

Inclusive Education Guidelines

Department of Education

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Disclaimer:

This document was prepared to condense existing resources and Department of Education inclusive education guidance into a single document.

Efforts have been made to provide proper acknowledgement of original sources and, where material has been adapted, to remain true to the content and spirit of the original material. Any error is the responsibility of the authors of this document, and every effort will be made to correct it. Work with Yukon First Nations and other education partners will continue to ensure future iterations reflect YFN relationships and the role of YFN in the delivery of inclusive education in the Yukon - a key priority identified in the renewal of the Joint Education Action Plan.

Some of the guidance in this document has been adapted from inclusive education guidelines issued by the British Columbia Ministry of Education and Child Care. We have also included some content drawn from British Columbia's competency-based Individualized Education Plan provincial working group and Surrey School District. Thank you to those who are supporting our journey forward.

Contact:

Users and readers can contact the Student Wellbeing and Inclusion division at studentsupportservices@yukon.ca or studentwellbeing@yukon.ca for further guidance as needed.

Authorization

Subsection 15 (3) of the *Education Act* provides that the Minister shall issue guidelines for the implementation of Part 3, Division 2 of the Act (Special Education).

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Minister	Date	Version number
Department of Education		

Review schedule

The Department of Education is always working to review and update policies, processes and procedures to align with current understandings of best practice and evidenced-based standards. Recognizing that research, practice and policy in education will continue to evolve, this document will be reviewed regularly.

The initial publication of the Inclusive Education Guidelines will be reviewed after 1 year, and after that the document will be reviewed every 2 years, although revisions may be made as needed before scheduled review dates.

When future updates are made, changes or additions will be summarized in the version history chart. When a new version of this document is released, it will supersede earlier versions.

Version history chart

Version	Date	Description
1.0	2026-03-03	Initial document <i>Content from Student Support Services Manual (2015) and School Procedures Handbook (2015) has been migrated, reviewed and reflects current procedural practices. Content has been re-organized according to the 6 pillars of inclusive education.</i>

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Inclusive Education Guidelines

Acknowledgement

We thank the land for giving us life. We acknowledge the great privilege it is to partner with Yukon First Nations in the development and provision of educational services on their traditional territories across the territory. The education system has done much harm to Indigenous peoples in the Yukon. We hope that by reviewing and updating guidance on inclusive education programs and services in partnership with Yukon First Nations we can contribute to the processes of reconciliation and decolonizing education.

From 2021 to 2024, the Reimagining Inclusive and Special Education initiative – known as RISE – guided Yukon government efforts to strengthen inclusive education in the Yukon. Seven Communities of Inquiry were created to explore long-standing challenges and opportunities in the Yukon education system. These groups brought together educators, First Nations partners, families, and departmental staff to examine how education could better meet the needs of all learners – particularly Yukon First Nations students and those with diverse learning needs. This work builds on the momentum of recent years and reflects the voices of education partners, learners, families, and educators. It is rooted in a shared goal: to create lasting, sustainable change toward a truly inclusive education system. One outcome of this shared work was identifying the six pillars of an inclusive education system. We aim to honour community voices by organizing this document according to the six pillars identified, so that we may build on and strengthen each pillar moving forward.



Introduction

Inclusive education programs and services enable learners with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Since 2015, the Government of Yukon's Department of Education has developed a range of policies in response to a rapidly changing world, the modernization of education and the imperative to advance reconciliation with the land and Indigenous peoples. During this period, the Student Support Services Manual and School Procedures Handbook remained largely unchanged. As a result, the need emerged for a unified framework that links policy, provides clear direction and outlines the associated procedural guidance.

This resource is designed to help Yukon schools create programs and services that support all learners with diverse learning needs in reaching their goals. It draws inspiration from the Multi-Tiered System of Supports (MTSS) framework, which provides guidance for identifying learner needs and implementing appropriate services through differentiated and inclusive practices.

The updated information included in this Inclusive Education Guidelines replaces our earlier guidance documents, linking key Department of Education policies, the Integrated Outcome Strategy for Yukon Learners, the Joint Education Action Plan (JEAP), the Education programs and planning of Yukon First Nations and other relevant documents and reports. A complete list of contributing documents can be found in the reference section at the end of this document.

The recommendations developed by several Communities of Inquiry identified critical priorities for an inclusive education system. These priorities have been identified and will serve as pillars to guide our work toward an inclusive education system. Central to these findings is the understanding that inclusive practices benefit every learner.

Strategies designed for students with diverse needs – such as Universal Design for Learning – support all learners by removing barriers to participation and success (CAST, 2018; Chen, 2008).

Indigenous pedagogies, knowledge systems and participation in education as governments further enrich education by creating equitable and engaging learning

environments (Alexiades et al., 2021; Biermann & Townsend-Cross, 2008; Cureton-Hazard, 2024).

The RISE initiative and Communities of Inquiry recognize First Nations ways of knowing, doing and being – along with the territory’s diversity – as foundational strengths.

By prioritizing historically underserved learners, education embraces inclusivity and cultural humility to respond to a full range of learner needs.

The term ‘special and inclusive education’ is being replaced with inclusive education*, aligning with national practice and a shared understanding that inclusion is not a service, but a guiding principle. Inclusive education ensures that every learner, regardless of ability or background, has equitable access to learning and the supports needed to thrive.

**Note that some references to wording from the Education Act include references to special educational needs. When in reference to the Education Act, the term has been left as it appears in the Education Act.*

Inclusion means that all learners receive an education that prepares them to live their lives at full potential. This education is provided with individualized supports in a way that is meaningful to the learner. Education can look different for different individuals, and it is essential to keep the learner and their family at the centre when planning.

In the Yukon, inclusive education considers mental, physical, emotional, cultural, spiritual and academic dimensions and is deeply informed and supported by Yukon First Nations and their ways of knowing, doing and being. This approach actively disrupts colonial practices and seeks to embed Indigenous people, knowledge and perspectives throughout teaching, curriculum and school communities.

Beyond education, this work is about equity, justice, and the future of Yukon society. Schools are more than places of learning; they are places that shape the values, relationships, and possibilities of the next generation. What schools model today will shape the generations of tomorrow.

This framework is meant to give overall guidance, not detailed step-by-step instructions or forms. Internal forms and practical step-by-step workflow instructions will continue to be shared internally and, as appropriate, with partners through the

regular channels, including the SharePoint site educators use. This approach is in line with what other jurisdictions do, and in some cases reflects contractual obligations to service providers who have helped create step-by-step workflow guidance and training specific to processes within the student information system.

Guiding commitments

Joint Education Action Plan

The [Joint Education Action Plan](#) (JEAP) is a Yukon First Nation-developed roadmap to achieve equity in education guided by four overarching priorities. The Government of Yukon signed onto the JEAP in 2014, anticipating that it would help to close the achievement gap between Yukon First Nation students and the general student population and between rural and urban learners. It was developed in part to the Auditor General's report on Yukon Education in 2009, which clearly documented many of the issues that the JEAP is intended to address. All parties to the JEAP view it as a way to advance reconciliation in education and, by doing so, improve the educational experience of all Yukon learners.

The JEAP emphasizes a wholistic view of teaching and learning, increased and more accessible on-the-land learning and increased representation of Yukon First Nation people within the education system and their languages, cultures, histories and ways of doing and being in the curriculum. Work under the JEAP and JEAP Implementation Plan will help to inform approaches to Inclusive Education for all education partners.

It was initially intended to be accomplished over the ten-year period from 2014 to 2024. The 2019 Auditor General's report on Yukon Education documented that not enough had been achieved during the first half of that period and in 2025 all parties signed onto a declaration to extend the work for another decade to 2035.

YFN Joint Education Action Plan 2014-2024:

A Blueprint to Strengthen Our Roots and to Close the Education Gap



Leadership Approved - March 28, 2014 - YFN Joint Education Action Plan: 2014-2024

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Integrated Outcome Strategy for Yukon Learners

Some learners in the Yukon face more challenges than others. The Auditor General found achievement gaps between:

- First Nation and non-First Nation learners;
- learners in rural and urban areas; and
- learners with different learning needs.

The [Integrated Outcome Strategy for Yukon Learners](#) (IOSYL) looks at each learner as a whole person and aims to reduce gaps and improve results for all students in the Yukon. We want students in the Yukon to have the skills they need to succeed. The Integrated Outcome Strategy for Yukon Learners is the Government of Yukon's long-term plan to help make that happen. We co-developed this strategy with Yukon First Nations and with input from education partners, families, and learners.

The Integrated Outcome Strategy for Yukon Learners introduces a reformed approach to Yukon’s Kindergarten to Grade 12 (K-12) education, centered on 14 learner outcomes, 10 guiding values and four strategic paths, all of which were co-developed with Yukon First Nations. It prioritizes culturally relevant, wholistic education and reflects the need to move beyond traditional school success measures like grades and standardized tests.

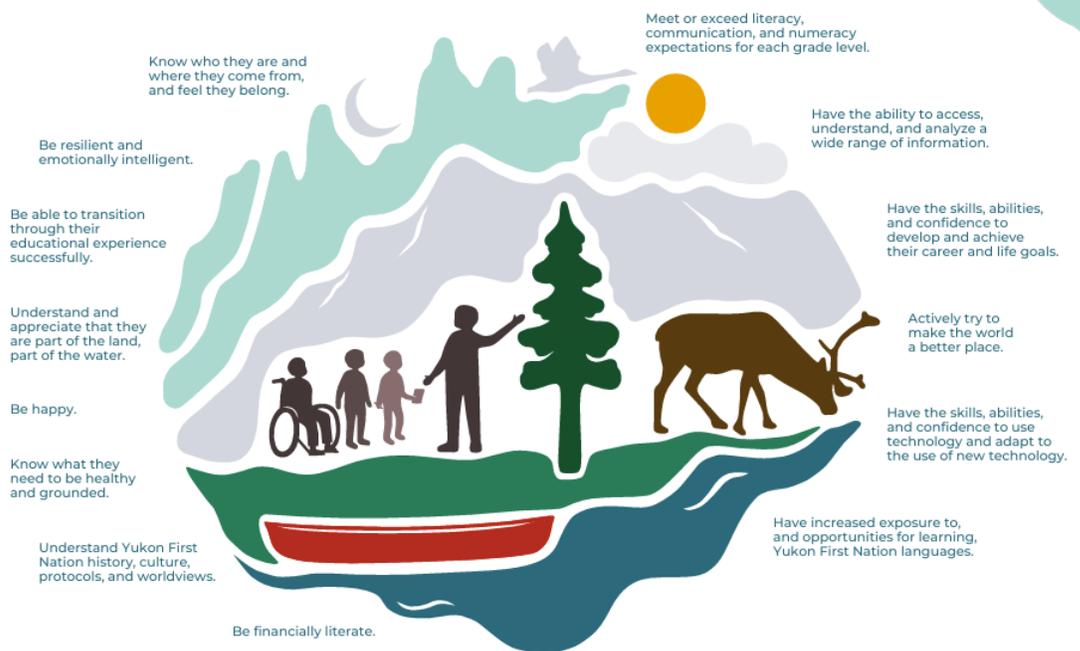
Achieving these outcomes requires collective effort – from families, educators, First Nations governments and the Department of Education – along with shared accountability and clear progress monitoring.

As this shared work continues, this guidance document will be updated to reflect how this looks in supporting inclusive education in the Yukon.

Integrated Outcome Strategy for Yukon Learners

By the end of their K-12 journey, all Yukon learners will:

The learner **outcome statements** are the outcomes that will be used to define and understand the success of the Yukon’s Kindergarten to Grade 12 education system in meeting the needs of its learners.



<https://yukon.ca/en/learner-outcomes-poster>

The learner outcome statements are the outcomes that will be used to define and understand the success of the Yukon's K-12 education system in meeting the needs of Yukon learners.

By the time learners leave the K-12 public education system, Yukon learners will:

- know who they are and where they come from and feel they belong;
- be resilient and emotionally intelligent;
- be able to transition through their educational experience successfully;
- understand and appreciate that they are part of the land and part of the water;
- be happy;
- know what they need to be healthy and grounded;
- be financially literate;
- understand Yukon First Nation history, culture, protocols and worldviews;
- meet or exceed reading, communication and math expectations for each grade level;
- have the ability to access, understand and analyze a wide range of information;
- have the skills, abilities and confidence to develop and achieve their career and life goals;
- actively try to make the world a better place;
- have the skills, abilities and confidence to use technology and adapt to the use of new technology; and
- have increased exposure to and opportunities for learning, Yukon First Nation languages.

As the Integrated Outcome Strategy for Yukon Learners moves forward, so too will the work to understand how to implement this to deliver related learning and student supports across the territory.

Pathway to an inclusive education system in the Yukon

The Pathway to an inclusive education system document outlines the vision for inclusive education in the Yukon. This ten-year pathway (2025-2035) was compiled as the result of several Communities of Inquiry composed of educators, First Nations representatives, non-governmental organizations, learners, parents, caregivers and guardians, interested citizens and recommendations from RISE.

The priorities that were identified in this work have informed how we have structured our updated guidance document, to help align and guide our work moving forward.

Pathway to an inclusive education system: 2025–2035

This document lays the foundation for an inclusive education system across all Yukon schools. It focuses on six key priorities:



Strengthen learner-centered supports and services



Enhance communication and collaboration



Enhance inclusive instruction and classroom support



Develop educator capacity and retention



Promote learner autonomy and wellbeing



Measure impacts and progress

Governance

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

- Recognizing that Yukon people agree that the goal of the Yukon education system is to work in co-operation with parents and guardians to develop the whole child including the intellectual, physical, social, emotional, cultural, and aesthetic potential of all learners 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; instill respect for family and community; and promote a love of learning; and
- Recognizing that meaningful partnerships with greater family 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 First Nations people and the multicultural heritage of Canada; and
- Recognizing that rights and privileges enjoyed by minorities as enshrined in the law shall be respected.



Minister of Education

Under the *Education Act* the Minister of Education has oversight of all public schools and school boards in the Yukon.

Subsection 15 (3) of the *Education Act* provides that the Minister shall issue guidelines for the implementation of Part 3, Division 2 of the Act (Special Education).

Department of Education

The Department of Education provides the framework, policies, guidelines and much of the funding for inclusive education programs and services. The Department of Education has a responsibility to:

- 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 learners with inclusive education needs.
- Foster professional development.
- Work with other departments to facilitate a consistent approach to deliver non-educational support to students as covered by agreements; and
- Participate in long-term planning and set priorities.

The Department of 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 the Department of Education, with parents, caregivers and guardians and with non-governmental organizations encourage collaboration to maintain a quality education system.

Student Wellbeing and Inclusion Division

The Department of Education's Student Wellbeing and Inclusion division holds the Student Support Services and Student Wellbeing branches. Student Wellbeing and Inclusion provides support to schools and families in the delivery of services to learners with inclusive education needs to:

- Establish and maintain consistent ways of responding to schools to help identify and assess learners with disabilities or diverse abilities.
- 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 policies and procedures.
- Maintain information systems necessary for planning and reporting data on students with disabilities or diverse abilities.
- Collaborate with school authorities on professional development for school staff.
- Involve community groups in program planning and evaluation.
- Assist to monitor program quality for learners with disabilities or diverse abilities.
- Liaise with early years programs for learners with disabilities or diverse abilities.
- Participate in community-level planning with other agencies and government departments to set service priorities.
- Provide system-wide support and training for student wellbeing.
- Provide guidance to educators to support learner mental and emotional health.
- Build partnerships with Yukon First Nations, community agencies, and health providers to enhance student supports and wraparound services for student mental wellbeing.

Education partnerships

Working together helps improve learner outcomes. Collaborative consultation is key to successful partnerships. Everyone involved in the consultative process has a contribution to make. Strong relationships across our educational landscape are integral to support learner outcomes.

