

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 consultation 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.