

**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	Establish Terms of Reference for the ‘Review of Inclusive Education & Special Education’ Work Plan working group	Completed	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
Terms of Reference Template for COI	Establish Terms of Reference template for the ‘Review of Inclusive Education & Special Education’ Community of Inquiry (COI)	Summit			
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

	<b>Final Approval by Minister McLean</b>	Final feedback received October 4, 2021  October 18, 2021  October 31, 2021			
<b>Coordinator</b>  <b>(Committee top priority)</b>	<b>Work Plan Coordination</b> <ul style="list-style-type: none"> <li>To ensure this work isn't being done "off the sides of our desks".</li> <li>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.</li> <li>As agreed to by committee, report quarterly to FNEC and ACYE for oversight as part of the department's business plan processes.</li> </ul> <i>Connections to CYAO Attendance Report Recommendation #14 – Advise YCAO on steps taken in response to the review.</i>	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.
<b>Co-constructed definitions of inclusive and special education</b>  <b>(Committee top priority)</b>	<b>Engage with the community to:</b> <ol style="list-style-type: none"> <li>co-construct definitions of inclusive and special education in Yukon and a vision of an "inclusive classroom"; include Elders and Knowledge Keepers <ol style="list-style-type: none"> <li>Related terms should be considered for definition (e.g. adaptations, modifications, accommodations, student maximum potential, exceptionalities, least restrictive and most enabling, assessments, special</li> </ol> </li> </ol>	September to November 2021	Kelli Taylor, ADM Policy & Partnerships <ul style="list-style-type: none"> <li>EDU to facilitate Community of Inquiry (COI)</li> <li>Students</li> <li>Student Support Services</li> <li>Policy</li> </ul>	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.

	<p>education programming and culturally responsive programming)</p> <p><b>2. cultivate connections across diversity</b></p> <ul style="list-style-type: none"> <li>- Undertake jurisdictional scan, include international best practices, for definitions.</li> <li>- Create summary document to share with summit participants</li> <li>- Establish COI</li> <li>- With COI collaboratively develop actions, timeline, implementation plan</li> </ul> <p><i>Connections to CYAO Attendance Report Recommendation #1 – looking at international standards for inclusion</i></p>		<ul style="list-style-type: none"> <li>• Knowledge Keepers and Elders</li> <li>• Principals</li> <li>• Teachers</li> <li>• Educational Assistants</li> <li>• LATs</li> <li>• Community groups</li> </ul>		
Host an Inclusive and Special Education Summit	<p>Prioritizing the child at the centre, host a summit with education partners and stakeholders focused on:</p> <ul style="list-style-type: none"> <li>- Work to date and plan going forward with the Review of Special and Inclusive Education</li> <li>- Sharing opportunities for engaging with the review process</li> <li>- Cultivate connections across diversity</li> <li>- Relationship building among partners and stakeholders in education</li> <li>- Co-creating a definition of inclusive and special education in Yukon</li> </ul> <p>Draft intentions, agenda and list of participants for summit.</p> <p>Working group to schedule and plan the summit. Invite Nikki Yee to facilitate co-creating definitions and establish COI. Invite Shelley Moore.</p>	Summit scheduled for November 12, 2021	Deputy Minister Morgan's Office (Executive Management Team)	<p>Education staff (DM, ADMS, Directors &amp; other support staff)</p> <p>Other staff and summit costs tbd. May include:</p> <ul style="list-style-type: none"> <li>-contractors</li> <li>-in-kind venue/school</li> <li>-catering</li> <li>-key note travel &amp; fees</li> <li>-Gunta</li> <li>-daycare costs</li> </ul>	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	<p><b>Explore effective professional collaborative development structures where educators can learn how to structure learning options that will benefit students through more inclusive classroom practice.</b></p> <p><b>Explore exemplary practices in Yukon schools or other educational settings</b></p> <ul style="list-style-type: none"> <li>- Ensure culturally based lens is applied</li> <li>- PD options for EAs and all relevant school staff members</li> </ul> <p>(What do we know about professional learning that has the highest impact? How can we develop those structures and opportunities?)</p>	<p>November 2021 to August 2022</p> <p>August/September 2021 (Connected to “vision” (above))</p>	<p>Ryan Sikkes, ADM Schools &amp; Student Services</p> <ul style="list-style-type: none"> <li>• Superintendents and Principals</li> <li>• Teachers, EAs, YFNLTs</li> <li>• Curriculum and Assessment</li> <li>• Student Support Services</li> <li>• YTA Professional Development Committee</li> <li>• First Nation representation</li> </ul>	<p>Education staff (ADM, Superintendents, Educators, Directors, support staff)</p>	<p>Teacher learning plans / evaluations reflect increased focus on inclusive practices prioritizing positive student outcomes</p> <p>Number of coaching / mentorship opportunities</p>
<p>Set of values and norms (criteria or expectations) (competencies, culturally responsive and human rights, related policies RWO and Safe and Caring)</p> <p>Define “transformative listening” * include in TOR template</p>	<p><b>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</b></p> <p><b>Use transformative listening to engage with diverse ideas, perspectives, and cultural worldviews</b></p>	<p>August to December 2021</p>	<p>Deputy Minister Morgan in collaboration with FNEC and ACYE</p> <ul style="list-style-type: none"> <li>• Possible discussion at Education Summit</li> </ul>	<p>Education staff (DM and support staff tbd)</p>	<p>A set of values and norms is created that will focus on prioritizing positive student outcomes</p>

