that promote safety and address problems in a way that restores relationships, promotes children's rights, and supports students in meeting their goals.

11. Implement restorative justice processes in disciplinary cases. A YFNED Education Advocate or a First Nation representative should be offered to all First Nations students and participate in a school-based team where relevant and appropriate.

12. Review and integrate developmental assessments and transition plans from early learning centres at entry to Kindergarten.

13. Provide concrete steps to implement timely assessments and track the implementation of educational supports, modifications and adaptations. Interventions will include communication with parents, classroom teachers and school-based team and EDU student support consultants.

14. Provide a public response to the review of Inclusive Education, detailing actions EDU will take to provide options and opportunities and necessary resources for all students to reach their learning potential. Advise YCAO of steps taken in response to the review of inclusive education and how EDU will support timely assessment, early intervention and adequate resource allocation when students "with intellectual, communicative, behavioural, physical or multiple exceptionalities" are identified.

Appendix B
Review of Inclusive and Special Education Workplan Timelines

Task	Timeline
Develop Work Plan, DM	9/1/2021 – 11/2021
Coordinator, DM	9/1/2021 – 5/2024
Co-constructed definitions of inclusive and special education - ADM, P&P	9/1/2021 – 12/2021
Host RISE Summit - DM	9/1/2021 – 11/2021
List of effective PD opportunities - ADM S&S	12/2021 – 9/1/2022
Set of Values & Norms - DM	9/1/2021 – 1/2022
Transformative listening strategies - DM	9/1/2021 – 1/2022
Revised Inclusive & Special Education Budget - Director, Finance	10/2021 – 3/2022
Coordinate holistic support for students & Families - ADM, FNI	9/1/2021 – 1/2022
Create Opportunities for student wrap-around support teams - ADM S&S	1/2022 – 5/2022
Provide culturally appropriate mental health wellness services - ADM S&S	9/1/2021 – 5/2024
Update and Implement IEP template, processes and structures - ADM S&S	9/1/2021 – 7/2022
Learning Assistant Teacher role & qualifications clearly defined - ADM S&S	10/2021 – 3/2022
Updated Inclusive & Special Education Policies & Procedures - ADM P&P	1/2022 – 3/2022
Experiential Learning Plan implemented, with periodic evaluation - ADM P&P	12/2021 – 1/2023
Report on ways to create distance between Central Administration & political influences - DM	9/1/2021 – 7/2022
Student Diversity Policy - ADM S&S	9/1/2021 – 7/2022
Find or develop software that allows for communications for support team members - ADM S&S	12/2021 – 4/2023
PD Focus is determined, calendar implemented and review teacher mentorship policy - ADM S&S	9/1/2021 – 5/2022
PD Policy determined & Calendar implemented - ADM P&P	3/2022 – 4/2023
Criteria for meaningful relationships to co-construct curricula and teaching activities - ADM, FNI	9/1/2021 – 5/2024
Inclusive & Special Education handbook for parents - Director, Comms	6/2022 – 2/2024
Accredited PD or continuing education for staff - ADM P&P	12/2021 – 5/2022
Elders & Knowledge Keepers in schools - ADM FNI	1/2022 – 5/2022

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2020-21 School Growth Plan Areas of Focus by School

Area 1	
AVS	How can we improve the partnership between home educating parent teachers and our Fireweed Learning Community teachers?
CKES	How can we create effective learning environments for our students?
GTCS	How to provide a positive, safe, and caring learning environment, free from all forms of harassment, bullying and intimidation using a trauma informed lens.
HFES	Make Student Learning Visible - When students know where they have come from and where they are headed, (awareness) we felt this would improve the overall performance of students. We believed that when students could reflect on their work and see their progress, they would have a better sense of who they are as learners.
ILC	i) Engaging in training and adjusting programming to address the immediate mental health challenges facing ILC students via a Trauma Informed Lens. ii) Conduct / develop a systematic way to track attendance / course completion to target outreach to at-risk students. iii) Beyond the extensive YFN programming offered at the ILC, continue to develop/enhance course curriculum that reflects and affirms Yukon First Nation educational priorities.
JES	If we were to make learning more relevant to the history and contemporary life of the Watson Lake/Kaska Territory (i.e. place-based learning) students would see a more positive school culture, be more curious and more interested in learning?
KCS	We asked why do we have a high absentee rate? Why are students are not doing well when they go to high school in Whitehorse? Why are students are having some difficulty with learning some of the basic curriculum skills that are necessary for future academic success?
VCSS	Will strengthening student and staff resilience and wellness create effective learning opportunities?
WLSS	If we use specific learning standards and consistently have targeted goals, can we improve student learning?
WSC	As a staff we decided that assessment and First Nations ways of knowing and doing were things we could work on.
Area 2	
DVG	DVG will focus on individualized and experiential learning opportunities to empower learners to become increasingly self-directed in their personal and academic growth.

JVCS	Working with FNNND and a teacher at the school we decided to divide the school growth plan into an elementary goal and a secondary goal. • The Elementary goal after looking at the data, was decided to try and create a balanced literacy program where teachers could use a unified literacy program across the elementary wing to help students with the continuity of a literacy program. • The Secondary goal is to help students take the required courses they need to get into the post-secondary career they would like. It has been observed that many of the graduating students, either do not get the required 80 credits for graduation or do not take the correct courses which all lead to upgrading at Yukon University before going into a career of their choosing.
EVBS	The focus before the results of the survey was in 3 areas: incorporating culture more effectively following the seasons, learning through experiences with hands on work and taking risks in learning (growth mindset). This needs to be readdressed with the results of the students' interviews.
HVES	Through the past year we have identified two areas that we would like to focus our attention: 1. The first area that we identified was Place-Based Learning. 2. The second was literacy. We are hoping to develop our pedagogies around both of these areas separately and then create and widely implement new pedagogies by emerging the two areas together.
JHES	How will the reduction of available LAT time affect reading and numeracy scores? Will the use of Heggerty in primary grades increase literacy skills by grade 4? Will the move away from teaching rote math skills affect numeracy outcomes in grade 6 & 7? Will a focus on the Assessment for Learning strategies as outlined in the staff members' co-constructed rubric (See Appendix 1) show improved results over time? Will analyzing the data of consistent cohorts show the same results as previous years
RRS	Make student learning visible: make students aware where they are and where they are going in their learning. • Higher student engagement and academic performance is our target. This will also allow students to take ownership over their learning and enhance their self-confidence.
RSS	The School Growth Plan (SGP) for 2020-2021 focused on Making Learning Visible. • As the year progressed, the School Growth Plan was further adjusted to include 5 Committees to advance five primary focus areas in improving the overall school-experience provided for students. These committees include the following: Data-Informing, Arts-based, Wellness, Innovation and Extension, and Cultural and Experiential.

PCSS	To embed First Peoples ways of knowing and doing into our school fabric, enhancing our learners' sense of self and place and thus build PCSS pride.
ESES	We wanted to see how we could make students feel welcome/sense of belonging at our school. Also wanted to put an emphasis on Forest School We selected this area because many students in previous years let us know that they did not see themselves in our school or feel like they belonged in our school. We are hopeful to get our teachers more training and more comfortable in how to use First Nations Ways of knowing and doing in the classroom. We are also hoping to get expanded training in Forest School delivery for our teachers.
TCS	Takhini Elementary School provides a safe positive environment where all are respected, valued, and affirmed; have opportunity to experience success; and progress to the best of their abilities in academic, social, physical, and personal development.
Area 3	
CZGS	Staff, parents, community members met as a group. Tasked with "what do we know about our students and how does it impact learning?" Two key experiences that we noticed about learners are: • Learners are motivated by hands-on, project-based, lands-based, culturally relevant learning experiences. • There are a variety of factors that impact social-emotional wellness and readiness for learning which become barriers to learning and development.
FHC	1) How can we increase student engagement? • Is the current schedule prohibiting students from further engagement? • Is the school truly reflective of First Nations values and principles? • Do our First Nations students have a sense of ownership and belonging at our school? • How can we further build and enhance relationships with all students? 2) How can we increase student critical thinking? • How can we better utilize our PD days and skills on staff to further improve teacher instruction with the focus on student critical thinking? • How can we build and foster instructional leadership at our school to foster student critical thinking? • How can we build foundational literacy and numeracy skills?
GMPS	Considering the current unprecedented global situation, and the Department of Ed priority on health and safety, we have focussed on: • Opening and running the school in a healthy and safe manner with new safety plans in place. • Rebuilding relationships between and among students, parents, and staff. • We believe focussing on these two areas will yield an improvement of academic outcomes for students, particularly with respect to literacy.
GHES	As a school, if we combine social-emotional learning, character education and excellence in instruction all Golden Horn elementary School students will have access to a quality

	education through inquiry, our G.O.E.S. (Great Outdoors Experiential School) philosophy and high quality targeted instruction. Our focus will require three to five years to implement, so as we move into the 2021-2022 school year, we will narrow our focus on "excellence in understanding".
TAK	Will altering the culture of looking at unexpected behaviour through the lens of a trauma sensitive/developmental response approach improve student outcomes (socially, emotionally, academically)?
KLS	As we look to the past year(s), are KLS students engaging and succeeding in the 4 focus areas for learning: Literacy, Numeracy, ADST, Culture & Language
NBJS	What do we (staff) spend most of the day focusing on? Regulation of students to be ready to learn.
SES	Teachers were observing and enduring increased inability to attend to academics, big emotions and behavioural issues, requests for EA support, and frequency of blue slips coming into the office. A twice a year survey asking about student experience showed that most students were connected to at least one adult in the building. Not all students felt safe at school due to peer dynamics and deep learning was not evident in their response. Our students showing us through their actions, behaviour, and words that what we currently doing was not working.
SECS	Will a commonly shared instructional focus and implementation of research based pedagogical approaches that explicitly teach numeracy skills and concepts help our students develop their ability to understand and use mathematical concepts, processes and skills to solve problems in a variety of contexts?
WES	We are hoping to see an increase in student motivation to engage in speaking French of their own volition.
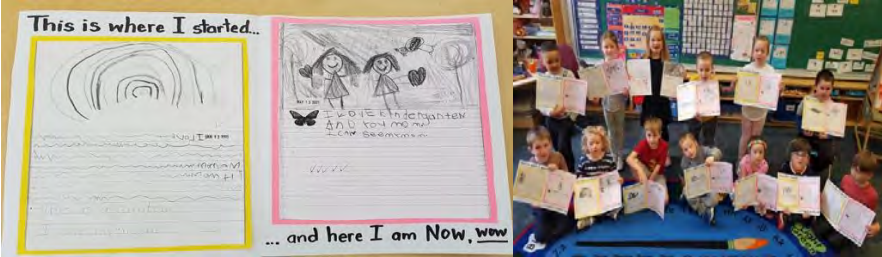
Yukon School Growth Plans "Snapshot" Report as of May 15, 2021 for 2020-21 School Year

School	School Growth Plan Goals
Area 1	
Aurora Virtual School (AVS)	**Focus/Inquiry Question** • How can we improve the partnership between home educating parent teachers and our Fireweed Learning Community teachers? **SGP Activities this year** • AVS K-7 teacher meet with parent teachers 3 times in the year to co-plan units of study for students at grade level. • AVS K-7 teacher meets for regular assessments for literacy and numeracy. • Increase the Project-based Learning activities to twice per week to accommodate more students. • Review lendable resources and those for purchase to determine what to increase and what to let go. Find new resources more in line with family needs. • Began online instruction via Zoom and Moodle with Grades 4-7 with cohorts as per parental interest. • Provided increased access to a LAT to do initial screenings for learning difficulties and help manage special needs requests. **Effects on Learning and How do we know?** • Our Fireweed Learning Community was created to encourage traditional home-schooling families to move toward a distributed learning environment overseen by certified teachers that could help with appropriate planning and assessment. This would still allow parents to have a direct hand in educating their children at home while providing direct support from a teacher as well as appropriate grade level resources. • Feedback from the families engaged with Fireweed has been very positive with the sense of teacher support, resources, online options and the drop-in PBL activities. • AVS teachers doing assessment has helped ensure that students are at appropriate grade level in numeracy and literacy and provided opportunities for flagging any students that may need additional support or specialist interventions. **What's next?** • This is very difficult to answer as we wanted to increase F2F opportunities for all our students from K-12. When staffing allocations came out and we were cut back 3 teachers, it made all our normal growth planning redundant. Unless we get 11th hour teacher FTE we will not be able to continue with the K-7 Fireweed program and instead have to focus on the Grade 8-12 AVS Online program only.
Christ the King Catholic School	**Focus/Inquiry Question** • How can we create effective learning environments for our students? **SGP Activities this year** • Connections with YFNED: two feast days, a hunting/gathering elder talk and display; a Kaska cultural day featuring stories, drumming and hand games • Staff participated in a FN spirituality session as a connection to our Catholic beliefs/values

	• Trauma-informed approaches for education PD sessions at staff meetings • Teacher learning plans connected to our effective learning environment focus, including forest schools, flexible seating, use of Fresh Grade, focus on core competencies, etc. • Analysis of the Our School Survey data to inform the SGP process **Effects on Learning and How do we know?** • After comparing the fall Our School Survey data to the spring data, it was noted that we had slight declines in "sense of belonging" and increased anxiety among students • Our academic data remains strong • This year, with Covid influencing everything we do, has been challenging for staff **What's next?** • Continue working through the Our School Survey data to identify areas of need according to student voice • Focusing on sense of belonging and anxiety levels • Considering ways to support the quality of our teachers • Considering how faith development can help create effective learning environments; as a Catholic school for <u>all</u> students, we need to feel comfortable leading prayer and sharing our faith in gentle ways • Continue to ask teachers to connect their learning plans to the SGP
Ghùch Tiâ Community School - Carcross	**Focus/Inquiry Question** • To provide a positive, safe and caring learning environment, free from all forms of harassment, bullying and intimidation using a trauma informed lens. • Recognizing the importance of different students learning styles by addressing Executive Function, Growth Mindset, Self-Regulation and holding high student academic expectations and accountability. • Strengthening foundational relationships and fostering new connections among students, staff and C/TFN. • First Nation Ways of Knowing and Doing should be embedded throughout all learning, being and thought. It should be "a given". **SGP Activities this year** • Code on Conduct • Circle of Courage+ C/TFN Virtues and Values + PBIS • Conflict Resolution strategies • Circles • Acts of Reconciliation • Agenda's for Executive Function • Acts of Service • Routines and Structure

	• Retained staff • In house Trauma Counsellor • Staff Professional Development • Food program-C/TFN and Jordan's Principle • Alternative Program-Holistic Focus of the 4 areas of self • C/TFN Staff in our school and part of the school family team **Effects on Learning and How do we know?** • Decreased dismissals and suspensions • Increased parent involvement • Increased attendance • More students meeting grade level • Visitors and parents felt welcome in the school • The school was calm and comfortable • Students and staff working collaboratively to seek resolutions to challenges • Students were sharing and using their voice to address and uphold positive change • Students voiced that they wanted the academic standard to remain high and to be challenged • Students voiced they wanted and deserved a safe learning environment **What's next?** • Maintain a high standard for academics and behaviour • Expand on Executive Function needs to prepare students for their learning journey • Acts of reconciliation • Deeper understanding of Trauma, Personal/Social-Emotional well-being, and how we "Walk Each Other Home" • Break the mold of traditional/western education and embrace a Holistic Approach to the school experience
Holy Family Elementary	**Focus/Inquiry Question** Make Student Learning Visible We selected this area of focus because we believe that if we incorporate reflective practices in our overall teaching pedagogy, we felt we could improve our students' overall achievement. When students know where they have come from and where they are headed, (awareness) we felt this would improve the overall performance of students. We believed that when students could reflect on their work and see their progress, they would have a better sense of who they are as learners. We wanted to make our students' learning more visible for the students themselves, their parents, and for instructors. **SGP Activities this year**

	In past, we have been able to invite parents to a variety of activities throughout the year. These have included activities such as a Writer's Café, where students would share their writing with parents. School Council has provided refreshments for the day.
	Because of Covid we have had to think "out of the box" in terms of making student learning visible. Every teacher has sent home monthly newsletters, containing samples of student work along with photos. Much of this has been shared within the classes themselves.
	During the month of May this year, teachers have compiled collages of learning, including samples of written work as well as through pictures, that has happened throughout the year. These collages have gone out to parents in each classroom.
	Many of our celebrations have been conducted via Zoom or by video (Christmas Concert). Parents were able to connect and see our students in action.
	Effects on Learning and How do we know?
	Here are just a couple of samples of student work that have been, or will be, shared with students, teachers and parents. Student growth is visible.
	What's next?
	We will continue to make learning visible, through hallway displays, student-led conferences, monthly newsletter from teachers, newsletters, etc. This goal has been the school focus for the past 3 years and, more recently, we have adapted our goal to work within our Covid guidelines. This means that, while in past years we have been able to share work with activities such as "Writer's Café," much of our celebration has been via electronic means.
	Building Connections
	• Over the next period of time, the goal of Holy Family staff and students will be to focus on building and rebuilding connections with both the immediate community, as well as with more distant ones. This will include (re)connecting:
	• With the First Nations
	• With the Catholic church
	• Between students (buddies, playground leadership)
	• Between students, staff, parents, and school council
	• Community groups (food bank, Mary House, etc.)
Individual Learning Centre (ILC)	**Focus/Inquiry Question**
	• In light of the scan, staff have decided to focus on three key areas:
	• i) Engaging in training and adjusting programming to address the immediate mental health challenges facing ILC students via a Trauma Informed Lens.
	• ii) Conduct / develop a systematic way to track attendance / course completion in order to target outreach to at-risk students.

- iii) Beyond the extensive YFN programming offered at the ILC, continue to develop/enhance course curriculum that reflects and affirms Yukon First Nation educational priorities.

SGP Activities this year
- Three Action Projects have been developed and are being implemented:
- i) Increase in Mental Health Programing for ILC Students: Plan - Updating of 'Active Living 12 Course' to include mental wellness education. Specific programming adjustment included the creation of full day/seasonal "Mental Wellness Retreat" (funding secured through a federal grant application). Developed partnership with Health Promotions Unit and Mental Wellness Substance Use Unit to deliver monthly workshops on Vaping / Smoking Cessation, Nutrition, Sexual Health, Social Media Safety and Mental Wellness. Successfully applied for grants to expand our Mt. Sima program and active living programming to increase physical activity. Worked with our existing Pediatrician (Dr. Citron) to expand access to medical supports.
- ii) Outreach to At-Risk Students: Created and allocated staff to create an excel document to track student attendance, coordinate staff call-outs (phone calls/texts) and track attendance. Worked with the Superintendent to secure an ILC staff cell phone to make calls/texts. The ILC adjusted the staffing schedules and the schools hours of operation to maximize student opportunity for attendance at the ILC. (Tuesday, Wednesday, Thursday the ILC is open until 5pm). The Team Leader applied for extra staffing under the Federal Funding for COVID which was granted from January - June 2021.
- Specifically the excel document to track students attendance is:
- Goal: To make regular and meaningful contact with all registered students at the ILC.
- Purpose: To communicate "Culture of Care" to non-attending students, to check in on their wellbeing, help connect them to services and encourage re-engagement in ILC programming.
- Method: Weekly outreach (phone calls – texts) to students who have not attended.
- Tracking / Data Collection: Established a spreadsheet to track students contacted, attendance, course completion.
- iii) Enhance YFN Integration into General Program and Specific ILC Course (YFN Studies 12):
- General Program: Pat Joe to deliver weekly Oral Stories during a regular "ILC Assembly". The goal is to promote exposure to YFN Oral Stories, facilitate awareness/knowledge building of YFN epistemology and create more opportunities of social interaction between students.
- Specific YFN Studies 12 Course: One teacher assigned to work with First Nation Initiatives and Curriculum and Assessment to update and localize our YFN Studies 12 Course.   The goal is to teach YFN beliefs, values and identity and for all students to respect and gain appreciation of First Nations culture.

Effects on Learning and How do we know?
- i) Impact of Wellness Initiatives: Excellent student feedback and uptake on wellness retreats. Increased attendance and engagement from students who participated in active living activities and wellness retreats. Excellent participation in workshops offered by Health Promotions and MWSU. 17 - 22 student visits to the pediatrician during each of the 4 day clinics. Increasing demand for appointments and some emergency consultations between the ILC clinics.
- ii) Outreach Initiative: Weekly data tracking has enabled staff to have a good sense of what is happening in students lives, where they are at in terms of their learning and what supports they may need. Regular contact with all students has increased attendance. We continue to track how this is translating to course completion and graduation rates. The qualitative data clearly indicates that students (particularly non-attending student) know that the ILC staff care about their well-being and academic progress. During the months of April/May/June teachers were assigned directly to grads for close tracking, encourage regular attendance, assist with assignments and help plan to meet their graduation requirement.

	• iii) Curriculum development on YFN Studies 12 Course is complete. • Large group Oral Story initiative had interesting effects - namely that this common activity has contributed to a sense of "school community", a number of students have expressed feeling validated when their traditions are showcased within a 'whole school' context. **What's next?** • This year we have made tremendous gains - due to our ability to focus in these three key areas. This success has come from our entire staff being engaged and responsible for creating and implementing the SGP. Another 'victory' has been the way in which Teacher Learning Plans are each directly connected to our common school growth plan. Lastly, particularly with our second action plan (student outreach) we had a very effective way to track our work and then consider the impact by analyzing the data. Lastly, it helped to have an outside facilitator to support and direct our 'scanning - focusing and development of our action plan'. • In terms of next steps, it will be important for us to link these adjustments to data surrounding attendance/course completion and ultimately academic development. The staff would like to increase structure, goal setting initiatives and planning sessions to help students complete assignments weekly and courses on a regular bases throughout the school year. • A more complete version of the ILC SGP is on the G-Drive under shared documents between superintendents and principals. The ILC spend 2 full PD/School Closed days working as a team on our SGP and all teachers are invested in the process.
Johnson Elementary School	**Focus/Inquiry Question** • Johnson Elementary School will continue to focus on enhancing awareness and implementation of the cultural inclusion standards and integrating Liard First Nations perspectives into the curriculum redesign and school program where possible. This would be accomplished by implementing a growth mindset by incorporating experiential learning through makerspace, on the land cultural activities and place-based learning. Success will be determined by learner self-assessment documenting experiences correlating to the core competencies and learning standards. • Our Inquiry question was that if we were to make learning more relevant to the history and contemporary life of the Watson Lake/Kaska Territory (i.e. place-based learning) students would see a more positive school culture, be more curious and more interested in learning? • The other focus areas will be the newly implemented Yukon Curriculum Redesign. In recent years the curriculum underwent a major redesign and as a result there was some inconsistent data analysis due to the focus on ensuring the new curriculum was properly implemented . With the new curriculum came the Department Yukon Wide Assessment Matrix outlining the annual submission of data to the department in the social and academic (kindergarten) and the literacy and numeracy (grade 1 through to grade 12) areas. Lastly, we will be reviewing the data from the "Our School Survey" that was collected this past school year for grades 4 through 7 to allow our students more voice in striving to establish a school where all students feel safe and look forward to coming to each and every school day. • Our inquiry question was once we have established updated baseline data in the social/academic and literacy/numeracy areas with consistent diagnostic assessments student performance will improve over time. . **SGP Activities this year** • All primary and intermediate classroom teachers will integrate into their year plans a cultural seasonal activity for fall, winter and spring from the list of cultural activities outlined in the "LFN/JES Seasonal Cultural Framework" document. These cultural activities will be facilitated by First Nation Elders and Instructors, community instructors and school staff members making themselves available to lead and support cultural learning for JES Students. After these cultural activities staff will display these projects and activities regularly in various locations around the school and on the school website.

- The data we will be collecting for assessment purposes are as follows:
- 1).Kindergarten teacher will perform a fall and spring EYE-TA and Kindergarten Screen (Boehm) assessment each year.
- 2).Grade 1 through to grade 7 will perform the School-Wide Write and DART three times a year (fall, winter and spring).
- 3).Grade 2 through to grade 7 will perform reading running records three times a year (fall, winter and spring) if student are at or above grade level.
- 4).Grade 4 through to grade 7 will administer the "Our School Survey" twice a year.
- Data will be collected and submitted to the staff, administration, LAT's, Watson Lake School Council. Liard First Nations and the Yukon Department of Education.

Effects on Learning and How do we know?
- Once we have established baseline data in all assessment areas the school staff will collaboratively set SMART goals for the 2021/2022 school year and strive to attain those targets. This information will be laid out in the school growth plan and tracked throughout the school year then reported on at year end.

What's next?
- When the data is collected, reviewed and studied after the 2021/2022 school year new or revised SMART goals for the 2022/2023 will again be collaboratively determined. This will be our ongoing process for school improvement and accountability.

| Khàtinas.àxh Community School - Teslin | **Focus/Inquiry Question**
• We asked why do we have a high absentee rate. Why are students are not doing well when they go to high school in Whitehorse. Why are students are having some difficulty with learning some of the basic curriculum skills that are necessary for future academic success. We have selected this area and hoping to see students connect the curriculum to real life cultural experiences and relevancy. Teachers will work more closely with our community liaison officer, our elders in the school, and school council and Tlingit knowledge holders to make the curriculum more meaningful and practical for the students. Our hunch is that if we connect the curriculum and skills taught to First Nations ways of learning we can improve attendance and academic success. If teachers can teach material from the curriculum and these skills and knowledge can be followed up by working with Tlingit culture experts in on the land education we will see an increased interest, participation rate and academic improvement in our students.

SGP Activities this year
• New professional learning will be collaborating with the First Nations in Teslin. The cultural experts will work with the teachers at Brooks in the spring to help bridge the gap from curriculum taught to the practical applications to learning on the land. Some meetings will take place between the cultural holders and the teachers before Brooks in May. The action taken will be teachers will find an area of the curriculum that can be supported by First Nations ways of learning. They will teach it and in the spring during a three day outing at Brooks Brook students will have a practical follow up with the assistance of a Tlingit culture expert with the goal of applying the academic aspect of the curriculum taught by the teacher in the school.
• The Tlingit language teacher will work in conjunction with the classroom teachers and will teach vocabulary based upon the area of content the teacher is going to instruct in. This will allow for the language to reinforced and used in a practical land based setting.
• Areas that will be taught and followed up are patterning in math to be supported by beading in Brooks. Traditional medicines to be followed up by an expert having students find and make traditional Tlingit medicines. Water biology followed by doing physical experiments with the water around Brooks Creek and Teslin Lake. Way of hunting and trapping followed up by learning how to make snares for different animals at Brooks. Orienteering followed up with traditional ways of navigating around |

	the land. A variety of sports followed up by traditional Tlingit sports games.The study of calendars and how time was kept followed by ways of keeping time in Tlingit culture. Learning how to make traditional foods, canoeing , archery and the proper care and firing of rifles will be offered too. **Effects on Learning and How do we know?** • When we return from Brooks a follow up the classroom teacher including a survey with students to see how and where working on the land helped the student better understand the curriculum by tying it to their culture and on the land learning. **What's next?** • Under normal conditions to enhance, add or adjust and then apply to other academic areas and other on the land situations. For us Brookes was delayed because of covid-19 but school council chose to wait and try again with this plan for the 2021/2022 school year.
Vanier Catholic School	**Focus/Inquiry Question** Will strengthening student and staff resilience and wellness create effective learning opportunities? **SGP Activities this year** • Student Support Teachers were essential in providing extra support for students affected by Covid-19 disruption in learning opportunities. • **PLC Groups:** • Staff, self-selected and worked on: • Curriculum alignment • Scope and Sequence • Executive Functioning • Mental Health of Staff and Students Afterschool **Effects on Learning and How do we know?** • Student survey in fall 2020 and spring 2021; using student data: (DART, SWW, report cards, numeracy and literacy exams, attendance, ELL assessment, data from Student Support teachers) to drive our inquiries, possible parent survey and to determine what our timetable will look like for the next year. • In interviewing students who were experiencing difficulties with academics and attendance this year, we confirmed our belief that mental health struggles are the biggest factor this year in students' lack of engagement with school. **What's next?** • We have created a timetable that incorporates more student support teacher time based on the success of our student support teacher program this year. • Improved practices and cooperation with counsellors and learning assistance teachers and the SBT will implement earlier targeted interventions with vulnerable students. • Staff are encouraged to access mental and physical health resources with our new EAP. • Focused reading interventions led by vice-principal using the Fountas and Pinnell program.

	• Gather data in fall and spring from students using the "Our School" survey tool. • Invite more community resources into the school for informing staff and students about key mental health services available to them.
Watson Lake Secondary School	**Focus/Inquiry Question** • If we use specific learning standards and consistently have targeted goals can we improve student learning? **SGP Activities this year** • Graduation Regalia Project • Targeted, consistent learning standards • PD connected directly to learning how to use the standards based grade book to help gather concrete evidence of learning **Effects on Learning and How do we know?** • 83% of students who wrote literacy assessment in January scored a 3 (11 out of 13) • More student moving out of grade 10 in one year. Last year we retained one student, 5 years before that would retain 30-40% of the class. **What's next?** • Collecting learning standards from each subject that we know are proficient or extending • Collecting learning standards from each subject that we know have emerging or developing • Hunch: tech use at home is affecting sleep and productivity
Area 2	
Del Van Gorder – Faro	**Focus/Inquiry Question** Vision: Del Van Gorder School fosters a safe, inclusive, collaborative environment to promote student curiosity, personal growth and academic progress. Mission: DVG will focus on individualized and experiential learning opportunities to empower learners to become increasingly self-directed in their personal and academic growth. **SGP Activities** Land based learning, knowledge of historical past. Focus on cultural identity. **Effects on Learning and How do we know?** After a successful year, time to reassess. Back to Scan after one year as Principal. Data collection: School Growth Plans, School Review, previous scans and my initial student scan.