Yukon First Nations

The involvement of Yukon First Nations people in the Yukon education system has evolved and deepened significantly over the past decade. At the time of publication, some of the changes include:

- Renewal of the Tr'ondëk Hwëch'in 17.7 Agreement in 2025, replacing the 2013 Agreement, and amendments to four other Self Government Agreements to include 17.7 language. 17.7 provisions in the Self Government Agreement allow for the negotiation of the division and sharing of education in a Yukon First Nations traditional territory.
- Amendments to include Section 17.7-17.10 provisions in Self Government Agreements were completed and in effect for the following Yukon First Nations:
 - Selkirk First Nation
 - Little Salmon Carmacks First Nation

- Ta'an Kwäch'än Council
- Carcross/Tagish First Nation
- Three additional Yukon First Nations have formally requested amendments to their Self Government Agreements to include Section 17.7 – 17.10 provisions.
- The Joint Education Action Plan (JEAP) was agreed to by the Government of Yukon and all 14 Yukon First Nation governments in 2014 detailing four joint priority areas: K-12 Culture and Language; Authority, Control and Responsibility; Sustainability, Supports and Success; and Closing the Academic Achievement Gap.
 - As of 2025, All parties have agreed to renew the JEAP for a second decade from 2025 to 2035. All are also committed to jointly finalizing a JEAP Implementation Plan with an oversight mechanism to enable more progress on the four priority areas. A joint working group of Department of Education and First Nation Education Commission representatives has been working on the renewal since 2024.
- The establishment of the First Nations School Board (FNSB) in February of 2022.
- As of October 2025, there were eleven FNSB schools located in nine different Yukon communities. FNSB schools are distinct from each other, reflecting the needs of the particular community and student body.
- Ensuring that all programs of the Department of Education reflect a reconciliation lens and the stated priorities of Yukon First Nations. Programs like the Integrated Outcome Strategy for Yukon Learners and Reimagining Inclusive and Special Education in the Yukon are intended for all learners but intentionally include Yukon First Nations perspectives and priorities.

School authorities

There are currently 3 school authorities in the Yukon:

- the Commission scolaire francophone du Yukon (CSFY);
- the First Nation School Board (FNSB); and
- Yukon Education Authority (Department of Education)

The *Education Act* outlines the authorities and responsibilities a school board carries out, including:

- operating the schools in their education area;
- selecting staff, which includes:

- principals and teachers;
- managing hiring, dismissal, discipline, transfer, promotion, and demotion; subject to the Act and any applicable collective agreement;
- reviewing, modifying, and approving the school plan;
- setting the calendars for schools they operate;
- providing educational programs for students;
- establishing policies for the operations of the schools under the umbrella of operation;
- receiving and managing funds including funding they receive from the Department of Education;
- assessing and evaluating the schools every five years;
- providing reports to the Minister of Education;
- creating a parent advisory group for a school;
- arranging for the examination and investigation of student progress and the system of instruction.

In addition to the authorities set out in the Education Act, many Yukon First Nations share the responsibility for education through Education Agreements, including Section 17.7 agreements. Section 17 provisions allows for the division and sharing of responsibility for the delivery of education within their Traditional Territories.

On behalf of the Minister of Education, the Department of Education's Student Wellbeing and Inclusion division provides guidelines for all school authorities to ensure inclusive education practices are approached consistently across the territory.

Inclusive education in practice

Working collaboratively helps everyone best support learners. Everyone involved in the consultative process has a contribution to make. Strong relationships help to understand learners and their diverse needs. Learners are at the centre of this important work.

The Government of Yukon wants learners in the Yukon to have the skills they need to succeed. [The Integrated Outcome Strategy for Yukon Learners](#) is the Government of Yukon's long-term plan to support learners to develop the skills they need to succeed. This approach promotes a deeper understanding of each learner's experience beyond academic results. This will support the Department of Education's shift to a wholistic approach to supporting learners with diverse needs and abilities.

Learners

Learners have the right to learn in an environment that is safe, welcoming and conducive to their learning profile, including their strengths and needs.

Learners have the right to:

- Cultural safety in the education system.
- Have their needs identified and assessed in a timely and comprehensive manner.
- Receive appropriate programming that is meaningful to them.
- Contribute to the process and planning for their own inclusive education programming (where appropriate).
- Evaluate programs and services available to them, as appropriate.

Families

The Education Act promotes the active involvement of parents and guardians. Family structures in the Yukon are diverse. Parents, caregivers and guardians make important contributions to learners and school success.

We acknowledge the important role of caregivers who connect with schools to support learners daily. In some cases, caregivers are not legal guardians. In specific circumstances, legal guardians need to be involved and provide consent for services. For example, when children are in care, the legal guardian (Director, Family and Children's Services represented by the assigned social worker) must be invited to participate in relevant consultations and receive information from the school.

Schools

Schools respond to learners' needs using a framework called the Multi-tiered Systems of Support (MTSS) model. This support model uses a least restrictive environment philosophy designed to provide the correct level of support and intervention to all learners.

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 learners with inclusive education needs through data/evidence collection.
- Ensure collaboration and consultation with colleagues and consultants (including those provided through Yukon First Nation programs) learners and their parent(s), caregiver(s) and/or guardian(s).

- Refer learners to Student Support Services and, in the case of YFN Students, to Yukon First Nation education support services that may exist for further consultation and recommendations.
- Assist with planning, implementing and tracking progress on learning plans, including Individualized Education Plans.
- Oversee the placement of learners and ensure that parent(s), caregiver(s) and/or guardian(s) are provided with regular reports.

Pillars of Inclusive Education

Pathway to an inclusive education system in the Yukon: 2025-2035 outlines the following priorities as the foundation for an inclusive education system across all Yukon schools. As such, the content of this document is structured to reflect the pillars of an inclusive education system.



Learner-centered supports and services



Communication and collaboration



Inclusive instruction and classroom supports



Educator capacity and practice



Learner autonomy and wellbeing



Impacts and progress



1. Learner-centered supports and services

Working to meet learner needs, especially those with differences, through supportive programming and pathways for learner success, including additional support allocations.

Creating a ‘circle of care’ around Yukon learners

Yukon learners are supported by a circle of care as they navigate their K-12 education. Learner outcomes are best when a caring team works together to understand how to best meet their needs, whether they be academic, social, cultural or behavioural.

Schools are encouraged to refine their school-based team process so that the team can meet regularly, be organized and knowledgeable, keep excellent minutes and follow-up on decisions. They are also encouraged to encourage the participation of education and cultural experts from Yukon First Nations when building the school-based team. Yukon First Nations have a unique governance role in education in the Yukon.

Yukon First Nation ways of knowing, doing and being teach us that the community has responsibility for the learner, and a properly structured and responsive school-based team is one way that schools can contribute to community.

When a school-based team is well organized, timely referrals can be made, and seasoned educators can provide suggestions. Families and, as appropriate, Yukon First Nation governments are involved and can bring the home and the community/Nation perspective for YFN learners. Other community members can be invited when it is advisable.

For more information about the school-based team see the pages that follow. School staff will find school-based team forms and procedures on the Yukon Education Hub YESNET SharePoint.

School-based inclusive educators

School administrator

In respect to inclusive education, the school administrator:

- Leads by example through philosophy and instructional techniques/approach.
- Ensures that the school has a functioning school-based team.
- Is responsible for ensuring Student Education Files and other records are complete.
- Oversees school-based inclusive education staff.

Guidance for administrators can be found in the Administrators Manual, available on Yukon Education Hub YESNET SharePoint.

Learning assistance teacher

The Learning assistance teacher (LAT) is an advocate for learner agency (dignity, purpose and options). The roles and responsibilities of the LAT are case management, instruction and leadership. The division and implementation of these responsibilities are related to the individual school context as determined by the needs of the school staff and the administrator.

Case Management:

- The Learning assistance teacher supports the development of learners through the identification (Level A diagnostic) planning, implementation, and collaborative reporting process for learners with diverse learning needs. The Learning assistance teacher guides and assists with early and pre-referral interventions, and shares important information needed to plan, organize and access support services for learners with their parent(s), caregiver(s) and/or guardian(s), teachers, and the school-based team. The Learning assistance teacher is responsible for updating supporting documents in the “yellow file” and “red confidential file” which form the Student Education File.
- Student records are managed as outlined by the Department of Education, according to the Student Records Policy and the records management guidance as outlined in pillar 6 of this document. Additional guidance is available on Yukon Education Hub YESNET SharePoint.

Instruction:

- The learning assistance teacher shares information with learners, teachers, families, and community partners (with required consent) to identify, support, plan and assist teachers with implementing learning strategies for use in classrooms and independent settings. The learning assistance teacher assists with, and supports, learner inclusion, strategies for strength-based skill development, and remediation, while honouring all ways of knowing, doing and being.

Leadership:

- The learning assistance teacher is a teacher who guides with a community-first focus when providing specialized, coordinated, and integrated supports for learners. Learning assistance teachers are involved in consulting, collaborative planning, assessing, and supporting the classroom teacher in reporting progress to parents (defined in the Education Act).

Learning assistance teachers are often the Individualized Education Plan (IEP) case manager and assist in facilitating smooth transitions for learners. Learning assistance teachers facilitate shared professional learning as they guide teachers in adjustments to curriculum, instruction, or environmental factors in the classroom to support learners in demonstrating learning outcomes in diverse ways. They may also guide and mentor development with team members, as necessary, for effective instruction, supports, and intervention.

In relation to school-based team meetings, the learning assistance teacher provides management services, including relevant documentation and approaches (as per the guidance in this document) to run an effective and efficient meeting. This ensures accountability and improves chances for successful implementation of action plans. The learning assistance teacher prepares the agenda and relevant materials for distribution. The learning assistance teacher checks in with those who have been assigned a responsibility or a follow-up action.

School counsellor

The school counsellor, also referred to as a guidance counsellor, is a teacher who provides support to learners to help them achieve their personal and academic potential. School counsellors provide a continuum of preventative, developmental,

remedial and intervention services and programs. They can support learners in areas such as peer helping, conflict resolution, social skills, and life skills.

Major duties:

- 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 learner's developmental stages.
- Counsel learners to foster growth in their self-esteem, individual responsibility, and in skills such as decision-making and social skills.
- Enhance learners' 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 learners with school-related problems and issues.
- Facilitate the goals of career education by assisting learners and their families to explore and clarify their career options through developmental activities that stress decision-making, personal planning and career awareness.

Paraprofessionals

Paraprofessionals, such as educational assistants (EAs) and education coaches can be provided by both Yukon and Yukon First Nation education programs. These positions work with classroom teachers, learning assistance teachers (LATs), Student Support Services staff and YFN education department staff in the implementation of programming. The assistance required will vary according to the individual needs of the learner(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 learners in working toward greater autonomy.
- Work with individuals or groups in a practice or intervention activity.
- Reinforce concepts presented by the teacher.
- Monitor learner responses or activities, collecting data, and providing regular feedback to the teacher.

School-based team

The school-based team functions as a collaborative problem-solving team to address learner needs. The school-based team does this in two ways:

- Addressing learner's needs at the school level; and,
- Working with parent(s), caregiver(s) and/or guardian(s) Yukon First Nation education departments and other support personnel to respond to individual need(s).

Through these tenets, the school-based team shares information and problem-solves school related and/or individual learning concerns to support ongoing learner success.

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, school authority, Yukon First Nation government or community services. The team can also initiate or facilitate interagency planning and service delivery for specific learners.

A school-based team may be known at the school-level by a different name, such as Circle of Care, in line with First Nations ways of knowing, doing and being.

A learner's Circle of Care or school-based team may include:

- Parent(s), caregiver(s) and/or guardian(s)
- Classroom teacher
- Support worker
- Learning assistance teacher
- Student Support Services consultants
- Case managers from all governments involved with supporting the learner
- School wellness specialist
- School counsellor
- Community Education Liaison Coordinator
- Education support workers provided by any involved governments
- Administrator/Principal or vice-principal
- First Nation advocate

Parent(s), caregiver(s), and/or guardian(s) shall be invited to a school-based team meeting that has been established for their child. Specialist teachers, classroom teachers, Student Support Services staff, Yukon First Nation education staff and other community agencies will be invited to attend a meeting when appropriate.



Roles in school-based team meetings

All members should attend regularly scheduled 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 Multi-Tier System of Support framework. The chairperson will ensure that the meeting will conclude on time and that minutes are maintained, filed and reviewed at next scheduled meeting. Administrators may delegate some duties.

- Learner-specific meeting minutes are kept in the red confidential section of their Student Education File.
- Copies of the learner-specific notes, along with any other minutes for school-based team meetings will be written and kept in an area determined by the school/school-based team.

The **learning assistance teacher** (LAT) provides case 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 concern and the interventions already attempted. At subsequent meetings, the teacher reports back on the progress of new intervention strategies providing data to demonstrate progress.

The school-based team should regularly schedule meetings to review learner progress in relation to identified needs and goals. These progress reviews help the school-based team to assess progress, plan and prioritize support services and resources in alignment with the Multi-Tiered System of Support framework.

Teacher(s), parent(s), caregiver(s) and/or guardian(s) who have concerns about a learner work together to follow the steps in the flowchart below for referral to school-based team.

Flowchart for referral to school-based team



1. Detecting Concerns – A learner’s academic performance, behaviour or communication raises concerns for teacher, parent(s), caregiver(s) or guardian(s), etc.



2. Detecting Concerns: Teacher collects and reviews information from various sources.
 - Review all files, reports, and past recommendations.
 - Consult with LAT, counsellors, past and/or other teachers, EAs, etc.
 - Consult and share observations with parent(s), caregiver(s) and/or guardian(s) and learner (to the extent that the learner has the capacity to engage in reflecting on this information) to get their insights on any barriers to learning.

Concern remains?



Yes – proceed to step 3↓

No – continue to monitor learner progress



3. Create a Plan - Teacher refers learner to school-based team (SBT)
 - Teacher refers the learner to the SBT, using the within-school SBT referral form.
 - Teacher collaborates with SBT members to brainstorm strategies and supports.
 - The team may choose to create a personalized learning plan suited to supporting the learner’s success.
 - This plan might be a Behaviour Support Plan (BSP) (A BSP may be accompanied by a Safety Plan), and/or a Student Support Plan (SSP).
 - The plan may include whole-class strategies (universal) or supports specific to the individual learner (essential).
 - Parent, caregiver, and/or guardian and learner consultation/input continues.

Concern remains?



Yes – proceed to step 4↓	No – continue to monitor learner progress
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4. Implement and Monitor – The learner’s support team puts the plans into action in the classroom/school context, observes, and gathers data about how the plan(s) implements in this step are impacting learner goals/needs.
- Teacher(s) implements the strategies as set out in BSP/SSP
 - Teacher, LATs, and EAs observe the learner’s progress and engagement with the strategies.
 - Teachers and LATs bring their observations to the school-based team.
 - The school-based team shares updates with families and checks in with the learner as needed to gather information about the efficacy of the strategies in action.
 - If/as needed, the school-based team may schedule additional meetings to review and adjust strategies.

Concern remains?



Yes – proceed to step 5↓	No – continue to monitor learner progress
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5. Call in Student Support Services – School-based team proceeds with pre-consultation conversation with Student Support Services (SSS)
- Contact relevant SSS consultant(s)
 - If the school-based team is uncertain which consultant to contact, they should start by contacting Student Support Services at studentsupportservices@yukon.ca
 - Ensure that parent(s) or guardian(s) receive the required consent for consultation form, and that they understand it and sign it during this step.

- Student Support Services cannot consult about individual learners without parent or guardian consent.
- Student Support Services may visit a school-based team meeting pre-referral to listen, provide universal strategies, introduce themselves to the family and the learner, explain their role, and recommend whether a referral would be recommended.
- Consent for consultation referral forms should be emailed to studentsupportservices@yukon.ca. When Student Support Services receives the referral form, the learner is added to the consultant's wait list. Learners are seen in the order in which referrals are received. Some learners are prioritized if the referral is urgent, or they have complex medical needs. Kindergarten students are also prioritized.

This step requires proceeding to the next.



Proceed to step 6↓



6. Work with Student Support Services (SSS) – The learner's support team collaborates to create a learning plan, including direction on how it will be implemented.
 - Teacher collaborates with school-based team members to brainstorm strategies and supports.
 - The team creates or updates the personalized learning plan suited to the supporting the learner's success.
 - This plan might be a Behaviour Support Plan (BSP), a Student Support Plan (SSP) or an IEP.
 - If there was already a BSP, SSP or IEP in place, these may be revised based on consultant input.
 - These plans may include (but are not limited to): specific learning-skill development or academic strategies and techniques, process and procedures for interacting with and supporting the learner, timelines for review of goals and plans, and metrics for assessing how effective the interventions and supports are for the learner when applied in context, etc.

- Some of the strategies and techniques may be whole class (universal) supports, while others may be specific to the individual (essential) supports.

This step requires proceeding to the next.



Proceed to step 7↓

7. Implement and Monitor – The learner’s support team puts the new/revised plans into action in the classroom/school context, observes, and gathers data about how the plan(s) implements in this step are impacting learner goals/needs.
 - Teacher(s) implements the strategies as set out in BSP/SSP or IEP.
 - Teacher, learning assistance teachers, and educational assistants observe the learners’ progress and engagement with the strategies.
 - Teachers and learning assistance teachers bring their observations to the school-based team.
 - The school-based team shares updates with families and checks in with the learner as needed to gather information about the efficacy of the strategies in action.
 - If/as needed, the school-based team may schedule additional meetings to review and adjust strategies.

Concern remains?