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.	<p><b>Examine budgets, funding models, staffing allocations to determine how they can be better aligned with student needs and actions taken in response to the Review.</b></p> <p><b>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)</b></p> <ul style="list-style-type: none"> <li>- <b>Identify what is spent on Aboriginal language and cultural activities</b></li> <li>- <b>Obtain contractor to assist with funding allocations</b></li> <li>- <b>Collaborate with partners for input on funding allocation options</b></li> <li>- <b>Finalize funding allocation</b></li> <li>- <b>Provide Management Board with recommendations and budget impacts</b></li> <li>- <b>Implement new funding allocation</b></li> </ul>	October 2021 to April 2022	<p>Andrea McIntyre, Director Finance (Ryan Sikkes)</p> <ul style="list-style-type: none"> <li>• Student Support Services</li> <li>• Finance</li> <li>• First Nations Initiatives</li> </ul>	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.
<b>Coordinated holistic support system for students and families</b>	<p><b>Strike partnerships with Yukon First Nations, other government departments, and organizations to create coordinated and holistic supports for students and families</b></p> <ul style="list-style-type: none"> <li>• Undertake a jurisdictional scan of holistic wrap-around support models</li> </ul>	August to December 2021	<p>Suzan Davy, A/ADM First Nation Initiatives</p> <ul style="list-style-type: none"> <li>• All YFNs and EDU</li> <li>• Stakeholders that provide services to students (e.g. LDAY)</li> </ul>	Education staff (ADM, support staff tbd)	Holistic support systems are in place and coordinated to support positive outcomes for students and families

	<ul style="list-style-type: none"> <li>• Create a COI with YFNs, Education Advocates, HSS, Justice and school councils</li> <li>• 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.</li> <li>• Policy and procedures for provision of mental health wellness services (and allied services).</li> </ul> <p><b>Create opportunities for student wrap-around support teams to build up and coordinate supports</b></p> <p><i>Connections to CYAO Attendance Report Recommendation #2 – providing wrap-around services</i></p>	August to December 2021			
	<p><b>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.</b></p> <p><i>Connections to CYAO Attendance Report Recommendation #9 – increasing clinical counselling in each school.</i></p>	January to June 2022	Ryan Sikkes, ADM Schools & Student Services	Education staff (ADM, support staff tbd) Contract funding	Contracts in place and dollars invested in providing direct supports to students that support positive outcomes
		August 2021 to July 2024	Ryan Sikkes, ADM Schools & Student Services HSS, student voice	Education 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

<p><b>Update and implement IEP template, processes and structures</b></p> <p><b>(Committee top priority)</b></p>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>• Establish COI</li> <li>• School-based policy/procedure for Principal/Vice-Principal review and accountability</li> <li>• Change management planning to ensure implementation / delivery</li> <li>• Review current template (ASPEN) and research templates that are already in use in other school jurisdictions.</li> <li>• Consult with school-based staff on templates.</li> <li>• Evaluate and implement Pilot test in schools with teacher and Learning Assistance Teacher (LAT) input into development</li> <li>• Ensure comprehensive communication and input from parents</li> <li>• Ensure continuity of service for students who move schools</li> </ul> <p><i>Connections to CYAO Attendance Report Recommendation #7 – creating individualized learning goals</i></p> <p><i>Connections to CYAO Attendance Report Recommendation #12 – developmental assessments and transition plans</i></p> <p><i>Connections to CYAO Attendance Report Recommendation #13 – implement timely assessments and tracking progress</i></p>	<p>September 2021</p> <p>October to December 2021</p> <p>November to December 2021</p> <p>January-March 2022</p> <p>March-June 2022</p>	<p>Ryan Sikkes, ADM Schools &amp; Student Services</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Superintendents</li> <li>• Student Support Services</li> <li>• Learning Assistance Teachers</li> <li>• Teachers</li> <li>• Parents/Families</li> <li>• First Nation Representative</li> </ul>	<p>Education staff (ADM, Superintendents, Educators, Directors, support staff)</p>	<p>IEP templates, processes and structures are updated and implemented that produce positive outcomes for students</p> <p>Plans kept up to date with requisite number of parent/guardian meetings each year</p> <p>"Usability score" for ease of use and competency focus</p>
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<b>LAT role and qualifications clearly defined</b>	<b>Define the role of and the qualifications required and criteria to be met for the role of Learning Assistance Teacher</b>  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
<b>Updated Inclusive and Special Education policies and procedures</b>	<b>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.</b> <ul style="list-style-type: none"> <li>• <b>Assessment prioritization?</b></li> <li>• Evaluate school-based policy and procedures based on updated definitions</li> <li>• Prioritize policies and procedures for revision – create plan and timelines and engage Definitions of Inclusive &amp; Special Education COI</li> <li>• Revise based on priority and consult COI on revisions</li> </ul> <i>Connections to CYAO Attendance Report Recommendation #10 – assess department and school attendance policies and procedures.</i>  <i>Connections to CYAO Attendance Report Recommendation #11 – role of restorative justice processes to promote inclusive practices.</i>	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