	Assessments, including; BCPE, Boehm, DART, SWW, FSA, EYE. All assessments are trending positive; BHOEM, DART, SWW, FSA, EYE. Parents, staff, community descriptive feedback. **Next Steps:** Greater Connectivity with First Nations ways of knowing and doing. Maintaining students engagement in a wide ranging, multi grade diverse rural classroom.
Elijah Smith Elementary	**Focus/Inquiry Question** We wanted to see how we could make students feel welcome/sense of belonging at our school. Also wanted to put an emphasis on Forest School We selected this area because many students in previous years let us know that they did not see themselves in our school or feel like they belonged in our school. We are hopeful to get our teachers more training and more comfortable in how to use First Nations Ways of knowing and doing in the classroom. We are also hoping to get expanded training in Forest School delivery for our teachers. We felt that by running family nights and groups at our school that we could help students feel welcome/a part of our school. We were unable to do this, this year because of COVID-19. **SGP Activities this Year** We will work with KDFN to continue implementing the MOA into our school. We will do this by having a joint PD day. We will also ask all teachers to pick one piece of First Nations Ways of Knowing and Doing and incorporate it into their long range plans. We are also using Growth Mindset in our school and using our PLC time for this. We will set up collaborative learning groups. Get teachers extra training where needed and encourage teachers to pursue extra PD where they feel it is necessary. We had monthly School Growth Committee meetings. Improve the amount of students attendance and feeling a part of the school. We did not pick any target numbers for this year but will for the Fall. We say great attendance at our Family Nights and noticed more families were coming to Student Conferences as well. We also noticed that less students transfered during the year to other schools like would happen in the past.
Eliza Van Bibber – Pelly Crossing	The focus before the results of the survey was in 3 areas: incorporating culture more effectively following the seasons, learning through experiences with hands on work and taking risks in learning (growth mindset). This needs to be readdressed with the results of the students interviews. One hunch was that we need to be on the land more with the cultural activities performed at the school. That these activities needed to be more authentic experiences for the students to engage them with school. Bringing the learning to the land may help some students find more success. We also felt that if we started a school wide shift and focus on not being afraid to make mistakes in learning that students would try more, and experiment with their learning. If they were not afraid of a grade or a suggestion from a

teacher or peer then students would be more successful at the end year. Another thought was that there was not enough choice for students with hands on learning. That students needed to be working with their hands and have lots of options to choose one that would enable students to be fully engaged in a project and their learning. The hunches need to be revised based on the data that was collected

The team decided that one new area of learning for the school to was for all staff to explore growth mindset. We will look to the department of education for PD on growth mindset and use one of the school PD days. The team also identified that the school needs to learn more about Northern Tutchone culture find more connections with curriculum and culture. The team felt that students would be more engaged if we could express literacy and numeracy through cultural success.

The Eliza Van Bibber School Growth Planning team started with a couple hunches about what was something hard we could work on that would have a large impact on the majority of EVB students. After coming up with some hunches we realized we needed to step back and first take a look at what is going on for our learners. We frequently used 2 of the 3 big picture questions from the spirals of inquiry - what is going on for our learners and how do we know? Working in the scanning phase the team felt we were making assumptions and needed to reach out to find out what students felt and thought. Being a K-12 school, we decided that we would interview students to collect our data about what is going on for our students.

Of the 12 high school students (grades 8-12) surveyed 10 enjoyed being at school and 8 were able to name two adults in the school who felt they would be a success. 10 students believed in themselves and 7 students wanted more control over their learning. Of the 29 elementary students surveyed (K4-Grade7) 27 liked being at school and 11 could name 2 adults in the school that thought they would be a success. 13 students named one adult and one student or two students who thought they would be a success. 34% in elementary wanted control over their learning compared to 58% in high school. 21 students believed in themselves while 23 felt they were improving with their learning.

Now that we have this data the school growth team needs to further analyze this and adjust our hunches and possibly the focus. Some of the assumptions we made have turned out to be incorrect as the group thought more students would want more choice in their learning.

Eliza Van Bibber School invites in elders to the school to work with students and teachers. Because of elders and community members Eliza Van Bibber School has a strong trapping program that teachers students trapping from the starting preparation, to the harvest, skinning and sale. The fall culture camp at Minto that is hosted by Selkirk First Nation provides a large land based activity for the school. Students and staff have the opportunity to learn from elders and community members here. Eliza Van Bibber School also works with local First Nation artists. A large carving that was started with former students was completed this year and will be hung in the school rotunda. A priority for EVB is to have more than one class do a heritage fair project where, the school hosts the community to celebrate student learning. This year we hosted a community heritage fair with a focus on Northern Tutchone culture and Selkirk First Nation culture. Each class from kindergarten to grade 12 participated in the heritage fair. The heritage fair was supported by help from elders who came into the school, families, Selkirk First Nation heritage resources and staff.

Eliza Van Bibber School has a strong and positive relationship with Selkirk First Nation. Selkirk First Nation provides the Eliza Van Bibber School students with a daily free hot lunch and for staff that are supervising students. Selkirk First Nation also supports the school with cultural activities and a fall camp for the whole school. Selkirk First Nation also invites groups of students to attend events in Pelly Crossing and the other Northern Tutchone communities. Selkirk First Nation is invited to attend school events, staff

professional development, and school gatherings. Eliza Van Bibber School works with the recreation department to provide after school access to the school gym for the community. Eliza Van Bibber School hosts multiple BBQs and community events during the year to bring community members out and into the school. Through strong partnerships with elders and community members there have been many cultural learning opportunities for students such as the strong trapping program at EVB and heritage fair.

Classes need to incorporate outdoor learning and growth mindset activities with the students. The school growth team has decided that each class will need to do a monthly outdoor/ experiential education lesson. To help support this initiative, we will collaborate as a group, activities and lessons that can be done outside of the building, remind staff of the wall tent as an alternate space and use time at staff meetings to create learning opportunities to support staff making this change. So far we have had learning rounds on Northern Tutchone resources from the Native Language class room and the music teacher. Staff need to discuss the learning process more with students and show off the learning that is happening. EVBS staff will be presented with

We have more work to do. We have made progress and are moving forward on the school initiatives. We will be doing our student survey at the end of this year to see how we have progressed. Staff have completed their first numeracy net and the feeling is that it will be valuable starting from the beginning of the year. Staff have meet on school wide writes to discuss how to improve student out comes before the final school wide write is submitted on May 15. DART results are being submitted on May 15. On student attendance this year we have 5 students that have missed less than 5 days of school this year. This is a big improvement from 1 student missing less than 5 days last year. We have learned that we really need to engage parents to made the gains we want in student attendance.

PD is scheduled for EVB staff on using inquiry to support engagement and learning with students as well as a means to support teachers with taking students out of the classroom to learn. The experiential education curriculum consultant will lead this next learning area for staff. Next steps will be to survey the students again to check in with school progress.

We have had learning opportunities from our Northern Tutchone teacher and had PD from the experiential consultant. Staff would like to use PD time to work together with each other. We have many different talents between our staff members and they would like more time to work together for a longer period of time. Meeting before school is not always enough time and they have more that they would like to discuss. Staff had time to meet and discuss school wide writes while we had 2 workshops going at the school and would like to have time to meet as a professional learning community more regularly and for an extended period of time. Meeting together we could have staff members be mentors for each other and as well a coach that will be responsible for pushing each staff members growth. With setting up a stronger school system for support and pressure we will grow staff around improving student outcomes based on the data they are collecting.

School wide writes, Dart (or another reading comprehension assessment) attendance, school survey (interview) look at a math indicator. We are looking to use numeracy nets to indicate progress in mathematics. We need to select the bench marks points for numeracy assessment for grade levels.

School Wide writes 80% meeting expectations (minimal and fully)
Numeracy Nets 80% passing checkpoints

	Foundational skills assessment 80% meeting expectations
Hidden Valley Elementary	**Focus/Inquiry Question:** Together with parents and the community, the Staff at Hidden Valley School is committed to a focus on student achievement, and to the development of young people who are respectful, responsible and caring. Learning to Learn…. For Life Through the past year we have identified two areas that we would like to focus our attention: 1. The first area that we identified was Place-Based Learning. 2. The second was literacy. We are hoping to develop our pedagogies around both of these areas separately and then create and widely implement new pedagogies by emerging the two areas together. SGP Activities: Place-Based Education: We identified that place-based learning was a priority of ours. This priority came from our recognition that many of our students connect with the outdoors as a teaching tool and as a classroom. We have also discovered that learning about our natural surroundings can foster stewardship of the land and build lifelong connections. Many of our students' families are also connected to the land so this focus also creates a conduit between the school and their homes. Literacy Programming: When we started our assessments in literacy in grade 3 this year, we noticed that students were not performing to grade level in a variety of areas. This deficit was also supported by the results of the phonemic awareness assessments that were done at the end of 2018-2019. One of the contributing factors in the success of our learners comes from the transformation of tier 2 and tier 3 supports. At HVES we have lost our classroom-based EA support and it has all been shifted to 1:1 support. This shift has put an enormous pressure on the learning assistant teachers and other higher tier supports. Therefore, we need to ensure that our tier one teaching is adapting to this change and is sustainable throughout the school. **Effects on Learning How do we Know?** In order for us to improve in our Place-Based Learning and literacy programming, two additional areas need to be improved and redesigned: 1. Improved communication and the ability to access to this communication at all times. 2. A system on ongoing professional learning that takes place during school time and releases the teachers form teaching responsibly, but the students are still engaged in required curricular activities.

	These four areas will work together to create a supportive learning environment so we, the staff, can support one another as we enhance our skills and knowledge. At Hidden Valley we need to consider the three stages with each initiative; design, implementation, and sustainability. Although the school administrator will be facilitating these stages, in order for this work to be valuable and successful all staff members need the opportunity to give input as well as time to be critically review contribute to revisions. The literacy focus and place-based learning combination will work together to create an outdoor learning environment that utilizes modern instructional pedagogies to obtain maximum academic outcomes from all students. **Next Steps:** We created a professional development plan for the 2020-2021 school year. This plan is structured around our place-based learning focus and has been co-constructed the the entire staff. Beyond the professional development plan we have created professional learning opportunities for our teaching staff. This was done by creating a one hour block every week to allow for a variety of learning opportunities including learning walks, time to work on and discuss Teacher Annual Learning Plans, article studies, team teaching, and time to invest in learning on Lynda. These blocks are designed for teachers with consideration of the OECD 7 Principals of Learning.
Jack Hulland Elementary	Questions: How will the reduction of available LAT time affect reading and numeracy scores? Will the use of Heggerty in primary grades increase literacy skills by grade 4? Will the move away from teaching rote math skills affect numeracy outcomes in grade 6 & 7? Will a focus on the Assessment for Learning strategies as outlined in the staff members' co-constructed rubric (See Appendix 1) show improved results over time? Will analyzing the data of consistent cohorts show the same results as previous years? Further implement instructional strategies to increase the literacy and numeracy scores from K-7 by 5%. Action Plan: 1. Primary classes will use the Heggerty phonetics system to improve foundational literacy skills. 2. Intermediate LATs will use the Fountas and Pinnel Assessment system for literacy in order to target areas of academic need. 3. All teachers from grades 2-7 will assess numeracy skills using the Diagnostic Math Assessment. Grade 1 numeracy will be assessed through_____ 4. Teachers will continue to implement assessment for learning strategies. Students will take ownership for their learning through the following Assessment for Learning strategies: **Action / Evidence / Persons Responsible table below**

For Jack Hulland Elementary row, the embedded table:

Action	Evidence	Persons Responsible
• Student use of rubrics before, during, and after assignments and projects	Multiple rubrics and checklists demonstrating progress and growth	Students and Teachers

• Descriptive feedback with chances for improvement given to students	Sample of assessments with feedback included in Student Portfolios along with improved work/projects.	Teachers
• Goal setting by students with teacher and parental support	Parent – Teacher interviews with goal setting focus	Students, Parents, and Teachers
• Student and parent friendly checklists and rubric scoring	Numeracy and literacy checklist portfolios shared at Parent meeting and Student Led Conferences	Students and Teachers
• Evidence of learning by student shared with parents	Work Samples shared at Interviews and Student Led Conferences	Students and Teachers
• Reflection on student progress and refinement of teaching to respond to needs	Collaborative grade level meetings following SWW and DART assessments with LATs and planning sheets	Teachers and LATs
• Data collection, analysis and planning	DART, SWW, FSA, OURschool surveys, ODR, and PBIS committee work	PBIS committee, grade level groupings, and staff

The findings above have not been validated due to school closures March –June 2020. The delay in FSAs in the 2020-21 school year have also hampered our data collection. The Diagnostic Math Assessment will be implemented beginning of May 2021.
Findings from previous years are as follows: The increase in the numeracy and most recent writing results are encouraging and indicate that the Assessment for Learning Strategies put in place appear to have a positive effect on student engagement and learning. Based on the 3+ cohort data, it is clear that focusing on a consistent use of strategies had a positive effect on student learning. We will continue with our work and growth in this area.

	Assessment for Learning Strategies outlined in the Action Plan will continue to be further implemented at all grade levels. Teachers and parents report a higher level of engagement from the students. Teachers identified a goal of increasing the use of rubrics mid-project or mid-assignment to allow students the ability and understanding of how to improve their work. Teachers have also asked for more time to collaborate including time to conference with students. Many of the parents are satisfied with the Student Checklists and Final Report Card along with the student conferences throughout the year. There is a request from parents for more comments specific to their student. Parents have also requested definitions for the changing descriptors on the written reports. We will continue to build on the Experiential Learning opportunities for our students by making use of our Outdoor Learning area and providing the resources for First Nation Ways of Knowing and Doing. A group of primary teachers are involved in the Forest School Initiative and will be able to collaborate with staff members to further expand our Experiential Learning activities. Collaboration between grade-level partners both within and from outside the school along with our support staff to develop Experiential Units will be an ongoing part of our Professional Development plan. Attendance continues to be an area of ongoing concern. The school continues to apply to Victoria Gold for initiative funding to expand and explore ways to improve student attendance. Weekly draws and regular significant incentives will be continued for the upcoming school year along with a targeted approach for individual students.
JV Clark - Mayo	**Focus/Inquiry Question** • Working with NND and a teacher at the school we decided to divide the school growth plan into a elementary goal and a secondary goal. • The Elementary goal after looking at the data, was decided to try and create a balanced literacy program where teachers could use a unified literacy program across the elementary wing to help students with the continuity of a literacy program. This was decided in part because of the teacher turnover at the elementary wing, and the numerous literacy programs introduced to the students. The hope is by creating this program any teacher coming to JV Clark school in the elementary wing will be asked to use this literacy program allowing for continuity for students. • The Secondary goal is to help students take the required courses they need to get into the post-secondary career they would like. It has been observed that many of the graduating students, either do not get the required 80 credits for graduation or do not take the correct courses which all lead to upgrading at Yukon University before going into a career of their choosing. The school is hoping to tackle this problem by creating a blended high school schedule with a combination of full and semester courses to help students have a wide choice in course selections. **SGP Activities this year** • We believe that by creating a unified literacy program the elementary students will improve both their reading and writing ability. We are hoping that the majority if not all students will be either be at the proficient or exceeding category. • By allowing secondary students more choice in courses we believe that students will attend school on a more regular basis as well as students will be able to take course that they want and that allow them to get into the post-secondary school of their choice without having to do a lot of upgrading which has been a huge problem for JV Clark graduates. **Effects on Learning and How do we know?**

	• We have selected these two areas as the school growth plan team thinks that by setting up some achievable and sustainable goals, we will see improvement in both literacy results across the board as well as students who graduate with the courses they need to go onto post-secondary schools of their choosing. We hope that by creating a unified literacy program teachers can help support each other throughout the elementary wing. • By creating a blended high school schedule, it is hoped that this schedule is able to continue year after year, allowing students a wider variety or course selection which should lead to graduating with the courses they need for any post-secondary dreams students may have. **What's next?** • We will be using the DART and School Wide Write data to track the progress of the elementary students; we hope to see a steady improvement in both reading comprehension and writing skills across the elementary wing. • In the secondary wing we will be tracking graduation data, along with the number of credits each student has when they graduate. This data will then be compared to current school graduation data.
Porter Creek Secondary School	**Focus/Inquiry Question** To embed First Peoples ways of knowing and doing into our school fabric, enhancing our learners' sense of self and place and thus build PCSS pride. 2021 will be revised based on 2020 Our School survey Data and hunches developed in April 2021 By focusing our collective strength and expertise on relationships building we will be able to create a school culture that reflects the demographic of our school. If we use the spiral to support teachers as the learners, we will be able to build upon and celebrate expertise, which will in turn build teacher's confidence. Bias to recognize are: • First Nations ways of knowing a doing are just for First Nations students • Public has a negative perception of PCSS • If we don't know it can lead to misunderstanding CELC offices/ Slow-start morning program Cultural Foods Day Elder in the School Establishment of the Culture Room, culture committee **SGP Activities this year** In order to have an impact and change we have: • Teacher expertise • Celebrations • Relationship building amongst teachers and students Whole School Professional Development: Trauma Informed Care, Virtual Relationship Mapping

	Consultation and collaboration with community Elders Development of the Porter Creek Learning Network: Kennádän - "We are learning together" to foster and support individual and collective inquiry projects that are based on school data or classroom scans. 2021- Hide Camp, establishment of culture committee including student and community members, establishment of student council, dedicated cultural space Our School Survey happening at end of October/early November - we will be able to compare data. Individual student survey regarding anxiety (before and after retreat) Individual staff reflections on their relationship building progress based on co-created actions **What's Next** This is the final year of this inquiry process. The we will continue to: - strengthen our whole school focus on relationships through virtual relationship mapping - provide staff with learning opportunities to help build their understanding and connection to First Nation ways of knowing and doing (Southern Tutchone mini lessons for teachers, staff tour of Whitehorse to learn traditional names) - collaboration on the development of an outdoor classroom space/fire pit - opening of a dedicated cultural space - establishment of a cultural committee and development of a cultural learning continuum
Robert Service - Dawson	**Focus/Questions** The School Growth Plan (SGP) for 2020-2021 focused on Making Learning Visible. Major attention was given to professional learning in this area and communicating better to parents and students about learning and behavior intentions and communicating this through weekly teacher updates and the 6 formal and informal reporting mechanisms during the year. This change was well-appreciated by parents, teachers and students. The final report for K-7 used Aspen as the primary communicating mechanism but the school made changes to the report to better reflect on school's character. As the year progressed, the School Growth Plan was further adjusted to include 5 Committees to advance five primary focus areas in improving the overall school-experience provided for students. These committees include the following: Data-Informing, Arts-based, Wellness, Innovation and Extension, and Cultural and Experiential. **Positive Learning Environments** A main effort during the school year was on creating positive learning environments. A rather simple behavior support and monitoring system was brought into place in 2019-2020 to document Congratulatory, Cautionary and Critical Incidents. These behaviors were clearly outlined and then reported on when they occurred. Based upon information collected for lodging these incidents, they were responded to through a variety of mechanisms, especially through public celebration of Congratulatory incidents and communication and consequence around Cautionary and Critical Incidents. In 2020-2021 because of COVID-19 we did not acknowledge Congratulatory Incidents. There was clear evidence that this attention to monitoring and action brought about an improvement in behavior to some students and in some circumstances. Mask compliance was a major source of frustration for students and staff in high school, and non-compliance in this area was often a source for student dismissal.

Wellness

During the 2020-2021 year an Interagency Youth Counsel (Tato) was established through the school. The Counsel involved all those community school and professionals who worked directly with youth. This team met regularly and advanced matters of importance specific to Youth. In the 2020–2021-year student Metal well-being was identified as a primary issue. In 2020-2021 the Counsel continued to meet and increases focus was placed on Substance Abuse, as this was evident in the community over the 2020 summer months.

Staff Development

Staff met with the principal twice during the year as well as completing a final end-of-year end of year reflection which all focused on seeking staff input into areas of strength and areas of development for staff individually and the school collectively. Several of these concerns such as attention to the Arts, Wellness, Data, Innovation and Culture are now reflected in the SGP. Staff identified need for (1) presenting better evidence to support assessment judgments; (2) attention was placed on providing Education Assistants with professional learning opportunities and engaging teaching staff in professional learning provided by the Department and through YTA opportunities. Staff professional learning days focused on ADST, literacy program development for K-7 and standards-based assessment.

Programming Initiatives

- Camp Accreditation: Many of our students again participated in various camps throughout the year. A new Camp was trialled for Grade 8 focusing on of Tr'ëhude and a Grade 10 Camp on Treaty Simulation. The evaluation of the Grade 8 Camp identified this to occur earlier in the school year.

- Deep Dives: Several of our students participated in a welding deep dive that was sponsored by the Department. The welding deep dive took place in RSS' shop and drafting room. Gerry Quarton was the lead instructor, together with professional welders Jake Duncan and Rachel Huneault.

- Tech Ed:
  - **3D Printing:** continue to integrated 3D printing in grade 7-12 shop classes.
  - **Skills Canada Yukon Partnership:**
    - 4th annual Try a Trade - over 100 students participated in our annual 'Try a Trade' hosted by shop students. Some of the stations were weaving, create an instrument, computer programming and construction.
    - Hosted Territorial Skills Canada competition in baking

- K-7 Programming:
  - Attention was placed this year on having a uniform program offering for K-7 in Mathematics and a 'learning to read' and 'reading to learn' progression in K-7 Liercay. Attention was placed on phonemic awareness in K-3 and Reading and Writing Power for Grades 4-7 Literacy. Professional learning K-7 in 2021-2022 will continue to place emphasis on this development.

	- First Nations Studies:
	    o We are continuing to build this program that is offered to Grade 7 & Grade 8 classes. Each grade received one term of First Nations Studies 3 days a week. The students were taught a language based cultural program.
	    o First Nations Studies focuses on the depth, richness and integrity of the Tr'ondëk Hwëch'in people. In emphasizing the language, culture and history of the Tr'ondëk Hwëch'in, the course addresses the importance of our local history. This course gives students of Robert Service School the opportunity to acquire knowledge and understanding of the traditions, and history of the Tr'ondëk Hwëch'in. Students explored traditional knowledge through a self-directed project. Students worked closely with Tr'ondëk Hwëch'in Elders and demonstrated protocols for learning and working with Elders. Students demonstrated an understanding of Tr'ondëk Hwëch'in culture and traditions and learned about the importance of language and cultural revitalization efforts. Students engaged in local Han language acquisition.
	    o Throughout the term, Ms. Flynn made connections of the First Nations Studies course to Grade 7 & 8 curriculum learning outcomes which included the following areas: Second Language, Oral Language, Career Education and Socials Studies.

Ross River	**Focus/Inquiry Questions**
	Many students struggle on a daily basis with all aspects of reading and writing. DART and School Wide Write scores are usually low. Some students lack daily experiences to write meaningful paragraphs\sentences. Despite the fact that students have traditionally had issues with confidence this is improving as students gain experience with their culture, sense of belonging in the school and exposure to other students and activities like REM and sports.
	
	Make student learning visible: make students aware where they are and where they are going in their learning.
	
	Make student learning visible: make students aware where they are and where they are going in their learning.
	Higher student engagement and academic performance is our target. This will also allow students to take ownership over their learning and enhance their self-confidence.
	
	SGP Activities
	When students are able to reflect on their learning they will make improvements on measures such as DART and SWW .
	When teachers are able to better demonstrate their assessment, this will move students along on their learning goals and improve teacher accountability
	
	The RRS has a well-established relationship with the RRDC and community
	- The school has regular breakfasts, lunches, and Community functions and
	  dinners
	- Staff are creating a learning relationship with parents\guardians through
	  regular communications home
	- The school has a cabin for cultural events such as bannock making and
	  dry meat making
	- We have FN murals, paintings, and pictures throughout our school
	- We have parking signs designated for elders and Ross River Dena Council

	- We have support from CYFN for cultural programming More PD opportunities for staff around assessment and improving reading and writing 2. More meetings with groups of teachers - specific target groups with Literacy skills with staff supporting other staff and passing on love of reading and writing We will be able to compare results on assessments such as SSW and DART, report cards and attendance data and better understand how what we do as teachers is affecting these results. 2. Use different resources for small groups and individual such as; Heggerty 3. Regular feedback discussion between students and teachers regarding learning styles and needs to co-create planning for literacy development and cultural identity. 4. Staff meetings - include SGP on each agenda (literacy approaches, assessment, and continuous feedback) 5. Regular School Council meetings. to inform council and seek their support for literacy growth We will observe how things are going and report back next year. DART scores SWW scores Attendance: Why are students not attending school? Cultural Identity, school belonging, and confidence surveys with students. Our school goals are a struggle at times due to lack of one-to-one assistance for students that require intensive care. We need to grow and learn as a staff so we can differentiate education and not leave some students behind. We need to get our consultants on side to help us with this learning. We need an increased allocation for Educational Assistants and a full-time counselor at school. Presently, staff independently work to meet student needs within their own courses\classes. Students generally meet or minimally meet expectations. Also need to focus on students that are unable to meet expectations. What's Next Staff will explore new ways to work collaboratively to meet student needs. Increase in performance levels for all students Increased pride and self-confidence
Tantalus – Carmacks	**Principal was on leave on May 15 until end of year – no SGP report was submitted for 2020-2021**
Area 3	

Chief Zzeh Gittlit -Old Crow	**Focus/Inquiry Question** • Staff, parents, community members met as a group. Tasked with "what do we know about our students and how does it impact learning?" • Two key experiences that we noticed about learners are: • Learners are motivated by hands-on, project-based, lands-based, culturally relevant learning experiences. • There are a variety of factors that impact social-emotional wellness and readiness for learning which become barriers to learning and development. **SGP Activities this year** There were many, from on-the-land, culturally inclusive learning at fall hunt and culture camp, to project-based, practical, hands-on, life-skills-oriented learning in the classroom, industrial arts room, kitchen and in the community. *See accompanying documentation **What's next?** Many students meeting key learning standards (literacy + numeracy) below grade level. Significantly increase the total students meeting key learning standards at grade level in literacy with whole-school focus on Fountas and Pinnel Literacy Continuum beginning in 2021-22 school year
F.H. Collins Secondary	**Focus/Inquiry Question** 1) How can we increase student engagement? • Is the current schedule prohibiting students from further engagement? • Is the school truly reflective of First Nations values and principles? • Do our First Nations students have a sense of ownership and belonging at our school? • How can we further build and enhance relationships with all students? 2) How can we increase student critical thinking? • How can we better utilize our PD days and skills on staff to further improve teacher instruction with the focus on student critical thinking? • How can we build and foster instructional leadership at our school to foster student critical thinking? • How can we build foundational literacy and numeracy skills? **SGP Activities this year** • Literacy & Numeracy Intervention - ppt presentation available • Planning for Indigenous Academy - ppt presentation available **Effects on Learning and How do we know?** • See presentations on literacy and numeracy support **What's next?**

	• Continue to implement literacy and numeracy supports with adjustments • Implement Indigenous Academy • Re-build school community as we begin to exit Covid-19 scenario.

Grey Mountain	**Focus/Inquiry Question**
	• Considering the current unprecedented global situation, and the Department of Ed priority on health and safety, we have focussed on:
	    • Opening and running the school in a healthy and safe manner with new safety plans in place.
	    • Rebuilding relationships between and among students, parents, and staff.
	• We believe focussing on these two areas will yield an improvement of academic outcomes for students, particularly with respect to literacy.
	
	SGP Activities this year
	• PD Days Aug 18-19 on Health and Safety Guidelines (including role plays)
	• consistent routines around hand washing, spacing, masks
	• Keeping classes separate in the school
	• As of Dec 1, 2020 mask use for adults in the school in common areas and in classrooms where a 2m distance is not possible
	• Frequent on-going communication with parents on GMP COVID protocols and student progress by way of email, newsletters, phone calls, zoom, school website
	• 2 in-person conferences with parents
	• School wide soft start for students – staff making intentional connections with students
	• Keeping class and school routines consistent and predictable
	• Taking time at staff meetings to check in with each other
	• PD World Café – sharing strategies with each other at 2 PD Days
	• PD focus on leadership and vulnerability - Brene Brown Ted Talk, Dare to Lead; Dr. Jody Carrington
	• Literature provided to all staff: <u>Kids These Days</u>, <u>From The Ashes</u>
	• Wellness Pilates classes offered to staff – 2x/week (November – June)
	
	Effects on Learning and How do we know?
	• Based on June 2021 PM Benchmark data, **90% of our students (Grade 1-3) were reading at or above grade level** at the end of the school year.
	**This data does not include students who have either a Learning Support Plan or an IEP. Those students are making progress on their individual reading goals.
	• Qualitative data collected from staff in June 2021 indicates that the focus our school took this year made a tremendous impact on their own wellness, which in turn had a positive impact on student learning. Highlighted quotes from staff include:
	    • Knowing that my wellness mattered made a huge difference in what could have been an extremely challenging year, given the global pandemic. I felt excited to come to work and up for what each day brought. I had assurance that our school was following safety protocols. Mostly, I was in a good position to make a difference for kids.
	    • I felt calm, regulated and able to best co-regulate my students. Win-win!

- Our focus on connection worked so well for not only the children but the staff as well. As team we came together and helped so many kids. I think going forward we keep connection as a priority
- Considering this being the year of the pandemic, we as a school responded in a way that suited our primary aged students, with enough precautions to keep us conscious of the safety we needed to maintain but also with the humanity and care that students of this age need in terms of community and personal attention.
- I took advantage of the Pilates classes and that was very positive in terms of my personal physical well-being as well as it being a chance to release stress, challenge each other and be supportive of one another's weak areas. We had many good laughs.
- I felt very supported this year. I appreciated the books we were given as gifts. "From the Ashes" by Jesse Thistle was a good insight into the turmoil some kids are in and yet he left me hopeful for each one.
- It seems to me that kids and staff have been, for the most part, happy at school, and feeling very connected to their classroom cohort, well aware of the expectations - including the expectations regarding health and safety. This has resulted in opportunities to do lots of productive and creative class activities,

  - Our soft start was very beneficial for our students. Not only did it give the students time for getting settled, it was a learning time to learn how to play with other students. I like that if students are late they are not missing out on some of the teacher's instructions.
  - Relationship building at the start of the year was so important, as children had been out of school for so long, and had lost some of the friendship connections that bring confidence. We did a lot to foster a feeling of safety in the class, mostly in relation to expressing our feelings and being open about any fears that might exist around Covid19 for children. I am very pleased that we chose to focus on these two key school priorities, and I think there were definitely positive impacts on academic success for children as a result.
  - I think it felt like the school growth plan really reflected and related to what people (staff and students) were experiencing. To me the school growth plan was a success. The measures taken were good but what I think was really exceptional was how these health and relationship strategies created an attitude of caring and an amplified atmosphere in the school of kindness and caring. We had that atmosphere before, but this growth plan really emphasized the importance of a safe and caring environment and helped to continually remind us.
  - I feel certain that the gentleness and supportive environment in the school helped create the great year we are having. Kids are progressing in academics and there is a feeling of happiness and normalcy in the school. There is lots of laughter and lots of learning. I'm happy to go to work every day.
  - Mental health was a top priority and I really needed to take care of myself, my students, and my co-workers by constantly checking in. The Pilates classes were essential to my well being this year.
  - . I can see that students were comfortable and regulated during school because of the school wide growth plan. They had less transitions, they were comfortable to share feelings and ask questions during sharing circles and I felt comfortable because we had clear plans in place. Each student progressed and it was a successful year.
  - I feel that it has been long overdue examining the wellness of educators, in order to take care of students. Otherwise, there is a huge gap in how we deliver our curriculum and lead as a school. Because of this SGP I have never felt more connected, supported and loved by my school team. I have also never felt more healthy, physically and mentally, as a full time educator. My work/life balance was really supported this year and that is so paramount to building a good life, for ones self and as an educator. I cant speak enough about how this SGP worked in positive ways. I really hope it is carried forward into next year, as a way to continue fostering these values in school for staff.