Yes – proceed to step 8↓

No – continue to monitor learner progress

8. Formal Assessment – Contingent on requirement of additional information if a learner continues to struggle while existing plan supports are in place.
 - **IF** a learner has one or more plans in place, and observation and collected data indicate that the learner still has unmet needs, that may prompt a discussion about whether or not a formal assessment is needed to gather further information.

- A formal assessment should not be undertaken if not necessary.
 - Formal assessments can be lengthy and stressful, for learners and for their families.
- **IF/When** there has been a formal assessment completed, results will be discussed, and next steps will be determined based on that additional information.

The flow of the school-based team process has been conceptualized in a brochure for families, available from learning assistance teachers and on Yukon.ca, [A guide to school-based supports for your child's education | Yukon.ca](#).

Student Support Services consultants and professionals

Student Support Services consultants and professionals have multiple responsibilities to the Department of Education and to schools.

Departmental responsibilities include:

- Assisting in evaluation of programs, services and resources within their specialized discipline.
- Advising on trends, resources and professional development needs that relate to supporting learners with inclusive educational needs.
- Maintaining data systems to plan and evaluate programs and services for learners with inclusive educational needs.

School-related responsibilities include:

- Supporting schools at the universal level by offering class-wide programming suggestions that can be integrated into general classroom delivery that are of benefit to all learners.
- Supporting schools by offering more specific interventions for groups of learners, such as fine motor and speech groups.
- Recommending programming specific to a learner's identified needs.

Typically, these responsibilities consist of:

- Consultation with learners, school-based team, teachers, and parent(s), caregiver(s) and/or guardian(s) regarding student program development, intervention and evaluation.
- Participation on IEP teams for a small number of learners with complex inclusive educational needs.
- Assessment of individual students to assist educational programming and intervention. Staff may provide feedback to the learner, their parent(s), caregiver(s) and/or guardian(s), and relevant school personnel.
- Delivery of professional development.

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 learner-centered, culture-based, inclusive education for all learners, particularly for learners with inclusive education needs in accordance with the *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 services for learners with inclusive education needs. The director enables Student Support Services staff and teachers to support the goals of the Department of Education within an inclusive education framework.

Manager of Student Support Services

The Manager of Student Support Services is responsible for leading the multi-disciplinary team at Student Support Services. The manager ensures that records and data are maintained according to professional standards, monitors the service delivery model, oversees quality supports to schools and that Student Support Services uses evidence-based, current practice. The manager supports the director with strategic planning and vision.

Educational Psychologist

Educational Psychologists who work in Yukon schools are licensed practitioners, with expertise in both school systems and child and adolescent psychology. They work in schools to provide support to learners of any grade level (K-12). Educational psychologists play an essential role in educational consultation and the assessment and identification of learners with inclusive education needs.

Educational psychologists can provide general services to school systems and schools:

- Support the selection of evidence-based practices, including instructional and intervention methods, for academic, social-emotional, and behavioral development.
- Promote collaboration between systems to benefit learners, especially those with diverse needs.
- Provide information to parent(s), caregiver(s) and/or guardian(s) and school personnel to better understand various diagnoses and common strategies or interventions to support children and adolescents with specific diagnoses (e.g., AD/HD, Specific Learning Disorder, Tics, etc.)
- Provide information about general developmental considerations for children and adolescents with and without diverse needs.
- Work together with consultants from the Department of Education and school boards, such as School Wellness Workers and Literacy Coaches, to provide timely supports within schools and collaborate on implementing evidence-based practices in schools.
- Provide technical support and training for teachers doing Level B assessments.

Educational psychologists provide referred services to students in schools, which includes:

- Student-specific consultation and problem-solving for school-related challenges.
- Reviewing student records, including past and/or private assessment reports to help school teams with educational planning.
- Gathering and collating information to better understand the student with presenting needs.
- Determining special educational needs, according to the *Education Act*, by reviewing records and administering formal assessments, if needed.
- Conduct informal and formal assessments of various cognitive abilities, academic skill development, attention and executive functioning, independent skills, social-emotional functioning, and behaviour.

- Provide recommendations for changes to instructional and/or behavioural strategies, interventions, and/or other programming considerations to support the learner.
- Provide diagnoses, through formal assessment, of a variety of disorders, and suggest follow-up to medical and/or other specialist and/or diagnostic clinics when appropriate for diagnostic and/or treatment services.

Inclusion and Behaviour Consultant

Inclusion and behaviour consultants in the Yukon (formerly Positive Behaviour Intervention Support Coaches or PBIS Coaches) are either Board Certified Behaviour Analysts (BCBAs) or working under the clinical supervision of a BCBA. This role supports schools to enable students to meet their wants and needs in prosocial ways so they can access curriculum and be a part of the school community in ways that are meaningful to them.

Inclusion and behaviour consultants in the Yukon use knowledge of behavioural science filtered through developmental psychology and the Ready to Learn (neurosequential model (NMT)) lenses. They support schools in responding to Workplace Risk Assessments, writing behaviour support and safety plans, and defining appropriate student-specific and class-wide strategies. They can help with supporting students to gain skills that will help them to rely less on undesired behaviours. Inclusion and behaviour consultants also have training in supporting neurodiverse students.

Speech and Language Consultant

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, caregivers or guardians 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. They assess for speech and language diagnoses.

Speech and language pathologists may diagnose a variety of delays and disorders. Some examples are:

- speech delays and disorders (articulation, phonology).
- language disorders (expressive and receptive language).
- fluency disorders (stuttering).

- voice and resonance disorders.
- swallowing and feeding disorders (dysphagia).

They also diagnose cognitive-communicative disorders, which affect thinking, memory, and attention, as well as social communication disorders.

Communication Assistant

Communication assistants are paraprofessionals with post-secondary training as a therapy assistant and/or are trained by speech and language consultants. They support the implementation of intervention programs designed by the speech and language consultants to improve students' speech, language, and communication skills.

Physiotherapist Consultant

Physiotherapists consult with staff, learners and parents, caregivers and/or guardians 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, formal assessment when needed, assistance in maximizing independence for students who have limited mobility, and prevention and/or alleviation of movement dysfunction.

Occupational Therapist Consultant

Occupational therapists consult with learners, schools, teachers, and parents, caregivers and/or guardians 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.

Resource Teacher for the d/Deaf and Hard of Hearing

The resource Teacher for the d/Deaf and Hard of Hearing travels to schools and provides direct service to students with a hearing loss and consultative service to schools, teachers and parents, caregivers and/or guardians

The intensity of services provided to students is determined by consultation with teachers, parent(s) and/or guardian(s), and other professionals to develop effective

programming and supports for the student. When there are specific concerns about a student's hearing ability, teacher(s) and/or parent(s) or guardian(s) may make a referral to the school-based team or the teacher may discuss concerns with the parent(s), caregiver(s) or guardian(s) who may contact Hearing Services, Health and Social Services, for a complete hearing assessment.

The Teacher for the d/Deaf and Hard of Hearing, with parent or guardian permission, may act as a liaison between the audiologist and the schools. They 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.

Vision Resource Teacher

The Vision Resource Teacher is a specialist teacher with training in the education of blind and visually impaired students. They provide support to blind and low vision students. They also provide training to educators at all grade levels in the areas of aids, equipment, program modification, and other services.

The Department of Education's Vision Resource Teacher is a member of interdisciplinary educational teams, and provide a range of services (i.e., consultation, assessment, programming, training, community liaising, etc.) to support students within the educational setting.

They may provide large print or braille texts, supplementary materials, educational aids, and equipment needed by the visually impaired student, and the classroom teacher.

Educational Assistants with special focus

Student Support Services trains a small number of educational assistants to provide support to Yukon students in particular areas such as speech and communication, language, fine motor skills and supporting students who are blind and low vision and d/Deaf and hard of hearing.

Student Support Consultant

The Student Support Consultant works collaboratively with school-based teams to support the navigate processes around developing learning plans and other inclusive education procedures. A student support consultant may also work collaboratively with other Student Support Services staff to suggest programming supports for learners from recommendations made in assessment reports. ▣

Referral for consultation and/or assessment through Student Support Services

A referral for consultation form must be sent to Student Support Services to access support services from itinerant teachers and Student Support Services consultants for individualized supports and assessments.

Student Support Services consultants will accept referrals from school-based teams after school-based interventions have been tried and learning concerns remain. School staff should contact the relevant Student Support Services staff for a pre-referral conversation to receive guidance on whether a referral is needed and to which clinician the referral should be made. Early each school year, schools will be given a list of the clinicians serving their school.

If a parent or guardian wants a referral to be made, they may request the school-based team to make a referral. If a parent desires a referral, and this conflicts with the judgment of the school-based team, the school administration must make the referral for consultation. The referral form should indicate that the referral has been made as a parent or guardian driven request in accordance with section 16(3) of the Education Act.

The school-based team member will fill out the referral clearly outlining the primary concern requiring support for the student, obtain needed checkmarks and signatures, and submit the referral to Student Support Services.

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 (rather than a foster parent or caregiver) 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*.

Before filling out a referral form, a pre-referral conversation should occur with the intended consultant. Email studentsupportservices@yukon.ca with any questions. Referral forms are available on Yukon Education Hub YESNET SharePoint.

Submitted referrals consenting to services will be waitlisted until addressed by the referred specialist. If the referral is an emergency, Student Support Services consultants will prioritise the referral.

Prior to starting any services, the referred specialist will contact the parent or guardian to obtain informed consent for specific services (Division 2, Section 16 (2) (c).) At the request of the school administrator or the school-based team and with their support, the relevant consultant can explain to parents or guardians the purpose of the referral and what services would look like.

If, upon consultation, it is determined that a formal assessment with any consultant is necessary, Student Support Services consultants will provide any relevant forms when needed.

After consultation services have begun, the learner will remain on the specialist's caseload until consultation is no longer necessary. If there is an assessment referral, the learner will remain on the specialist's caseload until the assessment is fully completed.

To see if a learner is on a waitlist or has been assigned to a Student Support Services specialist, schools can consult their School Summary Report, which is provided to the school regularly throughout the school year by Student Support Services. Generally, consultants will initiate service for learners in chronological order as per the date referred.

Schools should meet with Student Support Services staff a minimum of twice per year to review the School Summary Report and discuss any inconsistencies in their records. These meetings should include shared resource program teachers and learning assistance teachers.

Informed consent

When licensed clinicians start services, they will contact families for verbal informed consent. Depending on the profession, other forms may need to be signed. Informed consent occurs when a parent or guardian provides permission to a service when it has been described by the person providing or supervising the service. Licensed specialists will follow their profession's requirements for informed consent practices, including determining who can consent to different types of services.

An informed consent discussion can include:

- The purpose and nature of services.
- If and how feedback will be communicated to parent(s), caregiver(s) and/or guardian(s) and/or school personnel.
- That the parent or guardian can refuse services.
- The potential benefits and risks of the service.
- The mutual responsibilities of the learner, parent or guardian, school-based personnel and Student Support Services consultants.
- Any alternative options to the service and possible outcomes.
- Time limits of consent.
- Privacy and confidentiality procedures (e.g., how the information can be used or shared).
- An opportunity for learners and parents/guardians to have their questions answered about service.

Consultation with Student Support Services

Student Support Services staff may provide consultation to schools on learning needs of individuals and groups of learners through informal means of phone, email and conversation as well as through attendance at school-based team meetings.

Student Support Services staff may provide recommendations for observed and school-based assessed needs to help develop targeted and/or intensive strategies, interventions for programming to support learner needs.

The charts in the following pages describe services provided by each specialist group and when consent is required. Please contact the specialist for a pre-referral consultation before sending in a referral to verify if a referral for the service or noted difficulty is for the right discipline and/or needed.

Educational Psychologist	
<p>School or Consultation Services</p> <p>*No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Informal or Formal Assessment, or Intervention Support</p> <p>*Referral and consent needed from legal guardian(s) to the psychologist.</p>
<ul style="list-style-type: none"> • Help facilitate connections between diverse community supports. • Consulting generally about cognitive development, diagnoses, and/or learning, thinking, or social-emotional/behavioral challenges (e.g., anxiety, depression, learning disabilities). • Providing professional development to educators. • General instructional and/or intervention supports and ideas to classroom teachers and learning assistance teacher. • Reviewing and recommending how to use available school resources to support learning and the development of skills. • Support and training feedback for school-based Level B assessments • Support and training for intervention work. 	<ul style="list-style-type: none"> • Direct service with an individual learners. • Participating in meetings about a specific learner (e.g. problem-solving, providing recommendations at school-based team meetings). • Observing a specific learner at school, including within a classroom or other school environment. Formal or informal assessments of a learner’s skills, abilities, and/or functioning. • Learner-specific interventions. • Determining if a student has special educational needs.

Inclusion and Behaviour Consultant	
<p>School or Classroom Consultation Services</p> <p>*No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment, or Intervention</p> <p>*Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Consultation and support on classroom and behaviour supports. • Consultation and support on teaching learners prosocial ways to meet their wants and needs. • Consultation and support on teaching skills learners can use instead of undesired behaviours. • Support teaching social skills. • Pre-referral conversations with the school-based team or classroom teacher. • In-servicing on related issues. • Initial response to Workplace Risk Assessments. 	<ul style="list-style-type: none"> • Specialized consultative support based on the needs of the learner and recommendations of the school-based team. • Functional behaviour assessments to identify the underlying reasons for behaviour and how school staff can support the learner to meet their wants and needs. • Developmental and functional skills assessments to identify goals for learning. • Working with school staff to scaffold goals to teach desired skills. • Training for school staff who support neurodiverse learners.

Speech and Language Consultant	
<p>School or Classroom Consultation Services *No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Dynamic or Formal Assessment or Intervention *Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • File review (help interpret applicable information within file). • Help facilitate/liaise and provide advocacy regarding community supports. • Whole class observations and recommendations (not specific to one student). • Classroom-based and/or teacher collaboration. • Consultation regarding disabilities. • In-servicing on issues related to speech and language development, and disorders. • Classroom screenings. 	<ul style="list-style-type: none"> • Direct work with individual learners. • Student-specific observations. • Formal and informal assessments for concerns with: <ul style="list-style-type: none"> ○ Articulation (speech sounds); ○ Receptive language; ○ Expressive language (may include need for augmentative and/or alternative communication); ○ Fluency (stuttering)/voice; ○ Phonological awareness; and/or ○ Pragmatics (social language). • Assistive technology.

Physiotherapist Consultant	
<p>School or Classroom Consultation Services *No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment or Intervention *Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Classroom observations. • Full-class screening (e.g. in groups, not one-on-one). • Strategies to optimize motor function. • In-servicing on related issues such as physical conditions. • Environmental assessment, accessibility, etc. • Liaise with community organizations (Special Olympics, Recreation, etc.). 	<ul style="list-style-type: none"> • Direct work with individual learners. • Formal and informal assessments for concerns with motor and physiotherapy concerns and/or learners who need adaptive equipment. • Formal assessments. • Learner-specific consultation. • Liaise with other medical professionals and/or organizations re: specific learners.

Occupational Therapist	
<p>School or Classroom Consultation Services</p> <p>*No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment or Intervention</p> <p>*Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Classroom observations. • Full-class screening (in groups, not one-on-one). • Strategies to optimize general motor function. • In-servicing on related issues such as sensory regulation/integration. • Environmental assessment, accessibility, etc. • Sound modifications. • Liaising with community organizations (Special Olympics, Recreation, etc.). 	<ul style="list-style-type: none"> • Sensory regulation/integration assessment. • Fine motor skill, perceptual and physical assessment and re-assessment. • Direct work with individual students (may include need for equipment, assessment, programming). • Equipment assessment, fitting and trial with specific learners. • Consultation re: specific learners. • Collaboration with other medical professionals and organizations re: specific learners.

Assistive Technology Services	
<p>School or Classroom Consultation Services</p> <p>*No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment or Intervention</p> <p>*Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Gather pre-referral information from the school-based team, teacher and/or parent(s), caregiver(s) and/or guardian(s). • Classroom based and/or teacher collaboration. • In-servicing and training on assistive technology. 	<ul style="list-style-type: none"> • Direct services/contact with individual learner. • Individual/targeted observation. • Assessment of type of technology needed based on individual learner needs. • Learner-specific training on assistive technology assigned.
<p>To request assistive technology support, see related forms and instructions on Yukon Education Hub YESNET SharePoint.</p>	

Resource teacher for the Deaf and Hard of Hearing	
<p>School or Classroom Consultation Services</p> <p>*No referral/consent needed</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment or Intervention</p> <p>*Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Consultation and support regarding non-learner-specific amplification, classroom acoustics, auditory skills development, communication access, and assistive technology. • General information/consultation on hearing loss, educational placement and programming. • Networking and professional development opportunities for staff who support learners who are deaf and hard of hearing in the K-12 program. • Provide support and consultation on different communication options such as oral, auditory, verbal, American Sign Language, augmentative communication or any combination thereof. • Interpreting hearing screening reports and/or audiology reports • Pre-referral conversations from the school-based team or classroom teacher. • In-servicing on related issues. 	<ul style="list-style-type: none"> • Specialized consultative support based on the needs of the learner and recommendations from the school-based team. • Information/consultation on Speech, English language development and/or American Sign Language development. • Individualized support to assist in meeting goals identified by the school-based team. • Hearing screenings. • Direct instruction to learners. • Providing opportunities for learners in the territory who are d/Deaf and Hard of Hearing to interact.