<b>Experiential Learning Plan implemented with periodic evaluation that supports all learners</b>	<b>Extend existing outdoor, experiential learning programs, cultural camps, and other hands-on activities as a way of teaching students with learning challenges</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Strike a COI to determine specific changes required to expand access to experiential programming</li> </ul> <p><i>Connections to CYAO Attendance Report Recommendation #4 – increasing access to experiential learning</i></p> <p><i>Connections to CYAO Attendance Report Recommendation #5 – academic credits for community-based learning outside of school.</i></p> <p><i>Connections to CYAO Attendance Report Recommendation #6 – academic credit for culture camps that are sponsored by Yukon First Nations.</i></p>	<p>Start November 2021</p> <p>Summit: strike COI to meet as agreed upon (end date tbd)</p>	<p>Kelli Taylor, ADM Policy &amp; Partnerships</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>Education staff (ADM, Directors, support staff and others tbd)</p>	<p>Experiential learning plan is implemented that supports positive outcomes for students and families.</p>
<b>Report to partners and stakeholders</b>	<b>Explore ways of creating distance between Central Administration and political influences</b> <ul style="list-style-type: none"> <li>- School boards</li> </ul>	<p>August 2021 to June 2022</p>	<p>Deputy Minister Morgan</p> <p>Potential consultant to engage with FNEC/ACYE, CSFY, Administrators and Managers Forum</p> <p>*Possible link to Summit</p>	<p>Education staff (DM and support staff)</p> <p>Potential consultant costs tbd</p>	<p>A way to create distance between Central Administration and political influences is implemented.</p>
<b>Student Diversity Policy</b>	<b>Encourage schools in their efforts to reflect student diversity</b>	<p>August 2021 to June 2022</p>	<p>Ryan Sikkes, ADM Schools &amp; Student Services</p>	<p>Education staff (ADM and support staff)</p>	<p>An updated Safe and Caring Schools Policy is revised that recognizes that inclusive schools are safe</p>

	<ul style="list-style-type: none"> <li>Criteria need to be developed to determine how schools can reflect student diversity (Link to updating SOGI and Safe and Caring School Policy)</li> <li>Linked to recent YG overall strategy on LGBTQ2S+</li> <li>Link to hiring more diverse staff</li> </ul> <ul style="list-style-type: none"> <li>Criteria for how schools reflect student diversity</li> <li>Examples of schools reflecting student diversity</li> </ul> <p><i>Connections to CYAO Attendance Report Recommendation #1 – consider international standards on inclusive, participatory, and respectful school cultures</i></p>				<p>schools that support positive outcomes for students.</p> <p>S&amp;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</p>
<b>Software</b>	<p><b>Find or develop software that allows for communication across student wrap-around support team members</b></p> <ol style="list-style-type: none"> <li>Research and evaluation on suitable software – including IEP templates</li> <li>Privacy Impact Assessment</li> <li>Procurement process</li> <li>Pilot Project</li> <li>Software implemented and mandated systemwide, training provided</li> </ol> <p>- Define who will have access to information</p> <p><i>Connections to CYAO Attendance Report Recommendation #2 – providing effective wrap-around services</i></p>	<ol style="list-style-type: none"> <li>1. November and December 2021</li> <li>2. Jan-Mar 2022</li> <li>3 April-Jun 2022</li> <li>4. July 2022 - Apr 2023</li> <li>5. April 2023</li> </ol>	<p>Ryan Sikkes, ADM Schools &amp; Student Services</p> <ul style="list-style-type: none"> <li>Technology and Student Information</li> <li>ITSS</li> <li>Finance</li> </ul>	<p>Education staff (ADM and support staff TBD)</p>	<p>Implementation of software that allows for communication across student wrap-around support team members</p> <p>Usability indicator</p> <p>Usage statistics</p>
<ol style="list-style-type: none"> <li>1. Professional Development (PD) Focus is determined.</li> <li>2. PD calendar is implemented for all schools.</li> </ol>	<p>Create a specific focus (eg. Self-regulated learning, place-based learning) and provide professional development over an extended period of time.</p> <p>Support creative teacher mentorship opportunities oriented to growth, change of practice, experimentation, and reflection (eg. Put expert teachers in LAT positions to</p>	<p>August 2021 to June 2022, continued on annual cycle</p>	<p>Ryan Sikkes, ADM Schools &amp; Student Services</p> <ul style="list-style-type: none"> <li>Superintendents</li> <li>Principals</li> </ul>	<p>Education staff (ADM, Superintendents, Educators, Directors, support staff)</p>	<p>PD is implemented that meets the needs of learners &amp; supports positive outcomes for students.</p>