What's next?

	- Based on the staff reflections and conversations with parents about this growth plan, the plan is to **continue to build on the work** that was done in 20-21, **continuing to focus on those 2 priorities**. - **Academic outcomes** will continue to be measured.
Golden Horn Elementary	**Focus/Inquiry Question** As a school, if we combine social-emotional learning, character education and excellence in instruction all Golden Horn elementary School students will have access to a quality education through inquiry, our G.O.E.S. (Great Outdoors Experiential School) philosophy and high quality targeted instruction. Our focus will require three to five years to implement, so as we move into the 2021-2022 school year, we will narrow our focus on "excellence in understanding". **SGP Activities this year** **Social/Emotional Development and Character Education:** - Social Detective Super Flex for all staff - nine staff are currently working on this or are finished the four modules. - Jody Carrington Professional Development in January and April - Affirm and Inspire Educators by explaining what all kids need to succeed & self-care as a teacher - Administration is reading "We are Crew" and "Ensouling our Schools" - a resource for implementing social-emotional learning, character education and excellence in academics - Our principal has completed levels one and two in restorative practices, and two more staff members have taken their level one. **Literacy:** - Training of Fountas and Pinnell assessment for all classroom teachers and LAT's - Wilson training for two LAT's - Heggerty training for staff and Foundations for primary teachers **Numeracy:** - Math Professional Learning Community (PLC) - action research - 6 staff members with Lizz Churchill - Yukon First Nations Ways of Knowing and Doing and G.O.E.S.: - Build capacity with weaving Yukon First Nations ways of knowing and doing (Trish Hirsch as a support and liaison with local elders and knowledge keepers) - Staff are becoming certified in wilderness first aid. **Effects on Learning and How do we know?** - Early 2020-2021 - completed and ongoing: - Jody Carrington PD in January & April - Fountas and Pinnell with Pam Booth - Math PLC (Lizz Churchill) - Utilize Response to Intervention (RTI) model - Instructional coaching in Universal Design for Learning (UDL) model - Laurie Larkin-Boyle has started creating a school growth plan graphic - Applied for and obtained specialists in literacy and numeracy from Covid-19 funding (Targeted instruction & instructional coaching)

	• Using literacy programming that is responsive to students needs across the grade levels. Our school has settled into using Fountas & Pinnell, Fundations, Wilson and Haggerty • Throughout 2021: • Encouraging the practice of high-quality instruction/consistency and efficacy of curriculum for all teachers at Golden Horn • Instructional Coaching • Developing shared G.O.E.S. vision: School council working on continuum document and will present survey findings at May team meeting • Creating student learning plans and assigning LAT resources to learners **What's next?** • Into 2021-2022: • Professional development requirement for each teacher to develop two G.O.E.S. integrated/experiential units with a grade level partner. Forty minutes will be provided each week for collaboration. One unit will be finished by Christmas and the second unit by the end of May 2022. • Dedicated time for each teacher with Allison Cunningham for G.O.E.S. planning and support. • Trip dates and budgets for 2021/22 identified by May 31, 2021 to allow early planning (for buses, parent/volunteer support, etc.) • Southern Tutchone language program started in April 2021. • LAT resources reallocated to provide targeted instruction to those that need it • Beginning the work of prioritizing learning standards - Trine will form a professional learning community and begin action research in this area with a small group. Our foundation for learning success includes excellence in instruction (the current focus), social/emotional learning, and character education. We will revisit this plan in 2021/22 and decide if we should continue to focus on excellence in instruction. Golden Horn's school growth planning committee has embarked on this spiral wondering if: • A better-defined G.O.E.S. philosophy that includes Yukon First Nations ways of knowing and doing will increase staff engagement and use of tools, and provide more consistent applications of G.O.E.S. in all classrooms. • Supporting teachers to deliver high-quality instruction integrating the G.O.E.S. philosophy and Yukon First Nations ways of knowing and doing to improve student learning outcomes and the overall sense of belonging at the school. • Engaged, supported teaching staff will lead to more positive relationships with learners.

Kluane Lake – Destruction Bay	**Focus/Inquiry Question**
	• As we look to the past year(s), are KLS students engaging and succeeding in the 4 focus areas for learning:
	    1. Literacy
	    2. Numeracy
	    3. ADST
	    4. Culture & Language
	
	SGP Activities this year

- LITERACY
1. Reading/writing assessments
   - o FSA's – none this year
   - o Fountas & Pinnell PM Benchmark
   - o DART
   - o Word Recognition: Dolch & Fry
   - o EYE/Boehm

- NUMERACY
1. Math assessments
   - o Fall assessments – review math concepts
   - o Spring assessments – learning skills
   - o Observations: engagement in math
   - o Preparing for next grade
   - o Hands-on learning projects (ie. Geometry in art)

- LANGUAGE & CULTURE
   - o Fall assessments – review words & greetings
   - o Cultural Calendar & SGP - projects
   - o Land-based learning projects
   - o E-books – for major projects
   - o Evidence-based: making vests or mitts

- ADST (need to connect to student learning)
   - o Minimal ADSP projects for the 2020-21; however, have completed a few:
   - o Birch bark Christmas ornaments
   - o Vests & Mitts
   - o 3D – 2D paper projects
   - o Painting on canvas

Effects on Learning and How do we know?
- Evidence-based products
- Increased language skills
- Test results are good (could be improved)
- Curricular competencies completed for each project/goals (literacy, etc.)

	What's next? • Develop a strategic plan over a 5-year period
Nelnah Bessie John School - Beaver Creek	**Focus/Inquiry Question** • What do we (staff) spend most of the day focusing on? • Regulation of students to be ready to learn **SGP Activities this year** • Targeted trauma informed and self-regulation lessons for students and staff • Land based activities and camps **Effects on Learning and How do we know?** • Staff have better understanding of what students may require to prepare them for effective learning • Students understand their own readiness at least to some degree and are able to advocate for themselves as well as use the self-reg tools that were taught to them • Students are often able to say when their learning brain is online and teachers are also able to identify this in students • The students ability to attend to learning has been longer and more focused than in past years **What's next?** • Continue to teach/focus on trauma informed practices/create brave learning spaces • Continue to integrate FN ways of knowing/doing/being every day • Targeted academic interventions for literacy and numeracy
Selkirk Elementary	**Focus/Inquiry Questions** Teachers were observing and enduring increased inability to attend to academics, big emotions and behavioural issues, requests for EA support, and frequency of blue slips coming into the office. A twice a year survey asking about student experience showed that most students were connected to at least one adult in the building. Not all students felt safe at school due to peer dynamics and deep learning was not evident in their response. Our students showing us through their actions, behaviour, and words that what we currently was not working. When looking at our percentage (2019/2020) of students requiring Tier 2 (15%) and Tier 3 (5%) supports we were double the acceptable dispersion of a school's population. The 2020-2021 school year saw 18% Tier 2 and 6% Tier 3. Starting the 2021-2022 school year, 24% Tier 2 and 5% Tier 3. When reviewing confidential file data it was quite common to see supports needed for anxiety, attention, and regulation in addition to support for speech and language, occupational therapy, reading recovery, and other targeted interventions. **SGP Activities this year** Becoming a developmentally responsive school will allow to meet the needs of our learners which will allow them to engage in deep meaningful learning. This year, we want to continue to refine our soft start, mindful breathing, and regulation breaks and to build Behavioural Support Plans using the 3R's (regulate, relate, reason). An addition will be

	starting to teach the social emotional program Second Step. We are hoping to see students use regulation strategies more independently, common language being used by staff, and to provide stability through known routines. Through the increased regulation skills, it will allow students show their current skills and abilities. When a valid assessment of literacy and numeracy is able to be made, targeted intervention can be done to support gaps in learning. Through the use Learning Assistance Teachers, targeted interventions can be done bridge the gaps and giving students the skills and ability to have continued success. **Effects on Learning and How do we know?** Many gains were made through professional development with Nicole Schroeder, Krista Strand, Fiona West, and Brenda Jenner in the past three years. However, it is my hunch by not using common language throughout the school (ex. expected/unexpected behaviour versus we don't do that). Regulation breaks are being done but the selection of activity is not appropriate for the desired effect. With the use of common language students will better understand how to "be" in a school environment and will understand what we are asking of them. With regulations breaks which are targeting the correct part of the brain (stem/lymbic) teachers will experience a more regulated classroom better able to attend to their learning. We will continue to do a review of the relationship between the brain and body and how it impacts learning. Two main areas of focus for new learning will be introducing Second Step to both support students and teachers and building knowledge regulation activities which are targeting the correct part of the brain for the majority of the class. Nicole Schroeder and Krista Strand will be our point people for professional development. Suggested easy reading will be available as well. As a whole school PLC, we will engage in Level 1 training of the neurosequential model in education (NME) under the direction of Nicole Schroeder. Learning the fundamental concepts of the importance of being developmentally responsive on the effects of learning and to understand brain development is essential to follow through with actions. **What's Next** The start of the year is for review, continue with implemented strategies from the previous year (soft start, regulation breaks, mindful breathing). Second Step social emotional program is being taught in all classrooms to ensure common language and reinforce the social emotional development of students through the various units. Our LAT's will be doing targeted intervention of learning gaps in students by supporting through 1 to 1 or small group support. Diagnostic pre and post assessments will be done to evaluate if the interventions are instilling the skills/learning need for the student to continue to progress. Addressing gaps in learning and supporting regulation simultaneously, students will be able to better attend to their learning in the classroom.
St. Elias Community – Haines Junction	**Focus/Inquiry Question** • Will a commonly shared instructional focus and implementation of research based pedagogical approaches that explicitly teach numeracy skills and concepts help our students develop their ability to understand and use mathematical concepts, processes and skills to solve problems in a variety of contexts? • By increasing our mathematical content knowledge and teaching expertise, staff will have greater understanding of how to notice, name and interpret the significance of student thinking in mathematics. By providing a responsive math approach school wide, that includes sound assessment practices, students will have a greater ownership regarding their learning, play a key role in identifying what they need to focus on to be successful, confident, and capable learners not in mathematics. • This year with the impacts of Covid 19 on learning and the social and emotional needs of both students and staff we had an additional focus intentionally embracing the physical and emotional care of students and staff alike. We incorporate more intentional learning and action around social and emotional learning, well being, brain

functions and self-regulating behaviors that best support a positive mindset for student learning. We extended our focus and implementation of trauma sensitive care and approaches. There was much work completed to include increases in soft starts in the morning and a number of regulation breaks built into the day for our students.

- Staff recognized that returning to school after the suspension of face to face learning and in the midst of all the uncertainty with Covid 19 that our strong student centered inter-relationships within our inclusive school community would be so vital to maintain and integral to safe guarding student learning, growth and the well being of all students and staff. We recognized that targeting with intention student self regulation skills within our trauma sensitive school would be needed to recover lost learning and improve academics. Our work in this area was guided by the questions how will student learning and achievement be supported by developing student self regulation skills within our inclusive trauma sensitive approach to teaching and learning.

SGP Activities this year
- Our practice and instructional planning was guided by routinely asking the questions "What are our students showing evidence of understanding / mastering and what are the next steps in learning?"
- Staff explored research-based formative assessment strategies to support student learning (how is data being used to improve learning and instruction in mathematics?) Specific focus was on program interventions for at promise students (e.g. creating intentional learning opportunities based on strengths, tracking progress to monitor impact of intentional programming.
- staff engaged in professional learning (Peter Lijedahl; Larry Ainsworth; Kim Sutten, training using Numeracy Nets; Liz Barrett) and current research to support application of instructional approaches that enhance the mastery of numeracy skills and concepts.
- More conscious application of common mathematical approaches and vocabulary used across all grades. We continued to improve our assessment practices, using formative and summative assessment to create a balanced assessment plan
- Through PD days, staff collaboratively identify key curricular and content competencies at each grade level, within grade bands and between grade bands / divisions (primary, elementary and high school0 for all math courses to ensure the essence of mathematical competencies are taught to mastery.
- Considerable professional development and School Base Team support provided for staff around approaches, theory and systems that enhanced delivery of self regulation techniques and strategies (in class and school wide) as well as a deeper understanding of trauma sensitive approaches to teaching students.
- Significant attention was targeted to support students' level of anxiety and ability to self-regulate, and to ensure all students' understanding of the availability of a safe and calming spaces at school so to promote better access to learning.
- Professional days were designed to include significant important PD for staff around self care and understanding the premise that in order for staff to care for students we need to take care of ourselves in light of Covid 19 and its impact of instruction and learning.

Effects on Learning and How do we know?
- Work to build confidence in our students as being math learners has shown positive impacts. Students' attitude towards math ability to take risks in math and see mistakes as a vital part of the learning process is growing. Students are starting to demonstrate an increased positive dispositions toward mathematics including self confidence; perseverance; curiosity and flexibility.
- Numeracy 10 Assessments are showing some improvements over the past three years. High School students had the option to rewrite the Numeracy Assessment this past January and all students maintained their level of proficiency from last year's results while 63% improved their proficiency scale (either moving from emerging to developing and /or developing to proficient). Gr 4 and 7 FSA results this year showed marked improvements.

	• Teaching staff are developing mathematical understanding through professional learning (growth mindset; pedagogical math content knowledge) and were engaged in collaborative professional learning in mathematics this year. • Implementation of trauma informed care approaches and continuous focus on self regulation techniques provided a nurturing, student-centred environment that included sensory/alternative learning opportunities designed specifically to meet student needs and promote all student's positive integration into school and/or back into the classroom or least restrictive environment. • Significant attention was targeted to support students' level of anxiety and ability to self-regulate, and to ensure all students' understanding of the availability of a safe and calming spaces at school so to promote better access to learning. **What's next?** • Continue with a comprehensive school wide process of the foundational key math concepts and skills (basically a scope and sequence) at each grade level to develop consistent skill development and spiraling back for reinforcement of concepts to be mastered at each grade level. Creating a Student mastery wall that will allow staff to track mastery of learning and gaps to address which will prioritize learning at each new grade • Continue to coordinate professional development and resources for all staff to expand our development of an inclusive, trauma sensitive school and social and emotional care of both staff and students • School staff and Administration will provide clear, transparent and responsive communication to parents about their student's achievement in mathematics and the curricular and content competencies that make up the 'essence' of math learning at each grade level. • Continue our work to develop a parent friendly guide on the learning focus and 'standards' of each grade level in numeracy including the learning targets and anticipated proficiencies for the year. • Continue to combine reflective practice and formative assessment analysis with a positive mindset and spirals of inquiry to identify and address teaching and learning targets within numeracy. • Trusting that the relaxation of Covid 19 regulations will come in the Fall of 2021 we will continue to program opportunities for students and families that have been successful in strengthening relationships and capacity within our school community.
Takhini Elementary	**Focus/Inquiry Question** • Will altering the culture of looking at unexpected behaviour through the lens of a trauma sensitive/developmental response approach improve student outcomes (socially, emotionally, academically)? **SGP Activities this year** • The school's Growth focus was to go deeper in our theory and practises; • 2 Staff PD days dedicated to developing a trauma sensitive lens; • Staff growth plans with explicit focus on an aspect of a the SGP; • Targeted PD training teacher to use the Neurosequential Model to identify, respond, and assess students at their developmental level. **Effects on Learning and How do we know?**

	• The goal of developing a consistent culture of understanding and responding in a developmentally response manner take years. Once it is the way we do business, we will see students more engaged and ready for learning; • Ourschool data this spring showed while student anxiety was up student perceptions of safety in school rose significantly. • Data demonstrates some growth for all students social/emotionally; however, yet to be demonstrated in academic performance outcomes. **What's next?** • Culture not yet established as "way of doing business; • Continue developing the use of neurosequential model with new cohort of class teachers; • Focus for 2021 22 on initial response to unexpected behaviour and collaborative proactive solutions.
Whitehorse Elementary	**Focus** • We are hoping to see an increase in student motivation to engage in speaking French of their own volition. Students were exposed to only French for the first two months of this school year. The English Language Arts classes were suspended until November 1. This enabled the school to establish a culture of speaking French and a sense of community of French Language learners. We believe that this response to a gap in French Language learning, given the 6 month closure of in-school learning, will benefit the students in the short and long terms. In the short term, the students will be immersed in the language and be required to work through struggles when speaking the language towards creating an understanding that French is the language of communication within the classroom. In practice, this initiative allowed for the classroom culture, with its routines and expectations, to be clearly established before the introduction of the majority language, English, in the classrooms. The long term benefits will more challenging to measure; at the end of the year, students will be surveyed with questions focusing on French language acquisition and on engagement and motivation. • Through COVID funding, we applied for and received extra funding for an extra LAT to support the French learning specifically in our vulnerable grade 2 and 4/5 groups. These groups were found to be affected most by the shut down of in school learning last March at a pivotal point in language acquisition. **Scan** • Supporting Learning and School Growth: An Inquiry Model • Focus areas: French Language Acquisition for Second Language Learner • • Scanning: (What is going on for our learners?) • In some respects, this has been area of on-going exploration and focus with the French Immersion context since the programs inception in the late 60s. Exploring how to maintain enthusiasm for learning in a second language throughout a student's educational career, when it is both challenging and at times frustrating, fuels research and changes in practice and pedagogy. Motivation and engagement with French Immersion is of particular concern in the late elementary years and comes to a head in early high school years, when attrition rates climb. The research suggests that as students continue within the program, a program they did not necessary select of their own volition, speaking French becomes 'uncool' and that motivation over exposure is a better predictor of success in second language acquisition (Kwan, 2015) As a French Immersion school, we want to examine our programming, practice and culture to ensure that students have a sense of engagement and feel motivated to speak and participate to their fullest. • The 2019-2020 school school was unique for the unprecedented shut down of in-school learning with a quick transition to at-home learning. In line with the Yukon Learning Continuity Requirements document, our staff supported students with their learning focusing on English and French language arts and math. Staff learned to

use new technology to record lessons and video conference with students. The teachers contacted students' families first by phone and then maintained contact via email, phone, TEAMS, Zoom, websites, supplying assignments, videoed lessons, resources and encouragement. Students were well supported by their English-speaking parents and assignments were presented in a formate that allowed students to complete the tasks with minimal support while mitigating the significant stress within the learning environment at home. Survey results from parents suggested that the French learning was particularly challenging given their own lack of comfort in the language, a shortage of access to the technology within the home and increased familial stress within the home (Department Covid Survey EWES 2020).

- As a result of the significant changes in the delivery of instruction, the quantity and quality of French Language used by students at the beginning of the 2020-2021 school year was anticipated to be affected. "For second language learners, it is likely that since March, many have had less exposure to the target language... therefore, to begin the school year, an emphasis on oral language competencies is recommended." (YLCR, p. 14). To address this 'learning gap', EWES started the school year with a two month delay of the instruction of English Language Arts in the classroom until November 1. The school had school council and Superintendent approval for the adaptation.

- 2019-2020; Report cards result for 2020: very few students were reported to be Emerging from k-7; with between 2-10% in grade 2, 4 and 5. All other grade levels had students reporting to be Developing, Proficient or Extending.

- Motivation and Interest: OurSchool survey suggest that EWES students self-identify below Canadian benchmarks in Interest and Motivation, particularly in the grades 6 & 7 cohorts. Students report below Canadian norms in Effort to Succeed yet above in Appropriate Challenge - 55% report having High Skills and High Challenge with only 17 % self-reporting below Lack of Confidence in skills and language arts and math being too challenging. These results will be explored in greater depth.

- Collaboration: In conversations with our Grade 8 counterparts, there is an anecdotal reporting that students in the new cohort are speaking less French than previous years (may too be a symptom of the COVID break in learning). We are exploring common understandings between elementary and secondary school practice, pedagogy and expectations for our second language learners in the two settings to improve programming from kindergarten to grade 12.

- As part of our school growth process, we are committed to leading an inquiry to determine how our school can improve French language acquisition and influence students' sense of community, engagement and motivation in French. These improvements use the OECD 7 principles. The shift in practice will ensure to put the learners at the centre (1). Students will be the driving force but everyone will be considered a learner with a specific focus on teachers as the transformers of practice and culture within the school. The focus on oral language learning lends itself nicely to (2) emphasizing the social nature of learning where teachers and students collaborate and network learning. Classes will be restructured to ensure oral language practice is an important part of the lesson and not an incidental add-on. Understanding that emotions are central to learning (3) is the most important principle of learning in this spiral as the students must be attuned to their own emotions and motivations as well as others to understand how their engagement affects performance. Students need to be motivated to want to speak French and understand that this is part of their new identity as a bilingual learner. Honouring their new identity creates a motivation to maintain learning and self-identify as bilingual and not as an anglophone who is speaking some French (negative identity, Tang). The focus on language acquisition is uniquely attuned to the fourth principle, Recognizing individual differences, with the understanding that the dynamics of the students, strengths, interests, experiences and learning gaps, are acknowledged and understood towards a designed focus on professional development and improved practice within the classroom. The increased focus on French will stretch all of the second language learners and with differentiated instruction and assessment, students will be challenged and stretched to improve their performances. With a shift in expectations and practice towards an augmentation in French speaking, which will in turn improve both reading and writing, considerations will be made in using assessment in learning (5). In preparation for the portfolios in May, teachers will be gathering evidence of learning throughout the year with different assessment points using video and qualitative as well as quantitative data and providing feedback to promote improvement in French language acquisition. Lastly (6), Ecole Whitehorse Elementary will be collaborating with the French Second Language Consultant and with the administrative team at Selkirk Elementary as well as the grade 8 transition team to ensure that connections, partnerships and community is fostered, even at a distance through zoom.

- As part of our scan, we have begun asking key questions from the Spiral of Inquiry in the context of our changes to creating a culture of French bilingualism in the school.
- Questions were asked to staff:
- What are your students learning about French? Why is it important?
- How is it going with your students' French ?
- What are your next steps in moving your students' learning forward with French Language skills?

SGP Activities this year
- Professional Development Days: November 20 and January 15th are dedicated to improving the French programming. On November 20th, staff collaborated with FI staff from Selkirk and FH to attend workshops by: Renee Bourgoin, Monica Tang and Roy Lister, all experts in the field of French Immersion instruction. Feedback from the Renee Bourgoin workshop was so positive and she was well received as a motivational speaker that she has been invited back on January 15 (via Zoom) to move from the fundamentals of teaching reading in a second language to exploring practical applications in greater depth. Teachers appreciated her research based knowledge. All teaching staff have been provided with Renee Bourgoin's book "Soutenir les lecteurs en langue seconde," to study and use in the classroom. This book will be the basis for PLC meetings and staff meeting professional development discussions.
- For the past year and continuing this year, the kindergarten and grade 1 teachers have been supported by Sofie Maurice and Pascal St. Laurent to fully implement the practices of 'L'approche neurolinguistique" in the classrooms. The staff are excited about the results noting students are speaking much more French within the classroom. We have asked Sofie to continue to work with our grade 2 and 3 teachers this year. Given the current context, Sofie will be able to support these teachers but in a reduced capacity. Staff meetings are used to provide support and pressure to continue the development and improvement in teaching through a lens of second language teacher.

Effects on Learning and How do we know?
- Report Data: OPI results from grades 3 were extremely positive. Students were demonstrating strong oral language skills. The OPI results from grade 6 were similar to other years, with a spectrum of learners. Teachers have begun to use video to capture and share language skill progress over time with parents. Next year, this will be a requirement as part of the Communicating Student Progress expectations at EWES. As a school, we are developing a reading skills and teaching reading continuum from k-3 in French. This will help guide teachers with clear expectations, teaching points and evaluation dates with benchmarks. This will tighten up and standardize our reading instruction in French and in doing so, will impact language instruction within the primary grades.

What's next?
- French Immersion education is a misnomer in the sense that the majority of the students speak a majority language and only the single teacher within each classroom is fluent in the second language. This educational paradigm makes second language instruction, motivation and engagement challenging but not impossible. The teachers at EWES see themselves as second language teachers first and grade level teachers second. Teachers are learning to use every moment of the day with intention as an opportunity to have students learn and use their second language. WE have decided with the permission of the School Council to continue our fall start with a 'French only' two months so that a tone and expectation is established within the classrooms and French culture within the school community is both understood and lived. New teachers will be assigned a teaching mentor to support them in their transition to EWES and veteran teachers will be supported by administration; all teachers

| | understanding that second language teaching is the focus of everything that we do and teach at EWES. Rewards and systems continue to be important in motivating students to understand that they can communicate in French and we will continue to build their identifies as bilingual learners. Next year is the 40th anniversary of French Immersion in the Yukon and we intend to celebrate! |

2020-21 Overall YTA Employee Evaluations received as of May 15, 2021

	Total YTA EA & Teachers	Teacher Learning Plans	Probationary / Temporary Teacher requiring Evaluation	EA Evaluation	On Leave	Prob/Temp Evaluations received * Not TLPs
Area 1						
AVS	6	3	2	0	1 on leave	2/2
CKES	48	26	4	15	3 on leave	4/4
GTCS	12	7	2	2	1 on leave	½
HFES	27	17	2	7	1 on leave	½
ILC	8	5	1	2	0 on leave	0/1
JES	22	11	2	8	1 on leave	2/2
KCS	12	9	0	3	0 on leave	0/0
VCSS	55	39	1	15	0 on leave	1/1
WLSS	14	10	0	4	0 on leave	0/0
RP	16	15	0	1	0 on leave	0/0
TOTALS	220	142	14	57	7	11/14
Area 2						
DVG	11	4	1	6	0 on leave	1/1
JVCS	16	8	4	4	0 on leave	4/4
EVBS	17	9	5	3	0 on leave	5/5
HVES	21	11	1	9	0 on leave	1/1
JHES	64	36	5	20	3 on leave	5/5
RRS	13	6	2	5	0 on leave	0/2
RSS	42	27	2	13	0 on leave	0/2
PCSS	64	44	7	12	1 on leave	0/7
ESES	50	29	1	20	0 on leave	1/1
TCS	22	13	0	9	0 on leave	0/0
TOTALS	320	187	28	101	4	17/28
Area 3						
CZGS	11	8	2	1	0 on leave	2/2
FHC	78	58	5	15	0 on appeal	5/5
GHES	33	23	2	7	1 on leave	2/2
GMPS	12	6	1	5	0 on leave	1/1
TAK	30	13	4	13	0 on leave	3/4
KLS	3	2	0	1	0 on leave	0/0
NBJS	5	4	0	1	0 on leave	0/0
SES	47	24	4	16	3 on leave	3/4
SECS	38	17	5	13	3 on leave	5/5
WES	58	35	4	13	6 on leave	4/4
TOTALS	315	190	27	85	13	25/27

2020-2021 Overall YTA Employee Evaluation Summary

Evaluation Types:

- Probationary and temporary employees require formal evaluation.
- Post-probationary employees have option of an Teacher Learning Plan or evaluation.
- Principals may determine whether a formal evaluation of employees is required (rather than a learning plan).
- School councils may request principals do formal evaluations of particular teachers.
- Educational Assistants are evaluated every third year.

Evaluation tracking for YTA employees:

- HR provides digital and dynamic spreadsheets with the most accurate information available. Principals confirm accuracy in September.
- Evaluation spreadsheets are on SharePoint and are updated in real time by the principal and superintendent.
- Completed evaluations now uploaded digitally on SharePoint, reconciled on the spreadsheet and filed with HR.
- Teacher Learning Plans will be kept by the principal at school and can be reviewed by the superintendent.

Further considerations:

- EAs and Principal evaluation scheme requires updating to develop a "Learning Plan" option like teachers.
- Few indeterminate teachers are being performance managed through formal evaluations.

At A Glance – YFN Education Agreements and TPA's – Current Status

First Nation	Signed Education Agreements	Signed TPA's	Work Plan	Budget 21/22 Received	Financial Received	Narrative Received	Education Agreement Notes	TPA Notes
CAFN		✓	✓	✓	✓	✓	May be interested in an Education Agreement in future, will be setting up a meeting with Education Director to explore further.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for CAFN students. - Provide culturally inclusive programs - Create opportunities for CAFN to assume more authority and control over education for CAFN citizens. Budget allocated funds for Elementary, Secondary and Haines Junction Education Support Workers (3 positions) Will be starting discussion for new TPA.
C/TFN		✓	✓	✓	✓	✓	Will set up meeting to touch base and discuss possible Education Agreement.	TPA 2019 – 2022 – expires this March. Current TPA includes a three-year workplan that identifies a number of activities to address the following key areas: - Working Together - Cultural Inclusion - Student Achievement Will be starting discussion for new TPA.
KDFN	✓	✓	✓	✓	✓		Current Education Agreement was signed in July 2019 and expires on March 31, 2022. Department officials and KDFN officials are currently negotiating a new agreement for April 2022.	TPA – 2019 – 2022 – Expires in March Current TPA goals are to: - Improve educational experience and outcome for KDFN students. - Provide culturally inclusive programs

January 4, 2022

At A Glance – YFN Education Agreements and TPA's – Current Status

								- Create opportunities for KDFN to assume more authority and control over education for KDFN citizens. Current TPA also includes a three-year workplan that identifies a number of activities to address the following key areas: - Working Together - Cultural Inclusion - Student Achievement Currently in discussions for a new TPA that will accompany the new Education Agreement that is currently being negotiated.
KFN	✓	✓		✓	✓	✓	Current Education Agreement was signed March 2020 and expires on March 31, 2023. Starting discussions with KFN Education Director to develop an Implementation/Workplan as per the Education Agreement.	TPA 2020 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for KFN students. - Provide culturally inclusive programs - Create opportunities for KFN to assume more authority and control over education for KFN citizens. The 2021-2022 budget allocates funds to support First Hunt, Harvest Camp, Muskrat Camp, Family Gathering. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.
LFN	✓	✓		✓	✓	✓	Current Education Agreement was signed April 2020 and expires on March 31, 2023.	TPA 2021 – 2022 – expires this March. Current TPA goals are to:

January 4, 2022

								Will be initiating discussion to develop an Implementation /Workplan as per the Education Agreement.	- Improve educational experience and outcome for LFN students. - Provide culturally inclusive programs - Create opportunities for LFN to assume more authority and control over education for LFN citizens. Budget allocates funds to support LFN Education JEAP Plan Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.
LSCFN	✓	✓		✓	✓			Current Education Agreement was signed February 2020 and expires on March 31, 2023. Will be initiating discussion to develop an Implementation /Workplan as per the Education Agreement.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for LSCFN students. - Provide culturally inclusive programs - Create opportunities for LSCFN to assume more authority and control over education for LSCFN citizens. Budget allocates funding to support CELC to arrange tutoring for students, development of a language translator app for Northern Tutchone and cultural / language lessons – in person and on zoom. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.
NNDFN	✓	✓			✓	✓		Current Education Agreement was signed February 2021 and expires on March 31, 2024. Will be initiating discussion to develop an Implementation /Workplan as per the Education Agreement.	TPA 2020 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for NNDFN students.