Vision Resource Teacher	
<p>School or Classroom Consultation Services</p> <p>*No referral or guardian consent needed.</p>	<p>Specific Student Consultation, Formal or Dynamic Assessment or Intervention</p> <p>*Referral and consent needed from legal guardian(s).</p>
<ul style="list-style-type: none"> • Information/consultation on vision loss, educational placement and programming. • Networking and professional development opportunities for staff who support learners who are visually impaired in the K-12 program. • Pre-referral conversations with the school-based team or classroom teacher. • In-servicing on vision conditions and curriculum access, assistive technology for Blind and Low vision learners. • teaching strategies/ accommodations for Blind and Low vision learners. 	<ul style="list-style-type: none"> • Direct instruction to learners. • Programming development within the Expanded Core Curriculum (ECC) which includes training in assistive technology and optical devices, visual efficiency skills, recreation opportunities, life skills and self-advocacy. • Provide Functional Vision, Learning Media and Cortical Vision Impairment Range assessments. • Specialized consultative support based on the needs of the learner and recommendations of the school-based team. • Assisting with the development of the Individualized Education Plans, Student Support Plans and Behaviour Support Plans. • Consultation on orientation and mobility for specific learners. • Individualized support to assist in meeting goals of the ECC. • Interpreting vision reports. • Providing recommendations for environmental adjustments for the learner in the school. • Providing large print or braille texts, supplementary materials, educational, aids, and equipment needed by the visually impaired learner, and the classroom teacher.

Request for paraprofessional support

Each year, school authorities perform a needs assessment, sometimes with the assistance of Student Support Services.

Each school is given an allocation of educational assistants. Once the school receives this number, the school administrator decides how to distribute the educational assistants among the classrooms and students.

Some educational assistants support specific learners; some provide general support.

This process is under review.

When are other agencies involved?

Some learners 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 school-based team is responsible for:

- Co-operating with these community services.
- Requesting parent or guardian 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 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.

See Pillar 2 for more information about collaboration and communication between the Department of Education and other departments, service organizations, First Nations and non-government organizations.

Request for alternative transportation for learners with support needs

Alternative transportation options are assigned by priority to learners who meet some or all, of the following criteria:

- The learner attends a shared resource program.

and/or

- The learner has a diagnosed medical condition and/or emotional/behavioural needs that present safety concerns on regular bus transportation.
- The learner receives inclusive education programming, indicated in an Individualized Education Plan.
 - The level of support needed in the plan displays that alternative transportation is required for the learner's safety.

In cases when the alternative transportation bus is not available for the learner, other arrangements may be made to accommodate their transportation needs.

The parent or guardian must have signed consent for alternative transportation using the request for alternative transportation for students with exceptional needs form. This form is available on the Yukon Education Hub YESNET SharePoint site. It is the responsibility of the school to inform the carrier if transportation for the learner is not required on a given day (e.g., professional development days, programming days, field trips).

The request for alternative transportation is sent to the manager of Student Support Services for review and approval. The manager then informs the Operations Branch, within Schools Division which collaborates with the contracted bus company to organize the alternative transportation route.

This is an annual task that must be completed by May 30 for the following school year.

This consent will be filed in the yellow section of the learner's Student Education File.

Notification of change of schools

When a learner with inclusive education needs transfers to another school in the territory, the sending school-based team must alert the receiving school, including the schools' leadership (superintendent or executive director) and Student Support Services of the change. Specific information regarding the change is needed for the receiving school-based team and Student Support Services staff to facilitate services to the receiving school. The information needed is:

- Notification of Change of Schools form submitted to receiving school and Studentsupportservices@yukon.ca
 - This form is available on Yukon Education Hub YESNET SharePoint.
 - The completed form is filed in the yellow component of the Student Education File.
- If legal guardianship has changed, a new consent for referral for consultation with Student Support Services form, including the signature of the legal guardian is needed.
- If legal guardianship has not changed, the receiving school must attach the sending school's original referral form along with any updated information.

Managing plans in Aspen's Student Services view:

- Active learning plans will need to be end-dated and renewed to reflect transfer date.
 - Exited plan from sending school will have school initials added in brackets to plan name to indicate it's a plan from the school where the learner was formerly enrolled. Example: YT-IEP-2025/26GR7(CKES)
- Renewed plans must be reviewed and updated to reflect the Case Manager and Student Support Team at receiving school, along with any other details that will shift to reflect the learner's new environment.

If a learner moves out of the territory and has been referred for and/or receiving supports from Student Support Services staff, Student Support Services must be notified in writing by the school administrator.



2. Communication and collaboration

Collaborative consultation and strong communication are key to successful partnerships. Everyone involved in the consultative process has a contribution to make. Relationships between Department of Education staff and other partners are integral to support learner outcomes.

Inclusive education goes beyond the boundaries of school environments – it involves families, First Nations governments, community groups, advocacy organizations, service providers and other government departments.

Community members, family members, and interagency representatives all share responsibility for learning and are empowered to support learners. Yukon First Nations and the Department of Education collaborate to develop more culturally reflective student evaluations. Community members and community organizations are essential partners in the success of all learners.

These partners help shape policy, support learners' wellbeing and ensure culturally relevant programming, particularly for Indigenous and rural youth and learners with diverse needs. They also offer crucial services in areas like mental health, youth justice and employment, and amplify the voices of learners and their families.

Lasting change happens when people act together. Where equity gaps exist – for Indigenous learners, those with disabilities and those from marginalized backgrounds – it is not learners who must change, but systems that must change to better serve them.

Consent to release and exchange information

Consent must be given by parents and guardians to release/exchange information regarding their child between Department of Education and Yukon First Nation Governments, outside agencies and/or schools outside of the Yukon's public education system.

The consent to release/exchange information form must be used to record consent before releasing or exchanging information. The form is available on Yukon Education Hub YESNET SharePoint.

When a consent form is signed, it provides permission for the Department of Education as a whole. This is considered to include Department of Education central administration and the public school(s) the learner is enrolled with.

Some schools may operate under education agreements with Yukon First Nation Governments, including 17.7 agreements that outline co-governance of education on their traditional territory. If this is the case, refer to the individual agreements for guidance.

Student Support Services also has a Memorandum of Understanding (MOU) with Yukon government's Disability Services, and Hearing Services. If you have questions concerning how these agreements may affect a specific situation, email studentsupportservices@yukon.ca.

Any request for information from an outside agency must be reviewed by the school administrator.

The signed consent form is filed in the yellow component of the Student Education File.

Consent for use of interpreter for deaf and hard of hearing students or family

Obtaining consent is required when a student and/or their family requires the service of a trained interpreter for individuals who are deaf or hard of hearing. The consent form is available on the Yukon Education Hub YESNET SharePoint. Consent will be obtained and documented by the school administrator, parent(s) or guardian(s) and learner (if applicable) and documentation filed in the yellow component of the Student Education File.

Managing student safety expectations when working with external agencies and providers

When non-governmental organisations visit schools, the school administrator is responsible to make sure relevant safety checks and procedures are followed.

While under the care of the school during the school day, NO staff or community member should be alone with a child in a room without a window or off school property at any time.

School administrators are responsible to ensure that any non-Department of Education staff have the relevant RCMP safety checks completed before providing a service to a school.

Exceptions to this are those working under the MOU with Disability Services, organizations contracted by Student Support Services, and the provisions made by signed agreements with First Nations governments.

Centering learners and families

The learner should be at the center of all collaborative education discussions.

Parents, caregivers and family members are an integral part of the Yukon education system. Parents, caregivers and family members can help identify learners' strengths, interests, and challenges, and can help educators and others in the school to understand the best way to provide support. Goals are developed with learners and families. These goals are reviewed and updated through a collaborative process where learners, families, and the school team work together.



School-based teams

To respond to learner needs, every school will have a school-based team (SBT) supported by the school administration and staff. Any teacher, parent, caregiver, guardian or Student Support Services staff may request that a learner be referred to the SBT. In secondary school, learners may request this referral themselves. The learner's teacher or a member of the school staff would complete an internal referral school-based team referral form.

School-based teams provide an opportunity for family-centered communication around learner support. School-based teams ensure that there is a home-to-school connection so that learners may feel supported across all environments.

More comprehensive information on the school-based team process is available under Pillar 1.

The internal school-based team referral form and meeting minutes template are available on the Yukon Education Hub YESNET SharePoint.

School board resources and support

The Student Wellbeing and Inclusion division supports all school authorities. Communication from the Student Wellbeing and Inclusion division about school supports and consulting is delivered to the leadership of all school authorities and their administrators. Student Support Services staff and Student Wellbeing staff collaborate with school-based team members and school board staff on a regular basis.

School boards may provide supplementary resources and support to help with implementation of inclusive education practices.

Government of Yukon - interdepartmental collaboration

The Government of Yukon provides vital support services to youth in areas such as mental health, family support, youth justice and public services. Internal collaboration between the Department of Education and other Government of Yukon department's is integral to offering learners a broad range of services to support their personal and academic growth while also addressing personal challenges. Internal government collaboration is integral to offering learners a broad range of services to support their personal and academic growth while also addressing personal challenges.

Department of Health and Social Services

Disability Services

In 2023, the Department of Education signed a Memorandum of Understanding (MOU) with the Department of Health and Social Services, Disability Services. This MOU allows for therapists - occupational therapist, physiotherapist, and speech language pathologist – that are funded and contracted by Disability Services to provide services to some learners while at school.

The purpose of the Disability Services program is to:

- support families to care for and support the development of their children with disabilities;
- provide coordinated access to supports and interventions;
- support early intervention to increase a child's lifelong potential; and
- promote inclusion of children with disabilities in community life.

Disability Services supports home and community programming and is not intended for education/academic purposes. Disability Services will collaborate with Department of Education staff through school or community-based meetings.

With permission from Disability Services and parents/guardians, these therapists may attend school meetings regarding the child/youth in which they can share relevant information about the child/youth's home/community goals and progress for the purpose of school planning and programming.

Department of Education consultants may work with Disability Services contracted therapist to create a whole picture of a child's functioning. The therapist may be invited to be a part of the school-based team meetings. Disability Services' contractors may observe a child in their school, with prior approval from Disability Services management, the school administrator and Student Support Services.

Therapists may request to provide therapies to Disability Services clients at school in cases where after-school provision of services would not benefit the child due to significant factors related to the child's disability such as extreme fatigue or difficulty with self-regulation around transitions. When a request is received, the Manager of Disability Services contacts the Manager of Student Support Services. If the Manager of Student Support Services approves, they contact the school administration to check if the service can be provided without undue stress to the school and whether there is available space for the service. If the administration approves, the Manager of Student Support Services informs the Manager of Disability Services. Disability Services informs the family.

Health Services - Continuing Care and Community and Primary Care

In 2024, The Department of Education signed a Memorandum of Understanding (MOU) with Health and Social Services – Continuing Care division and Community and Primary Care division. This MOU allows appropriate branch(es) of Health and Social Services to provide training to school staff when needed and requested.

The MOU establishes a partnership that supports the health care needs of Yukon students identified as living with severe or life-threatening medical conditions that

require, or are likely to require, administration of medication or other specific medical intervention(s) while at school or while at the Gadzoosdaa Student Residence.

The parameters of this agreement are:

- The appropriate branch(es) of Health and Social Services will train school staff working with the identified student in necessary medical procedures that are recommended by the student's medical professional and are beyond the training ability of the parent or guardian:
 - School staff training by Health and Social Services will be personalized as needed to support the medical needs of the identified student.
 - Training will include administration of medications, when necessary, as determined by parent or guardian request, supported by a medical professional and in accordance with school procedures.
 - School staff training may include small group training to specific staff working closely with a student and/or general training to a larger school staff group.
- Department of Education will use the following criteria to determine which students require supports from the Department of Health and Social Services:
 - The student requires administration of medication while under the care of the Department of Education.
 - The student requires or is likely to require specific medical interventions while under the care of the Department of Education.
 - The student has a life-threatening illness that requires training in life-saving medical interventions for the student's life not to be at greater risk while under the care of the school.
 - The medical intervention is recommended by the student's primary care provider/medical professional, and a written copy of this recommendation is given by the learner's parent(s) or guardian(s) to the school principal or the Gadzoosdaa team leader.
- Written parent or guardian consent for the student to receive medical intervention(s) while under the care of the school is obtained.
- The departments of Health and Social Services and Education will work collaboratively to support the health of students in schools:

- Participate in school-based meetings to help support students' medical needs when requested by parent(s), caregiver(s) and/or guardian(s) or school administrator.
- Provide advice on any training recommended that Health and Social Services cannot provide to school staff.
- Provide advice to the Department of Education on health care plans, policies and or procedures related to students.
- Provide training and advice to Department of Education/school staff on support for chronic conditions, including the creation of specific health care plans for diabetes, asthma, chronic heart conditions, seizure disorder, anaphylactic allergies and others as identified.
- The departments of Education and Health and Social Services will advise the other as soon as practicable should issues arise with the implementation of the terms of the MOU, and both parties commit to resolving any issues as equitably and collaboratively as possible, while minimizing negative impact on the students in question.
- The departments of Education and Health and Social Services will conduct a review of these objectives at the end of each school year (at minimum), and address any changes as required.
- The departments of Education and Health and Social Services will commit to begin the process of a data sharing agreement for students)/patient(s) affected by this MOU.

Currently, if any information is shared between both departments, the Consent to Release and Exchange Information form (available on Yukon Education Hub YESNET SharePoint) must be signed.

Complex needs committee

The departments of Education and Health and Social Services collaborate and coordinate processes for assessment, service planning and service delivery to children with complex needs who receive services from both departments.

Definition of a complex need

Due to the nature of a child or youth's needs, services may be required from more than one department and often from many service providers. A committee responsive to the child or youth's needs can be struck with consent from the parent(s) or guardian(s). Complexity may be related to the nature of a child's disability and/or to environmental factors. A child or youth requiring these services has needs resulting in significant limitations and service needs in one or more of the following areas:

- Behaviour.
- Socio-emotional.
- Cognitive and learning abilities.
- Communication, 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 the Complex Needs Committee.

A record of this referral is filed in the learner's red confidential Student Education File.

Yukon First Nation governments

Yukon First Nation governments have a governance role in education in the Yukon and are key partners in creating learning environments that reflect First Nations ways of knowing, doing and being. Many Yukon First Nations employ staff working in the school delivering a range of services and supports to students and are an important part of the school community. Collaboration with Yukon First Nations supports reconciliation and helps create inclusive schools where every student can thrive.

All educators and staff working in Yukon schools should know which Yukon First Nation(s) traditional territory they are working on and proactively engage in learning about the history, protocols, and culture. Please contact your supervisor if you need guidance getting started on this important journey of reconciliation and respect. Suggested resources to start are [Mapping The Way](#) and [Yukon First Nations 101 | Yukon University](#).

Government-to-government education agreements

The Government of Yukon and Tr'ondëk Hwëch'in have made a joint commitment to co-govern education in Tr'ondëk Hwëch'in Traditional Territory through a Section 17.7 Education Agreement. Co-governance means:

- Sharing responsibility and decision-making for the design, delivery, and administration of education programs in Tr'ondëk Hwëch'in Traditional Territory.
- Embedding Tr'ondëk Hwëch'in (Dënezhu) ways of knowing, doing and being into all levels of learning.
- Building an education system that reflects the land and the people it serves.

Several Yukon First Nation governments have signed Education Agreements with the Department of Education. These agreements focus on shared priorities and goals in education at the community level. They reflect the department's commitment to working closely with Yukon First Nations to support First Nation students and respond to the recommendations from the 2019 Audit and the priorities under the Joint Education Action Plan (JEAP).

School staff should be familiar with the provisions of these agreements, as they set out community goals for delivering education in ways that reflect local First Nations' ways of knowing, doing and being.

All educators and staff in Yukon schools have a responsibility to understand the Yukon First Nation(s) whose territory they are work on. This includes actively learning about the history, protocols, and traditions of those Yukon First Nations. If you need guidance on how to begin or deepen this learning journey of reconciliation, please reach out to your supervisor for support and resources.

