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| **Actions for Priority #1 – Culture and Language** | | | | |  |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** | **FNEC COMMENTS** |
| * 1. Culturally Inclusive Councils, Staff & Students   *Establish YFN mandatory cultural awareness opportunities for all educators (that interact with the school community including school councils and Yukon Education) that are designed and delivered by YFN people.* | **Immediate:**   1. Invitation to Yukon College to share a discussion / partner on the following initiatives: 2. Conduct an inventory of cultural awareness courses 3. Yukon College generic on-line cultural training course 4. Put forward a recommendation to review / revise the YNTEP cultural awareness courses and establish a review process 5. YNTEP 2 year second degree program 6. Identify issues and strategize ways to address YFN student upgrading issues 7. Yukon College/CYFN to complete 4 individual YFN cultural training modules 8. Yukon Education to implement a condition of hire to take the on-line FN 101 course 9. Yukon Education will work with YTA to implement the cultural awareness training for existing staff 10. Contribution agreements and TORS developed for three day local teacher in-service / orientation 11. Teacher in-service training / orientation expanded to three days, provided by local communities 12. Develop and implement an in-person mandatory awareness training on IRS for Yukon Education staff and School Councils 13. Develop related policies to support mandatory cultural awareness training required by staff | 1  1  1  2  1-2  1  1-2  1-2  2  2  1-2  2  1-2 | All parties  Yukon Education Yukon College  Yukon College / CYFN Health  FNEC  Yukon College  Yukon College  Yukon Education  FNEC  Yukon College  CYFN  Yukon College  Yukon College  Yukon Education  Yukon College  Yukon Education  YTA  Yukon Education  YFNS and FNEC  Yukon Education  FNEC  Health and Education Commissions  Yukon Education | Inventory of cultural awareness courses completed  YC course development completed  YNTEP course review complete  At the discretion of the College  4 FN modules completed by all YC and CYFN staff  Condition of hire (FN 101 course) systemically in place  All teachers with cultural awareness training  Contribution agreements in place and TORs developed  All new hires/teachers provided with a three day local orientation  Year 1: IRS training course fully developed  Year 2: IRS course made mandatory for Yukon Education staff and School Council reps  Policies in place to support mandatory course requirements |  |
| **Short Term:** |  |  |  |  |
| **Long Term:** |  |  |  |  |
| * 1. Culturally Inclusive Schools   *To have proportionate representation of FN teachers in the school system.* | **Immediate:**   1. Perform a scan of cultural resources 2. Develop options and related policies for YFN local/northern hiring preferences at all levels 3. The partners will develop a generic template for determining cultural inclusiveness of schools (to be integrated into the *How Are We Doing? Report*) 4. Minimum generic standards for cultural inclusion implemented in all schools | 1  1  1  2 | Yukon Education CYFN  Yukon Education  Yukon Education  FNEC  Yukon Education  FNEC | Scan of cultural resources complete  Preferential hire options developed, reviewed and supporting policies are in place  Generic cultural inclusion evaluation template fully developed  Minimum general standards captured and reported on in the *How Are We Doing? Report* |  |
| **Short Term:**   1. Develop local standards for determining cultural inclusiveness of schools (to be integrated into the *How Are We Doing? Report*) 2. Implement local standards for culturally inclusive schools 3. Develop a mentorship program for First Nations leaders in schools | 3  3  3 | Yukon Education  FNEC  Yukon Education  FNEC  Yukon Education  FNEC | Local cultural inclusion evaluation templates fully developed  Minimum generic and local standards for cultural inclusion fully implemented across all schools  Mentorship program offered in all schools |  |
| **Long Term:**   1. Evaluation and review of level of cultural inclusion in all schools | 5 | Yukon Education  FNEC | Review complete |  |
| 1.4 K-12 Language Programs  *To increase opportunities and supports to increase FN language fluency and rejuvenate language and cultural values* | **Immediate:**   1. Perform an inventory of YFN language programs in pre-K at FN daycares 2. Explore FN language immersion models and best practices, consolidate, compile and share out information 3. Review YFN language programs in Yukon schools: scan of existing language teacher data, level of proficiency and depth of programming 4. Scan of FN dictionary and language resources (books, digital) 5. Identify and address gaps and challenges regarding supply of available language teachers 6. YNLC to develop a process for sharing their resources with communities 7. Collaborate with partners to develop a language proficiency model, identify fluent speakers and level of proficiency 8. Identify a pilot community, determine community readiness and local/human resources supporting a FN language immersion kindergarten program 9. Develop an early learning strategy for FN children | 1  1  1  1  1  1  2  2  2 | CYFN SGS / Education  Yukon Education  FNEC / CYFN  Yukon Education  YNLC / YFNs  CYFN SGS  Yukon Education  FNEC  YNLC  All parties  Yukon Education  FNEC  All parties  HSS (interagency) | Inventory of YFN language programs in daycares complete  Reporting on language immersion models and best practices to determine a way forward  Language programs review  (scan of language teacher data, proficiency and programming) complete  Scan of language resources complete  Gaps and challenges identified and plan in place to address challenges (ie. develop a cohort of teachers)  Language resource-sharing process developed  Language proficiency model /framework developed and populated with fluent speakers with level of fluency  Pilot community identified  Early learning strategy fully developed |  |
| **Short Term:**   1. Pilot FN language immersion kindergarten program in one school 2. Develop language courses that meet high school standards 3. Develop on-line language courses that meet high school standards 4. Pilot high school language courses 5. Review of pilot language immersion kindergarten program and expand based on review and community readiness | 2  3  3  3  3 | Yukon Education  Yukon Education  Yukon Education  YNLC  Yukon Education  Yukon Education | FN language immersion program rolled out in one school  Language courses developed  Language courses developed and available on-line  Language courses implemented  Roll out of FN language immersion programs at the kindergarten / elementary level |  |
| **Long Term:**   * 1. Review and evaluation of pilots and K-12 language programs  1. All students have access to high school FN language courses through distance education with home community | 5  5 | All parties  Yukon Education  YNLC | Review completed  Accredited FN language courses developed and available to high school students via distance education |  |