January 4, 2022

							Education Agreement	TPA
								- Provide culturally inclusive programs - Create opportunities for NNDFN to assume more authority and control over education for NNDFN citizens. Budget allocated to support Elders in school project and online learning. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.
RRDC	✓	✓			✓		Current Education Agreement was signed February 2020 and expires on March 31, 2023. Will be initiating discussion to develop an Implementation /Workplan as per the Education Agreement.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for RRDC students. - Provide culturally inclusive programs - Create opportunities for RRDC to assume more authority and control over education for RRDC citizens. Budget allocated to support tutoring, traditional camps, grad ceremonies, educational field trips for RRDC citizens in Whitehorse. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.
SFN	✓	✓	✓	✓	✓	✓	Current Education Agreement was signed in June 2015 and is in effect until terminated.	TPA 2020 – 2022 – expires this March. Budget allocated to support Northern Tutchone Literacy, language fluency, land based skills. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.

January 4, 2022

At A Glance – YFN Education Agreements and TPA's – Current Status

TH	✓	✓	✓	✓	✓		Current Education Agreement was signed in July 2013 and is in effect until terminated. Agreement sets out commitments of the Parties in respect of 17.7 education provisions set out in the TH SGA.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for CAFN students. - Provide culturally inclusive programs - Create opportunities for CAFN to assume more authority and control over education for CAFN citizens. Budget allocated to support Education Support Workers in schools, Cultural Inclusion, Elders in schools, language. Will start discussions for a new TPA
TKC		✓	✓	✓	✓	✓	Has confirmed interest in developing an Education Agreement. Department officials currently working with TKC education officials to discuss TKC and Education priorities.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for CAFN students. - Provide culturally inclusive programs - Create opportunities for CAFN to assume more authority and control over education for CAFN citizens. Budget allocated to support new support staff, k-12 programming and Children's Summer Camp. Will start discussion for a new TPA. Will coordinate these discussions with Education Agreement discussions.
TTC		✓			✓	✓	Has not indicated an interest in developing an Education Agreement. Will explore interest in an Education Agreement and Implementation / Workplan while in discussions of a new TPA.	TPA 2019 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for CAFN students. - Provide culturally inclusive programs

January 4, 2022

								- Create opportunities for CAFN to assume more authority and control over education for CAFN citizens. Will be starting discussion for new TPA.
VGFN		✓			✓		Has indicated an interest in negotiating an Education Agreement through the Government to Government Agreement discussions currently underway between VGFN officials and YG Aboriginal Relations officials.	TPA 2020 – 2022 – expires this March. Current TPA goals are to: - Improve educational experience and outcome for CAFN students. - Provide culturally inclusive programs - Create opportunities for CAFN to assume more authority and control over education for CAFN citizens. Will be starting discussion for new TPA. Will work to line up this discussion along with an Education Agreement discussion.
WRFN	✓	✓	✓	✓	✓	✓	Current Education Agreement was signed March 2020 and expires on March 31, 2023. Participated on a tripartite table lead by Aboriginal Relations to discuss education priorities, department is following up to explore key priorities and develop an Implementation / workplan Current Education Agreement was signed February 2020 and expires on March 31, 2023.	TPA 2020 – 2022 – Expires this March. Current TPA goals are to support a week long Cultural and Educational Exposition, support for online learning, outdoor classrooms, tutoring, bridging connections. Will start discussions for a new TPA while working on the Implementation / Workplan for the Education Agreements.

January 4, 2022

Developed by:	Date Developed:
Jodi Tuton	March 15th
School Name:	Superintendent Signature
FH Collins Secondary	
Committee Approval Date:	Committee Chair Signature
Course Name:	Grade Level of Course:
Yukon First Nations Leadership 10	10
Number of Course Credits:	Number of Hours of Instruction:
4	100-120

Department Authorized Prerequisite(s):

n/a

Special Training, Facilities or Equipment Required:

Successful delivery of Yukon First Nations Leadership 10 depends upon a teacher's ability to build meaningful, respectful and reciprocal relationships. Engagement and collaboration with local Elders, Knowledge Keepers, First Nations Governments, First Nations Education departments, Community Education Liaison Coordinators, Education Support Workers and/or Yukon First Nations Language teachers are necessary to fulfill the learning outcomes. Secondly, as communicated by Elders and Knowledge Keepers involved in developing the curriculum elaborations , it is essential that students have 'placed-based / experiential' opportunities to ground learning on the land and water. In this sense, the primary resources for Yukon First Nations Leadership 10 are the relationships established with the 'people and place' where one is teaching.

Course Synopsis:

This course provides all youth (Indigenous and non-Indigenous) with exciting and engaging opportunities to learn on the traditional territory of Yukon First Nations. In this course, students will explore what it means to be a leader within their personal lives, as well as within their local and global community. It provides youth with leadership experiences in and out of school by providing local and culturally significant citizenship

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Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

opportunities. The course emphasizes understanding of Yukon First Nations languages, histories and traditions.   This will encourage students to have pride in their own cultural identity and the identity of others, an understanding of Yukon First Nations perspectives and the capacity to pursue goals and dreams (both individually and as a community).

Yukon First Nations Leadership 10 is a comprehensive undertaking of all the core competencies. Communication, creative and critical thinking, personal/social connection, and identity are explored.

Goals and Rationale:
The course provides opportunity for students to connect with place, with emphasis on "service to the community". Yukon First Nations Leadership 10 is a unique leadership course in that both content and teaching are from Yukon First Nations perspectives. This means that students will have the opportunity to develop personal goals and confidence through an exploration of leadership that aligns with Yukon First Nations priorities. Particular emphasis is put on the local community and land-based worldviews.

The goal is to empower students to achieve social, emotional and academic success, as well as become socially responsible citizens and leaders in the local and global community, while cultivating student resiliency and social-emotional learning through a culturally responsive framework. The course aligns with the educational goals of Yukon First Nations Governments and Yukon Department of Education.

Yukon First Nations Ways of Knowing, Doing and Being:
- Learning ultimately supports the well-being of the self, the family, the community, land and water. This course seeks to build self-awareness and other leadership qualities while also providing opportunity for contributing to the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to consider the different aspects of leadership by reflecting on the experiences facilitated within the course.
- Leadership involves recognizing responsibilities and considering the impacts of one's decisions.
- Learning involves understanding generational roles and responsibilities.
- Leadership is embedded in memory, history and story. Student leadership is built on a foundation of history and stories of previous events. It is important for students to engage with Yukon First Nations Oral Traditions to inform student understanding of leadership.

Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

BIG IDEAS

Leadership requires an exploration of one's identity, being connected to place and the building of skills.	Yukon First Nations Leadership supports the well-being of self, the family and the community. Stewardship of the land and water is an essential part of what it means to be a leader.	Communities are built on a sense of connectedness that nurtures self-esteem, self-worth and healthy relationships.	Leadership requires communication, decision making and being responsible for one's choices.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Describe what **Yukon First Nations leadership** involves. • **Identify levels of Yukon First Nations leadership** • Describe **land and water stewardship** and its importance to *local communities and the wider territorial/national/global context.* • Describe **effective and inclusive leadership** • Identify **leadership skills** and **leadership styles** • *Engage in experiential opportunities to mentor with local leaders involved in community outreach.* • *Identify and describe leadership roles in our local and global community while examining local/national and global issues* • *Describe and participate in activities that benefit the community.* • *Demonstrate their understanding of balance in relation to physical, mental, social, spiritual and emotional well being* • *Demonstrate what it means to listen to, and access, community*	*Students are expected to know the following:* • Traditional territories of the Yukon First Nations and relationships with the land and water. • Traditional laws and contemporary governance structures of Yukon First Nations. • Local Yukon First Nations protocols. • Where to access local information on protocols. • A number of oral stories from Yukon First Nations Traditions as they relate to leadership, responsibility and land stewardship. • The eight First Nations language groups within Yukon and how language is connected to place. • Impact of historical exchanges of ideas, practices, and materials among Yukon First Nations and with non- indigenous peoples. • Local Yukon First Nations use of land and water, and Land Guardianship. • One's own culture and how it informs an

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Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

perspectives *(Knowledge Keepers, Elders, oral traditions, traditional teaching, traditional law and changes in the environment) in the context of decision-making* • *Identify and apply **problem solving strategies to contemporary issues facing local communities.*** • *Describe the concept of building **healthy communities*** • *Apply organization and time management skills individually and through mentorship and community-based project planning* • *Analyze how Yukon First Nations leadership is similar to, as well as different from, non-indigenous leadership.* • *Demonstrate understanding of leadership skills and styles by participating in a **community-based project.*** • *Demonstrate understanding of leadership skills and styles by participating in cultural activities.* • *Describe the importance of business and entrepreneurship to building community and explore potential career opportunities in leadership* • *Identify Yukon First Nations Development Corporations and their contributions to community building.* • *Demonstrate **collaborative decision making*** • *Use **critical thinking skills***	understanding of leadership. • Current events involving Yukon First Nations communities. • Importance of ancestral knowledge and how to access it.

Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

Elaborations

Curricular Competencies

- **Yukon First Nations Leadership** - Informed by Oral Stories, Traditions, Teachings of Elders and Knowledge Keepers, Relationship to the Land; and as described in key texts "Together Today for Our Children Tomorrow".
- **Levels of Yukon First Nations Leadership** - identify different levels of leadership in the community and leadership skills – research and create a foundations skills list for a good leader, justify why you selected specific skills (trust, communication, respect, vision etc.)
- **Leadership Styles i** - challenger, , educator, ideator & connector
- **Leadership Styles ii** - autocratic, democratic, strategic, transformational, team, cross-cultural, facilitative, laissez-faire,transactional, coaching, charismatic & visionary
- **Land and Water Stewardship** - Land-management decisions consider ecological, social, cultural and economic values to ensure maximum benefits to current and future generations.
- **Balance and Well Being** - the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance withthe demands of the situation
- **Problem Solving** - ability to use different perspectives and learning styles to solve simple and complex problems
- **Healthy Relationship** - mutual respect, trust, compromise, individuality, communication & understanding
- **Project Development** - is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time.
- **Time management skills** - prioritization, goal setting, delegation, decision-making, balance
- **Community-based project** - plan and run a community-based event that demonstrates individual leadership interests, skills and styles. For example: supporting a local community garden or supporting local cultural programming in an elementary school
- **Collaborative decision making** - DECIDE model, 6 steps: Define the problem, establish criteria, consider alternatives, develop and implement a plan of action, evaluate and monitor
- **Critical thinking skills:** 6-D process to work through problems and develop critical thinking skills: Define, Design, Discover, Deliver, Dream, Debrief

Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

Content

Traditional territories of the Yukon First Nations and relationships with the land:

Sample topics:
- Traditional territories of local First Nations
- Traditional territories overlap.
- Difference between political boundaries and traditional territories
- How the land shapes and influences Yukon First Nations worldview (e.g., stewardship, cultural practices of the land and water, relationship to language)
- Cultural and linguistic diversity that exists among Yukon First Nations
- Importance of place names and language in each community

Role of oral tradition for Yukon First Nations

Sample topics:
- Elders as knowledge keepers who share the history of their people and lands and waters
- Land Claims Agreement
- Oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements)
- Stories, songs, music, and dance as forms of narrative
- Oral tradition shapes identity and connects to the past, present, and future.
- Oral tradition provides guiding principles for living.
- Indigenous concept of time (e.g. spiraling versus linear)

Recommended Instructional Components:

Yukon First Nations pedagogical practices should be used, including but not limited to:
- Regular land and water-based learning opportunities
- Engagement with Oral traditions from the Traditional Territory.
- Hands-on and experiential activities
- The opportunity for students to develop mastery in priority areas.

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Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

- Trauma-Informed Approaches to Instruction
- Community and Elder involvement

Recommended Assessment Components:
- ensure alignment with the <u>Principles of Quality Assessment</u>

Students will:
- Develop goals and expectations with students of what they should know, do, and understand
- Co-plan course activities
- Engage in student self-reflection / self assessment.
- Receive peer feedback
- Conduct regular and ongoing individual oral conversations with their teacher to assure students know where they are showing progress and where they need to increase learning

Learning Resources:
Elders / Knowledge Keepers
Community members
Yukon First Nation Education Directorate
Guest speakers
Current articles and Information on local and global Indigenous news
Stories from local territories and those that the students are from
Indigenous Language apps
Local speakers to support incorporation of Yukon First Nations languages.

Mapping the Way: https://mappingtheway.ca/

People, The Yukon. *Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement By the Yukon Indian People.* The Council for Yukon Indians, 1977.

Kwanlin Dün First Nation. *Kwanlin Dun: Daekwandur Ghay Ghakwadindur -- Our Story In Our Words.* Figure 1 Publishing, n.d.

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Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

McClellan, Catharine. *Part of the Land, Part of the Water: A History of Yukon Indians*. Douglas and McIntyre, 1987.

"United Nations Declaration on the Rights of Indigenous Peoples | United Nations for Indigenous Peoples," June 5, 2015. https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html/.

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.*, 2012

Adapted from Indigenous Culture and Leadership 10 – Central Okanagan SD; Student Leadership 10 – Abbotsford School District; and Leadership 12 – Yukon.

Developed by: Cynthia Wagner, Robin Lord & Susannah Beckett	Date Developed: May, 2020
School Name: Ghùch Tlâ Community School	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name: Carcross/Tagish First Nation and Ghùch Tlâ Community School First Fish	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Department Authorized Prerequisite(s): none

Special Training, Facilities or Equipment Required:

- Materials, equipment, tools and supplies, including fish nets, fish net tools, fish hooks, jigger, ice auger, fishing rods, filleting tools, boats/canoes, skidoos and personal flotation devices, fish drying and smoking structures, living facilities and food, will be provided by Carcross/Tagish First Nation(C/TFN).

- Emergency medical assistance will be available at all times in the camp and out in the field from a Wilderness First Aid qualified instructor/supervisor and/or a professional medical practitioner. Risk assessments will be performed by Ghùch Tlâ Community School and Carcross/Tagish First Nation staff previous to the camp and safety precautions will be taken during all activities involving the students.

- Certified canoe instructor when canoeing with students and/or a qualified supervisor with a boat operator's license. (Group sizes do have a maximum # of participants before you would need a second instructor and this depends on grade level, whether it's a river or a lake etc.)

Course Synopsis:

First Fish is designed for students to gain traditional skills and knowledge by embedding Carcross/Tagish First Nation ways of knowing, doing and being. Students will develop the skills and knowledge to fish, care for their equipment, preserve the environment, engage in local culture and Tagish and Tlingit languages appreciate the aesthetic value of various outdoor settings that provide students with the opportunity to learn and practice leadership skills.

Goals and Rationale:

The rationale for this course is to empower students to achieve optimum success in school, it is essential that they have a sense of self-worth and pride in themselves, and their cultural, heritage and language. Nature is an amazing spectacle that offers even more value to us when seen through a specific lens.

Traditional and contemporary ways of local fishing are a valuable asset for survival on the land and water. Local fish can contribute to a healthy eating lifestyle and fishing can be a good form of physical activity. Yukon First Nations traditional knowledge can contribute to stewardship of the environment. First Fish affirms and strengthens the roles of Elders/Knowledge Keepers, parents, and other community resource people in passing on traditional knowledge and practices to the youth of today. These knowledge and skills are important for students to gain for future conservation and sustainable use of natural life forms (animals, birds, fish and plants) and their habitats, and for the success and safety of the hunter and others who share these natural resources.

The Carcross/Tagish First Nation, language, traditions, knowledge and skills, will be reinforced through students' experiences at the seasonal day camps. The skills, attitudes, behaviors and cultural knowledge that are encouraged at First Fish will be invaluable to students in years to come to support themselves, family and community, as well as in reaffirming and building self- identity, self-awareness, confidence and positive self-esteem. By taking part in and observing the interactions of various community members, students will become aware of the diversity of the community and the various roles of its members, promoting Carcross/Tagish First Nation's virtues and values.

<u>Goals</u>

- A deeper understanding and connection with Yukon First Nations ways of knowing, doing, and being with respect to Tlingit and Tagish language and culture

- Fishing practices can be a link to understanding YFN ways of knowing, doing, and being

- Learning outdoor activities and knowledge enhance well-being and health

- Understanding how to interact with the environment around us and our place within this promotes sustainability for future generations

Yukon First Nations Perspectives:

Learning involves patience and time: The structure of the course is centered on a collaborative and experiential learning environment. This will require students to make connections and organize their knowledge and skill. Reflection on their own performance will be encouraged in order to further their own learning.
Learning requires exploration of one's identity: Through the sewing or carving process, for example, students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn. Students connect with Elders and knowledge Keepers for stories and teachings that will deepen their understanding of themselves.
Learning ultimately supports the wellbeing of the self, the family, the community, the land, the water, the spirits, and the ancestors: providing multiple access points for students to learn will support this principle. The students will also be able to represent their learning in various ways.

BIG IDEAS

Understanding of our place in the natural world contributes to healthy environments.	First Fish are a link to understanding Yukon First Nations history culture and language.	Lifelong participation in outdoor activities promotes health and well being	Advocating for the environment ensures a healthy world for future generations.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Analyze Freshwater Fish	**Water Ecosystem Inhabitants and Structure**
• Compare and contrast a variety of local freshwater fish species	• Characteristics and habitats of a variety of local fish
• Compare and contrast the physical attributes of the fish that represent important food sources for local freshwater fish species	• Life cycles of various local fish
• Describe the roles of various local fish species in the food chains of different freshwater ecosystems	• Seasonal availability of various aquatic invertebrates that represent significant food sources to local fish
• Describe the various stages of the life cycles the local fish and the importance of each stage as a food source for fish	• Characteristics of bathymetric maps, and how they can be used to determine likely fish locations at specific times
• Interpret bathymetric maps in order to determine the most likely locations of fish at: different times of day, parts of the year and/or water temperatures	• Materials, techniques, and technologies specific to Yukon First Nations cultures
	Fish Hook (Replication & Design)
Replication of Existing Fish Hook Patterns Through Adherence to Instructions	• Proper storage and organization of fish hook tools, and materials
• Carefully and sequentially, follow regimented sets of instructions to replicate several, previously-existing fish hook patterns	• Functions of various fish hook tools
	• Uses of various fish hook materials
Making	• Appropriate methods for measuring materials
• Identify and use appropriate tools, technologies, materials and processes for production of a novel fish hook pattern	• proper fine motor skills associated with fish hook tying identification of various completed flies (and the type of invertebrate each is intended to replicate)

Locally Developed/Department Authorized framework adapted from DA Course Framework Template

• Design and implement a step-by-step plan for production of local fish

• Demonstrate fish hook materials in ways that minimize waste

Application of Leadership Styles
- Compare and contrast results from leadership style inventory
- Develop and maintain an effective method of managing tasks
- Demonstrate leadership skills

Reason and Reflect

• Describe and analyze how materials, technologies, and processes are used in Yukon First Nations culture and language

• Recognize and evaluate design choices in creations

Connect and Expand

• Explore Yukon First Nations perspectives and knowledge, and ways of knowing, doing, and being

• Create projects that demonstrate personal, cultural, and historical contexts

Communicating

Ask for and give information including date and weather

• describe and exchange information related to activities, people and things

• use the local language while working with others to complete a task

• use the local language words for objects and routines

• share information about personal life

• participate in conversations using the Yukon First Nation Tlingit and Tagish language words

Understanding Leadership Fundamentals
- Identify their own leadership style
- Demonstrate an understanding of time management and organization skills
- Demonstrate an understanding of effective planning
- Demonstrate an understanding of effective decision-making skills
- Demonstrate an understanding of a variety of decision-making models and the constraints within each

• appropriate selection of materials and tools for reasonable replication of a diverse variety of local freshwater invertebrates

Sustainability of Local Ecosystems

• Biological benefits of healthy ecosystems

• value of healthy ecosystems to the ecotourism industry • humans as agents of change – Yukon First Nation and other traditional ecological knowledge - unsustainable vs sustainable practices in ecosystems

Conservation and Restoration of Ecosystems

 • Challenges of environmental stressors challenge ecosystem integrity, health and sustainability

 • ecological restoration practices and principles
- Yukon First Nation concept of interconnectedness as it relates to conservation and restoration

Oral language structures as built through

 • Recount

• Narrative storytelling

• Information Report: describing, classifying, comparing

• Yukon First Nation oral traditions

Safety and Etiquette

• safe boating practices

• responsible angling etiquette guidelines

• required equipment and other necessary items for a safe outdoor adventure

DA Course Framework: **Carcross/Tagish First Nation and Ghùch Tlâ Community School First Fish Camp**

Recommended Assessment Components:

As outlined in the Yukon's *Communicating Student Learning Resource and Professional Learning Tool,* teachers are required, in all grades and subject areas, to follow researched-based assessment practices that support student learning. As outlined in the electronic Apple Book these include:

- **Triangulation of Assessment** - evidence of student learning must be from the following three sources: conversations, observations, and products. (COPs)

- **Principles of Quality Assessment**
  ➢ Assessment is ongoing, timely, specific, and embedded in day to day instruction
  ➢ Student is involved in assessment and feedback
  ➢ Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
  ➢ Assessment provides ongoing descriptive feedback to students

- **Evaluation and Grading** – must align with learning standards, reflect achievement and progress over time, is tied to learning, not behaviours and attitude

- **Assessment and communication practices** must integrate Yukon First Ways of Knowing and Doing

- **Culturally responsive assessment** practices carefully acknowledge and respect Yukon First Nations worldviews and their complexities, and provide students with appropriate opportunities to demonstrate their learning

  Formative and Summative Assessment Practices

- **Formative:** Students play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next? Each student will provide evidence of their learning journey through the production of a portfolio of their choice.

- **Summative:** Each student should also have a final conversation about their final product & final grade, and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher should use this information to make a final assessment on the three components of the curriculum model – knowing, doing, and understanding and to determine if the student demonstrates an understanding of the concepts and competencies relevant to this course.

Locally Developed/Department Authorized framework adapted from DA Course Framework Template

DA Course Framework: **Carcross/Tagish First Nation and Ghùch Tlâ Community School First Fish Camp**

Learning Resources:

•Standard First Aid manual

•Bear Aware Program (example)

•Plant and Animal Identification guides (example)

•Equipment specific to each activity

<u>**Recommended Assessment Components:**</u>

As outlined in the Yukon's *Communicating Student Learning Resource and Professional Learning Tool,* teachers are required, in all grades and subject areas, to follow researched-based assessment practices that support student learning. As outlined in the electronic Apple Book these include:

- **Triangulation of Assessment** - evidence of student learning must be from the following three sources: conversations, observations, and products. (COPs)

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  Formative and Summative Assessment Practices
- <u>**Formative:**</u> Students play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next? Each student will provide evidence of their learning journey through the production of a portfolio of their choice.

Locally Developed/Department Authorized framework adapted from DA Course Framework Template

- **Summative:** Each student should also have a final conversation about their final product & final grade, and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher should use this information to make a final assessment on the three components of the curriculum model – knowing, doing, and understanding and to determine if the student demonstrates an understanding of the concepts and competencies relevant to this course.

Learning Resources:

•Standard First Aid manual

•Bear Aware Program (example)

•Plant and Animal Identification guides (example)

•Equipment specific to each activity

Recommended Instructional Strategies:

- Hands on experiential learning opportunities
- In class Instruction/Discussions
- Discussions-group work and individual
- Project based

Developed by:	Date Developed:
Chris Hobbis, Janet McDonald & Kerri Ceretzke-2013	2013 & revised 2019
School Name:	Signature of Superintendent:
Wood Street-CHAOS program	
Committee Approval Date:	Committee Chair Signature:
Course Name:	Grade Level of Course:
Ancestral Technology 10	10
Number of Course Credits:	Number of Hours of Instruction:
4 credits	100-120 hours of instruction

Department Authorized Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Special Training…

• Teacher knowledge & skills in: Ancestral Technology Education, Experiential Learning, Land-based Learning, and Wilderness Travel

• Teacher background in two and three-dimensional design

• Guest experts in various Indigenous technologies

Equipment

- Variety of two-dimensional supplies: paper, pencils, sketch pads, etc.

• Variety of three-dimensional supplies: carving knives, variety of sewing needles, metal hammers, glue, paint, oils, stains, dyes, etc.

• **NOTE:** If teacher decides to expand to include 'non-Yukon First Nations' cultures- (i.e. other Canadian indigenous cultures, Inuit, Eastern Canadian, and/or Aztec, Mayan, Maori, etc.), students could all use similar tools and/or may require the resourcefulness of the teacher to find tools to enable students to proceed with inquiry of a different culture than Yukon First Nations, students:

- Should also have access to internet, books, learning commons, other related resource materials

Facilities
- Beneficial to have various outdoor settings including visits to Yukon First Nations historical sites where students can learn experientially

Course Synopsis:

A course designed to explore the ancestral technologies specific to Yukon First Nations cultures; including design, artistic expression, stages of production, historical significance, place names, languages, etc.

Goals and Rationale:

Students will be introduced to a variety of Yukon First Nations ancestral technologies. Design, artistic expression and production techniques used to produce and reproduce artifacts will be explored. Students will be guided and encouraged in skill development, tool use and care of tools toward mastery of Yukon First Nations ancestral technologies. Examples include: birch bark basket, fire starter kit, traditional bag, atlatl, knife and sheath, fishing spears, drums, plant technologies, canoes paddles, canoes, and other technologies used in traditional life, etc.

The teachings will reflect the balance of physical, emotional, mental, and spiritual values that exist in the material world of stories, as seen in Yukon First Nations cultures and languages.

Students will develop an understanding and appreciation of Yukon First Nations cultures, languages and ancestral technologies.

Yukon First Nations Perspectives:

Learning involves patience and time: The structure of the course is centered on a collaborative and experiential learning environment. This will require students to make connections and organize their knowledge and skill. Reflection on their own performance will be encouraged in order to further their own learning.

Learning requires exploration of one's identity: Through the sewing or carving process, for example, students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn. Students connect with Elders and Knowledge Keepers for stories and teachings that will deepen their understanding of themselves.

Learning ultimately supports the well-being of the self, the family, the community, the land, the water, the spirits, and the ancestors: providing multiple access points for students to learn will support this principle. The students will also be able to represent their learning in various ways.

As this course is focused on the ancestral technologies of Yukon First Nations, we will rely heavily on the expertise of Elders and Knowledge Keepers from each unique Yukon Frist Nations community. These experts will not only 1) bring a breadth of knowledge about topics ranging from: birch bark basket design, beading/sewing, carving, knife and sheath design, atlatl making, etc. but they will also, 2) bring a depth of knowledge about Yukon First Nations histories, worldviews and perspectives, such as traditional uses of plants, and seasonal rounds etc.

Course Name: _____   **Grade:** _____

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	**Ancestral technologies are a link to understanding Yukon First Nations history culture and language.**	**User needs and interests drive the design process**	**Yukon First Nations developed different ancestral technologies and tools for a variety of complex tasks.**	**The identities, worldviews, and ancestral technologies of Yukon First Nations cultures are renewed, sustained, and transformed through their connection to the land and water.**

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Explore and Create:	• **Principles of design**
• Apply the principles of design to the creation of a variety of projects	• **Image development strategies**
• Create projects which emphasize **traditional Yukon First Nations histories,** technologies and design strategies	• Materials, techniques, and technologies specific to Yukon First Nations cultures
• Demonstrate safe and **responsible use of materials,** tools, technologies, and work space	• **Creative processes** as a reflection of the moral, values, beliefs, and traditions
• Explore artistic possibilities and take **creative risks**	• Use of **symbols and metaphors** to represent ideas and perspectives
• Develop and refine artistic skills, reflecting **historical cultural traditions**	• Identify the **shapes and motifs** specific to the cultural context of Yukon First Nations culture and language being explored
Reason and Reflect	
• Describe and analyze how materials, technologies, and processes are used in Yukon First Nations cultures and languages	
• Recognize and evaluate design choices in creations	• Role of the artist, technologies, and audience

Locally Developed/Department Authorized framework adapted from BAA Course Framework Template

• Develop personal answers to **aesthetic questions** **Communicate and Document** **Document**, share, and appreciate works of art in a variety of contexts • Demonstrate respect for self, others, and **place** • Communicate ideas and historical culture through art making • Communicate and **respond** to **social and environmental issues** **Connect and Expand** • Explore Yukon First Nations perspectives and knowledge, other **ways of knowing**, and local cultural knowledge through artistic works • Create projects that demonstrate personal, cultural, and historical contexts	• Influence of visual culture and technologies on self-perception and identity Traditional and contemporary Yukon First Nations worldviews, stories, and history as expressed through visual arts and technologies • Contributions of traditional, innovative, and inter-cultural artists • The ethics of **cultural appropriation** and plagiarism • Traditional and contemporary Yukon First Nations worldviews, stories, and history as expressed through arts and technologies • Understand that creating art forms that reflect personal indigenous identity helps to shape a better understanding of self and one's identity within the modern world • Identify the **materials, techniques, and technologies traditionally used** in Yukon First Nations cultures and languages

Design process: an approach for breaking down a large project into manageable chunks. Architects, engineers, scientists, and other thinkers use the design process to solve a variety of problems

Traditional Yukon First Nations histories: emotional connection through identifying with traditional shapes and motifs, to inform others of the moral, values, beliefs and traditions of Yukon First Nations
• Responsible use of materials: using materials in an environmentally responsible way, considering their level of biodegradability and potential for reuse and recycling
• Creative risks: make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
• Materials: the broad spectrum of materials, technologies and processes is open-ended and constantly evolving, and materials chosen with reflect the Yukon First Nations culture and language chosen by the student to explore
• Historical cultural traditions: works of art that share common visual characteristics can be described as belonging to the same indigenous culture
• Aesthetic questions: questions relating to the nature, expression, and perception of artistic works
• Document: through activities that help students reflect on and demonstrate their learning (e.g., Writing an article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
• Place: any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational for Yukon First Nations perspectives.
• Respond: through activities ranging from reflection to action
• Social and environmental issues: locally, regionally, nationally and/or globally
• Ways of knowing: First Nations, Metis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

• Principles of design: balance, contrast, harmony, emphasis and unity

Content – Elaborations

- **Image development strategies**: processes that transform ideas into visual images. The students will learn the following strategies: thumbnail sketches, transferring images, modifying images, differentiating between cultural shapes and forms, and differentiating and choosing different cultural shapes and forms

• **Creative process** as a reflection of the moral, values, beliefs, and traditions: projects created to reflect the stories, histories, and religion of the indigenous culture being explored

• **Symbols and metaphors**: symbols are any motif, shape or image that has meaning, while metaphors are the meaning that develops when more than one symbol is juxtaposed

• **Shapes and motifs**: not in a western art context, but reflective of the indigenous culture in a historical context. In traditional Northwest Coast Indigenous, for example, art forms use the basic motifs of form line, ovoid, trigon, crescent, and circle

• **Traditional histories**: identifying traditional shapes and motifs, to inform others of the morals, values, beliefs, and traditions of an indigenous culture

• **Cultural appropriation**: use of a cultural motif, theme, "voice", image, knowledge, story, song, or drama shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

• **Materials, techniques, and technologies traditionally used**: used by the creators of artwork in a historical context, not what we would use today. The tools discussed will vary depending on the culture(s) students wish to complete an inquiry on; this could be a wood, fabric, cedar for weaving, soapstone, shell, etc. and the tools original used to change the raw materials to artwork with cultural meaning

Recommended Instructional Components: Core Competencies
Communication
• Connect and Engage with others (to share and develop ideas)
- ask and respond to simple, direct questions.
- consult with instructor as necessary in class
- Connect with Elders and Knowledge Keeps through questioning, storytelling, body language and spending time in the outdoors with them

Thinking: Creative Thinking
• Generate Ideas
o build on others ideas and add new ideas of my own or combine with people's ideas in new ways to create new things or solve straightforward problems.
• Develop Ideas
o persevere over years if necessary to develop my ideas.