Non-governmental organizations and service providers

Service providers and non-governmental Organizations (NGOs) offer specialized programs and services that cater to the unique needs of children, youth, and families. These organizations provide after-school activities, mental health supports, advocacy and specialized educational resources for learners with disabilities, working to ensure these learners receive the support they need to succeed.

Department of Education recognizes the supportive role played by organizations and agencies concerned with the education of learners with inclusive education needs.

Cooperation with NGOs includes the participation of advocates in Individualized

Education Plans and occasional funding agreements for ventures of common interest and participation on committees.

Whenever specific students are discussed, the appropriate consent forms must be signed.

Child Development Centre

Services to 0-5-year-olds (before starting kindergarten)

Department of Education and the Child Development Centre (CDC) have a protocol regarding the delivery of services to four-year-olds with inclusive education needs who are enrolled in kindergarten. The CDC Outreach team meets with the school administration wherever there is a kindergarten class. With parent or guardian consent, the CDC outreach team:

- Screens kindergarten children for general developmental milestones.
- Identifies children with disabilities or diverse abilities.
- Develops individual program plans and provides follow-up and treatment for children requiring additional supports.
- Hires the early childhood therapy assistant (ECTA) in consultation with the administrator to support the learner in the kindergarten classroom.
- Informs parent(s) or guardian(s) of results of the screening and other follow-up progress of the child when available.

Collaboration between professionals is in the best interest of the learner and families. Input from other service providers can be valuable to a learner's school-based team. Written consent for the release of confidential information from the parents/guardians must be provided to the child's school-based case manager before collaboration can occur.

The Department of Education and the Child Development Centre also have a protocol that outlines the transition to kindergarten. Each spring, the Child Development Centre provides information to Student Support Services concerning children who need school supports.

Student Support Services staff prioritize early intervention by visiting CDC transition students early in the school year. Transition reports may be provided with parent or

guardian consent, and spring transition meetings may occur with parent(s), caregiver(s) and/or guardian(s), school staff and Student Support Services staff.

Yukon First Nations Education Directorate

Yukon First Nations Education Directorate (YFNED) is dedicated to capacity-building, systems and resources development, second-level educational programs and services enhancement, and learner supports. YFNED advances First Nation decision-making and aspirations for control over education, providing technical support, research and advice for framework agreement processes, and advocates for First Nation student success across the system.

YFNED provides community and therapeutic supports to learners in many Yukon schools, particularly in rural areas. School administrators are encouraged to collaborate with YFNED.

School administrators should follow the guidelines that are followed when welcoming service providers into schools. It is important to have the Consent to Release/Exchange Information form signed before information in the Student Education File or any other information about a learner is shared or exchanged with YFNED staff.

Student Support Services and YFNED clinicians are encouraged to collaborate in their related disciplines in the spirit of reconciliation and evidence-based practice that supports consistency in approach.

This information about YFNED was sourced from their website as of December 2025.

Yukon Child and Youth Advocate Office

The Yukon Child and Youth Advocate Office (CYAO) is an independent office of the Yukon Legislative Assembly that represents the rights, views and preferences of children and youth who are eligible or currently receiving government services and programs.

The Advocate office provides services to young people:

- under 18 years of age under the *Youth Criminal Justice Act*.
- under 19 years of age under the *Child & Family Services Act*.
- under 21 years of age under the *Education Act*.

- between the ages of 19 and 26 that are eligible or receiving services under section 17 and 18 of the *Child and Family Services Act*.

[Read the *Child and Youth Advocate Act \(2009\)*](#)

CYAO publications can be viewed at <https://www.ycao.ca/ycao-publications>.

CYAO meets regularly with schools and the Student Wellbeing and Inclusion division to discuss advocacy files. Schools and the Department of Education at large are required to give information to CYAO when requested.

Other advocacy groups, non-governmental organizations and community partners

Advocacy groups ensure that the voices of learners and their families are heard, particularly in areas concerning policy, rights, and opportunities. These groups advocate for improved systems and support for children and youth, ensuring their needs are paramount in educational decisions. The Department of Education is pleased to work with interested groups.

Student Support Services and school administrators must require RCMP checks and that consent forms are signed as needed.

Provision of observation or advice by outside certified professionals

When a parent or guardian wishes to have outside professionals, private consultants, or members of an outside agency influence school programs for a learner, the following protocols apply:

- The private consultant should contact the Director or Student Support Services, who will facilitate a meeting with the school administrator, parent(s), caregiver(s) and/or guardian(s) 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 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 learner.
- Relevant clinicians may discuss students common on their caseloads with Student Support Services staff. To align supports provided, the appropriate consent forms must be signed.
- Recommendations for learner-specific equipment purchases should be made to Student Support Services.

BC Ministry of Education and Child Care and BC school districts

The B.C. Ministry of Education and Child Care supports the use of their curriculum in all Yukon schools. The Department of Education's student information system, Aspen, functionally supported the same way as the B.C. Districts. The B.C. Ministry of Education and Child Care provides training for Yukon educators on competency-based inclusive instruction and learning plans. Student Support Services staff attend B.C. working groups. Student Wellbeing and Inclusion leadership are members of the Northern chapter of the B.C. Council of Administrators of Inclusive Support in Education (BC CAISE) and attend their professional development events.

Members of the B.C. Ministry of Education and Child Care and the B.C. Provincial working group generously share what they have learned along the way as the Yukon transitions to competency-based teaching philosophy and learning plan formats and more. Much of the material in this guidance document was either informed by, adapted or drawn from the [*Inclusive Education Services: A Manual of Policies, Procedures and Guidelines \(2024\)*](#).



3. Inclusive instruction and classroom support

A wholistic approach to student wellbeing and inclusion

“The term wholistic can be broken down into smaller parts including the word ‘whole,’ and can be used to reflect the wholeness of an individual, which is consistent with First Nations ways of knowing, doing, and being. The term connects to Indigenous cultures, language, practices, traditions, and epistemologies, it is also consistent with the term ‘wholism’ which is focused on relationships, interconnectedness, and balance.”

— Rosalin M. Miles, Maddison I. Chow, Gemma Tomasky, Shannon S. D. Bredin, Kai L. Kaufman, and Darren E. R. Warburton, *Wholistic versus Holistic: Words Matter for Indigenous Peoples*

The Department of Education is committed to the wholistic wellbeing of learners – mental, emotional, physical, social, cultural, and academic.

Employing concepts like a Circle of Care to support student wellbeing and inclusion can help strengthen wraparound services. The Integrated Outcome Strategy for Yukon Learner’s supports a wholistic approach by promoting a deeper understanding of each learner’s experience and needs beyond academic results.

Culturally reflective and learner-centered education

Learners’ skills are assessed on an ongoing basis to decide what environment best meets their needs. To ensure the full potential of all learners is met:

- In every learning environment, learners receive instruction that reflects best practice.
- Instructional approaches are flexible (for example, large group, small group or individual instruction; in class or on the land or water).

- Accommodations, supports or classroom modifications are based on a learner's particular needs.
- Supports, tools and technologies are provided to allow learners to participate, rather than expecting learners to adjust to the setting.
- Instruction is adapted to meet learners needs using First Nations ways of knowing, doing and being.
- The Department of Education's central administration ensures that approaches are consistent from school-to-school, teacher-to-teacher and class-to-class so learners are treated equitably and don't fall through the cracks.
- Together we use a common language, so learners, families, educators and consultants have a shared understanding.
- Together we have a common vision, so school communities have a shared, holistic approach to education.

Ready-to-Learn

Ready-to-Learn is an initiative based on an approach grounded in Dr Bruce Perry's Neurosequential Model in Education© (NME©). The Department of Education has been committed to supporting training for educators in schools to become NME© Trainers so that they can, in turn, support their staff in implementation of the model.

Ready-to-Learn helps educators understand how brain development, stress and life experiences impact learning. It is based on the idea that children are ready to learn when they feel safe, regulated and supported. This approach:

- Helps educators to respond with compassion and understanding rather than punishment.
- Encourages consistent, school-wide practices that support regulation and readiness.
- Emphasizes long-term healing, not quick, short-term fixes.
- Recognizes the strength of cultural practices in building emotional healing, resilience, and regulation.
- Builds stronger relationships between schools, learners, families, and community partners.

Ready-to-Learn Schools help all learners – no matter their background or needs - feel understood, supported, and ready to thrive.

School-based response to learner needs: Multi-tiered systems of support and classroom supports

Like many jurisdictions across Canada, the Yukon has broadened from a Response to Intervention model (RTI), which focused on academics, to a wholistic system that supports the whole child - academically, behaviourally, and socially, emotionally - through a Multi-Tiered System of Supports (MTSS).

The MTSS model is a tiered or layered framework that seeks to address the educational needs of all learners. There are three basic tiers of support, each representing a differing level of instruction and/or intervention. “MTSS is a self-repeating, self-correcting, ongoing methodology for effective decision making at all levels of the system and across all three tiers”. ([Council of Great City Schools](#))

Tier 1 is universal support: Tier 1 is the foundation of the MTSS system; it is equitable and all-inclusive. All students will receive tier 1 support and students will receive more support as necessary for their individual needs when data shows that is necessary. At tier 1, there is school-wide expectations and evidence-based general instruction for learning, behavior, and emotional regulation.

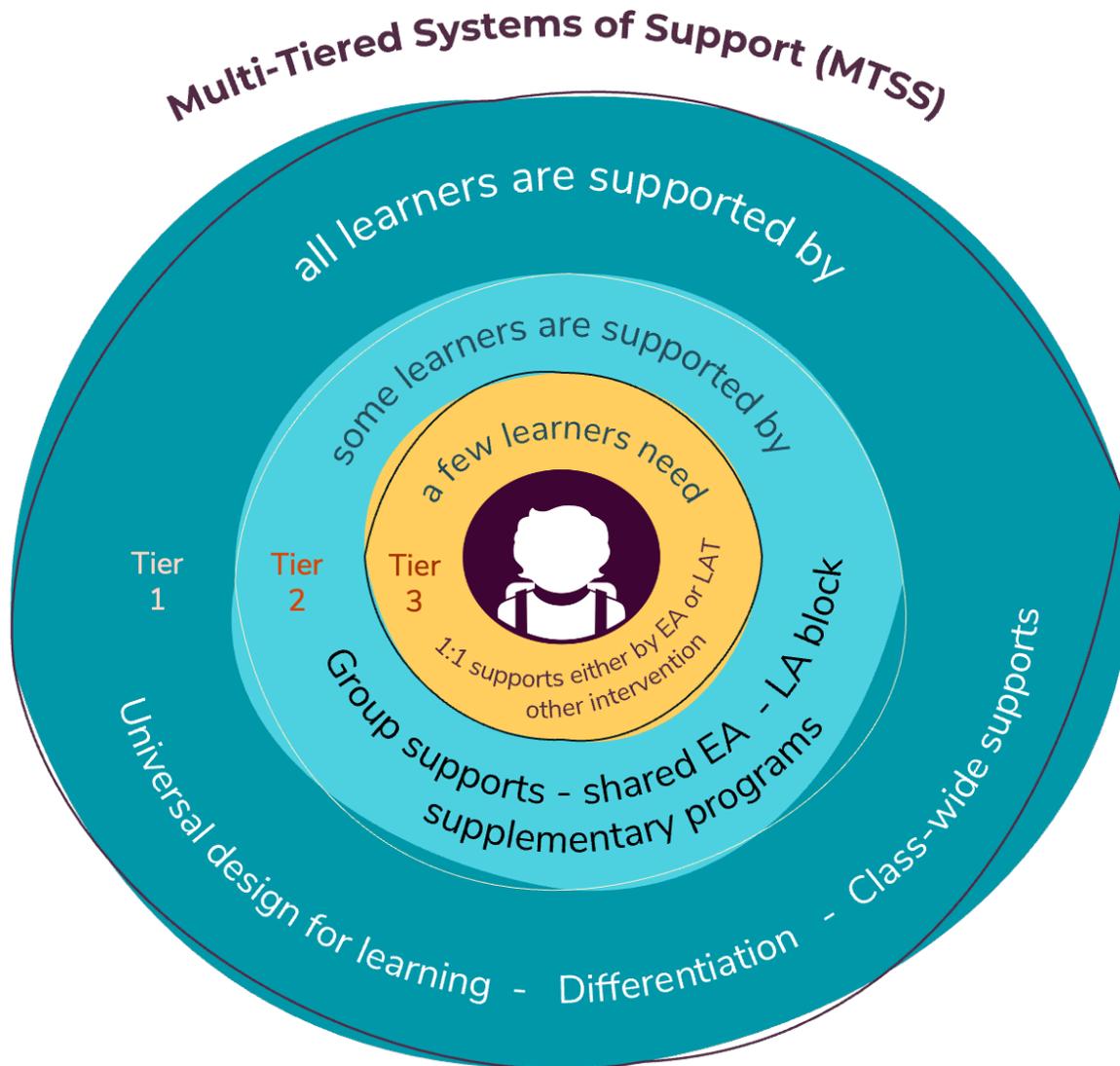
Tier 2 is for targeted support: Tier 2 is in addition to Tier 1, and it is not “instead of” support. At tier 2, there is targeted group instruction and intervention for those who need it.

Tier 3 is for intensive support: Intensive supports are often explicit, skills-based, focused interventions that occur individually or in very small groups: personalized interventions for students who require more than targeted support.

Why do we need MTSS?

“.. we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support that address student’s academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all our students and educating them completely as a “whole” person.” ([Novak Education](#))

Using the MTSS model, supports can be academic, social, cultural, behavioural, and physical, etc. Systems are organized so that learners are provided with varying levels of instruction and/or support, as needed.



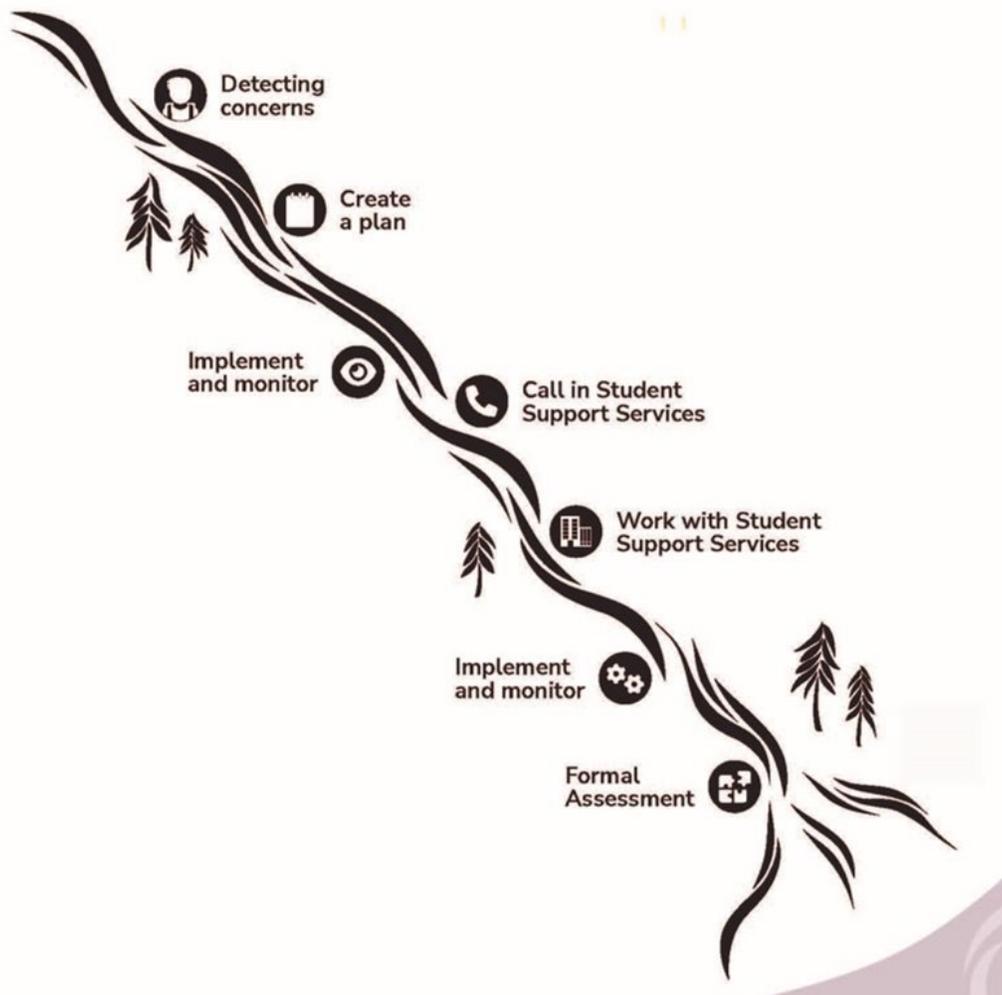
Throughout the Kindergarten – Grade 12 education journey, learners and parents, caregivers and/or guardians are involved in discussions to determine the most appropriate program for a learner, based on their strengths and needs.