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| **Actions for Priority #2- Authority, Control and Jurisdiction** | | | | |  |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** | **FNEC COMMENTS** |
| 2.1 Community Priorities  *Establish a FN School House of Learning not limited to a building, that promotes lifelong learning and encourages a pattern of learning through YFN language, philosophy, cultural practices and knowledge-sharing* | **Immediate:**   1. Perform a scan of FN schools, models and best practices in Canada (review research compiled by Melanie Bennett) 2. Design and develop a YFN curriculum (culture and language) Framework | 1  2 | CYFN  Yukon Education  CYFN / FNEC  YNLC | Scan and report on best practices complete  YFN curriculum framework initiated |  |
| **Short Term:**   1. Explore possibilities and expand offerings of accredited experiential programs (ie CHAOS) to all rural schools 2. Have a final draft of a YFN curriculum framework | 3  4 | Yukon Education  Yukon Education/  CYFN / FNEC | Accredited experiential education courses and programs delivered in all rural schools  Draft YFN curriculum framework complete |  |
| **Long Term:**   * 1. YFN School in place | 5 | All Parties | YFN School in place |  |
| 2.3 YFN Jurisdiction and Implementation | **Immediate:**   1. Enact the Central Indian Education Authority and Local Indian Education Authority 2. YFN School Feasibility Study 3. Develop and implement a FNEC / CELC professional development program foundational to the establishment of a YFN School | 1  1-2  1-2 | FNEC  Leadership  CYFN  CYFN | CIEA and LIEA enacted through resolutions  Pilot community identified and School Feasibility Study completed  Professional development program developed and implemented |  |
| **Short Term:** |  |  |  |  |
| **Long Term:**   1. YFN School in place | 5 | All Parties | YFN School in place |  |