Thinking: Critical Thinking
• Analyze and Critique
o show if I like something or not.
• Question and Investigate
o explore materials and actions.
• Develop and Design
o experiment with different ways of doing things
o monitor my progress and adjust my actions to make sure I achieve what I want.

Recommended Assessment Components:

As outlined in the Yukon's *Communicating Student Learning Resource and Professional Learning Tool*, teachers are required, in all grades and subject areas, to follow researched-based assessment practices that support student learning. As outlined in this electronic iBook these include:

- **Triangulation of Assessment** - evidence of student learning must be from the following three sources: conversations, observations, and products. (COPs)

- **Principles of Quality Assessment**
  ➢ Assessment is ongoing, timely, specific, and embedded in day to day instruction
  ➢ Student is involved in assessment and feedback
  ➢ Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
  ➢ Assessment provides ongoing descriptive feedback to students

- **Evaluation and Grading** – must align with learning standards, reflect achievement and progress over time, is tied to learning, not behaviours and attitude

- **Assessment and communication practices** must integrate Yukon First Ways of Knowing and Doing

- **Culturally responsive assessment** practices carefully acknowledge and respect Yukon First Nations worldviews and their complexities, and provide students with appropriate opportunities to demonstrate their learning

BAA Course Framework: Indigenous Technology 11

- **Students play an active role throughout all stages of assessment** to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?
- ➢ Each student should also have a final conversation about their final product & final grade, and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher should use this information to make a final assessment on the three components of the curriculum model – knowing, doing, understanding and to determine if the student demonstrates an understanding of the concepts and competencies relevant to Ancestral Technologies 10.

Learning Resources:

Additional Information:

This Ancestral Technology 10 course would be a perfect fit for incorporating a project-based learning focus.

Note: Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. (Buck Institute of Education (BIE) -https://www.pblworks.org/what-is-pbl

As outlined by BIE… "*Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.*

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers."

The diagram below illustrates the important principles behind quality project based learning, according to the Buck Institute of Education

Seven Essential Project Design Elements

- Sustained Inquiry
- Authenticity
- Challenging Problem or Question
- **LEARNING GOALS**
  - Key Knowledge
  - Understanding
  - Success Skills
- Student Voice & Choice
- Public Product
- Reflection
- Critique & Revision

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Previous **modules** originally created for this course involve making: birch bark baskets, fire starter kits, traditional bag, atlatls, and knives and sheaths. An **overarching inquiry question** and a step-by-step project-based learning approach could drive the learning on any of these modules or any topics.

Locally Developed/Department Authorized framework adapted from BAA Course Framework Template

Yukon First Nation Studies 12: Localization Considerations

November 2020

Yukon

"When delivering this course, engagement with local Knowledge Keepers, First Nation Governments, First Nation Education departments, Elders, Knowledge Keepers, CELC's, ESW's[1] and YFN Language Teachers is essential – also, bring students on the land and support them in gaining a deeper understanding and appreciation of Yukon First Nations ways of knowing, being and doing".

An Overview

Yukon First Nation 12 Studies is a localized version of the BC First Peoples curriculum. The development and implementation of this course represents an exciting step to ensure the curriculum experience for students reflects Yukon First Nation voice, content and educational priorities. Delivering the Yukon First Nations Studies 12 will look different for each community, as each community's history and ways of knowing, doing and being is unique.

Sample Thematic Organizer

Relationships to the Land: An Introduction to the Land**,** Living on and Sharing the Land & Its Resources
The Historical Journey: Colonial Impact, Organizing Indigenous Rights and Pursuing Justice
**Contemporary Developments:** Yukon First Nations Self-Government, Modern Treaties
Cultural Expression: Convey the richness, diversity, and resiliency of Yukon First Nations.

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[1] CELC = Community Education Liaison Coordinators, ESW = Educational Support Worker. Are employed by First Nation Governments to support students.

The identities, worldviews, and languages of Yukon First Nations are renewed, sustained, and transformed through their connection to the land and water.	The impact of contact and colonialism continues to affect the political, social, and economic lives of Yukon First Nations.	Cultural expressions convey the richness, diversity, and resiliency of Yukon First Nations.	Through self-governance, leadership, and self-determination, Yukon First Nations challenge and resist Canada's ongoing colonialism.

Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Assess the significance of people, events, places, issues, or developments in the past and present (significance)**
- Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)
- Using appropriate **protocols**, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)
- **Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)**
- **Assess the long and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)**
- Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)
- Explain and infer perspectives and sense of place, and compare varying perspectives on land, water and place (perspective)
- **Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment)**

Content

Students are expected to know the following:

- **traditional territories of the Yukon First Nations and relationships with the land and water**
- **role of oral tradition for Yukon First Nations**
- **impact of historical exchanges of ideas, practices, and materials among local Yukon First Nations and with non- indigenous peoples**
- **provincial and federal government policies and practices that have affected, and continue to affect, the responses of Yukon First Nations to colonialism**
- **resistance of Yukon First Nations to colonialism**
- **role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of Yukon First Nations**
- **commonalities and differences between governance systems of traditional and contemporary Yukon First Nations**
- **contemporary challenges facing Yukon First Nations, including legacies of colonialism**
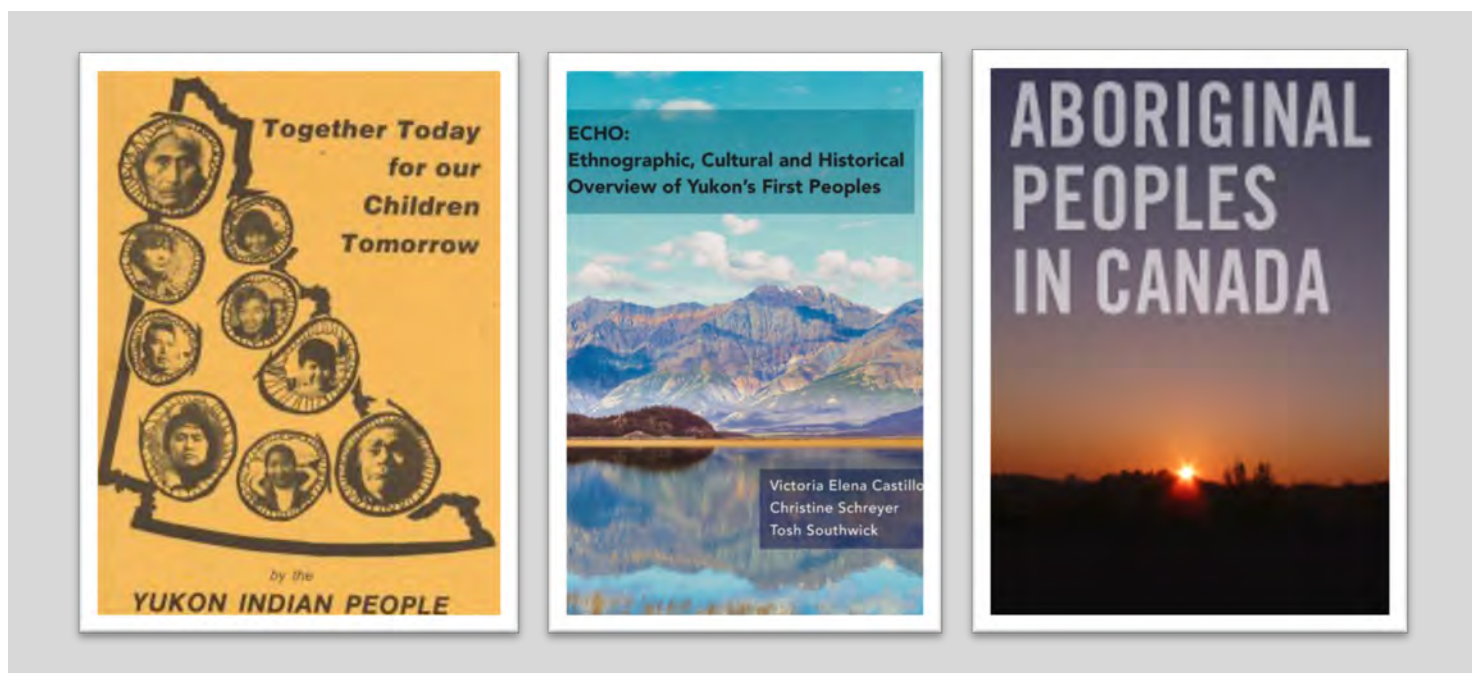
Resource Considerations

First and foremost, successful delivery of Yukon First Nation Studies 12 depends upon a teacher's ability to build meaningful, respectful and reciprocal relationships with Yukon First Nations community members in the traditional territory where they teach. Secondly, as communicated by Elders and Knowledge Keepers involved in the curriculum development process, it is essential that students have 'placed-based / experiential' opportunities to ground learning on the land. In this sense, the primary resources for YFN12 are the 'people and place' where you are teaching.

To support the delivery of YFN12 we are recommending:
Together Today for our Children Tomorrow
ECHO: Ethnographic, Cultural and Historical of Yukon's First Peoples
Aboriginal Peoples in Canada (student text and teachers manual)

Members of First Nations Initiatives and the Curriculum and Assessment Units reviewed the Aboriginal Peoples in Canada materials. While providing important thematic content, case studies and developed classroom materials relating to the broader Canadian context, there were concerns regarding this resource's ability to support the localized requirements articulated in the Yukon First Nations 12 curriculum document. In addition to the lack of emphasis/incorporation of Yukon First Nation language, culture, history, and Yukon Modern Treaties / Self Government, of specific concern was the use of terminology that is not congruent with Yukon norms.

From our vantage point, it is imperative that the Aboriginal Peoples in Canada text is utilized as a secondary resource in the delivery of Yukon First Nations 12. In addition to accessing the expertise of local Yukon First Nation governments, Elders, educators and Knowledge Keepers, First Nations Initiatives and Curriculum and Assessment are able to provide further support in ensuring appropriate localization. **In the pages below we**

have done some preliminary work mapping sections of ECHO, TTCT and the Aboriginal Peoples in Canada to corresponding content areas within the YFN12 course.

Some Specific Concerns with the use of Aboriginal Peoples in Canada Text in Yukon Classrooms (not exhaustive)

Concerns	Yukon Teacher Response
Lack of use of Yukon First Nations language(s)	Find resources (prayers, terms, place names) in the local language. See examples in Appendix 1.
Terms used that are not norms in Yukon – ie, Aboriginal, Native	Define terms and explain how they are being used (in Canadian context) and explore why context is distinct here in Yukon
Case Studies are not Yukon Based	Use Case Studies in Aboriginal Peoples in Canada to expose students to important events and themes in Canadian context but look to connect to Yukon examples – ie. Natuck Brothers, ANWR, Peel Watershed, Forty Mile Caribou Herd. Localized examples can be accessed through local resources and/or First Nation Initiatives/Curriculum and Assessment.
Yukon First Nation Art and Culture Not Highlighted	Access local resources to showcase the innovative and dynamic arts community that exists in Yukon (contemporary) • Literature • Music – Traditional, Hip Hop, Folk, Rock, etc. • Visual Arts – All Mediums • Theater and Performing Arts • Story Telling • Architecture • Sculpture • Dance
Emphasis on Reserve System	Use ECHO pg. 141 to Explore Yukon Community Information before land claims. Expose students to why there are no reserves in Yukon (umbrella final agreement).
Text was written in 2011 and not up to date	Seek to ensure content is relevant and reflective of current / recent events.

Digital Access

ECHO: Ethnographic, Cultural and Historical Overview of Yukon's First Peoples
      https://pressbooks.bccampus.ca/echoyukonsfirstpeople/front-matter/dedication/
      ISBN: 978-1-988804-32-3

Together Today for Our Children Tomorrow – Council of Yukon First Nations

https://www.cyfn.ca/wpcontent/uploads/2013/10/together_today_for_our_children_tomorrow.pdf

Aboriginal Peoples in Canada: Student E-Text
www.pearsoncanada.ca/pearsonetext
> Login name: YAB1
> Password: Student1

Teaching Methodology and Lesson Design

When planning units, lessons and experiences within Yukon First Nation Studies 12, teachers are encouraged to consider not only "what" they teach but also "how" they teach. Engagement with the following questions may assist in the planning process:

- How is the perspective of the community represented in this lesson?
- How present is the voice of Elders or Knowledge Keepers?
- How am I using 'place' to facilitate meaningful experiences – that relate to specific content and skill acquisition?
- How am I engaging students, to ensure they are invested in this work?
- What experiences am I providing to make learning relevant?
- How does this course disrupt/address stereotypes, social violence and patterns of colonial dysfunction in Yukon?
- How will students apply skills and content to demonstrate learning?
- How will I determine if students have achieved the intended learning outcomes?

> "it is essential that students have 'placed-based / experiential' opportunities to ground learning on the land. In this sense, the primary resources for YFN12 are the 'people and place' where you are teaching"

An Adapted 7E Planning Model
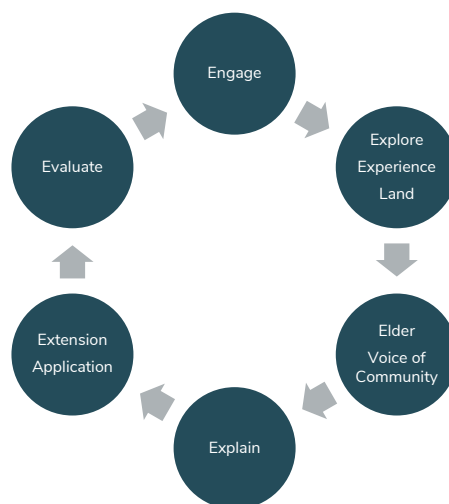
Content Areas and Initial Resource Suggestions

Relationships to the Land: An Introduction to the Land**,** Living on and Sharing the Land & its Resources

Content (from Curriculum Document)	Potential Resources
Traditional territories of the Yukon First Nations and relationships with the land: *Sample topics:* • Traditional territories of local First Nations • Traditional territories may overlap. • difference between political boundaries and traditional territories • how the land shapes and influences Yukon First Nations worldview (e.g., stewardship, cultural practices of the land and water, relationship to language) • cultural and linguistic diversity that exists among Yukon First Nations • Importance of place names and language in each community	**Experiential Opportunities:** • Visit to YFN Lands Branch and/or tour. • Land based activity with an Elder. • Visit to YFN cultural centers with focused investigation for students. • Place Name Scavenger Hunt (Collab with Language Teacher) – Compare and Contrast. • Canoe / Hiking Trip to site of local significance. **Materials:** ECHO: Chapter 1, 2 TTCT: pg. 9 - 16 Giant Floor Map **Web:** http://lss.yukonschools.ca/yukon-first-nations-languages.html http://ynlc.ca/index.html https://native-land.ca/
Role of oral tradition for Yukon First Nations (and British Columbia First Peoples): *Sample topics:* • Elders as knowledge keepers who share the history of their people and lands and waters • Oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements) • Stories, songs, music, and dance as forms of narrative • Oral tradition shapes identity	**Experiential Opportunities:** • Elder Visit • Invite member of local Yukon First Nation Dance Group to present to class. • Field Experience to Cultural Heritage Site (i.e. Long Ago Peoples Place, Moosehide, Skooki's Camp Carcross). **Materials:** ECHO: Chapter 2 and Chapter 3 "Life Lived Like a Story: Life Stories of Three Yukon Native Elders: Cruikshank, Julie: 9780774804134

and connects to the past, present, and future. • Oral tradition provides guiding principles for living. indigenous concept of time (e.g. spiraling versus linear)	Text(s) Available through First Nations Initiatives at Department of Education **General Information on Importance of Language:** Aboriginal Peoples in Canada – Chapter 1, 2.

The Historical Journey: Colonial Impact, Organizing Indigenous Rights and Pursuing Justice	
Impact of historical exchanges of ideas, practices, and materials among local Yukon First Nations and with non-indigenous peoples: *Sample topics:* • Trade networks and routes • Settlement and migration patterns maritime and land fur trade • Exchange of goods, technology, economy, knowledge industries (e.g., gold rush, whaling) • Commonalities and differences between governance systems of traditional and contemporary Yukon First Nations: traditional governance, band system **Key Continuity and Change Topics:** • Fur and Whaling Trade • Burning of Ft. Selkirk • Gold Rush • Missionaries and Religion • Indian Act / Residential Schools • Big Game Outfitting • Alaska Highway • Resettlement of Yukon First Nation communities	**Experiential Opportunities:** • Localized Tour Highlighting Sites of Displacement and Resistance with Knowledge Keeper. • Chilkoot Trail Hike
	Materials: ECHO: Chapter 4 Kohklux Map: https://www.heritageyukon.ca/resources/publications TTCT: 7- 16
Territorial and federal government policies and practices that have affected, and continue to affect, the responses of Yukon First Nations to colonialism:	**Experiential Opportunities:** • Visit to Museum or Cultural Center (ie. MacBride, Kwanlin Dun Cultural Center with goal to generate key events of consequence) – ECHO pg. 135 has sample questions.

Sample topics: • Indian Act and its amendments • Enfranchisement • White Paper, Red Paper (Alberta), Brown Paper (B.C.) • Residential schools, including federal apology, Truth and Reconciliation Commission and Report • Sixties Scoop and foster care system • Canada's constitution (e.g., Meech Lake and Charlottetown Accords, Canadian Charter of Rights and Freedoms) • UN Declaration on the Rights of Indigenous Peoples	**Materials:** Aboriginal Peoples in Canada: General Themes in Canada: Chapter 5, Chapter 6, Chapter 9, Chapter 13 "Fractured Land Film" available via Resource Services
Contemporary challenges facing Yukon First Nations, including legacies of colonialism: *Sample topics:* • Missing and Murdered Indigenous women and girls. • Stereotypes and institutionalized racism, racial profiling • Intergenerational trauma • Judicial and correctional system child welfare system • Conditions (e.g., housing, education, employment)	**Experiential Opportunities:** Connecting with Yukon Women's Directorate, Yukon First Nation Educational Directorate, Yukon Aboriginal Women's Association and/or other social service providers and organizing a tour / experiential partnership. **Materials:** Aboriginal Peoples in Canada: Chapter 14

Contemporary Developments: Yukon First Nation Self Government, Modern Treaties (Umbrella Final Agreement and Self-Governing Agreements)	
Resistance of Yukon First Nations, and across Canada to colonialism: *Sample topics:* • Political actions of local,	**Experiential Opportunities:** • Modern Treaty Simulation

territorial and provincial indigenous groups (e.g., Union of British Columbia Indian Chiefs, Métis Nation British Columbia) • Council for Yukon Indians, Yukon Native Brotherhood, Yukon Association of Non-status Indians, • Land claim agreements • Umbrella final Agreements • Tsilhqot'in War • Gustafsen Lake • Idle No More • Judicial cases (e.g., Calder, 1973; Guerin, 1984; Sparrow, 1990; Van der Peet, 1996) • Cindy Blackstock and the Canadian Human Rights Tribunal ruling • Ecological justice and protests (e.g., pipelines, logging, hydraulic fracturing, liquefied natural gas, hydroelectricity) • Establishment of the Yukon First Nation Education Directorate	• Mapping the Way (films and resources) https://mappingtheway.ca/ • ECHO: Chapter 5 • Videos: Perspective Series available at https://mappingtheway.ca/stories/perspectives-series-1-together-today-our-children-tomorrow • Gordon Foundation – Modern Treaty Website
	Materials:

Cultural Expressions: Cultural expressions convey the richness, diversity, and resiliency of Yukon First Nations.

Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of Yukon First Nations: *Sample topics:* • Portrayal and representation of Yukon First Nations in media • Repatriation and ownership of cultural objects	**Experiential Opportunities:** • Inviting a local artist to discuss their work. • Visit Art Center – tour exhibits • Attend a production – Gwaandak Theater • Book Club / Novel Study • Online concert • Television Analysis Activity • Access local Story tellers, comedians, hip hop artists, performers, • Hand Games Tournaments

• Ethics of copyright, patent rights, intellectual property, and appropriation	• Yukon Aboriginal Sport Circle
	Materials: ECHO: Chapter 6 https://www.shakatmedia.com/

CONTACT US:
First Nations Initiatives and Curriculum and Assessment are very excited about working with you. Please contact us if you have questions and suggestions.

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Appendix 1: Examples of Localizations - Opening Prayers
Southern Tutchone

<u>**K'ekwädunje**</u>

Kwänischis Ut'àkwädínch'e äk'ān dzenù nàkwằnntth'ằt yū.
Thank you Creator for this day.

Nän' nch'e Ut'àkwädínch'e nch'e.
You are the one we all depend on.

Dághàałān uk'ànútà jè, dádùnèna shū̲.
May you look after all of our relatives, and our children too.

Dáshäw, äyet dän känàdän shū̲, uk'ànū̲tà jè.
May you look after our elders, as well as those who teach.

Jū̲ nänkay k'ànīdäl k'e sòóthằn dak'ànū̲ta jè.
Watch over us wherever we go on this land.

Äk'ān dzenụ̀ sòóthẵn dák'ànụ́tà jè.
May you keep us safe this day.

Tl'ákhụ̀ kwằch'e.
Amen / that is all.

Kwänischiss Ut'àkwädínch'e, äk'ān dzenù nàkwằntth'ằt yū.
Thank you Creator, for this day that has come about

Nänkay äyū chäkädīdằl, dän ätlą jenäda,
All around the world we are having hard times, many people are sick,

dáts'ằn nằnnjī k'e, dän łashē ch'äw uts'ằn nằnūnnjì däw.
help us to be able to help all of the people.

Äyet ndā dän dághą ndàsadla kukay nàdinjì.
Bless the medical people who are working for us.

Ut'àkwằdínch'e dáts'ằn nằnnjī ńläyè k'aats'īidli du.
Creator help us to love each other.

Dághàałān uk'ànụ́tà jè, dádùnèna shụ̀.
Look after our family, and our children too

Ut'àkwằdínch'e, mą jenäda sòóthän uk'ànịtà jè.
Creator, those who are sick take good care of them.

Dazhän nänkay ye ghànääye,
What grows all on the Earth

ye nena k'ànä'ẵr,
what animals walk around

ye lù k'ànä'wàl,
what fish all swim around

sha uyè nàkwằnädhēl,
The sun with which it warms everything

dazhän nänkay nàts'ejè shụ,
This earth on which we live, too

dághą uk'ànịtà jè.
Take care of all of it and us

Tl'ákhụ̀ kwằch'e

Any and all mistakes in this prayer are a result of me (Kàłx'òkw – Mary Jane Leger) still learning to speak my language.

STUDENT SUPPORT SERVICES MANUAL

TABLE OF CONTENTS

PREFACE

The purpose of this manual is to assist schools in developing programs and services that enable students with special educational needs to meet their goals. The mandate for differentiated programming and inclusive education is outlined in the Pyramid of Intervention Model, the framework to be followed for identification and implementation of services.

This manual replaces the 1995 publication, Special Programs Services, A Handbook of Guidelines and Procedures published by Public Schools Branch, Department of Education.

Some material in this manual has been adapted from provincial publications under the sharing agreement of the Western and Northern Canadian Protocol (WNCP):

Alberta Education Special Education Branch.
Alberta Education, 2006. *Individualized Program Planning; Programming for Students with Special Needs Series.* Alberta Education Special Education Branch.

British Columbia Ministry of Education, 2011.
Special Education Services: A Manual of Policies, Procedures and Guidelines

Manitoba Education and Training, 2010. *Student-Specific Planning, A Handbook for Developing and Implementing Individual Education Plans (IEPs)*

Northwest Territories Education, Culture and Employment, 2006. *Northwest Territories Student Support Plans: Guidelines for Development and Teacher Resource Kit*

Northwest Territories Education, Culture and Employment, 2008. *Northwest Territories Program Support Guide Programming for Student Success*

USING THIS MANUAL

Recognizing that research, practice and policy in education will continue to evolve, the manual has been designed for periodic updating. Pages are marked with the date of release. Updates will be issued as required.

Every effort has been made to provide proper acknowledgement of original sources and, where we have adapted material, to remain true to the content and spirit of the original. Any error is the responsibility of the authors of this manual, and every effort will be made to correct it. To suggest changes or corrections, direct any questions or comments to:

Director, Student Support Services
Department of Education
Government of Yukon
Whitehorse, Yukon
Phone: (867) 667-8000
Fax: (867) 393-6423

A. KEY TERMS

Achievement Tests assess students' skill development in academic content areas. Achievement tests measure the extent to which a student has profited from instruction and life experiences compared to others of the same age or grade.

Adaptations are changes made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products that help students achieve the learning outcomes of the prescribed curriculum.

Appeals are timely, fair and open processes that protect the rights of students and parents and address differences of opinion about the education of a student.

Assessment is a systematic process of gathering information about what and how a student has learned. Through analysis, decisions are made to improve learning. It is a collaborative and progressive process designed to identify the student's strengths and areas of need, set goals, and results in the identification and implementation of instructional planning. This process involves assessment for, as, and of learning.

Behaviour Support Plan (BSP) is a step by step plan that provides key information about a student's behaviour. It is used to help staff who work with the student to provide positive supports to help the student increase their engagement. The Behaviour Support Plan

contains preventative practices (designed to adapt or modify the environment addressing the antecedents and consequences that are triggering /maintaining the behaviour) and, replacement or alternative behaviour(s) that are taught and reinforced. It is implemented for about 4 to 6 weeks, continually monitored through progress assessments and then evaluated based on the results of the data collected and the student's response to the intervention(s).

Functional Behavioural Assessment (FBA) is a process of identifying the purpose(s) that a specific behaviour serves for a student. Functional Behaviour Assessments can help to identify likely contributors (setting events, antecedents, and consequences) associated with an inappropriate behaviour and to suggest the underlying causes of that behaviour.

Consultation is a process in which parents, school staff and appropriate others share information relevant to the student's educational program.

Collaborative Consultation is an interactive process in which people with a particular expertise work together to solve a common problem or address a common concern, to generate an appropriate program or process or find solutions to problems. A successful collaboration process is voluntary, involves mutual trust and open communication, and results in identification/clarification of the problem to be addressed. Each participant's contribution and participation are valued equally.

Data Collection is a process that involves the collection of evidence to determine effective specific programming for student achievement (academic/behaviour). Data may be collected by informal means (teacher-made tests, observation, interview, work sample analysis, etc.) and formal means (the use of norm referenced standardized tests). Curriculum-based assessment is a valuable part of the assessment process. Data/evidence may also be solicited from other professionals.

Differentiated Instruction is a way of teaching that acknowledges and responds to the differences among students. Teachers use a wide range of teaching methods to support student learning and to help each student be as successful as possible.

Diversity reflects a philosophy of equitable participation and appreciation of the contributions of all people. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups. Some of these differences may be more visible than others.

Exceptional or Special Educational Needs are identified during assessment. These needs are the basis for an appropriate educational program that is documented and outlined in an Individual Educational Plan (IEP) as determined by school administration in consultation with professional staff (School Based Team and Student Support Services consultants), parents and possibly students.

Identification of students who may have special educational needs is a continuous process that determines the educational programming, services, and related supports for that student to be successful.

Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion provides students with the most enabling and least restrictive environment to meet their individual learning needs, including meaningful participation and interaction with others. Inclusion refers not merely to setting but to specific instruction and support for students with special needs in classrooms.

An **Individual Education Plan (IEP)** is a documented plan that outlines the educational program for a student as determined by a School Based Team. It is a working document that is used on a daily basis in inclusive classrooms. It is a record of student progress. An Individual Education Plan is developed through a collaborative team effort involving the student, parents, teachers and resource personnel. The individuals involved may change over time depending on the needs of the student. The team develops goals based on a student's current needs and skills and writes the plan for the school year in the student's Individual Education Plan. This is reviewed three times per year.

Informed Consent means the parent/legal guardian has been provided with all relevant information. The parent/legal guardian understands and agrees to the carrying out of the activity for which his or her consent is sought. The parent understands that the granting of consent is voluntary and may be withdrawn at any time. This includes providing parents/legal guardians with as much information as a reasonable or prudent person would want to know before making a decision or agreeing to an assessment. When a child is in the care of the Director of Family and Children's Services, the signature of the social worker (not foster parent) is required as legal guardian.

Integration is one of the major strategies used to achieve inclusion. Integration means students learn with their peers and are provided with the necessary accommodations and adaptations and/or modifications to be successful. The adaptations and/or modifications are determined on an individual basis. The principle of "placement in the most enabling learning environment" applies to the extent to which an individual student is placed in a regular classroom or assigned to an alternate placement.

The **least restrictive and most enabling environment** for a student with special educational needs shall be determined by the school administration in consultation with School Based Team (SBT) and consultants from Student Support Services with focus on the goals of the IEP. In all cases, the regular classroom shall be considered as the first option for the implementation of the IEP.

Life Skills Programming is programming based on functional skills that all individuals need to live, work, and take care of themselves. It often focuses on skills needed for independent living.

Modifications are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes different than prescribed learning outcomes of a course or subject.

A **Parent** of a student, according to the *Yukon Education Act*, means the biological parents, the adoptive parents by custom or otherwise, the person legally entitled to custody, or the persons who usually have the care and control of the student.

Parental involvement means a meaningful partnership between school professionals and parents to develop the student including the intellectual, physical, social, emotional, cultural, and aesthetic potential to the extent of his/her abilities to his/her fullest potential. This includes input and informed consent of parents and guardians into the referral, assessment, and program planning processes.

Referral is the process of requesting additional support(s) to ensure that learning activities, strategies and resources are appropriate to the student's strengths and needs. This referral occurs after classroom-based interventions or supports have been determined unsuccessful after a prescribed amount of time.