The MTSS model 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 and implementation
4. Evaluation
5. Recording and reporting

The image below represents the flow of the MTSS process above, using imagery of a Yukon River flowing through the heart of a learner's community.



A learner starts this journey, alongside their circle of care. The beginning of the journey is represented at the top left. As learners and their circle of care move through their journey, they may connect with the different points along the way to access supports they need. They can pause at any point in the process, just as they can pause while travelling on the river or the trail.

The points along the river represent events or milestones along the way such as:

- identifying concerns, planning with the school-based team;
- implementing suggestions and supports;
- recording and reporting the results;
- evaluating the learner's response to the supports, and calling in consultation support if needed;
- tweaking the supports as needed; and then
- looping back for further consultation, assessment and implementation whenever necessary.

This is not a process with a clear beginning and end, as educators, learners and families continuously work together to re-assess and adjust supports according to individual needs.

This process is meant to ensure a continuous and flexible progression that works as a continuous model to provide an educational experience suitable for each learner at their current level of ability.

Early identification is an essential element of successful program planning. Learners may be identified as having inclusive education needs before they enter the Yukon school system, particularly by the Child Development Centre, a non-governmental organization that works closely with the Department of Education.

With this pathway for early identification, needs for supports and programming are addressed before transitioning into Yukon schools. If a student is not identified as needing additional supports/resources before entering school, then the classroom teacher works with the learning assistance teacher (LAT) to communicate any needs or concerns to the school-based team.

It is important to note that teachers use differentiated instruction to create a learning environment that allows all students to access the content of the class or course and fully participate in activities. Differentiated instruction functions as the first layer of intervention: an access point for all learners to access curriculum and materials provided from a universal design perspective. If learners are working better with supports provided by a classroom teacher, this means that a learner does not necessarily require an assessment to continue to access these supports.

For example, supports could be additional time with a learning assistance teacher, showing learning in different ways such as a presentation rather than a written assignment, access to fidget materials, a quieter space in which to work, assistive technology, or extra time in which to complete assignments.

For each layer of the support structure, 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(s), caregiver(s) and/or guardian(s) and, when appropriate, the learner.

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 help from their Learning Assistance teacher at all levels of programming and can request assistance from Student Support Services staff, especially at the intensive intervention level.

When requesting support for a specific learner, it is important that the consent of the parent or guardian be provided before Student Support Services staff may observe, assess, or intervene.

Step 4: Evaluation

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

Step 5: Recording and reporting

Student progress reporting is used to communicate student learning connected to interventions used. This reporting can assist in evaluating and determining whether more practice is needed, some/more consultation and/or assessment with professionals is needed, whether goals have been met and new goals need to be set, and whether the adaptations or modifications of the teaching practice were implemented consistently and effectively and with a high degree of accuracy for each of the intervention levels of the framework.

Universal design for learning

Universal design for learning (UDL) is a mindset that is meant to be a starting place for an ever-evolving, relational and contextual approach to teaching and learning. UDL is:

- a pedagogical approach that promotes inclusive learning environments for ALL learners
- an approach that empowers educators and learners by putting students in charge of their own learning
- an educational framework based on decades of neuroscience research
- the “why, what, how” of learning
- the “who” of learning

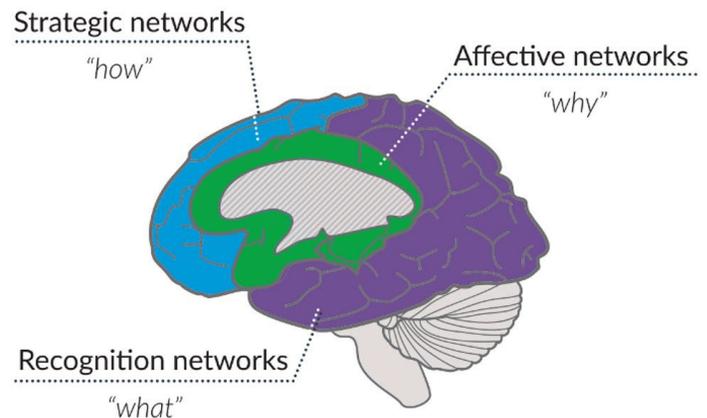


Image source: [UDL & the Learning Brain CAST](#)

UDL approaches are designed with learner variability in mind. UDL supports a shift to learner-centered approaches in education by honouring student power through choice.

Benefits of universal design:

- More equitable opportunities

- Inclusive practices
- Supports diverse learner needs
- removes barriers
- increases relevance to learners
- enhances curriculum
- challenging & achievable
- strength-based
- culturally-reflective
- promotes learner agency

There are several excellent resources available to help educators learn about UDL and help them think about how they can bring UDL practices into their classroom practice.

The CAST UDL Guidelines is an example of an evidence-based, readily accessible and free resource. The UDL guidelines are an educational framework to guide the design of learning environments and experiences that reduce barriers and more fully honour and value every learner.

The [Universal Design for Learning \(UDL\)-Digital Accessibility Toolkit](#) created by the Government of Canada is another example of an easy-to-use resource.

The UDL framework promotes multiple pathways to learning through designing for multiple means of engagement, representation and action & expression.

Design multiple means of engagement

- Provide learners with multiple ways to engage with content, activities and assessments
- Include offering choices in how a learner approaches and interacts with learning material
- Create opportunities for motivation and self-reflection
- Centering, affirming, and sustaining learners' interests and identities
- Emphasizing the role of belonging in teaching and learning
- Promoting the role of joy and play for learners and educators alike
- Cultivating empathy and repairing harm with restorative practices

Design multiple means of representation

- Authentically representing a diversity of identities, perspectives, and narratives as they relate to learners
- Considering perceptions of people, cultures, and languages
- Valuing multiple ways of knowing and making meaning

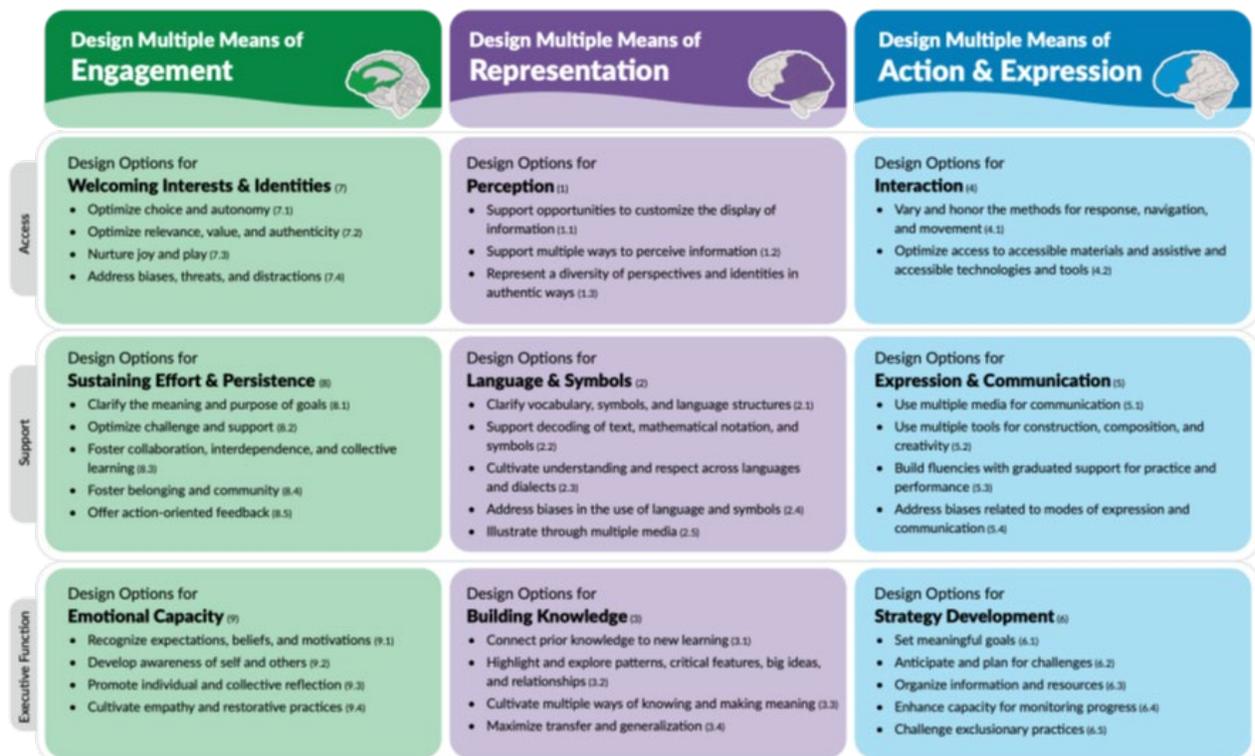
- Include presenting information in different formats: text, audio, video
- Include offering different modes of interaction such as visuals, audio, and text

Design multiple means of action and expression

- Honouring and valuing a wide variety of forms of communication
- Centering and valuing forms of expression that have been overlooked or ignored by addressing biases
- Challenging exclusionary practices to build more accessible, inclusive spaces and systems

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



CAST | Until learning has no limits™

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Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

CAST (2024). Universal Design for Learning Guidelines version 3.0.

Retrieved from <https://udlguidelines.cast.org>

Universal design for learning is one tool to help create equitable, and engaging learning environments. Universal design for learning encourages inclusive, flexible and culturally relevant teaching strategies that can foster engagement, understanding and academic and social success for all learners.

Universal supports

Universal supports are strategies and resources designed to create inclusive learning environments for all students, regardless of their abilities. Examples include flexible seating, access to different learning zones, sensory tools, and technology like text-to-speech and closed captions.

Differentiation

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

Readers and scribes

It is unusual that a student should need a human reader or scribe given that assistive technology is available for both functions, however, should one be required for some reason, please refer to these guidelines.

Readers

The role of a reader is to translate printed language into oral language verbatim. One reader should be assigned to each student for the entire reading session, (e.g. exam, test, class assignments, etc.) The student and reader should each have a copy of the text.

The reader should:

- Review the role of the reader with the student and answer any questions about that role.
- Take direction from the student about how to begin the exam reading (for example, a student may wish to have an overview of the contents of the exam reading prior to beginning to write answers or may wish to use a variety of other test-taking strategies).
- Consult with the student to determine which parts of the text to read (this may range from individual words, as requested, to the entire text).
- Read passages exactly as printed.
- Read at a rate that is comfortable for the student, monitoring to ensure that the pace is appropriate.
- Read with natural tone and inflection.

- Reread the passage upon **request**.
- Reread words only as **requested**.
- Present a neutral manner, being careful not to indicate a correct/incorrect response.
 - Supervise breaks if the student has been given permission to take periodic breaks.

The examination reader should have:

- The examination reader should be someone who has not been working with the student on a regular basis. The reader should not be the invigilator (exam supervisor). However, should this be unavoidable, training in invigilation procedures is required. If the reader is also the scribe, qualifications for both roles are required.
- An understanding of the distinction between the helping role of the teacher/paraprofessional and the technical role of the reader.
- Adequate reading skills and knowledge of the subject area to read appropriately.
- For exams, A setting that is separate from the regular exam room should be provided. The setting should be quiet, well-lit and well-ventilated.
- after completing the exam, return the exam papers to the exam supervisor.

Scribes

The role of a scribe is to translate oral language into written language. One scribe should be assigned to each student for the entire exam. The student and scribe should each have a copy of the test, exam or assignment.

The scribe should:

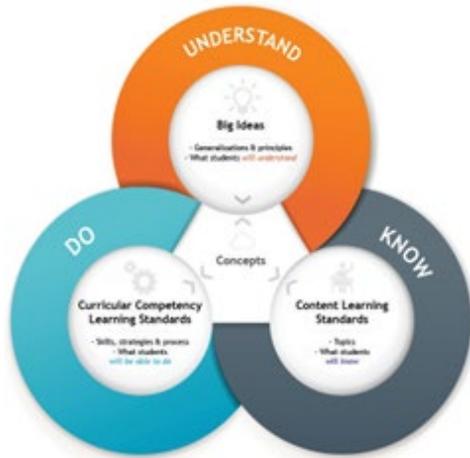
- Review the role of the scribe with the student and answer any questions about that role.
- Take direction from the student about where to begin the exam and how to proceed.
- Present a neutral manner, being careful not to indicate a correct/incorrect response.
- Use a word processor, when possible, to record the student's response.

- Record the student's responses word-for-word.
- Punctuate according to the student's speech pattern when punctuation is not what is being assessed, but when punctuation **is** assessed, take direction from the student on punctuation placement.
- Enable the student to see the computer screen or written response to read and edit what is recorded.
- Revise only upon specific request of the student.
- Supervise breaks in an exam setting only if the student has been given permission to take periodic breaks.
- After completing the exam, return the exam papers to the exam supervisor.

The examination scribe should:

- The examination scribe should be someone who has not been working with the student on a regular basis. The scribe should not be the invigilator. However, should this be unavoidable, training in invigilation procedures is required. If the scribe is also the reader, qualifications for both roles are required.
- Understand the distinction between the helping role of the teacher/teacher assistant and the technical role of the scribe.
- Demonstrate experience in scribing exams following the guidelines below.
- Have adequate word processing skills.
- Have a handwriting or printing style that is legible.
- Have adequate literacy skills and knowledge of the subject area to appropriately record student responses.
- A setting that is separate from the regular exam room should be provided.

Supporting learners using a competency-based lens



The Yukon's curriculum is based on BC's curriculum, which is structured around:

Big Ideas – what learners understand

Curricular Competencies – what learners do

Content – what learners know

Core competencies are important life skills that help learners:

- learn better in school;
- build strong thinking and social skills;
- grow into confident, caring people.

These skills are used in all school subjects. They include:

Communication – sharing ideas and working with others



Thinking – being creative and solving problems



Personal and Social – knowing yourself, caring for others, and being responsible



Curricular competencies are the subject-specific skills learners build over time, like:

- solving math problems;
- doing science experiments;
- writing stories.

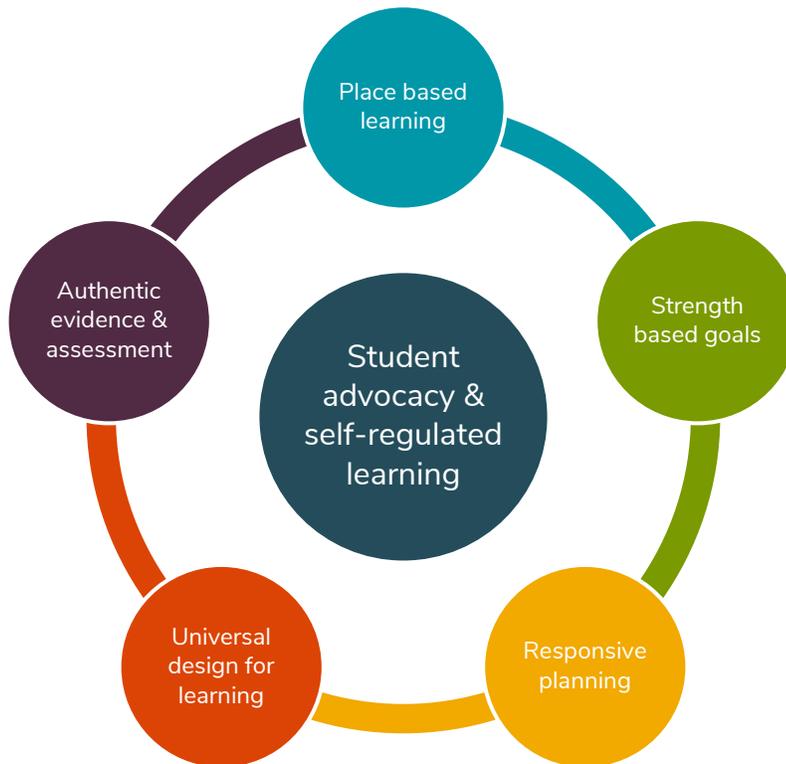
They are connected to the core competencies and show what learners should be able to do at each grade level.

Competency-based learning plans match what's already happening in Yukon classrooms. They:

- Support flexible learning;
- Let learners follow their interests;
- Support students in showing their learning in different ways

Competency-based learning plans are built on the idea that:

- students can speak up for themselves and make choices about their learning;
- learning should connect to the learner's life and community;
- goals should focus on what learners are good at;
- plans should change when needed to support the learner;
- approaches to instruction should work for all learners;
- learners should show what they know in real and creative ways.