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| **Actions for Priority #3- Sustainability, Support and Success** | | | | |  |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** | **FNEC COMMENTS** |
| 3.1 Funding, supports, resources  *Ensure funding is in place to support the JEAP Implementation plan* | **Immediate:**   1. Dissolve the YFN EAC 2. Contribution Agreement with CYFN to finance/ administer FNEC for Yukon-FN Engagement (PSB and Advanced Education) 3. Contribution agreements and TORs in place (Canada, Yukon – FNEC, YFNs, CYFN and subcommittees) to support actionable items and deliverables within the JEAP 4. Define funding allocations for FN education initiatives 5. Environmental scan / assessment of where we are at (through the JEAP) identifying resources, funding, programs and services already in place | 1  1  1  1  1 | FNEC / Leadership Yukon Education  All Parties  All Parties  All parties  All Parties | YFN EAC dissolved  Contribution agreement negotiated and funding in place  Contribution agreements and TORs developed and in place  Funding allocations defined and transparent  Scan of existing resources, programs and services complete |  |
| **Short Term:**  1. Annual discussion on funding allocations and joint prioritizing |  | All Parties |  |  |
| **Long Term:** |  |  |  |  |

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| 3.3 Policy and Protocol Framework  *To develop a protocol framework determining how to engage with YFNs on key issues and decisions concerning education and matters that affect YFN students.* | **Immediate:**   1. YFN Protocol Framework for engagement completed | 1 | FNEC  Yukon Education  CYFN | Protocol framework for YFN engagement completed |  |
| **Short Term:** |  |  |  |  |
| **Long Term:** |  |  |  |  |
| 3.4 Accountability, Assessment and Evaluation  *To have an annual report on YFN Education and YFN Student Achievement* (How Are We Doing? Report) | **Immediate:**   1. Data sharing agreement in place 2. Meetings held to decide on what will be in the HAWD report 3. Quarterly and annual reviews of the JEAP | 1  1  2 | All parties  All parties  All Parties | Data sharing agreements in place  Contents of annual HAWD report determined |  |
| **Short Term:**   1. Annual reviews of the JEAP |  |  |  |  |
| **Long Term:** |  |  |  |  |

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| **Actions for Priority #4- Closing the Academic Achievement Gap** | | | | |  |
| **Goals** | **Action Items** | **Year** | **Project Lead** | **Indicators** | **FNEC COMMENTS** |
| 4.1 Family, Community Engagement and Supports  *To have parental involvement at all levels of education including parents I the classroom, volunteering, supporting learning in the home and representation on committees, School Councils etc.* | **Immediate:**   1. Develop a Community (family, community, clan) Engagement strategy 2. Initiate community engagement pilot projects 3. Develop a process to ensure FN participation in School Reviews and School Growth Plan 4. Develop and implement policy and protocol to engage schools and school councils with YFNs. | 1  1  2  2 | CYFN  CYFN  Yukon Education  All Parties  All Parties | Community Engagement Strategy completed  Community engagement pilot project completed  Process for local FN participation in School Reviews and School Growth Plans developed  Policy and protocol developed and implemented in all schools |  |
| **Short Term:**   1. Pilot engagement strategy, evaluation and expansion | 3 | CYFN | Pilot project evaluations complete |  |
| **Long Term:**   1. Community Engagement strategy for every school | 5 | CYFN  Yukon Education |  |  |

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| 4.3 Student Supports  *To have all schools celebrate and foster cultural inclusion, provide flexible learning options and accredited language, land-based experiential learning opportunities with Elders involved in K-12 in all aspects of education.* | **Immediate:**   1. Perform a scan of FN supports in schools (Elders, tutoring etc.) 2. Review of student counselling services 3. Define CELC/ESW role in the school 4. Develop minimum standards/expectations in the area of student supports 5. Career coaching in all high schools | 1  1  2  2  2 | Yukon Education  Yukon Education  All Parties  All Parties  Yukon Education | Scan of FN school supports complete  Student counselling services review complete  CELC/ESW role in the school clearly defined  Minimum student support standards defined  Career coaching services available to all students |  |
| **Short Term:**   1. Implement minimum standards agreed to 2. CELC/ESW role in the school supported by policy | 3  3 | All Parties  All Parties | Student support standards implemented and supported by policy  Policy in place to support CELCs/ESWs role in the school |  |
| **Long Term:**   1. Flexible learning options in all schools | 5 | Yukon Education | All schools offer alternative teaching and learning options |  |