School Age means the ages during which a person is permitted to enroll in an educational program, from 5 years and 8 months to 21 years of age as at September 1 as defined in *Part 1: Definitions* of the *Yukon Education Act.*

School Based Team is an ongoing collaborative problem-solving unit which assists teachers to develop and implement instructional and/or management strategies. The Team coordinates resources for students with special educational needs within the school. The School Based Team consists of an administrator and other school personnel. Others, such as specialist teachers or Student Support Services consultants, may be invited members at the discretion of the chair of the School Based Team.

School Completion Certificate is issued when a student on a modified program has achieved the goals of his/her Individual Education Plan. It is not a Dogwood Graduation Certificate.

Student Learning Plan (StLP) is a document that identifies adaptations for learning difficulties or enrichment strategies required for success. These adaptations help the student to meet the prescribed learning outcomes. The teacher, assisted by the Learning Assistance Teacher or counsellor, develops the Student Learning Plan. The Student Learning Plan represents good teaching strategies without changing the prescribed learning outcomes.

The key to the success of a Student Learning Plan is ongoing and open communication between the student, parent and teacher. You and your child should have a clear understanding of:

- the student's strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;

- the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.

Transition Planning is the process that involves the student, parents, professionals, receiving school and staff and community agencies to enable students to prepare for and successfully make changes. This involves preparation, implementation and evaluation in order to prepare the student to make major transitions during his/her life – from home or pre-school to school; from class to class; from school to school; from school to post-secondary, community or work situations.

B. Yukon Education

Yukon Education Act/Legislation

The Yukon Education Act delineates the guiding principles for all education. Part 3 - Division 2 of the Yukon Education Act, describes the responsibilities of the education system with regards to students. The sections highlighted below are of particular interest to students with exceptional needs.

- Recognizing that Yukon people agree that the goal of the Yukon education system is to work in co-operation with parents to develop the whole child including the intellectual, physical, social, emotional, cultural, and aesthetic potential of all students to the extent of their abilities so that they may become productive, responsible, and self-reliant members of society while leading personally rewarding lives in a changing world; and

- Recognizing that the Yukon education system will provide a right to an education appropriate to the individual learner based on equality of educational opportunity; prepare students for life and work in the Yukon, Canada, and the world; instil respect for family and community; and promote a love of learning; and

- Recognizing that meaningful partnerships with greater parental and public participation are encouraged for a high quality Yukon education system; and

- Recognizing that the Yukon curriculum must include the cultural and linguistic heritage of Yukon aboriginal people and the multicultural heritage of Canada; and

- Recognizing that rights and privileges enjoyed by minorities as enshrined in the law shall be respected.

Guiding Principles

Yukon Education establishes the curriculum and philosophy of education for all Yukon schools. Yukon Education stresses success of all learners through inclusive education. To succeed, some students may require adaptations in methodology, materials or assessment techniques; or modifications or enhancements of programs; or compensatory skill development.

Inclusive Education

The vision for inclusive schools in the Yukon is that every student feels accepted, valued and safe in school and students' strengths and challenges are central to all decisions. Core values and beliefs in schools include:

- All students can learn;
- Students learn in different ways, at different rates and in different places;
- Students come from diverse backgrounds and want their differences to be respected;
- Students have the right to appropriate education programming and required supports;
- Parental involvement is essential.

Educators in Yukon are committed to help all students reach their individual learning potential. To do this consideration is given to recognizing:

- that education is life-long learning;
- the importance of the philosophy of inclusive education;
- the involvement of community in education;
- the importance of traditional knowledge, cultural practices, histories and languages;
- the importance of building and maintaining strong relationships with partners and communities;
- the importance of honesty, integrity and accountability;
- the importance of effective communication.

Further consideration is given to respecting:

- Yukon First Nation linguistic and cultural diversity, traditional knowledge, cultural practices, histories and languages;
- Elders' and seniors' knowledge as being foremost and integral to the transmission of language and culture;
- Community values: respect, love, sharing, caring, teaching.

The Yukon Education Accountability Framework

The *Yukon Education Accountability Framework* speaks for the vision of "Success for Each Learner".
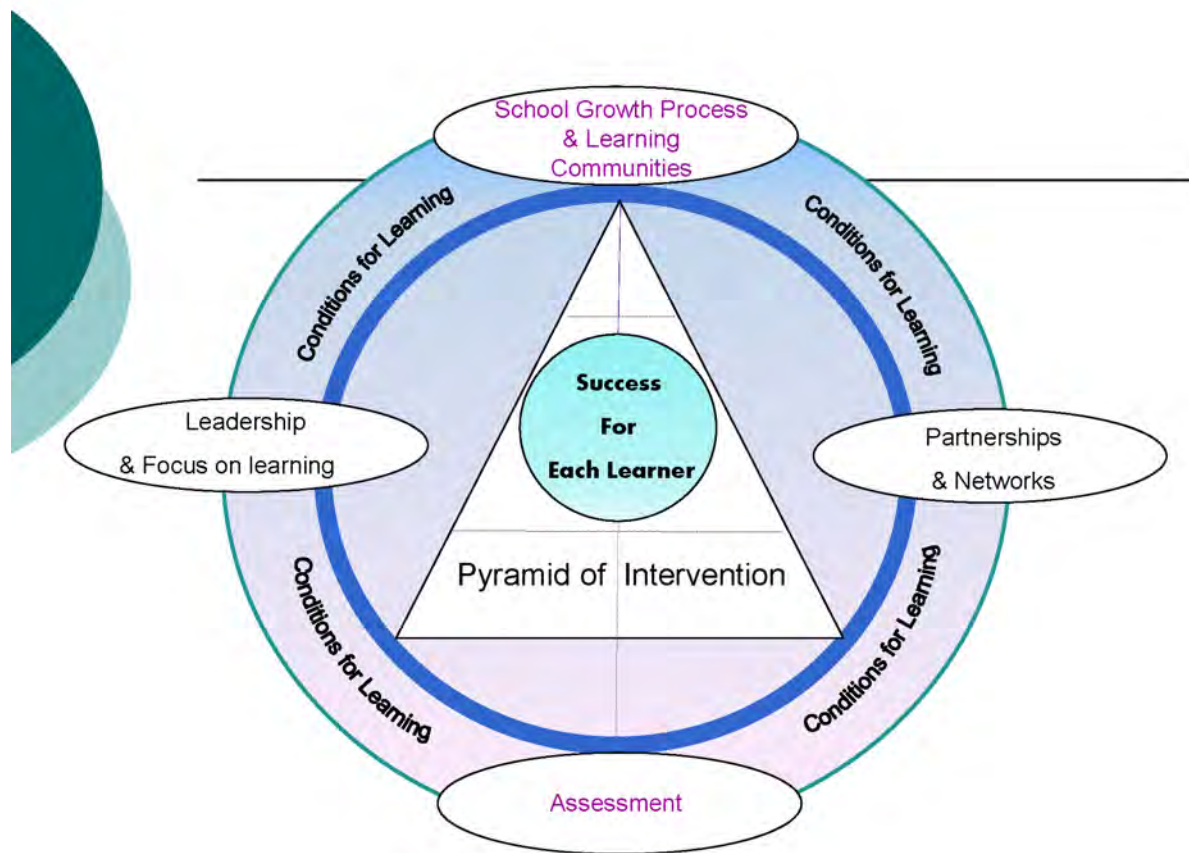
It captures each aspect of accountability as outlined in the Yukon *Education Act*. The Assessment Matrix is foundational to programming and to school growth planning.

The Pyramid of Intervention is the problem-solving framework that has been adopted by Yukon Education to ensure that each learner is taught in such a way as to promote engagement through their particular learning styles, interests and for some with enabling supports.

Each element of the *Accountability Framework* has accompanying policies or procedural documents. Each element has been the subject of considerable discussion by advisory committees. Each element also represents one of the significant themes addressed in the Education Reform document. Assessment and programming, leadership and partnership, accountability and planning were all significant demands emerging from the Education Reform document. The Framework also addresses the two areas of concern outlined in the Auditor General's Report of 2008: ensuring that a planning cycle is followed and ensuring that decisions are made based on evidence and data.

Education Problem Solving Framework

The Pyramid of Intervention

Throughout a student's schooling, students and parents are involved in discussions of the most appropriate program for a student based on strengths and needs.

The **Pyramid of Intervention** is a problem-solving framework to address the educational needs of students who may require further support, assessment and programming.
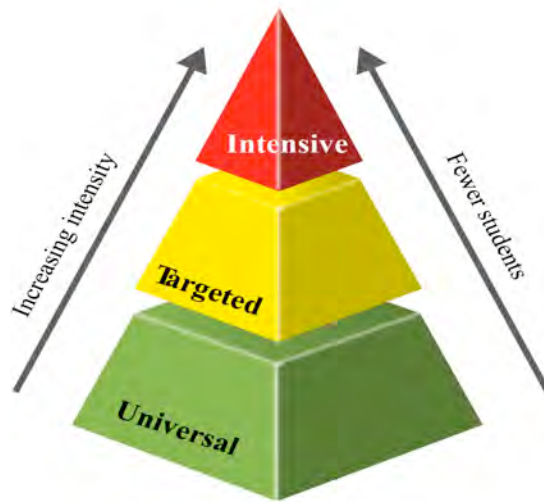
Tier 1 of the Pyramid of Intervention represents the universal programming and instruction, strategies and interventions that address student's educational needs under the instruction of the regular classroom teacher.

Tier 2 of the Pyramid of Intervention represents targeted instruction, strategies and interventions, in addition to universal programming. Targeted instruction is in response to identified

student and/or group specific educational needs under the instruction of the regular classroom teacher with possible additional supports from school-based professionals.

Tier 3 of the Pyramid of Intervention Model represents intensive instruction or support, strategies and interventions in addition to universal and targeted programming. Intensive instruction is in response to identified student specific needs under the instruction of the regular classroom teacher, with possible additional supports from school based professionals, Student Support Services staff and/or interagency and community supports.

C. Partnerships

Yukon Education is committed to an inclusive philosophy and practice that welcomes all students and provides learning opportunities appropriate for diverse strengths and needs. Meaningful partnerships within Yukon Education, with parents and with non-governmental organizations, encourage collaboration in order to maintain a quality education system.

Collaborative Consultation

Collaborative consultation is key to successful partnerships. Everyone involved in the consultative process has a contribution to make. Relationships between Yukon Education staff and other partners are integral to support student learning.

Yukon Education

Yukon Education provides the framework, policies, guidelines and funding for special education programs and services. Yukon Education has responsibility to:

- Set standards and ensure adherence to those standards;
- Develop and implement policies;
- Develop guidelines and procedures;
- Monitor trends in research and practice and provide leadership to improve standards of practice;
- Review and evaluate programs and services;
- Maintain data systems to monitor and evaluate programs and services for students with special educational needs;
- Foster professional development;

- Work with other departments to facilitate a consistent approach to deliver non-educational support to students as covered by protocol agreements; and

- Participate in long-term planning and set priorities.

- Yukon is home to an ethnically, linguistically and culturally diverse population. Yukon Education values the contributions of all parents.

Student Support Services

Student Support Services provides support to schools and families in the delivery of services to students with special educational needs to:

- Establish and maintain consistent ways of responding to schools to help identify and assess students with special needs

- Collaborate with School Based Teams to determine, plan, and organize required services;

- Recommend and assist with co-ordination of resources needed to deliver a full range of programs and services;

- Provide advice and assistance to help school-based administrative staff and teachers;

- Participate in local inter-agency structures to provide coordinated services for children and youth;

- Provide advice and assistance in the development of territorial policies and procedures;

- Maintain information systems necessary for planning and reporting data on students with special needs;

- Plan and co-ordinate staff development programs for personnel;

- Involve community groups in program planning and evaluation;
- Assist to monitor program quality for students with special needs;
- Liaise with preschool and post-secondary that provide programs for students with special needs; and
- Participate in community-level planning with other agencies and government departments to set service priorities.

Schools

The school responds to student's needs using the problem-solving framework of the Pyramid of Intervention.

This guiding framework is meant to:
- ensure that a School Based Team is operational in the school, and to facilitate collaborative efforts of the team members;
- Identify and plan support and intervention for students with special educational needs through data/evidence collection;
- Ensure collaboration and consultion with colleagues and consultants, students and/or their parents;
- Refer students to Student Support Services for further services;
- Plan, implement and track student achievement on Learning Plans and Individual Education Plans;
- Oversee the placement of students and ensure that parents are provided with regular reports;
- Prioritize the use of school and additional resources.

Parents

The *Yukon Education Act* promotes the active involvement of parents. Parents make important contributions to student and school success.

For children in care, schools must ensure that the guardian (Director, Family and Children's Services represented by the assigned social worker) is participating in relevant consultations and is receiving information from the school.

Students

All students have the right to learn in an environment that is safe, welcoming and conducive to their learning needs. Students have the responsibility to respect school code of conduct authorized by the administration and School Board/School Council within the scope of their Individual Education Plan.

Students have the right to:

- have their needs identified and assessed in a timely and comprehensive manner;
- receive appropriate programming;
- contribute to the process and planning for their own special educational programming;
- evaluate programs and services available to them, as appropriate.

Yukon First Nations

First Nations people in each community are invited and encouraged to be active participants on School Council/Board.

The Yukon First Nation Education Advisory Committee (YFNEAC) provides technical guidance, support and recommendations related to Yukon First Nations education to the Public Schools Branch. The Committee ensures that Yukon First Nations perspectives and knowledge are incorporated into Public Schools Branch programming.

Together the committee works for an effective and supportive education system where:

- Yukon First Nations students participate in an education program that values achievement and success and encourages them to develop a strong sense of who they are;
- teaching and learning occur in schools where Yukon First Nations culture, history and language are an integral part of programs delivered at the school, in the community and on the land;
- the education partnership is focused on helping students succeed and achieve their dreams;
- the education program and environment develop all students' potential, support their achievement and success, and prepare them for life and life-long learning.

D. SCHOOL BASED RESPONSE TO STUDENT NEED

Overview

The Pyramid of Intervention is a school wide systematic problem-solving framework that is used to assist with all aspects of the school and for every student.

The Pyramid of Intervention is designed to allow for early and effective responses to student's learning, to provide a level of instructional intensity matched to their level of need and then provide a data-based method for evaluating the effectiveness of instructional approaches.

The process is based on five steps:
1. Identification and assessment;
2. Planning;
3. Program support/implementation;
4. Evaluation; and
5. Recording and reporting.

Together this process ensures a continuous and flexible progression that works as a continuous model to provide an educational experience suitable for each child at their current level of ability.

Pyramid of Intervention Framework
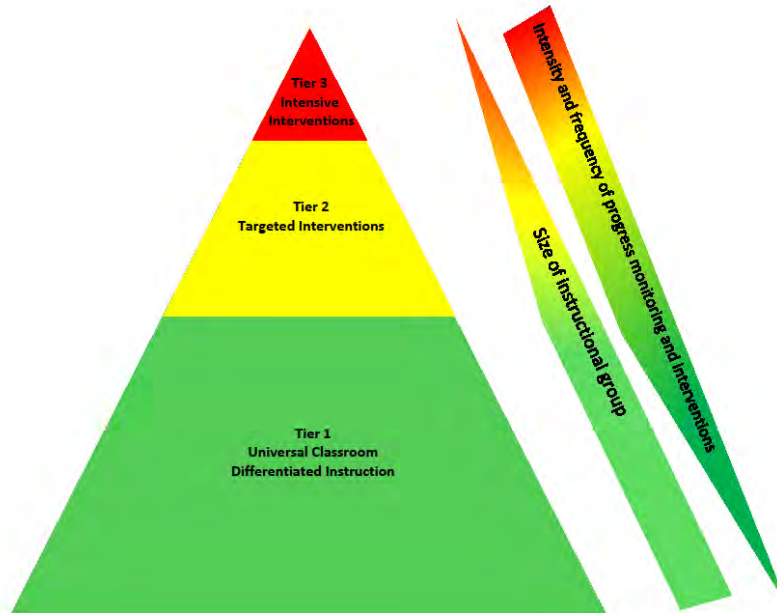
Pyramid of Intervention Framework

Early identification is an essential element of successful program planning. Students may be identified as having special education needs before they enter the Yukon school system. With this identification, supports and programming are addressed before transitioning in Yukon schools. If a student is not determined as requiring additional supports/resources before entering school, then the classroom teacher works with the Learning Assistance Teacher to communicate any needs or concerns to the School Based Team.

Teachers use differentiated instruction to create a learning environment that allows students to access the content of the class or course and fully participate in activities.

The pyramid is divided into three tiers, each representing a level of support required. At each tier of the pyramid the following five steps guide the problem-solving process.

Step 1 - Identification and Assessment

The performance of all students is evaluated systematically to identify those who are making adequate progress; those at some risk of failure if not provided with targeted assistance; and those who are at high risk of failure if not provided with intensive supports.

The classroom teacher gathers data using systematic classroom observations and evaluations. The teacher shares the findings with the parent and, when appropriate, the student.

Step 2 - Program Planning

The classroom teacher consults and collaborates with the Learning Assistance Teacher and possibly the School Based Team to establish a program that is matched to the level of instructional intensity each student requires within their classroom.

Step 3 – Program Support and Implementation

The intervention practices for those students that require additional targeted and intensive programming means that there

is a difference in the specificity of instructional target, the precision of the instructional approach, the frequency in monitoring the student's responsiveness to intervention efforts, and the number of instructional opportunities delivered to the students at each intensity level.

Classroom teachers can expect the assistance of their Learning Assistance Teacher at all levels of programming and can request Student Support Services staff, especially at the intensive intervention level.

Step 4 - Evaluation

Student progress is assessed on a regular and frequent basis in order to identify when inadequate growth trends might indicate a need for increasing the level of instructional support to the student.

Step 5 - Reporting

Student progress reporting is used to communicate the evaluation of interventions used and to determine whether the adaptations or modifications of the teaching practice were implemented consistently and with a high degree of accuracy for each of the intervention levels of the framework.

E. SCHOOL BASED TEAM

In order to respond to student need, every school will have a School Based Team (SBT) supported by the school administration and staff.

Any teacher, parent or Student Support Services staff may refer a student to the School Based Team (SBT). In secondary school, students may refer themselves. Where specialist teachers are involved with the student, it is expected that collaboration and consultation will have already occurred and teachers will participate in the School Based Team (SBT) referral process and in the School Based Team (SBT) meeting.

What is a School Based Team?

A School Based Team (SBT) is an on-going collaborative problem-solving unit of school personnel. The School Based Team (SBT) meets regularly to assist classroom and/or subject teachers to develop and implement instructional strategies that support student learning aligning with the Pyramid of Intervention framework.

Who is on the team?

The School Based Team (SBT) includes a core group of regular members, including the school administrator or designate, the Learning Assistance Teacher and a school counsellor. The referring classroom/subject teacher is a key member when his/her student is being discussed. Parents shall be invited to be members of a school based team that is established for their child. Others, such as specialist teachers, Student Support Services staff or community agencies, may be invited to attend a meeting when appropriate.

The administrator (chair) ensures there are resources available, encourages teachers to access the team, provides positive support to all team members and ensures due process and department policy has been implemented.

What does the School Based Team do?

Upon the request of the referring teacher, parent, or the student, the School Based Team (SBT) shares information and problem solves learning concerns to increase a student's opportunities for success.   The team, in conjunction with the student's teacher(s), determines an appropriate action plan and monitors the progress of the plan.

The School Based Team (SBT) recommends additional programming or strategies, identifies the need for additional services and/or initiates referrals to access other school, department or community services. The team can also initiate or facilitate interagency planning and service delivery for specific students. To facilitate School Based Team (SBT) referrals, the classroom/subject teacher follows the identified process by each individual school.

Roles in School Based Team Meetings

The **Administration** (Chair) has a key role in ensuring that meetings are efficient and productive. The Chairperson should encourage participation and contributions of all team members so that essential issues are clarified and summarized. The chairperson also facilitates development of practical action plans that align with the Pyramid of Intervention framework. The chairperson will ensure

that the meeting will conclude on time and that minutes are maintained, filed and reviewed at next scheduled meeting.

The **Learning Assistance Teacher (LAT)** provides management services, including relevant documentation, to run an efficient meeting. This ensures accountability and improves chances for successful implementation of the action plans. The LAT prepares the agenda and relevant materials for distribution. The LAT checks in with those who have been assigned a responsibility or a follow up action.

The **referring teacher's** role includes providing documentation about the problem and the interventions already attempted. At subsequent meetings, the teacher reports back on the progress of new intervention strategies providing data to demonstrate progress.

School Based Consultation with Student Support Services Staff

When the School Based Team (SBT) is concerned about a student, they may consult with the pertinent Student Support Services staff. School Based Teams (SBT) may invite Student Support Services staff to attend meetings. Consultation may include clarifying questions about referrals and supporting the school's decision-making process. Some examples include identifying appropriate interventions, reviewing student progress, facilitation referrals to community agencies, determining the need for further assessment, and support with prioritization.

School Based Team Meetings/Reviews

The School Based Team (SBT) conducts regularly scheduled meetings in order to address new referrals and review students already on Learning Plans or Individual Education Plans. Regular reviews enable the School Based Team (SBT) to keep up-to-date regarding students on learning plans to determine if the allocation of resources is appropriate to implement the plans and to monitor the effectiveness of the plans.

F. SCHOOL BASED ASSESSMENT

Assessment is the systematic process of gathering information from many sources to make appropriate educational decisions. It identifies the student's strengths and needs and contributes to the design and implementation of effective strategies. Classroom teachers are in a position to offer an abundance of information regarding students in their classrooms. Informal assessments should form the basis of a comprehensive profile of student strengths and challenges.

Types of School Based Assessment

Level A and B Assessments

All professionals must be sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting results, as well as in the program planning process.

Level A – Classroom Assessment

Assessment information forms a baseline to measure student progress. Teachers use formative (assessment *for* learning,) and summative assessment (assessment *of* learning).

Examples of assessments teachers may use:

- Questioning
- Discussions
- Learning activities
- Feedback
- Conferences
- Interviews
- Student reflections
- File review
- Criterion-based measures (e.g. D.A.R.T.)

- Informal and formal observations
- Informal checklists
- Work samples
- Assessment portfolios
- Teacher designed tests/exams
- Curriculum-based assessment
- Performance Standards
- School-wide testing

Reporting of Level A Assessment

The results of Level A assessment is primarily reported in the student's report card as well as through communication with parent/guardians.

Level B – Standardized Assessment

Level B assessments are standardized assessment measures that may only be administered by those who have specialized training and certification (in test administration, scoring and interpretation). Level B tests are more complex and intensive than Level A, and require some understanding of psychometric principles, the traits being measured, and the discipline within which tests are used (e.g., educational, psychological, counselling). Level B assessments generally include most individual or group tests or achievement, interest and screening inventories. They provide detailed information in specific domains of functioning and are only necessary for a small proportion of students in situations that warrant more in depth evidence to inform individualized programming/interventions.

Qualifications of Test Administrators

Yukon Education supports the principles set forth in *Standards for Educational and Psychological Tests and Ethical Standards for Psychologists, 1999* published by the American Psychological Association and adopted by the Canadian Psychological Association. Educational and psychological tests are generally categorized according to levels of training required of the test administrators. Yukon Education and school administrators are responsible for ensuring that personnel administering tests have appropriate levels of training or are supervised by school psychologists with appropriate levels of training.

Response to School Based Assessment

Information collected using Level A and B assessment is used in response to student need, as outlined in the Pyramid of Intervention framework, for decision making regarding changes in program and/or implementation of supports. School staff, with support from Student Support Services if requested, follows steps 2 through 5 in the Pyramid of Intervention framework to document programming, strategies, interventions and supports into learning plans.

LEARNING PLANS

A learning plan is a collaborative document that is used to plan learning over a period of time. A learning plan outlines specific learning goals and objectives for an individual student. It identifies a student's strengths and/or needs, interests and learning styles and uses that information to match them with learning tools to maximize their learning.

The process of differentiated instruction in the classroom may not be sufficient to address the needs and learning goals of every student. Students experiencing learning difficulties, or for whom the goals and objectives of grade level curriculum are not challenging enough, may require additional program planning. These students may require adaptations and yet not need an IEP.

Student Learning Plans (StLP)

A Student Learning Plan is a document that identifies adaptations for learning difficulties, or enrichment strategies, required for student success. These adaptations assist the student to meet the prescribed learning outcomes. The teacher, assisted by the Learning Assistance Teacher or counsellor, develops the Student Learning Plan.

Strategies to accommodate students with learning style differences or medically diagnosed disabilities are required for all classroom situations and are not subject-related. Ongoing adaptations must be described and documented on a Student

Learning Plan. Students with disabilities may require complex support and the student-specific learning outcomes of an Individual Education Program.

Keep Parents Informed

The key to the success of a Student Learning Plan is ongoing and open communication between the student, parent and teacher. The parent and student should have a clear understanding of:

- the student's strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;
- the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.

The number of strategies should be minimal to ensure realistic implementation for both the student and the teacher. It is important to balance what is necessary for the student's success and what is reasonable to expect of the teacher. Any adaptations made to the instruction process should apply to the assessment process.

Student Learning Plan Components

These questions may help in developing the components of a Student Learning Plan.

1. Student Identification and Background Information
   - See Student Profile

2. Level(s) of Strengths and Needs

   - What is the student able to do?

   - Have various sources of information been considered?

   - Is the information organized according to curriculum?

   - Is each current level of performance written in precise, objective and measurable terms? (SMART Goals – Specific, Measurable, Achievable, Realistic, Timely)

   - Are the student's needs identified and prioritized?

3. Student-specific Outcomes

   - Are the outcomes derived from the student's level(s) of performance and needs?

   - Are the outcomes stated in positive terms?

   - Is the number of outcomes achievable and manageable?

   - Do the outcomes indicate what the student will do to demonstrate learning?

4. Performance Objectives

   - Are the performance objectives written in small, manageable units or steps?

   - Will the performance objectives lead to achievement of the student-specific outcomes?

   - When is achievement expected? (Time specific)

   - Is each performance objective observable or measurable?

   - What are the conditions under which the student will perform each objective?

   - What are the criteria for successful achievement of each outcome?

5. Instructional Strategies, Material, and Environments
   - What instructional strategies, assessment processes, and resources will be used?
   - Where will the outcomes be addressed, practiced and assessed?
6. Inform Parents
7. Team Members
   - Who are the team members who will implement the Student Learning Plan?
8. Evaluation and Review
   - How will the Student Learning Plan be evaluated?
   - What are the dates and times of review meetings?
9. Written Plan
   - Written by the classroom teacher in consultation with the Learning Assistance Teacher (LAT), with parent informed.

Completed Student Learning Plans are to be submitted by the teacher to the School Based Team.

Where should Student Learning Plans be kept?

The section of the Student Learning Plans delineating performance objectives and instructional strategies, materials and environmental adaptations are kept in the teacher's day plan book for quick reference, updating and for use by a substitute teacher.

The complete plan including history and background, diagnostic summary and levels of performance, learning objectives,

instructional strategies with reviews and updates is kept in the student's cumulative file.

Exit from a Student Learning Plan

If a student has met the identified goals and no longer requires the adaptations to meet prescribed learning outcomes, the Student Learning Plan has been completed. School Based Team notes the final decision in their team's meeting minutes. The parent will be informed that the student no longer requires a Student Learning Plan. A strategy to monitor student progress is developed for the following term.

Behaviour Support Plans (BSP)

What is a Behaviour Support Plan?

Behaviour Support Plans are written documentation of additional targeted and intensive group or individualized strategies and supports needed for students with behaviour difficulties/disabilities. The Behaviour Support Plan communicates to all staff working with the group or individual student, the step-by-step plans to positively support the student(s). The information in the plan needs to include:

· Key understandings about the student's behaviour
· Conditions or antecedent events that are most likely to trigger the problem behaviour
· Warning signs that the student is experiencing difficulty
· Plans for diffusing the situation
· Positive supports to help the student increase his or her abilities

- What peers need to learn to do to support this student
- Other strategies school staff can use to support and encourage this student

Where should Behaviour Support Plans be kept?

The Behaviour Support Plan is kept in the teacher's day plan book for quick reference, updating and for use by a substitute teacher or Educational Assistant. Data collection, reviews and updates of the Student Learning Plan are kept in the student's cumulative file.

Who needs a Behaviour Support Plan?

An individual student or group of students with behaviour difficulties that require additional targeted and intensive positive behaviour supports in addition to school wide and classroom wide universal positive behaviour supports to meet their learning needs. The decision for a student or group of students to have additional strategies and supports documented into a Behaviour Support Plan is made collaboratively, by the classroom teacher in conjunction with School Based Team and other relevant staff that work with the student of group of students.

Keep Parents Informed

The key to the success of a Behaviour Support Plan is ongoing and open communication between the student, parent and teacher. The parent and student should have a clear understanding of:

- the student's strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;
- the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.

G. Determination of a Student with Special Educational Needs

After school based assessment and intervention have been tried and learning concerns still remain, a student may be considered to *receive services to determine if the student has exceptional needs. As outlined in Division 2 Section 16(2), (3), (4), and (5) of The Yukon Education Act:*

(2)   Before a student is determined to be a student with special educational needs and if so, what Individual Education Plan is appropriate, the following procedures shall be followed:

   a)   the student shall be referred to Student Support Services for a determination of the assessments that may be required to be performed;

   b)   the parent of the student shall receive written information concerning procedures outlined in this section;

   c)   prior written informed consent by a parent for the psychological and other specialized tests that are not routinely used by teachers shall be obtained;

   d)   if appropriate, the assessment shall be multidisciplinary;

   e)   the results of the assessment reports shall be provided and explained to the parent;

   f)   a parent and, if appropriate, the student, shall be consulted before the determination of, and during the implementation of, an Individual Education Plan; and

   g)   the parents shall be provided with information concerning the right of appeal the Educational Appeal Tribunal.

(3)   Parents shall have the right to request for their children a determination in accordance with this section.

(4)   Parents shall be invited members of a school based team that is established for their child.

(5)   Where there is more than one parent for a child, consultation with one parent shall be deemed to be compliance with any consultation requirements of this section.

As per the Yukon Education Act, Yukon Education staff shall be compliant with this legislation in order to ensure equitable service for all students.

H. STUDENT SUPPORT SERVICES

Recommendations for referrals to Student Support Services specialists are made in consultation with Schools Based Team and relevant Student Support Services specialists after school based interventions have been tried and learning concerns still remain. In the event that a parent wishes a referral to be made, and this is in conflict with the judgment of the School Based Team, the school administration must make the referral. The referral form should indicate that the referral has been made in accordance with section 16(3) of the *Yukon Education Act*.

A school based team member will fill out the referral outlining the primary concern requiring support for the student and submit the referral to Student Support Services. School Based Team has the responsibility of prioritizing the students in their school referred to Student Support Services.