For more information on competency-based learning plans, see Pillar 5.

Related resources recommended by the BC Ministry of Education and Child Care

Shelley Moore Video Series: [Supporting Inclusive and Responsive Learning Environments Video Series](#)

Weekly Home Learning Video Series: [5 Moore Minutes Special Edition: Home Learning Series](#)

Shared resource programs

There are times when a learner's education becomes more meaningful if provided in an alternate setting.

A learner's placement in a shared resource program may be evaluated when interventions in the classroom have not been successful. Conditions that may be evaluated are:

- The student is medically complex and/or fragile and cannot be educated in the traditional classroom setting.
- The student has a formal diagnosis of moderate to severe cognitive impairment, and it is determined that an alternative environment will provide a more meaningful education for that student. (An alternative environment does not provide a more meaningful education for all students with cognitive impairment.)
- Physical or psychological security of students and staff is at risk.
- Behaviours that interfere with curriculum delivery in an inclusive classroom and cannot be resolved within a reasonable period of time.

When a learner's placement is considered for an alternate setting, the following may be evaluated:

1. Preservation of the dignity, privacy or comfort of the student.
2. The use of equipment for intervention, which is typically kept in a certain location because of size, weight and fragility, cost and multiple users.
3. If all intensive interventions and strategies have been exhausted and the needs of the student with exceptionalities are so intensive as to negatively impact the educational needs and rights or other students.
4. The student's presence in the inclusive classroom prevents the teacher from being able to deliver curriculum to the other students in the class for a large part of the school day.

5. The Individualized Education Plan team provides an alternate plan including the proposed steps to return the student to an inclusive classroom environment, when appropriate.
6. The student's social development needs and skills, including how much time the student has and will be able to spend with peers

Shared resource program guidelines

A shared resource program is an alternative placement offered in a setting that enhances the delivery of a student's Individualized Education Plan in the least restrictive and most enabling school environment possible.

Shared resource programs are located in Whitehorse. As these placements affect a student's life trajectory and self-concept, it is essential that consistent procedures be followed for both entrance and exit processes.

Shared resource program placements are determined by the Director of Student Support Services in conjunction with the area superintendent(s) or executive directors and the referring and receiving school administrators. These individuals make up the Shared resource program committee. The committee also invites school psychologist to inform their decision making.

Department of Education is committed to help all students reach their individual learning potential. shared resource program guideline goals:

- To ensure that parents or guardians of a student attending a school may - and at the request of a teacher or principal - consult with the teacher or principal/administrator with respect to the student's educational program [Education Act 18 (2)]
- To ensure that admission criteria (see below) to shared resource programs have been followed and that procedures and recommendations are in keeping with the *Education Act*.
- To review, on a regularly scheduled basis, individual student cases, to determine suitability for continued resource program placement.
- To review on a scheduled basis, individual student cases, to determine exit or partial exit from the shared resource program to another placement or school leaving or graduation.

Making referrals to a shared resource program

Any student referred for programming in a shared resource program must be designated as having special educational needs as defined by the *Education Act*. Data must document efforts to implement the student's Individualized Education Plan in a less restrictive environment and outline reasons why a resource program placement is the preferred option.

1. The learner's parent(s) or guardian(s) must be consulted in the decision to refer their child to a shared resource program. The referring administrator is responsible to contact the parent(s), caregiver(s) and/or guardian(s) that an application is being made for their child's entry into a shared resource program. A parent or guardian may initiate a referral to a shared resource program through their child's school-based team and/or principal/administrator.
2. All efforts to support the student through their Individualized Education Plan within an inclusive classroom setting must have been exhausted, and the school-based team and parent(s) or guardian(s) support the decision to refer a student after all necessary assessment has been completed. Individualized Education Plans of the referred student must be current and up to date before acceptance into a program.
3. Criteria for entrance will be determined on the basis of the child's principal needs, severity of psycho-social stressors, and current functioning ability. Placement into a shared resource program will be made on the basis of needs and in accordance with the capacity of existing elementary and secondary programs and facilities.
4. Referrals from other agencies and/or departments are referred through the school-based team of the referring school to the Manager of Student Support Services.
5. School-based team completes and submits a shared resource program Application Form with all supporting documentation to the Manager of Student Support Services. The principal/administrator of the referring school will ensure criteria for entrance to the program has been met.
6. The student's parent(s), caregiver(s) and/or guardian(s) must be informed that their child has been accepted into a shared resource program, and a parent or

guardian must sign a consent form before transition into the program. The referring school obtains this consent and then contacts the administrator of the receiving program.

7. Transition of the student to the new placement will occur whenever possible so that there is minimal disruption to the student. Sending and receiving administrators are responsible for the transition arrangements. Parent(s), caregiver(s), and/or guardian(s) and students are involved in the transition process.
8. A report on initial adjustment to the program must be completed within two months of the student's placement. The program teacher will be responsible for completing and sending the Report on Initial Adjustment. This form must be signed by the administrator and sent to the Manager of Student Support Services and superintendent responsible for the SRP.

Criteria for entrance to a shared resource program

Criteria for entrance into shared resource programs (SRP) will include:

- Demonstrated consultation (by the school-based team) with parent(s) and or guardian(s) about a referral to a shared resource program when a decision has been made not to implement an Individualized Education Plan in a school where the student would normally attend, but to implement it in an alternative environment that is considered less restrictive for the student.
- A current Individualized Education Plan and supporting assessment by relevant specialist(s).
- Demonstrated/documentated limited response to universal, targeted and intensive interventions offered in the current school placement.
- A lack of development within an inclusive classroom setting.
- The school-based team referrals and evidence of the implementation of recommended strategies and their outcomes.
- The suitability of the student for the program.
- Approval of the application by the shared resource program committee.

Student transition considerations

Once acceptance to the program has been granted by the Manager of Student Support Services, the administrator of the referring school must contact the administrator and the teacher of the shared resource program to determine the transition procedures and start date. The student, teacher and/or current support person should meet with the staff and tour the shared resource program classroom and meet informally with some of the class and school community. Transition time will vary according to each student.

Review of placement

A report on each student's progress is submitted upon update or renewal of the IEP to the Manager of Student Support Services by the administrator. The Manager of Student Support Services or their delegate will conduct annual reviews of students assigned in the spring of each year. The Manager of Student Support Services shall consider:

- The progress of each student towards the goals of the Individualized Education Plan
- The student's overall adjustment to the placement

Exit or discharge from a shared resource program

Continued attendance in the program is governed by the Education Act. The administrator of each program is responsible for informing the superintendent and Manager of Student Support Services of any impending suspensions, expulsions or any other reasons for the student not attending or leaving the program without going through an exit plan as outlined in the Individualized Education Plan.

Students who are registered in a shared resource program cannot register with another school or program without consideration by the superintendent or executive director in charge of the receiving program. If the area superintendent and Manager of Student Support Services approve a student to be discharged from the resource program prior to school leaving age, the administrator should ensure an exit plan is prepared. If the student is to be discharged and will attend another school in Yukon, the administrator of the resource program shall inform the administrator of the receiving school. Both administrators shall arrange for relevant staff to meet to share programming information to ensure the student's smooth transition.

A learner's parent(s) or legal guardian(s) may initiate a request for exit from a shared resource program through the school-based team for the school their child is attending.

Consideration will be given to the request by the Manager of Student Support Services and the superintendent or executive director in the best interest to the student and in keeping with the legislation outlined in the *Education Act*.

Program support to shared resource programs

Shared resource programs may hold a monthly review day to discuss programming and student progress with the family. Student Support Services staff are assigned to assist each shared resource program to meet the needs of students and will attend meetings as necessary.

At the beginning of each school year, designated dates must be approved by the school administrator and superintendent or executive director and communicated to parent(s), caregiver(s) and/or guardian(s) and students. Shared resource programs will be reviewed each spring to determine the focus and availability of programs for the following school year.

Managing preparation time for shared resource program teachers

Teachers' preparation time will be arranged by the school administrator in consultation with the superintendent or executive director and Manager of Student Support Services. The Manager of Student Support Services provides program direction, while the administrator of the host school is responsible for day-to-day supervision.

Types of shared resource programs

Whitehorse currently has six shared resource programs:

- Far-Reaching Life Experiences (FLEX) at FH Collins Secondary School
- Student Transitional Educational Programming (STEP) at FH Collins Secondary School
- Hands-On Purposeful Education (HOPE) at Porter Creek Secondary School
- Academic Bridging Experiential Learning (ABEL) at Porter Creek Secondary School
- General Readiness and Collaborative Education (GRACE) at St. Francis of Assisi Secondary School
- Personal Academics and Social Skills (PASS) at Jack Hulland Elementary School

All related forms and instructions are available on Yukon Education Hub YESNET SharePoint.

For more information about each program, email studentsupportservices@yukon.ca and the Manager of Student Support Services will provide current information.

Out of attendance area educational program placement

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 Individualized Education Plan. Such a decision will be made in consultation with the learner's school-based team, superintendents/executive directors, 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/executive director of the receiving school to determine potential placements.
- The superintendent/executive director will arrange for a meeting between the superintendent/executive director, the sending and receiving school administrators, relevant Student Support Services consultants and other persons identified to attend.
- The superintendent or executive director, 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 *Education Act*.

These procedures will be implemented within 10 school days of the determination of placement for a learner.

Out-of-territory educational programming 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 Individualized Education Plan team in consultation with Director of Student Support Services, superintendent/executive director and the Assistant Deputy Minister of Schools and the Assistant Deputy Minister of Student Wellbeing and Inclusion, 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 learner, or the programming is necessary to enable the learner to receive life-saving medical treatment.
- Parent or guardian input and consent are required before placement decisions are made. If parent or guardian consent is not obtained, the Individualized Education Plan will be implemented in the learner's school, home or other suitable location.

Transition planning

Learners experience significant transition points throughout their education. The transition process for a learner with diverse learning needs requires careful planning to ensure that the learner is supported.

Learners who feel safe, supported, and respected are more likely to build confidence, form strong relationships, and engage deeply in learning.

Trusting environments are essential to learner wellbeing and success.

Trauma informed transition practice necessitates that transitions be gradual, thoroughly explained to the learner ahead of time, and the learner must be given time to build a relationship with the new teacher before expecting full participation in programming.

Facilitating transitions for learners with inclusive education needs

The school administration, in collaboration with the school-based team, parent(s), caregiver(s) and/or guardian(s) and relevant Student Support Services personnel are responsible to ensure that all learners, including those with inclusive education needs, have planning for major transitions.

Transition team members should include:

- The learner's case manager
- Parent(s), caregiver(s) and/or guardian(s), and when appropriate, the learner.
- Teachers and Educational Assistant, both current and receiving.
- Student Support Services staff (if the learner is on an SSS caseload) both current and receiving.
- Yukon First Nation education and social service departments when there is such a transition for one of their citizens.

Transition from Child Development Centre to Kindergarten

The Child Development Centre (CDC) in collaboration with Department of Education facilitates a transition for the learner. A number of Yukon First Nations are also involved in supporting the transition of their citizens from CDC to kindergarten. Kwanlin Dun First Nation, as an example, has a prominent role in this. The CDC transition process ensures:

- parent(s), caregiver(s) and/or guardian(s) are well-informed about the programs and resources.
- a personal connection between parent(s), caregiver(s) and/or guardian(s) and the school.
- information is given to the schools to understand the learner's learning profile, current level of functioning in all areas, and successful strategies for the learner.
- that referrals for continuing support services are made in a timely manner.
- all needed equipment and training are available to staff before the learner enters school.

CDC timelines

October to December

- CDC begins transition planning for the following school year with parent(s), caregiver(s) and/or guardian(s).
- Parent(s) and/or guardian(s) must give written consent to CDC to share information about their child with Department of Education.

November

- CDC staff informs the Director, Student Support Services of the predicted number of learners by school catchment area.
 - Any specialized equipment, facility adaptations or specialized services/supports necessary will be identified.

January to April

- The CDC will submit the provisional lists of learners eligible for kindergarten transition to the Director, Student Support Services. The lists will include specific information about each child, such as:
 - the name and date of birth of child
 - a brief description of child's support needs
 - projected supports at school including projected Student Support Services consultants
 - the school that the child will most likely attend
 - any request for a CDC/School/Student Support Services case conference
- Student Support Services will notify the school administrators and superintendents/executive director which weeks will be reserved for spring transition meetings.

February to May

- Reciprocal visits may be made by:
 - Kindergarten teachers, LAT or administrators to CDC.
 - Parent(s), caregiver(s) and/or guardian(s) to receiving schools to meet with appropriate personnel.
 - Student Support Services staff to CDC.

December and March

- CDC parent, caregiver and/or guardian information meeting with Department of Education to present overview of:
 - Kindergarten program.
 - Multi-tiered systems of support
 - the role of the school-based team and the Student Support Services Service Delivery Model.

April 1

- CDC will notify the Director of Student Support Services of all CDC learners eligible for kindergarten transition.

May

- Director of Student Support Services informs administrators and superintendents/executive directors which learners will be entering their schools in the upcoming year.
- CDC case manager organizes and facilitates formal Kindergarten Transition Meetings for learners that may be identified as exceptional under the *Education Act* at the receiving school.
 - Participants include parent(s), caregiver(s), and/or guardian(s) and case manager, administrator, receiving teacher from the school, relevant CDC staff and consultants from Student Support Services.
 - Parent(s) and guardian(s) are given the opportunity to select who should be at that meeting. Student Support Services will appoint a staff member as the case contact. The following areas are addressed:
 - child's development status
 - child's projected educational needs and supports
 - initial development of the program plan.
- With parent or guardian consent, the CDC provides schools with learner-specific detailed Kindergarten Transition Reports, which includes recommendations,

current goals and visuals to help with the transition. These reports are filed at the school in a red confidential file.

September of transition into kindergarten

- School case manager monitors adjustment of each child.
 - This involves follow-up consultation from CDC and/or Student Support Services during the first couple of months.
 - School-based team and Student Support Services case contact will review learner progress and determine whether a formal referral for consultation form should be signed.

Transition of learners who have Individualized Education Plans

Transition of learners 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 learner's learning plan, programming and successful strategies. As much as is practicable, 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 learner's confidential file and the Individualized Education Plan. An Individualized Education Plan planning meeting should be scheduled following this initial review.

Transition of learners between schools within the 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 intent of the parent(s), caregiver(s) and/or guardian(s) to relocate within Yukon is known.

The receiving administrator arranges a transition meeting between the personnel from the sending and receiving schools, parent(s), caregiver(s) and/or guardian(s) and Student Support Services staff to assist in the transition. Student Education Files are exchanged as expediently as possible. The sending school ensures the case manager in Aspen is updated to reflect the case manager in the receiving school.

A new school year

By October 31st of each school year, school-based teams will identify learners with Individualized Education Plans who will be transitioning from one school to another in the next school year to begin transition planning. The sending school will notify the receiving school of incoming learners with Individualized Education Plans and will provide information needed to support a gradual transition and maintain continuity of programming. Each receiving school will identify a case manager to facilitate the transition of information and arrange an Individualized Education Plan meeting. Student Support Services staff will be invited as required. The transition plan that is developed may include orientation planning for the learner and parent(s), caregiver(s) and/or guardian(s) when applicable, a visit to the new school and/or with new support staff, and the development of learning goals to build functional skills and/or knowledge to support a positive transition to next year's school setting. Staff may find related forms on Yukon Education Hub YESNET SharePoint.

Transition of learners from elementary to secondary school

When learners with inclusive education needs move from elementary to secondary school, additional factors must be considered and the Student Support Plan and the Individualized Education Plan processes adjusted.

By November 1st, the elementary school administrator and/or Learning assistance teacher contact the secondary school regarding learners with Individualized Education Plans. A transition plan for entry to secondary school involves the learner, parent(s), caregiver(s) and/or guardian(s), 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
- Supports needed for learner success
- A fully updated learning plan (IEP or SSP) in Aspen which will be easily accessible to secondary school staff

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 parent(s), caregiver(s) and/or guardian(s) from

the elementary school accompany the learner. Learners may take a variety of work samples or a portfolio with them as a personal introduction of themselves to staff and learners in the new setting.

As part of planning for transition, learners should be encouraged to articulate their personal goals for post-secondary life. If applicable, this information forms part of the Student Support Plan and Individualized Education Plan process of planning for transition.

Learners and parent(s), caregiver(s) and/or guardian(s) 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.

Transition of learners from secondary school to adulthood

The Individualized Education Plan team facilitate the transition of learners on IEPs in secondary school to further training, work and life in the community. A transition plan should be developed collaboratively with the learner, 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 learner or parent(s), caregiver(s) and/or guardian(s) may have about the move to a new setting. IEPs may include transition goals.

