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.