The referred specialist will contact the parent/guardian of the referred student prior to initiation of service and to get informed consent (Division 2, Section 16 (2) (c).) In the event where parents do not wish to provide consent the referral or parent signatures cannot be acquired, schools may still submit a referral to Student Support Services. At the request of the school administrator or the School Based Team, the relevant consultant will contact the parents and explain further the purpose of the referral and any recommended services. Where a parent signature still cannot be obtained, the relevant consultant may consult informally about the student's behavior or academic performance in the school setting for the purpose of supporting the referring school with program planning.

Informed Consent

The information should include:

- The purpose and nature of services;

- What types of services may be included and how results will be communicated to parents and school personnel;

- That consent is voluntary (i.e., legal guardian has ongoing right to refuse or withdraw consent for services);

- The benefits of Student Support Services (e.g., gaining a better understanding of a student's learning strengths and challenges in order to develop educational programming);

- Identification of possible risks (e.g., time away from the classroom, identification of needs that will require follow-up treatment or interventions);

- The mutual responsibilities of student, parent, school-based personnel and Student Support Services consultants;

- Any alternatives to service and possible outcomes;

- Time limits of consent;

- Privacy and confidentiality procedures (e.g., how the information can be used or shared).

Informed consent is the result of a process of reaching an understanding with parents and education personnel to work collaboratively. Therefore, informed consent must be obtained by the professional for the administration of specialized services not routinely used by teachers.

In the case of separated and divorced parents who have a legal agreement regarding custody, parents must provide documentation to the school regarding who has signing authority.

The legal guardian(s) must sign the consent form. If no legal custody agreements are in place, only one parent is required to sign the consent form. When a student is in the care of the Director of Family and Children's Services, the signature of the social worker (not foster parent) is required as legal guardian. The laws concerning custody and access to children are covered by the *Yukon Children's Act* and the *Federal Divorce Act.*

Consultation

Student Support Services staff provide consultation to schools on learning needs of individual and groups of students through informal means of phone, email and conversation as well as through attendance at School Based Team meetings. Student Support Services staff can provide recommendations for observed and school based assessed needs to help develop targeted and/or intensive strategies, interventions for programming to support student needs.

Assessment

Student Support Services consultants use several types of assessments that can be used to identify a student's learning needs. Specialized assessments will only be used when there are reasonable grounds to believe the information collected will assist in the development of a student's educational program.

Psycho-educational Assessment

Psychoeducational assessments provide information about a student's current level of functioning across the following domains: cognitive, academic, social, emotional and behavioural. Learning difficulties, memory, executive functioning, reasoning, and/or social skill development may be assessed. This type of

assessment applies a psychological and developmental framework to a student's learning in order to assist with educational planning.

Speech and Language Assessment

A Speech-Language Pathologist (S-LP) will conduct assessments to assist teachers in understanding the oral language and social communication needs of students, and the interrelationships between listening, speaking, reading and writing. A student may be referred if there are any questions concerning a student's ability to: follow directions; participate in classroom conversations; understand and retell stories; socialize with peers; organize ideas sequentially; speak on topic; use appropriate vocabulary, word order and grammar; speak clearly and fluently; and learn sound skills necessary to read and write.

Occupational Therapy Assessment

Occupational therapy assessments provide information about a student's current level of fine motor abilities, visual-perceptual skills, visual-motor integration, sensory-processing and self-regulation abilities, and level of independence with self-care tasks. Following the assessment, the ultimate goal of occupational therapy is to improve the student's performance of tasks/activities necessary for successful school participation by providing recommendations, strategies, assistive technologies, sensory solutions and more.

Physiotherapy Assessment

Physiotherapy assessments provide information about a student's current physical and gross motor function. Functional activities such as posture, seating and gait as well as specific

gross motor skill areas such as balance, coordination, strength and agility may be assessed. The physiotherapist will assist teachers in understanding the physical needs of students and how these needs may impact on school performance.

Deaf/Hard of Hearing Assessment

The teacher of the deaf/hard of hearing may conduct systematic observations and data collection, informal and formal assessments to determine communication, academic progress, social emotional functioning and well-being of the deaf and hard of hearing students as it impacts learning. He/she can advise teachers and other consultants on recommended adaptations for a particular student that may impact the assessment process. The teacher for students of the deaf/ hard of hearing may screen hearing at the school level. However, parents must take their child to Hearing Services (Health and Social Services) for full hearing assessment.

Blind/Vision Impaired Assessment

The teacher of the Blind/Vision Impaired may conduct systematic observations and data collection as well as informal and formal assessments to determine academic progress and social emotional functioning for visually impaired students as it impacts learning. The Teacher for Blind/Visually Impaired will conduct a functional visual assessment to determine if specialized adaptations or equipment is required. He/she can advise teachers and other consultants on recommended adaptations for a particular student with vision loss. If the school or nursing station personnel identify students with vision concerns, parents will be advised to take the student to an optometrist or ophthalmologist.

Reporting

The results of direct service, including results of assessment if they were administered, shall be provided and explained to the parent as per Division 2, section 16 (2) (e) of the Yukon Education Act. Where schools have experienced difficulties in contacting the parents in order to provide the results of an assessment, the school administrator will inform the parents by mail of the availability of qualified professionals to interpret the results of the assessment.

Student Support Services staff will interpret and communicate assessment findings to the parents, the student and staff in a timely manner. Assessment reports by Student Support Services staff are made available to the parents, the school staff and, when appropriate, the student, in accordance with the provisions of the *Access to Information and Protection of Privacy Act (ATIPP).*

I. INDIVIDUAL EDUCATION PLAN (IEP)

What is an Individual Education Plan?

An **Individual Education Plan (IEP)** is a document that outlines an educational program for a student as determined by a school-based team.

It identifies learning expectations that are adapted or modified from the expectations given in the curriculum document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

Who needs an Individual Education Plan?

An Individual Education Plan may be developed for a student who has been identified as exceptional, and who has been deemed by the School Based Team (SBT) to require special education programs or services to achieve learning expectations and/or whose learning expectations are modified from the expectations set out for a particular grade level or course in a provincial curriculum document.

Individual Education Plan Criteria

Students are eligible to receive an Individual Education Plan if the student is determined to be a student with special educational needs, as stated in the Education Act. If it is determined that the student would benefit from learning accommodations to meet

their educational needs, but does not have special educational needs as determined through the Individual Education Plan criteria, that student's needs are outlined in a Student Learning Plan.

The need for special education may be determined at any time. The process of identifying such need focuses on the impact of the area of special need on the child's or student's functioning in an educational environment. This is accomplished through:

- a comprehensive, individualized assessment

- development of an Individual Education Plan with the involvement of the parent(s) and school personnel

- a regular review of student needs

Implementation Plan for IEP Criteria

Student Support Services Individual Education Plan Criteria is in effect beginning August 1, 2014. All new Individual Education Plans issued must refer to these specifications.

The following procedures will apply:

- Prior to issuing an Individual Education Plan, the relevant file review sheet must be completed and placed in the student's confidential file. The review sheet will be completed through a file review initiated by a school-based team member or a Student Support Services staff member.

- The type of IEP will be entered in the IEP document. Once a new student information system is implemented, the type of IEP will be recorded in the student information system. Further information will be provided in the Student Support Services Procedures, Individual Education Plan section.

- All other IEP procedures remain the same, as per the Student Support Services Handbook and Manual.

   Students that have previously received a "Yukon Individual Education Plan" will remain active and valid in the Student Information System. The following timeline will apply:

- All students must have a file review sheet completed by June 2015. File reviews will be completed by a case manager. Assistance will be provided by an educational psychologist or designate from the Department of Education.

- File review results will be shared with parents/guardians of the student with an IEP by the case manager by October 15, 2015. Parents/guardians will sign a "Parent Consultation for New IEPs" Form and receive a copy of the file review form. A copy of this review sheet will be forwarded to Student Support Services.

- The type of IEP will be entered in the Student Information System after consultation with parents/guardians. This information will be entered into the student information system after January 1, 2015 to align with the implementation of the new Student Information System. Prior to January 1, 2015 students will be entered as "Yukon IEP" in YSIS. The

student's IEP criteria designation will be recorded within the IEP document.

- Parents/guardians that do not accept or agree with the file review, the student's IEP may remain on a "Yukon IEP".

- Data entered as "Yukon IEPs" in YSIS will be re-designated as Student Learning Plans in the Student Information System on January 1, 2016.

NEURODEVELOPMENTAL SPECIFICATIONS

GIFTED AND TALENTED

Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more of the following areas:

- general intellectual ability
- specific academic
- creative thinking
- social
- musical
- artistic
- kinesthetic

LEARNING DISABILITY

> This is the official definition adopted by the Learning Disabilities Association of Canada (LDAC) on January 30, 2002.

"Learning Disabilities" refer to a number of disorders, which may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from intellectual disabilities.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, phonetic knowledge, word recognition, comprehension)
- written language (e.g., spelling and written expression)
- mathematics (e.g., computation, problem solving).

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking. Learning disabilities are lifelong. The way in which they are expressed may vary over an individual's lifetime,

depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement, which is maintained only by unusually high levels of effort and support.

Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner that affects one or more processes related to learning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation or ineffective instruction, although these factors may further complicate the challenges faced by individuals with learning disabilities. Learning disabilities may co-exist with various conditions including attentional, behavioural and emotional disabilities, sensory impairments or other medical conditions.

For success, individuals with learning disabilities require early identification and timely specialized assessments and interventions involving home, school, community and workplace settings. The interventions need to be appropriate for each individual's learning disability subtype and, at a minimum, include the provision of:

- specific skill instruction
- accommodations
- compensatory strategies
- self-advocacy skills.

INTELLECTUAL DISABILITY

Intellectual disability is characterized by significant limitations in:

1) **Intellectual functioning**

   This is measured by intellectual/cognitive assessments. Significant limitation in intellectual functioning is considered to be *approximately* 2 standard deviations below the population mean. A score of approximately two standard deviations below average represents a significant intellectual deficit.

2) **Adaptive behavior**

   Significant limitation in adaptive behavior is defined as deficits of *approximately* 2 or more standard deviations below the population mean in one or more aspects of adaptive behavior, including: conceptual, social, or practical adaptive skills.

3) These limitations occur during the developmental period. This means problems with intellectual and adaptive functioning were evident during childhood or adolescence (up to 19 years).

The assessments used to measure Intellectual functioning and adaptive behaviour must be standardized and culturally appropriate.

AUTISM SPECTRUM DISORDER

A student with autism (or other pervasive developmental disorder) is included in this category. A clinical diagnosis by a psychiatrist, registered psychologist, or medical professional or diagnostic team specializing in the field of autism is required.

FETAL ALCOHOL SPECTRUM DISORDER

A student diagnosed with severe fetal alcohol spectrum disorder (FASD) may have fetal alcohol syndrome (FAS) or alcohol-related neurodevelopmental disorder (ARND) and is included in this category. A clinical diagnosis by a psychiatrist, registered psychologist or medical professional diagnostic team with specialized training or medical professional specializing in developmental disorders is required. Students with FASD who

exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration will need extensive intervention and support.

EMOTIONAL/BEHAVIOURAL SPECIFICATIONS

SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY

A student with a severe emotional/behavioural disability is one who:

- displays chronic, extreme and pervasive behavioural and emotional disorders and requires close and constant adult supervision, high levels of structure, and other support services in order to function in an educational setting. The behaviours significantly interfere with the student's functioning across settings, and interfere with both the learning and safety of the student and other students. For example, the behaviours may be dangerous, highly aggressive and destructive (to self and/or others), violent and/or extremely compulsive;

- may display self-stimulation of self-injurious behaviour. In the most extreme and pervasive instances, severe oppositional behaviour may qualify; with either a clinical diagnosis or a statement by a qualified professional indicating that the child experiences severe behavioural difficulties.

For serious mental health concerns, a clinical diagnosis of a severe emotional/behavioural disorder should be made by a psychiatrist, registered psychologist or a developmental pediatrician, in addition to extensive documentation of the nature,

frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate interventions.

A clinical diagnosis of a severe emotional/behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: attention-deficit/hyperactivity disorder (ADHD), attention deficit disorder (ADD) if they exist alone without the severe emotional/behavioural aspects.

Mild/Moderate Emotional/Behavioural Needs – No Individual Education Plan Required

A student identified with a mild to moderate emotional/behavioural needs exhibits behaviours that interfere with the learning and safety of the student, other students and staff.

Behaviour and emotional needs are characterized by a number of observable maladaptive behaviours, which may include:

a) an inability to establish or maintain satisfactory relationships with peers or adults

b) a general mood of unhappiness or depression

c) physical symptoms or fears associated with personal or school problems difficulties in accepting the realities of personal responsibility and accountability

d) inappropriate behaviour or emotions under ordinary conditions

e) continued difficulty in coping across school settings in spite of remedial intervention

f) physical violence and/or physical destructiveness (to self, others, or environment).

Students with this learning profile must have identified goals and objectives in a Behaviour Support Plan and/or Safety Plan. Students who also require academic supports will also require a Student Learning Plan.

PHYSICAL SPECIFICATIONS

PHYSICAL OR MEDICAL DISABILITY

A student identified with a physical or medical disability is one whose physical or medical condition interferes with the ability to learn and requires modification of the learning environment. The existence of a physical disability or medical condition, in and of itself, is not sufficient for the student to be designated in this category but must include:

A student with a physical or medical disability:

a) has a medical diagnosis of a physical disability, specific medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment);

b) requires adult assistance and modifications to the learning environment in order to benefit from schooling; and

c) requires significant special programming, resources and/or therapeutic services.

SENSORY SPECIFICATIONS

VISUAL DISABILITY

A student identified with a mild to moderate visual disability is one:

a) whose vision is so limited that it interferes with the ability to learn and requires modification of the learning environment.

b) who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction and/or a reduced field of vision.

BLINDNESS

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and

b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees.

For those students who may be difficult to assess (e.g., cortical blindness-developmentally delayed), a functional visual

assessment by a qualified specialist in the field of vision or a medical professional will be sufficient to support eligibility.

HEARING DISABILITY

A student identified with a mild to moderate hearing disability is one whose hearing condition:

a) affects speech and language development and

b) interferes with the ability to learn.

A student with mild (26 to 40 decibels) to moderate (41 to 70 decibels) hearing disability will have an average hearing loss of 26 to 70 decibels unaided in the better ear over the normal range of speech. The normal range of speech is between 500 Hz and 4000 Hz.

DEAFNESS

A student with a severe to profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 to 4000Hz) that interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and

b) requires extensive modifications and specialized educational supports; and

c) has a diagnosis by a clinical or educational audiologist.

New approvals require an audiogram within the past 3 years.

What must an Individual Education Plan contain?

Individual Education Plan learning outcomes are described as high and attainable goals and objectives. The objectives are developed using the SMART criteria (Specific, Measurable, Achievable, Relevant and Time-related).

The Individual Education Plan must include:

- essential information including medical, social, and educational background;

- the present levels of educational performance of the student;

- instructional strategies, responsibilities and materials;

- assessment criteria for measuring attainment of, or progress toward, objectives;

- record of progress at target dates;

- persons responsible for the implementation of the Individual Education Plan including parents;

- required adaptations, modifications and supports;

- the period of time and process for review of the Individual Education Plan;

- evidence of assessment or review, which could include revisions made to the plan and the tracking of achievement in relation to goals;

- when applicable, plans for the next transition point in the student's education.

Program Planning Process

As students move into a learning environment where instruction is provided by multiple teachers, it is important that:

- the case manager be identified to coordinate programming;
- all school staff are committed to creating an inclusive environment.

Who is involved in writing the Individual Education Plan?

The individual education planning team core members include a school administrator, case manager (Learning Assistance Teacher), classroom/subject teacher(s), parent(s) and student as appropriate.

School Administrator

The school administrator has several responsibilities related to Individual Education Plans as identified in the *Yukon Education Act*. The administrator, in consultation with the Individual Education Plan school based team, will decide to develop an Individual Education Plan. The administrator will invite parental involvement and, with the parents, decide the nature and extent of the student's involvement. Administrators participate as a member of the Individual Education Plan team. Lastly, the administrator assigns support personnel, provides appropriate materials and facilitates in-service training, given the needs of the student.

Individual Education Plan Case Manager / Learning Assistance Teacher

The Individual Education Plan case manager performs the following duties:

- identifies potential team members within school support staff, relevant personnel from Student Support Services and, in collaboration with parents, any community agencies.
- invites team members to Individual Education Plan planning meetings;.
- chairs and participates as a member;
- documents the plan on the electronic Individual Education Plan form and distributes;
- communicates with team members about ongoing issues;
- provides support to classroom teacher(s), subject matter specialists and/or educational assistants in the implementation;
- provides advice about materials and resources;
- generates ideas for modifications, teaching and assessment strategies;
- ensures the Individual Education Plan is reviewed on an continuous basis, and at reporting periods;
- reports the results of all reviews to the School Based Team (SBT);
- remains as case manager from year to year, whenever possible.

Classroom or Subject Teacher(s)

As a leading participant in the development of the Individual Education Plan, the classroom or subject teacher(s) is responsible for the student's individual education program. Classroom or subject teacher(s):

- share background information on the student;
- identify the student's strengths and needs through observation and assessment;
- assist in setting annual student outcomes and short-term learning objectives;
- plan and carry out appropriate instruction and short-term learning objectives;
- develop strategies for assessment of student progress;
- maintain ongoing communication;
- review each student's progress during the normal reporting period for each school. Written progress reports will be provided to the parents.

Parents

As members of the Individual Education Plan team, parents are expected to participate fully as a member of the collaborative team. Parents

- share the relevant educational, social, emotional and physical information about the student's development;
- identify their values and their goals for their child;
- act as advocates for their child;
- offer feedback on effective strategies;
- help to achieve continuity of programming over time; and

- approve the Individual Education Plan before it is implemented (Section 16(2) of the *Yukon Education Act*).
- may request additional reviews of the Individual Education Plan as long as the time period between reviews is at least two months.

Records to indicate the school's effort to secure parental cooperation include telephone calls and letters indicating the date/time/ place of Individual Education Plan team meetings.

Student

The student is the centre of the Individual Education Plan process. The nature and degree of student involvement depends upon age and ability to understand and communicate. The student may:

- identify values, preferences, and strengths through self evaluation;
- help to set instructional goals and annual student outcomes;
- participate in a discussion of strategies and behaviours that enhance their learning;
- strive to achieve identified objectives; and
- self-manage or co-monitor progress toward short-term learning objectives and annual student outcomes.

How is the program delivered?

The Individual Education Plan is implemented in the least restrictive and most enabling environment, which in most cases is the inclusive classroom.

Program support and implementation can include:

- adaptations to make the learning environment more accessible;
- alternate approaches to instruction and/or evaluation;
- use of adaptive/assistive technologies;
- provision of intensive intervention modifications to the curriculum content;
- provision of support services as needed (counselling, educational assistants, speech and language therapy, occupational therapy, or physiotherapy);
- provision of specialized training as needed.

When are other agencies involved?

Some students will require services and supports provided by agencies in the community. It is essential that these community services be coordinated. This ensures consensus regarding goals, consistency in interventions and an integrated approach to service delivery. The Individual Education Plan team is responsible for:

- co-operating with these community services;
- requesting parents' permission to exchange information;
- keeping school staff informed of services available;
- documenting the need for services;

- planning the delivery of services with community partners through the case manager;

- ensuring school-based services are coordinated with community services;

- documenting in the Individual Education Plan the community services provided and those responsible for delivering them;

- assisting in the review and evaluation of service delivery;

- facilitating and planning the transition of students from the school to the community;

- facilitating the continuity of coordinated supports when students transfer between schools/communities.

When is an Individual Education Plan delivered in an alternate setting?

When the goals of the Individual Education Plan cannot be accomplished within the classroom, other types of classroom settings may be used. A student's placement in the classroom may be evaluated when interventions in the classroom have not been successful. Conditions that may be evaluated are:

- physical or psychological security of students. Included here are actions (striking or hitting a student, throwing missiles, using objects as weapons). In addition, prolonged exposure to a high rate of verbal abuse or badgering is considered to create a psychologically punitive environment.

- Behaviours that interfere with the quiet operation of a classroom (prolonged shouting, yelling, screaming,

banging) and which cannot be reduced in intensity or duration in a relatively short period of time.

- Behaviours that interfere with the orderly running of a classroom such as high rates of non-compliance to legitimate teacher requests, continued interference with the person or possessions of other students (bothering or hassling other students which results in general upset) or any other documented behaviour which interferes with the teacher maintaining an orderly environment.

When a student's placement is considered for an alternate setting, the following will be evaluated:

- Preservation of the dignity, privacy or comfort of the student.

- Intervention requires the use of equipment in a certain location because of size, weight and fragility, cost and multiple users.

- The school has proven that all intensive interventions and strategies have been exhausted and the needs of the student with exceptionalities are so intensive as to impact the educational needs and rights or other students.
  - Frequent, intense, prolonged behaviours that interfere with the day-to-day instruction and/or physical or psychological security of students and staff.
  - A teacher is not able to effectively teach, monitor and evaluate the larger group.

- The Individual Education Plan team provides an alternate plan including the proposed steps to return the student to an inclusive classroom environment, when appropriate.

- The school has documented the impracticality of maintaining a student within a less restrictive setting.

- The amount of time in that a students is in the company of peers is an important consideration.

How is student learning on an IEP assessed and reported?
Students are assessed using prescribed curriculum standards including modified components. Evaluation and reporting procedures accommodate the range of adaptations and modifications:

- a regular program with some adaptations;

- a regular program but with some modified components;

- a completely modified program.

Use of adapted evaluation procedures should be noted in the student's Individual Education Plan particularly for students who may be requesting adjudication of B.C. exams. For these students, evaluation is based on whether the learning outcomes have been met. The methods of evaluation and reporting progress must be consistent with Department of Education grading and reporting policies for the K-12 program.

Progress reports must be made in the same general format and

on the same schedule as for all students in the school. Regular letter-grading and reporting procedures will be followed for adapted program, although adapted assessment methods may be necessary. When curriculum is modified, the use of letter grades and percentages may not be appropriate. Structured written comments will be used to report the level of success. Additional informal reporting may include other procedures such as daily logs.

Official transcripts of courses/marks should identify whether a course has been modified. With written consent, information about modifications should be communicated to post-secondary institutions or community agencies providing adult services.

Exemption from participation in Standardized Assessments

The school administrator may request an exemption from participation on standardized assessments in exceptional circumstances. Permission must be granted by the Department of Education.

Criteria for exemption

The school administrator may request an exemption from participation in territorial assessments if, given the full range of permitted accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. Specifically, exemptions may be requested for students who meet the following criteria:

- The student's Individual Education Plan has significantly different goals from the expected learning outcomes of the regular curriculum.

- The student has a medical condition, which impedes his/her ability to complete standardized assessment (as specified by a medical practitioner).

- The student has serious emotional and/or behavioural difficulties such that participation in a territorial assessment will cause undue anxiety and/or compromise the assessment results.

- The student has a mental health issue (as specified by a medical practitioner) such that participation in a territorial assessment may be deleterious to their condition and/or compromise the assessment of other students.

Reasons for exemption to be documented in the Individual Education Plan

The school administrator shall ensure that the reason(s) for requesting an exemption from a particular territorial assessment are included in a student's Individual Education Plan. The school administrator shall ensure that there is evidence from a psychologist or other specialist that supports why the assessment is not appropriate for the student.

Application for exemption

The school principal shall complete a Request for Exemption from Standardized Assessment form and forward this to the Director of Student Support Services by September 30th each year.

Types of adaptations permitted

Adaptations include adjustments in scheduling, changes in setting, the use of assistive technology and/or adjustments in the format of the assessment. Extra time and supervised breaks may be allowed for provincial exams.

Adaptations for participation in Standardized Assessments

The majority of students who have a Student Learning Plan or an Individual Education Plan shall participate in territorial standardized assessments. Typically, these students will be following the expected learning outcomes of the regular curriculum with adaptations. Schools must provide adaptations to facilitate the participation of these students in territorial assessments of achievement. Adaptations must not affect the level or content of the assessment, the performance criteria or the reliability and validity of the assessment.

Adaptations to be documented in the Individual Education Plan

Any adaptations recommended to facilitate the student's participation in territorial assessments must be identified in the Individual Education Plan. These adaptations must be:

- appropriate to the student's particular needs, as identified in the Individual Education Plan;

- included among the strategies, accommodations, and resources identified in the Student Learning Plan or Individual Education Plan as necessary for regular classroom assessments;

- described in specific rather than general terms (e.g., "use of a word processor" rather than "answers recorded in other manner").

Duty to Report

Administrators must ensure that all students on Student Learning Plans or Individual Education Plans for whom adaptations are identified have them specified in their Student Learning Plan or Individual Education Plan. Administrators also have a duty to report the names of students and the accommodations identified on *Accommodations For Participation In Standardized Assessments* form and to forward this form to the Director of Student Support Services by September 30th each year.

Adjudication for B.C. examinations

Yukon follows the B.C. requirements for adjudication on B.C. provincial examinations. The adjudication process provides equity and accessibility to students with special educational needs by allowing adaptations to provincial exams. The adjudication policy is reviewed each year. Current information on the adjudication process can be found at www.bced.gov.bc.ca/exams/handbook/. The Learning Assistance Teacher or school counsellor is responsible for completing all forms regarding adjudication in consultation with the School Psychologist.

Other types of assessment

Referrals to agencies or professionals that may entail a cost to Yukon Education will only be made in consultation with the Director of Student Support Services. Information from other agencies must be readily useable for purposes of planning and easily integrated into the Student Learning Plan or Individual Education Plan.

Private assessments

Private assessments are conducted by professionals not employed by Yukon Education and are paid for by the student's parent(s). When relevant, parents are encouraged to provide a copy of any assessment reports of their son or daughter for the information of the School Based Team (SBT).

The School Based Team shall:

- Inform the Director of Student Support Services that a student has been assessed privately;

- Provide a copy of any assessment report received by the School Based Team (SBT) from the parents to the Director of Student Support Services;

- Request the appropriate staff from Student Support Services to attend a meeting of the School Based Team (SBT) to provide an interpretation of the assessment report;

- The School Based Team (SBT) shall consider the information in the assessment report regarding a student's learning needs.

Yukon Education will respect the wish of parents to obtain an assessment privately. If the parent chooses to provide a copy of the assessment report to the School Based Team (SBT), the Student Support Services staff will provide technical expertise to assist the SBT in the interpretation of test results and any other information contained in the report. Yukon Education requires the School Based Team (SBT) to consider fully the information in any private assessment report. The school administrator and School Based Team (SBT) will make a decision concerning whether a student has an exceptionality that requires a special education program under Division 2 of the *Yukon Education Act* and, if so, what special education program (Individual Education Plan) is required.

Referral for Assessment to a Physician

After discussion with the appropriate consultant, if the School Based Team (SBT) believes that a student might benefit from a medical assessment, it may suggest such an assessment to the parents. The school shall provide the parent with a written report that describes the student's presenting issues and outlines how such an assessment might contribute information about the student's learning needs.

Student Learning Plans and Individual Education Plans at the Secondary Level

When students with special educational needs move from elementary to secondary school, additional factors must be considered and the Student Learning Plan and the Individual Education Plan processes adjusted. There are three possible scenarios for a secondary student:

1. Grade 12 Graduation.
2. School Leaving Certificate with unique learning outcomes.
3. A student is taking some regular courses and also working on some individualized outcomes to receive a School Leaving Certificate. The student can continue to work on Graduation requirements beyond Grade 12.

At the secondary level, there is flexibility in the range of courses available to meet many students' diverse needs. Close examination of all the course offerings should be the first step when scheduling courses consistent with the program plan for students.

Student Involvement

Secondary school students are the primary contributor to the Student Learning Plan or Individual Education Plan process. The student may, where possible,

- identify values, preferences, and strengths through self-evaluation;
- help to set goals and outcomes;
- be informed of course offerings at their school;

- participate in a discussion of strategies and behaviours that enhance their learning;
- strive with assistance to achieve identified objectives.

Ongoing and progressive involvement is also essential in creating the groundwork for self-advocacy skills. Students with well-developed self-advocacy skills have increased confidence, independence and a greater sense of control over their education.

Work Experience

The career paths for students with special needs will be varied. For some, perhaps because of their interests or the challenging nature of their special needs, an approach that includes extensive on-site training and the provision of technical aids may be required. Some students may require pre-job preparation and extensive simulation and practice.

Schools are encouraged to develop strategies for supporting the career and life transitions of all students, including those who have special needs. Work experience activities should be individualized and documented in the Individual Education Plan.

Students with special needs should have access to all career education opportunities available to students including job shadowing, career preparation, co-operative education and any other career program or activity.

J. TRANSITION PLANNING

Students experience significant transition points throughout their education. The transition process for a student with special educational needs requires careful planning to ensure that the student is supported.

Facilitating Transitions for Students with Special Needs

The school administration, in collaboration with the School Based Team (SBT), parents and relevant Student Support Services personnel are responsible to ensure that all students, including those with special needs, have planning for major transitions.

Transition team members should include:

- The case manager of student's Individual Education Plan;
- Parents, and when appropriate, the student;
- Teachers and Educational Assistant, both current and receiving;
- Student Support Services staff both current and receiving;
- Involved agencies and/or community services personnel.

Transition from Child Development Centre (CDC) to Kindergarten

The Child Development Centre in collaboration with the Yukon Education facilitates a smooth transition for the student. The Child Development Centre transition process ensures:

- parents are well-informed about the programs and resources;

- a personal connection between parents and the school;

- information is given to the schools to understand the student's learning profile, current level of functioning in all areas, and successful strategies for the student;

- that referrals for continuing support services are made in a timely manner;

- all needed equipment and training are available to staff before the student enters school.

Transition of students with Individual Education Plans between grades within the same school

Before the new school year, the case manager will arrange a meeting between the sending teacher and the receiving teacher to discuss the student's learning plan, programming and successful strategies. Any additional equipment and any necessary training for the teacher and/or the Educational Assistant will be arranged before the beginning of the school year. The case manager will ensure that the receiving teacher is aware of the contents of the student's confidential file and the

Individual Education Plan. An Individual Education Plan planning meeting should be scheduled following this initial review.

Transition of students with Individual Education Plans between schools within Yukon Territory

During the school year

The administrator of the sending school will notify the administrator of the receiving school and the Director of Student Support Services as soon as the parent's intent to relocate within Yukon is known.

The receiving administrator arranges a transition meeting between the personnel from the sending and receiving schools, parent(s) and Student Support Services staff to assist in the transition. Student information files are exchanged as expediently as possible. Any allocation of Educational Assistant support at the sending school must be reviewed by the administrators and Director of Student Support Services.