3. Review & Revise current teacher mentorship policy	<p>collaborate with teachers around inclusive and special education approaches)</p> <p>Ensure culturally based lens is applied</p>		<ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> <li>• YTA Professional Development Committee</li> <li>• Policy unit as support</li> <li>• First Nation representative</li> </ul>	Other costs tbd	<p>PD survey – employee needs, awareness of systemic-focus</p> <p># of staff engaged in a mentorship / coaching structure</p>
<p><b>Professional Development (PD) Policy is determined, and PD calendar is implemented for all schools, updated annually.</b></p> <p><b>Implement ongoing pd to support differentiated instruction and inclusion</b></p>	<p><b>Develop and maintain focused professional development for educators at all levels – from EAs to Student Support Consultants</b></p> <ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Review and revise systemwide PD policies and procedures</li> </ol> <ul style="list-style-type: none"> <li>• Undertake jurisdictional scan of current and past pd models</li> <li>• Establish a COI to inform types and way pd is offered</li> <li>• Work collaboratively with partners &amp; stakeholders</li> <li>• Implement, assess and support – absorbed into core Education business</li> <li>• Ensure culturally based lens is applied</li> <li>• Partner with community supports and Yukon First Nations on community relevant training</li> <li>• Consider existing YukonU First Nation Governance courses as way to teach Yukon First Nation worldview</li> </ul> <p><i>Connections to CYAO Attendance Report Recommendation #3 – increasing Yukon First Nations cultural understanding</i></p>	April 2022 start process	<p>Kelli Taylor, ADM Policy &amp; Partnerships</p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> <li>• First Nation representative</li> </ul>	<p>Education staff (ADMs, Directors, support staff and others tbd)</p> <p>Other costs tbd</p>	Effective PD that supports positive outcomes for students

<b>Criteria for meaningful relationships with respect to co-constructing curricula and teaching activities.</b>	<b>Create meaningful relationships among diverse peoples to co-construct curricula and teaching activities</b> 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.
<b>Inclusive and Special Education website/handbook for parents</b>	<b>Clearly and transparently communicate (updated) policies and procedures to school staff, families, and communities</b>   <b>Publish current policies and procedures</b>	Following policy review and prioritization to July 2023 (earlier is better!)   ASAP	Clarissa Wall, Director Communications  Parents/families	Publishing costs tbd	
<b>Accredited professional development or continuing education courses for staff</b>	<b>Create or partner with a learning institution to provide professional development courses</b>  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 supports positive outcomes for students.
<b>Elders/Knowledge Keepers in schools</b>	<b>Engage Elders or Knowledge Keepers to bring skills, expertise, and knowledge to schools (to meet students' and educators' needs) as often as possible</b>  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.

	<p>Establish (update) procedures on how to respectfully and effectively work with Elders to tach in the schools.</p> <p>Determine needs in school communities for knowledge/cultural supports.</p> <p>Updated protocols and processes documentation</p> <p>Explore funding and payment mechanisms (through third parties) and determine funding allocation</p> <p>Recruit Elders and Knowledge Keepers</p> <p><i>Connections to CYAO Attendance Report Recommendation #3 – increasing Yukon First Nations representation in schools</i></p>			<p>Funding for Elders Knowledge Keepers tbd</p>	
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## **Appendix A - Recommendations from Yukon Child and Youth Advocate's report: *Review on School Attendance in the Yukon: What is, What could be.***

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