A New School Year

By October 31st of each school year, school-based teams will identify students with Individual Education Plans who will be transitioning from one school to another. The sending school will notify the receiving school of incoming students with Individual Education Plans and will provide information needed to maintain continuity of programming. Each receiving school will identify a case manager to facilitate the transition of information and

arrange an Individual Education Plan meeting. Student Support Services staff will be invited as required. The transition plan should include orientation planning for the student (and parents when applicable) and possibly a visit to the new placement to introduce new support staff**.**

Transition of Students on Individual Education Plans from Elementary to Secondary School

By November 1ˢᵗ, the elementary school administrator and/or Learning Assistance Teacher contact the secondary school regarding students with Individual Education Plans. A transition plan for entry to secondary school involves the student, parents, administrators, sending Learning Assistance Teachers and receiving Learning Assistance Teachers, teachers, and case manager. The teachers and Learning Assistance Teachers or case managers exchange and discuss:

- an up-to date student record;
- information about resources;
- strategies for teaching and/or behaviour management;
- adaptations and supports needed for student success.

Ideally, there should be one or more scheduled visits to the new school with introductions to school staff and an opportunity to spend some time in a classroom. It is recommended that support staff and/or parents from the elementary school accompany the student. Students may take a variety of work samples or a portfolio with them as a personal introduction of themselves to staff and students in the new setting.

As part of planning for transition, students should be encouraged to articulate their personal goals for post-secondary life. This information forms part of the Student Learning Plan and Individual Education Plan process of planning for transition.

Students and parents will be informed about:

- course options, course requirements, the course credit system and the career and program plan process;
- new and different routines;
- the number of different classrooms and teachers;
- student use of lockers, lunchroom, student clubs and noon hour and after school activities;
- opportunities to visit the new school;
- Educational Assistant assignment and role of Educational Assistant.

Transition of Students from Secondary School to Adulthood

The Individual Education Plan team helps facilitate the transition of students on Individual Education Plans in secondary school to further training, work and life in the community. A transition plan should be developed collaboratively with the student, family, and any services and agencies involved. Such decisions may include post-secondary education, employment, finances, future living arrangements and community and social involvement. The plan

should address any concerns the student or parents may have about the move to a new setting.

Transition planning for students leaving school must start early enough to ensure that the student has the supports and services in place for the next stage. For some students, this will require the involvement of other government departments such as Adult Services or community-based services such as Yukon College Learning Assistance Centre, Teegatha' Oh Zzeh and Challenge Community Vocational Alternatives, or others. Individuals from non-governmental organizations (NGOs) may be invited to become members of the Individual Education Plan team for the purpose of transition. This assists the student in becoming familiar with the programs as well as sharing information with the program's staff.

K. ALTERNATE EDUCATIONAL PLACEMENT

General Principles for Classroom Placement of Students with Special Needs

The *Yukon Education Act* states that students with special educational needs shall be a part of the inclusive classroom to the extent of their abilities. Where there is evidence that the delivery of a student's Individual Education Plan cannot be accommodated within the regular classroom environment, alternative educational placements are considered to address student need in the least restrictive and most enabling environment.

Shared Resource Programs

A Shared Resource Program is a placement offered in a setting that enhances the delivery of a student's Individual Education plan when that cannot be accommodated within the regular classroom environment. Students are integrated in meaningful participation with others as outlined in specific Individual Education Plan goals.

In an effort to ensure students entering Shared Resource Programs are appropriately placed, procedural guidelines are necessary. Individual cases are reviewed by the Manager of Inclusive Practices in conjunction with the Area Superintendent and the referring and receiving school administrators as applications are submitted.

Out of Attendance Area

In accordance with Section 11(1) of the *Education Act,* a student with special educational needs may be directed to attend a school out of their attendance area in order to better implement the goals of the Individual Education Plan. Such a decision will be made in consultation with the student's IEP team, superintendents, school administrators and Director of Student Support Services.

When this type of placement is made, the following procedures will apply:

- After consultation with the sending school and relevant consultants, the Director of Student Support Services will co-ordinate the collection of information to assist the superintendent of the receiving school to determine potential placements.
- The superintendent will arrange for a meeting between the superintendent, the sending and receiving school administrators, relevant Student Support Services consultants and other persons identified to attend.
- The superintendent, in collaboration with the Director, Student Support Services, will discuss the outcome of the meeting and communicate all decisions to all parties involved. The placement will be governed by Section 11 (1) of the *Yukon Education Act.*

These procedures will be implemented within 10 school days of the determination of placement for a student.

Out-of-Territory Placement

Cases involving consideration of out-of-territory educational programming placements are rare. Criteria to be used in judging out-of-territory placements are:

- The student's legal place of residence is Yukon.

- Evidence presented by the administration and Individual Education Plan team in consultation with Director of Student Support Services, superintendent and the Assistant Deputy Minister, indicate that all reasonable attempts have been made to provide an appropriate program in a location within Yukon.

- Placement out-of-territory is necessary to ensure the safety of the considered student and the programming is necessary to enable the student to receive life-saving medical treatment.

- Parental input and consent are required before placement decisions are made. In the event that parental consent is not obtained, the Individual Education Plan will be implemented in the student's school, home or other suitable location.

- Out-of-territory placement decisions will be made and reviewed every three months by the Deputy Minister.

L. SUPPORT SERVICES

School-based Support Personnel

Yukon Education provides both professional and paraprofessional support to schools to address the diverse learning of students.

Learning Assistance Program

The Learning Assistance Program supports inclusion and involves teachers in planning, implementing and monitoring programs available for students who may require additional supports. It provides a co-ordinated and integrated set of support services that include instruction, school-based consultation, collaborative planning and co-ordination with the School Based Team. It also includes Level B assessment and evaluation. In collaboration with the administrator, Learning Assistance Teachers help to organize, maintain, and integrate services in the school and, as part of a School Based Team, provide a major link with support services available at Yukon Education. The Learning Assistance Teacher provides case management service of students and facilitates School Based Team functions, including relevant documentation to allow the SBT to conduct meetings in an efficient manner. The Learning Assistance teacher provides direct service to students with special educational needs.

Learning Assistance Teacher

A teacher who is knowledgeable about curricular outcomes at all levels and assists teacher(s) with educational programming for students. He/she is an experienced teacher with additional specialist qualifications who provides a coordinated and integrated set of support services for teachers and their students with diverse learning needs.

Major Duties

Learning Assistance Teachers are involved in consulting, collaborative planning, assessing, evaluating and reporting progress, and delivering specialized instruction and support within the classroom and in other settings. They may also direct and provide training as necessary for Educational Assistants and Remedial Tutors, volunteers and peer tutors in intervention procedures to work effectively with the student. Learning Assistance Teachers facilitate smooth transitions between school levels.

The Learning Assistance Teacher's role has four major categories:

1. *Collaborative Planning and Coordination*: The Learning Assistance Teacher plays an active role in the identification, assessment, planning, implementation, and reporting and evaluation process for students with diverse learning. The Learning Assistance Teacher facilitates collaborative consultation, assists with early and pre-referral interventions and works closely with parents, teachers and the School

Based Team (SBT) to plan for, organize and access support services for students with special educational needs.

2. *Instruction:* The Learning Assistance Teacher will help identify and directly instruct students to develop learning strategies for use in the classroom setting or for independent learning.
   - Skill development or remediation; and
   - Assisting students to develop compensatory skills.

3. *Consultation services* include:
   - collaboration with classroom teachers to design or implement and/or adapt instructional content or materials;
   - advising teachers in adjustments to curriculum, instruction or environmental factors in the classroom;
   - consulting with parents and students regarding learning strategies and organizational skills;
   - consulting with Yukon Education and/or community resource personnel.

4. *Assessment*

   The purpose of assessment and evaluation is to plan and implement an educational program. The assessment support may include:
   - Criterion referenced or norm referenced assessment as appropriate to answer questions on how best to provide instruction or support.

- Systematic observation and collection of behavioral data to establish baseline/progress data or describe functional behaviors.
- Synthesis of information from parents, student records, other services providers, and health-related information.
- In-depth interviews with students to determine their knowledge of the learning.

School Counselling Program

School counselling services are school-based and are designed to support students, their families and educators. This program facilitates the educational, personal, social, emotional and career development of students in schools and in the community.

School Counsellor

School counsellors are experienced teachers with additional specialist qualifications in counselling. They understand that many students may experience social-emotional difficulties requiring intervention. School counsellors consult and assist in planning goals and effective strategies for students. They promote the educational, social, emotional and career development of students. Consultation may focus on students' individual needs or on programs or services. School counsellors can be active participants in the planning process assisting with the development of Student Learning Plans, Behaviour Learning Plans and Individual Education Plans**.**

School counsellors provide a continuum of preventative, developmental, remedial and intervention services and programs. They facilitate referral to community resources as well as instruct students in areas such as peer helping, conflict resolution, social skills and life skills.

<u>Major duties</u>

- Work as a member of the School Based Team;
- Work with individuals, groups and classes to provide both an intervention and a prevention service;
- Promote personal and social development appropriate to the student's developmental stages;
- Counsel students to foster growth in the students' self esteem, individual responsibility, and in skills such as decision-making and social skills;
- Enhance students' educational achievement through goal setting, assisting with the development of programs and activities such as promotion of effective work and study habits;
- Provide appropriate interventions to assist students with school-related problems and issues;
- Facilitate the goals of career education by assisting students and their families to explore and clarify the student's career options through developmental activities that stress decision-making, personal planning and career awareness.

Learning Support Paraprofessionals

Paraprofessionals

Paraprofessionals such as Educational Assistants or Remedial Tutors work with classroom teachers, Learning Assistance Teachers (LATs), and Student Support Services staff in the implementation of programming. The assistance required will vary according to the individual needs of the student(s) and may include direct or indirect support.

Under the guidance of the classroom teacher and/or Learning Assistance Teacher, paraprofessional support may:

- provide specific educational, behavioural, social and life skills activities;

- provide personal assistance, specialized programming, assistance in using assistive technology, self and/or health care;

- assist students in working toward greater autonomy;

- work with individuals or groups in a practice or intervention activity;

- reinforce concepts presented by the teacher;

- monitor student responses or activities, collecting data and providing regular feedback to the teacher.

Student Support Services Personnel

Personnel in Student Support Services have dual responsibilities to Yukon Education and to the schools. Departmental responsibilities include:

- Assisting in evaluation of programs, services and resources within their specialized discipline;
- Advising on trends, resources and professional development needs within their specialized discipline that relate to the education of students with special educational needs;
- Maintaining data systems to plan and evaluate programs and services for students with special educational needs.

School-related responsibilities include:

- supporting schools at Tier 1 by offering generic programming/management suggestions that can be integrated into general classroom delivery that are of benefit to all students;
- supporting schools at Tier 2 by offering more specific interventions for groups of students, and;
- recommending programming specific to a student's identified needs at Tier 3.

Typically, these responsibilities consist of:

- Consultation with the SBT, teachers and parents regarding student program development, intervention and evaluation;

- Participation on IEP teams for a small number of students with complex special educational needs;
- Assessment of individual students to assist educational programming and intervention. Staff provide oral feedback to the student, parents, teacher and SBT followed by a written report;
- Delivery of professional development for school staff, parents and/or community.

Consultants will confirm scheduled visits to assigned schools well in advance.

Director of Student Support Services

The Director of Student Support Services is responsible for the efficient and effective delivery of services promoting and actively encouraging student-centered, culture-based, inclusive education for all students, particularly for students with special educational needs in accordance with the *Yukon Education Act*. The Director provides leadership to professional and paraprofessional staff within Student Support Services. This includes a specific emphasis on the identification, implementation and development of programming for students with special educational or exceptional learning needs. The Director enables Student Support Services staff and teachers to deliver services to students to meet the goals of the Yukon Education within an inclusive educational framework.

Educational Psychologist

Educational Psychologists work with teachers, parents and students to:

- identify and address learning and behaviour difficulties that interfere with school success;

- provide recommendations and when possible, participate in individual student program planning meetings and reviews;
- conduct individual assessments such as classroom observation, file review, meeting with the classroom teacher and parents, and the administration of standardized tests;
- create positive classroom environments to increase achievement by assessing barriers to learning and helping plan the instructional strategies for improvement.

Educational Psychologists play an essential role in the assessment and identification of students with special educational needs and a supportive role in the planning and implementation of Individual Education Plans. Assessment data is used for planning, goal setting, and developing interventions and strategies.

Speech and Language Consultants

Speech and Language Consultants are Speech-Language Pathologists who work in schools across all grade levels to address the communication needs of students. They consult with school personnel and parents on the implications that speech, language, literacy and social communication

differences have on students' educational success. They offer appropriate strategies, resources and adaptations for the unique communication needs of students.

Communication Assistant

Communication Assistants are paraprofessionals with post-secondary training as a therapy assistant and/or trained by Speech and Language Consultants. They support the implementation of intervention programs designed by the Speech Language Consultants to improve students' speech, language and communication skills.

Physiotherapist

Physiotherapists consult with staff, students and families to encourage maximum motor development to facilitate learning and integration in the school environment. Physiotherapists provide services to encourage the development of age appropriate motor skills. These services may include assistance in positioning to promote optimal physical access, assistance in maximizing independence for students who have limited mobility, and prevention and/or alleviation of movement dysfunction.

Occupational Therapist

Occupational therapists consult with schools, teachers, and families to promote functional skills within the school environment. Occupational therapists assess the student, environment and task, and strategize to optimize the student's function. The functional tasks of students include self-care, play and school productivity. An occupational

therapist can assess the specific areas of hand development, visual-perception and sensory processing.

Student Support Services Consultant

The Student Support Services Consultant works collaboratively with school-based teams to support the development of academic and behaviour learning plans. Student Support Services Consultants also work collaboratively with other Student Support Services staff to develop programming for students from recommendations made in assessment reports.

Teacher for the Deaf and Hard of Hearing

Teacher for the Deaf and Hard of Hearing provides direct service to students with a hearing loss and consultative service to schools, teachers and parents.

The intensity of services provided to students is determined by consultation with teachers, parents, and other professionals to develop effective programming and supports for the student. When there are specific concerns about a student's hearing ability, teachers and/or parents may make a referral to the School Based Team or the teacher may discuss concerns with the parent who may contact Hearing Services, Health and Social Services, for a complete hearing assessment.

The Teacher for the Deaf and Hard of Hearing, with parent permission, may act as a liaison between the audiologist and the schools. He/she will provide specific suggestions to fit

the needs of each student, and will meet with the School Based Team to discuss how best to support the student.

Teacher of the Blind and Visually Impaired

The Teacher of the Blind and Visually Impaired is a specialist teacher with training in the education of blind and visually impaired students. The Teacher of the Blind and Visually Impaired serves an itinerant role and may provide direct service to the student and provides consultative service to schools, teachers and parents. This teacher provides support to blind and low vision students and their teachers at all grade levels by assisting those students who are able to function in a regular classroom setting with appropriate aids and equipment, program modification and other services. With parents' consent, the Teacher of the Blind and Visually Impaired may coordinate services with medical professionals.

Interagency Collaboration

Interagency collaboration refers to the process of working cooperatively with other agencies with a mandate or an interest in services for children with special educational needs. Approaches focus on policy development, program management and service delivery.

Yukon Education has signed protocol agreements with both government and non-government organizations. These agreements specify the nature of the collaboration, identify programs and services targeted for joint action, specify desirable outcomes or goals and provide a mechanism for evaluating the joint action.

Collaborative Ventures with Government Departments

Health and Social Services: Interdepartmental Collaboration on Children with Complex Needs Committee

Yukon Education and Health and Social Services have agreed to collaborate and coordinate processes for assessment, service planning and service delivery to children with complex needs who receive services from both departments. With Yukon Education, the guidelines apply to Public Schools Branch. With Health and Social Services, the guidelines apply to Mental Health Services (Community Health Services Branch), Regional Services Branch, Continuing Care Branch and Family and Children's Services Branch. The agreement consists of guidelines, terms of

reference for the Complex Needs Committee and a set of procedures.

Definition of a Complex Need

Due to the nature of a child or youth's needs, services are required from more than one department and often from many service providers. Complexity may be related to the nature of the child's disability or to the environment and the need for supports from multiple service providers. The child's or youth's needs result in significant limitations and service needs in one or more of the following areas:

> Behaviour;
>
> Socio-emotional;
>
> Cognitive and learning abilities;
>
> Communication and socialization skills and emotional regulation;
>
> Physical and motor development;
>
> Self-help and adaptive functioning skills.

The school administrator must contact the Director of Student Support Services to discuss a referral to Complex Needs Committee.

Protocol Agreement Regarding Interdepartmental Information Exchange on Children and Their Families between Departments of Education and Health and Social Services (1993)

This protocol formalizes the exchange of information between the two departments for the purpose of educational programming and the safety and well-being of the student.

Yukon Education will provide information to the Director of Family and Children's Services, or designate, as if they are the parent when a child comes into the care of the Director under the *Children's Act.* This information will include involvement in the development of Individualized Education Plans, provision of report cards and other relevant information.

When scheduling case conferences for children, the Director of Family and Children's Services Branch will seek to involve officials of the Departments (Director of Student Support Services and/or Individual Education Plan team case manager) who may be involved with the child and/or the child's family.

When a child comes into the care of the Director (whether on agreement with the parents or temporary or permanent order of the court) the Director will notify the child's school in writing of the child's change in status. The Director will also notify the child's school when a child leaves the care of the Director.

In August and January of each year the Director will provide to Yukon Education, Student Support Services, the names of all the children in the Director's care at that time and the name of a contact person within the Family and Children's Services Branch for each child. This information will be forwarded to the applicable school.

Collaborative ventures with non-government organizations

Yukon Education recognizes the supportive role played by organizations and agencies concerned with the education of students with special educational needs. Cooperation with Non-Government Organizations (NGOs) includes the participation of advocates in Individual Education Plan and occasional funding agreements for particular ventures of common interest and participation on committees.

Child Development Centre

Services to 4 year olds in Kindergarten

Yukon Education and CDC have a protocol regarding the delivery of services to four year olds with special educational needs who are enrolled in Kindergarten. The Child Development Outreach team meets with the school administration wherever there is a K4 class. With parental consent, the CDC outreach team:

- Screens K4 children for general developmental milestones;

- Identifies children with special needs;

- Develops individual program plans and provides follow-up and treatment for children requiring additional supports;

- Hires the program assistant in consultation with the administrator;

- Informs parents of results of the screening and other follow-up progress of the child when available.

Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Teams

The Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Teams are a Yukon-based service for children from birth to 18 years of age. The teams consist of a Fetal Alcohol Spectrum Disorder diagnostic co-ordinator, doctor/pediatrician, and staff from the Child Development Centre and Student Support Services, Yukon Education. Staff from the Child Development Centre or Student Support Services include a speech language pathologist, educational psychologist, occupational therapist, and physiotherapist.

A referral for Fetal Alcohol Spectrum Disorder assessment is submitted on the designated form to the Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team. Prior to the referral being made, the referral must meet the assessment criteria. The referral will be accepted or declined based on the criteria for Fetal Alcohol Spectrum Disorder assessment outlined below.

Outside Agencies and Certified Professionals

Collaboration between professionals is in the best interest of the student and family. Input from other service providers can be valuable to a student's school-based team. Written consent for the release of confidential information from the parent(s) must be provided to the student's case manager before collaboration can occur.

Provision of Observation or Advice by Outside Certified Professionals

Where parents wish to have outside professionals, private consultants, or members of an outside agency influence school programs for a student, the following protocols apply:

- The professional should contact the Director, Student Support Services, who will facilitate a meeting with the school administrator, parent and the case manager.
- The initial meeting should discuss the information to be shared: how communication will be coordinated, various roles and responsibilities, and how decisions are made. The case manager will include the appropriate Student Support Services staff on the student's team in the discussion.
- The outside professional should be made aware in advance that school-based and Student Support Services personnel are responsible for decisions on the instructional, curricular or behavioural strategies delivered to the student.

M. RELATED POLICIES

Policy Subject
Administration of Medication to Students http://www.education.gov.yk.ca/policy/medication.html
Anaphylaxis http://www.education.gov.yk.ca/pdf/allergies_anaphylaxis_policy_sept_2012.pdf
Education Appeal Tribunal Procedures and Operations http://www.education.gov.yk.ca/pdf/Education_Appeal_Tribunal_Procedures_and_Operations_Policy.pdf
Safe and Caring Schools Policy http://www.education.gov.yk.ca/policy/safe_schools.html
School Council Dispute Resolution Procedure Policy http://www.education.gov.yk.ca/pdf/dispute_resolution_policy_april_2013.pdf
School Closure Policy http://www.education.gov.yk.ca/pdf/School_Closure_Policy.pdf
Sexual Orientation and Gender Identity http://www.education.gov.yk.ca/pdf/sogi_policy_updated_dec_14.pdf
Student Attendance Policy http://www.education.gov.yk.ca/pdf/policies/student_attendance_policy.pdf
Violence Threat Risk Assessment (VTRA) Protocol http://www.education.gov.yk.ca/pdf/policies/yukon_education_violence_threat_risk_assessment_protocol.pdf
Violence Threat Risk Assessment (VTRA) Signatory Document http://www.education.gov.yk.ca/pdf/policies/yukon_education_violence_threat_risk_assessment_protocol_signatory_document.pdf

N. REFERENCES

Print Materials:

A Handbook of Yukon First Nations Education Resources for Public Schools. Yukon Department of Education. 2011.

Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nations Education. Yukon First Nations Education Advisory Committee. 2008.

Manitoba Working Together: A Handbook for Parents of Children with Special Needs in School. Manitoba Education. 2004.

Positive Behaviours in Alberta Schools, An intensive individualized approach. Alberta Ministry of Education. 2008.

Special Education Services: A Manual of Policies, Procedures and Guidelines. Ministry of Education. British Columbia. 2011.

Special Programs Services: A Handbook of Procedures and Guidelines. Special Programs Branch, Yukon Department of Education. 1995.

Student Support Services: A Manual of Procedures, Personnel & Support Programs. Surrey, BC School District. 2008.

Yukon Teachers Handbook. Yukon Department of Education. 2011.

Yukon Education Act. 1990.

Websites:

1) *BC Parent and Education Partnership Project*
   http://www.bced.gov.bc.ca/abed/reports/parent_engage.pdf

2) *Every Principal's Guide to Special Education in British Columbia*
   http://www.bccpac.bc.ca/sites/default/files/resources/speced.epg_.2002.pdf

3) *Informed Consent In Special Education Conceptual Definitions And Implications For Practice*. David Phillpott. Memorial University, Newfoundland.
   http://www.mun.ca/educ/faculty/mwatch/fall4/phillpott.htm

4) *Guide for Educators and Families in the Effective Implementation of Response to Intervention as a means to improve Educational Outcomes for all students.*
   www.rtinetwork.org

5) *Hard of Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers*
   http://www.bced.gov.bc.ca/specialed/hearimpair/toc.htm

6) *Helping Students Succeed*
   http://www.yesnet.yk.ca/firstnations/pdf/yfneac.pdf

7) *Partnership*
   http://www.cpco.on.ca/ResourceLibrary/Ministry/ParentEng.pdf

8) *Rethinking Classroom Assessment with Purpose in Mind. Western and Northern Canadian Protocol, 2004.*
   http://www.wncp.ca/assessment/rethink.pdf.

9) *Services for the Deaf and Hard of Hearing*. B.C. School District 22. http://www.sd22.bc.ca/~deaf/index.html

10) *Yukon Department of Education Appeal Tribunal Procedures and Operations*
   http://www.education.gov.yk.ca/pdf/Education_Appeal_Tribunal_Procedures_and_Operations_Policy.pdf

11) *Yukon First Nations Parent Information.* 2008.
   http://www.yesnet.yk.ca/firstnations/pdf/yfneac.pdf

OUR COMMUNITY OF INQUIRY

Definition of a Community of Inquiry: The inquiry process includes 1) deciding where the Working Group or Group will focus its attention; 2) developing a hunch about what might be causing problems and what needs to change; 3) new learning that can flesh out problems and possibilities; 4) taking action; and 5) checking to ensure that changes have made a big enough difference in the lives of students (See Halbert & Kaser, 2013).

Advisory Committee for Yukon Education
(Partners across Learning Continuum)

**First Nation Education Commission**
(14 Yukon First Nations)

Work Plan and associated working groups
School Staff/ Stakeholders/ Yukon First Nations/ Partners

EDUCATION SUMMIT

Definitions of Inclusive and Special Education (Policy)
Special Education accountability structures and training (IEP procedures and student assessments).
Effective professional and collaborative development structures (inclusive education)
Student needs working group to identify resources and coordinate wrap around service
Extend existing outdoor, experiential learning programs, cultural camps, and other hands-on activities
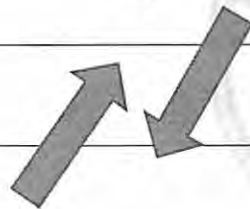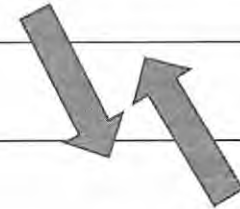
Educator Professional Learning Networks
- Themes associated with the Review of Inclusive and Special Education
- Individual Educator professional growth
- Learning is shared broadly across the system

School Growth Learning Networks
- Themes associated with the Review of Inclusive and Special Education
- School community growth and Professional learning
- School community led (local FN, school council, staff)
- Learning is shared within the school community

Education Summit on Inclusive and Special Education

November 12, 2021 – summary and next steps

Thank you to all educators, Yukon First Nations, education partners and stakeholders for gathering with us virtually on November 12, 2021, for the Education Summit on Inclusive and Special Education. This Summit was a key next step on our journey together to address the findings of Dr. Nikki Yee's Review of Inclusive and Special Education and building a better future for all Yukon children.

View the Zoom on YouTube: www.youtube.com/playlist?list=PLIMP1rHRywCeZPkiL9HARr_6jnyvGYGoT. Watch the full playlist to view the entire video.

Fire ceremony: setting our intentions

The intention for the day was set through a sacred fire ceremony. Brothers Phil and Harold Gatensby of the Raven Clan of the Inland Tlingit Nation in Carcross encouraged us to work together, connect and support one another and offered a blessing and a prayer for our schools, our educators and our children.

Tobacco was added to the sacred fire to support our intention by Minister of Education Jeanie McLean, Deputy Minister of Education Nicole Morgan, education officials and education partners who were able to attend the ceremony at F.H. Collins Secondary School. As Fire Keepers, Phil and Harold held the intention for the day by keeping the fire going throughout the Summit.

Summit speakers

Minister Jeanie McLean

Minister McLean acknowledged that there is a lot of work to be done. Dr. Yee's report reiterated what we already know from our own experiences and from talking with students, teachers and families. Colonial practices in the education system are harming not just First Nations students, but all students. She recognized that we can't do this work alone. We need to work together.

Deputy Minister Nicole Morgan

Deputy Minister Morgan provided an update on the Work Plan to address the findings of the Review of Inclusive and Special Education. **Read DM Morgan's PowerPoint Presentation.** Click "Download" to download and open the presentation.

Her presentation addressed:

Review of Inclusive and Special Education

- o Update and next steps

Valuing Diversity (transformative listening)

- o How can we create uplifting learning communities?

Understanding how inclusion is shifting

- o How can we plan and create space for diverse strengths and identities?

Creating Communities of Inquiry

- o Curiosity and learning lead to success for everyone

Key takeaways

1. We have the opportunity now to make significant and meaningful change.
2. Trust starts with truth.
3. We can work together by creating new inclusive stories, using expertise within and beyond our system, and establishing ethical relationships to create significant, immediate and positive impacts.

Dr. Nikki Yee

Dr. Yee is an educator with a doctorate in special education from the University of British Columbia. She is the author of the Final Report on the Review of Inclusive and Special Education. Dr. Yee explored the deep impacts of colonialism in education and the steps we can take to move forward together.

Key takeaways

1. Transformational listening builds a foundation from which to share and connect.
2. It is a tool we can use to decolonize.
3. A Community of Inquiry can build respectful relationships and challenge colonial narratives.

Dr. Yee's presentation: Read Dr. Yee's PowerPoint Presentation

Shelley Moore

Shelley Moore is a SSHRC funded PhD scholar at the University of British Columbia. Her research and work is constructed based on theory and effective practices of inclusion, special education, curriculum and teacher professional development. Ms. Moore explored our collective vision of inclusion and shared models of what inclusion looks like and doesn't look like.

Key takeaways

1. Previously, the goal has been to make everyone the same, but inclusion welcomes difference.
2. We make schools safe by targeting teaching to each student's identity.
3. We need to understand what inclusion is, why it is important, how we do it and how we make it easier.

Ms. Moore's presentation: Read Shelley Moore's PowerPoint Presentation

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Communities of Inquiry

Following the speakers, Summit participants broke into groups to establish Communities of Inquiry that will start the work and recommend actions to make real change to how we support our students. Eight Communities of Inquiry will be established to address four themes:

1. Understand inclusive and special education
2. Be accountable and consistent
3. Provide holistic and comprehensive services
4. Support students to learn

Next steps

The conditions are in place for us to make significant and meaningful change. We will continue to work through items identified in the Work Plan, prepared collaboratively with the First Nation Education Commission and the Advisory Committee for Yukon Education and shared during the Summit. Communities of Inquiries will also meet twice before Christmas and develop a schedule of work moving forward. The work of the Communities of Inquiry will result in recommended actions to help us achieve our goals, transform the education system and build a better future for Yukon children. We will share monthly updates publicly to report on our progress and share more information about Learning Networks, School Growth planning and other ways to get involved in this work early in the New Year.

Department of Education Learning Networks

Year	Topics	Participants (Approximately)
2016-2017	• Trades Education: Making Applied Design, Skills, and Technology Hands-On Learning Visible (One elementary group and one secondary woodworking group.) • Making Core Competencies and Language Learning Visible • Making Place-Based Experiential Learning Visible in Rural Schools • Making the Weaving of Ways of Knowing and Doing and the New Curriculum in the Classroom Visible • Making Blended Learning Visible	8
2017-2018	• Goal setting • Communicating student learning • Student self regulation • Integrating Yukon First Nations ways of knowing, doing being • Applied Design Skills and Technology (ADST) • Growth mindset through collective efficacy • Supporting Inclusion • Inquiry skills • Social Skills	30
2018-2019	• Experiential, place based Learning in primary grades • Blended learning • Numeracy • Literacy • ADST • French Immersion • YFN ways of knowing, doing, being	60

2019-2020	• Standards based grading and reporting • Numeracy • Literacy • YFN ways of knowing, doing, being • ADST • French Immersion • Place based, experiential	70
2020-2021	• Standards based grading and reporting • Numeracy • Literacy • YFN ways of knowing, doing, being • Place Based, experiential • French Immersion	70
2021-2022	• Standards based grading and reporting • Numeracy • Balanced Literacy • YFN ways of knowing, doing, being • Place Based, experiential • French Immersion • Early Learning • Trauma Informed Learning	60