Transition planning for learners leaving school must start early enough to ensure that the learner has the supports and services in place for the next stage. For some learners, this will require the involvement of other government departments such as Health and Social Services or community-based services such as Yukon University Learning Assistance Centre, Teegatha'Oh Zheh and Opportunities Yukon vocational supports, or others. Individuals from non-governmental organizations (NGOs) may be invited to become members of the Individualized Education Plan team for the purpose of transition. This assists the learner in becoming familiar with the programs as well as sharing information with the program's staff. The learner's IEP may contain transition goals.

Work experience

The career paths for learners with inclusive needs will be varied. For some, perhaps because of their interests or the nature of their inclusive education needs, an approach that includes extensive on-site training and the provision of technical aids may be required. Some learners 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 learners, including those who have inclusive education needs. Work experience activities should be individualized and documented in the learner education file and the Individualized Education Plan.

Learners with inclusive education needs should have access to all career education opportunities available to learners including job shadowing, career preparation, co-operative education and any other career program or activity.

Graduation pathways

Every learner's path looks different. The *Choose your path – Grad Planner Poster* illustrates possible pathways available to Yukon learners as they move toward adulthood.



Source: FNEC and Yukon First Nations Education Directorate. Choose your path – Grad Planner Poster. (2025). <https://www.yfned.ca/gradtools>

Evergreen Certificate

Department of Education is responsible for providing educational programs to learners with inclusive education needs who are working on replacement curricular goals in their educational plan and are unable to complete course credits required for any type of Dogwood diploma before they are 21 years old. Some learners with special educational needs can attain graduation credits and a Dogwood diploma, while others are working on individualized, personal development goals and objectives to improve their overall functioning skills and abilities for adult life.

The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma).

It is used to recognize the accomplishments of learners with disabilities or diverse abilities and an Individualized Education Plan, who have met the goals of their education program.

Although some learners may be unable to meet graduation requirements due to their disabilities or diverse abilities, the decision to follow a program leading to a School Completion/Evergreen Certificate should not be made prior to the end of 9th grade in preparation for 10th grade, as graduation programming including graduation credits begins in Grade 10. The learner's parent(s) or guardian(s) should be consulted on decisions regarding graduation pathways and provide consent to follow a pathway leading to an Evergreen Certificate. Before providing consent, it is important that learners and their parent(s), caregiver(s) and/or guardian(s) clearly understand that the Evergreen pathway represents the completion of personal learning goals but is not a graduation credential- specifically, the student will not graduate with the traditional Dogwood high school diploma. Some learners following an Evergreen pathway, may be enrolled in some curricular courses and obtain some graduation credits.

All learners at school age are entitled to an education program, whether or not that program leads to graduation. For learners pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they should have an Individualized Education Plan (IEP) that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an Evergreen Certificate should be issued. Parent(s), caregiver(s) and/or guardian(s) and, wherever appropriate, the learner are to be provided an opportunity to be consulted and to collaborate on the preparation of the IEP.

The case manager or school administration must consult with parent(s), caregiver(s) and/or guardian(s) prior to deciding on registering in courses and/or developing programming for 10th grade that would lead to a School Completion Certificate/Evergreen Certificate. During the consultation, school personnel must advise the parent(s), caregiver(s) and/or guardian(s) that a learner on this pathway will not meet the criteria to receive a Dogwood Diploma to graduate. This information must be stored in the learner's yellow Student Education File.

Guidelines for Evergreen Certificate

The Evergreen Pathway is one where a learner has replacement goals and learning objectives within their IEP.

The decision to pursue an Evergreen Certificate pathway should not occur before planning for the learner's grade 10 school year.

To be eligible to receive an Evergreen Certificate, learners must meet the following criteria, in addition to completing the goals and objectives in their Individualized Education Plan (IEP):

- Show evidence of participating in physical activity in school, home or the community.
- Show evidence of completing work experience or volunteer experience, which could be in school, supported work experience in the community or independent work experience; and
- Show evidence of a transition plan that outlines the post-secondary options considered and that describe the roles of work, leisure, family and support networks.

Once the learner is in grade 10, families must complete the Yukon School Completion Certificate Pathway Consultation form.

To access the form and for more information on graduation pathways, contact the Curriculum and Assessment team at First Nations Initiatives and Student Learning Division. curriculum@yukon.ca

More information about graduation requirements can be found online: [Find out what you need to graduate from high school | Yukon.ca](#)

Dogwood Diploma

Learners who meet the credit and course requirements receive a high school graduation diploma. Learners with a SSP or IEP may receive a Dogwood Diploma as long as they earn the required credits.

- English program learners earn the B.C. Certificate of Graduation (Dogwood Diploma).
- French Immersion and French First Language program learners can earn both:
 - a B.C. Certificate of Graduation (Dogwood Diploma); and
 - a Diplôme de fin d'études secondaires en Colombie-Britannique.

Adult Graduation Diploma program

A BC Adult Graduation Diploma (or Adult Dogwood) is available to people who:

- are 18 years old or older; and
- have not graduated from high school.

Learners can attend a public high school to complete the required courses for graduation if they are 21 years old or younger.

Learners need to get permission to attend a public high school to complete an Adult Dogwood if they are 22 years old or older.

See [Find out what you need to graduate from high school | Yukon.ca](#) on Yukon.ca to learn more about graduation diploma requirements.



4. Educator capacity and practice

Paraprofessionals

The School Administrator is responsible for the orientation of the paraprofessionals hired by their school. Student Support Services may provide presentations, host learning circles and workshops for paraprofessionals to orient them and build capacity. As a condition of employment, all new Educational Assistants must complete the Educational Assistant online learning module on [YGLearn](https://yglearn.gov.yk.ca/marketplace/courses/6179#/):

<https://yglearn.gov.yk.ca/marketplace/courses/6179#/> - Education Assistant Online Learning Module

Step-by-step instructions on how to register for this online learning module are available on the Yukon Education Hub YESNET SharePoint. School administrators are responsible for ensuring that paraprofessionals in their school complete this training.

The Collective Agreement outlines how Educational Assistants' levels of education affect increases in wage.

Learning assistance teachers

The School Administrator is responsible for the orientation of Learning Assistance Teachers. Student Support Services may provide presentations, host learning circles and workshops for Learning Assistance Teachers to orient them to lead school-based teams, consultation with Student Support Services and how to provide necessary school supports.

Yukon First Nations education professionals

Yukon First Nations and YFN affiliated organizations support a number of active professional roles working in schools and supporting indigenous students in and out of the classroom, providing culturally relevant supports to students. They form a critically important part of student supports. These include Education directors, managers, advocates, support workers, community education liaison coordinator, student support

coordinator positions, counsellors, therapists, tutors, and a range of cultural support roles.

Cultural competence

School staff are encouraged to take workshop offerings by the Department of Education's Student Learning and First Nations Initiatives Division to increase cultural humility and knowledge and further reconciliation. School authorities may provide additional educator training and development support to develop cultural competencies.

Supporting a safe work environment

Non-violent crisis intervention

Nonviolent Crisis Intervention; Imminent harm or serious physical injury.

Physically intervening with hands-on support to ensure the safety of learners is a last resort. Educators have a duty to protect the safety and wellbeing of learners by using developmentally responsive practices and following nonviolent crisis intervention approaches in which they were trained.

The Department of Education, across all three authorities does not use prescribed physical restraints or holds as a planned response to learner behaviour. If a learner shows recurring behaviour that creates an imminent and serious risk of harm to themselves or others, school teams must consult departmental NCI trainers immediately for guidance and support. Imminent danger means a behaviour that poses a real and immediate threat of serious physical injury or death.

Holds or restraints are not part of any learner's regular educational program. Preventing the need for holds or restraints requires proactive planning and collaboration among school-based teams, parent(s), caregiver(s) and/or guardian(s), Student Support Services consultants, and NCI trainers. **Any issue prompting educator use of hands-on, in response to perceived serious and imminent physical risk, should prompt an immediate review of the situation and actions of all involved.**

When practicable, Administrators should notify parent(s), caregiver(s) and guardians of the situation involving hands-on intervention. Administrators are required to notify their superintendent or executive director and NCI trainer so the situation can be reported and reviewed and alternative, safer solutions be generated.

Non-violent Crisis Intervention© training

Nonviolent Crisis Intervention (NCI) training provides the tools one needs to respond safely and effectively when learner behaviour becomes challenging. This training provides practical strategies for:

- Preventing escalation
- Using verbal de-escalation skills
- Making safe, respectful decisions in crisis moments
- Maintaining personal safety while supporting learners

Training ensures that schools have a consistent, safe approach to supporting learners that aligns with the Department of Education.

NCI is not just about handling crisis situations – it's about preventing them.

Who should take NCI training?

NCI training is strongly encouraged for all school staff, including educators, educational assistants, administrators and school office staff.

It is especially important for staff who:

- work directly with learners who have a school Safety Plan or a Behaviour Support Plan;
- are identified in a learner's plan as part of their support team; or
- regularly work with learners who have complex or challenging behaviours.

School administrators are responsible for making sure staff have access to NCI training as early as possible. Prioritizing the right staff for training helps ensure learner and staff safety. Recertification is required every two years.

NCI de-escalation principles for educators

The following principles reflect the Department of Education's expectations for how all Yukon educators manage and de-escalate learner behaviour in a safe, respectful and consistent way.

How staff respond matters. Staying calm and supportive helps learners de-escalate and keeps everyone safe.

The foundations

- Behaviour is communication - learners do well if they can.
- Behaviour influences behaviour - staff response matters.
- Use a team approach - prevention and early intervention are most effective.
- Use the integrated experience to match staff response to the learner's level of behaviour as indicated in the Crisis Development Model:

Learner behavioural level	Staff response
Anxiety (change in base line)	Be supportive, non-judgemental, empathetic
Defensive (verbal escalation)	Use directive and de-escalation strategies
Risk behaviour	Ensure safety – put in time and space interventions
Tension reduction	Rebuild calm and trust

For questions and support with Nonviolent Crisis Intervention de-escalation strategies, please reach out to your school administrator and Nonviolent Crisis Intervention trainer at studentsupportservices@yukon.ca. When you email, please also copy your executive director or superintendent.

Workplace Risk Assessments (WRA)

The Workplace Risk Assessment (WRA) is used when an incident of concern occurred indicating a learner's actions have been or may be at risk to staff. It is important to recognize that all concerns are valid and must be taken seriously. An incident is any out-of-the-ordinary occurrence including physical and/or verbal assault that may result in injury, property loss or damage or use of physical restraint involving a learner.

How to report a student-staff incident: a guide to Workplace Risk Assessment reporting

Workplace Risk Assessments (WRAs) ensure risks are taken seriously, staff are protected, learners are supported, and safety procedures can be put in place quickly. They create safer learning environments.

WRA incident reporting helps keep schools safe and is mandatory in all schools.

When do I complete a WRA?

Complete a WRA whenever a student's action poses – or could pose – a risk to staff. **If in doubt, report it.** The incident must be reported right away. This includes when a student's actions:

- Involve physical or verbal escalation
- Cause or could cause injury
- Cause property loss or damage
- Involve hands-on staff-learner interaction

Workplace Risk Assessment documentation

Documentation is needed to support helpful debriefing. It is critical to assess what has occurred and look for ways to prevent or minimize further occurrences. Timely documentation after an incident of concern is also key to provide prompt follow up.

Key areas to address in documentation are:

- Know what to document – use the 'WRA Incident Reporting Form' provided for documentation of incidents of concern
- Avoid delays – documentation of an incident should always be written as soon as possible after an incident occurs
- List the basic facts of the incident chronologically
- Be objective – stick to the facts you can observe/were observed
- Be accurate, concise and clear, without interpretation or judgment or ascribing motive

WRA debriefing

The COPING Model can be used to debrief an incident and aid in helping staff address all appropriate documentation of an incident. Ensure all employee(s) involved in the incident are included in the post-incident debriefing.

The COPING Model serves as part of post incident debriefing by ensuring that both the staff and the student debrief under the following conditions, as they are able to, and as is reasonable, and address the following areas:

Control – all staff and students are back under emotional and physical control

Orient – all staff and students orient themselves to the basic facts of the incidents

Patterns – all staff and students look for patterns in the incidents

Investigate – all staff and students investigate available resources/programming for assistance

Negotiate – all staff and students negotiate the plan, to mitigate risk and/or reduce eliminate future incidents.

Give – all staff and the students gain back responsibility by offering support and assistance.

WRA reporting: step-by-step guide

Step 1: Report immediately

Tell your school administrator about the incident right away.

Step 2: Complete the form

You and your administrator will fill out the Workplace Risk Assessment form together. The WRA reporting form is available on Yukon Education Hub YESNET SharePoint.

Assigning a level of frequency

When assigning a level of frequency, consider general workplace situation(s).

- **Low Frequency** indicates that the frequency of incidents is low (less than once a month or not at all)
- **Medium Frequency** indicates that the incidents occur at least once a month up to once a week
- **High Frequency** indicates that the incidents occur at least once a week up to once or more a day

Assigning a level of intensity

When assessing the level of intensity consider general workplace situation(s).

- **Low Intensity** indicates that there was no injury or a minor injury, such as a bruise or scratch
- **Medium Intensity** may include medical follow up for an injury such as a sprain

- **High Intensity** would indicate a severe injury requiring immediate medical attention

If the intensity and/or frequency is Medium or High, then a safety plan may be necessary.

Step 3: Address safety risks

If there's increased risk of injury, the school administrator must create safety procedures immediately. For support, we encourage school administrators to contact their executive director or superintendent.

Step 4: Submit the form

The school administrator must securely submit the completed WRA incident report within 1 week to the Director of Student Support Services AND the correct school authority lead.

Step 5: Record keeping

Copies of the WRA incident report must be stored at school in the Administrator's files. Administrators keep a record of incident reports.

A copy of the WRA will also be stored in the Student Support Services file system.

Determine whether a Worker's Compensation Board report should be filled out and filed

For questions about WCB, navigate to <https://www.wcb.yk.ca/> or call 867-667-5645 or toll free 800-661-0443 for general inquiries.

Important note – WRAs and VTRAs are distinct processes

Violence Threat Risk Assessment (VTRA) is **separate** from Workplace Risk Assessment (WRA) and is used to determine the seriousness of uttered threats or threatening behaviour. The VTRA process is outlined in the following pages.

If you have questions about a VTRA, speak to your administrator, area superintendent/ executive director and/or the Director of Student Support Services.

You may also find the [VTRA protocol online](https://yukon.ca/sites/default/files/edu-yukon-education-violence-threat-risk-assessment-protocol.pdf) at <https://yukon.ca/sites/default/files/edu-yukon-education-violence-threat-risk-assessment-protocol.pdf>

Safety plans

A safety plan is created in response to a learner who exhibits unsafe behaviour towards school staff. An incident of concern and/or identification of heightening behaviour levels are documented in a Workplace Risk Assessment. The assessment performed during completion of the WRA determines the need for a written safety plan.

If a learner has a safety plan, they must also have a behaviour support plan (BSP) (read more about this type of plan in Pillar 5's section on Learning Plans).

A safety plan includes detailed information pertaining to:

- key understandings about the learner
- identification of pre-cursor behaviours and staff responses to identified behaviours

The safety plan:

- Must be reviewed after every event that requires a Workplace Risk Assessment.
- Must be reviewed regularly by the learner's Safety Plan team members.
- Must be noted in school-based team notes and each original copy of the learner's safety plan must be kept in their yellow Student Education File and saved in Aspen according to prescribed naming conventions.
- Must be kept in a working file in the learner's classroom, accessible for review by all team members (current version)
- Must be reviewed and signed by the parent(s) or guardian(s), all staff working with the learner and the administrator.
- Should prioritize/default to minimal physical contact.
 - If physical contact is part of the safety plan it must be reviewed and approved by the area superintendent or executive director and the Manager of Student Support Services.
 - All updates must be sent to the Area superintendent/executive director and the Manager of Student Support Services.
- Should include:
 - how the learner looks/acts when regulated

- how the learner looks/acts when starting to elevate: precursors, and how staff should respond
- how the learner looks/acts when elevated and the safety plan should be enacted and how staff should respond
- how the learner looks/acts when returning to baseline and how the staff should respond to repair the relationship and encourage regulation.

The Safety Plan template is available on Yukon Education Hub YESNET SharePoint.

As mentioned above, the Safety Plan is filed in the yellow Student Education File and is uploaded to Aspen per workflow instructions available on Yukon Education Hub YESNET SharePoint. If a Safety Plan is in place, it must be reflected in the naming convention in the plan details area within Aspen's Student Services view.

Violence Threat Risk Assessment Protocol

The Department of Education's Violence Threat Risk Assessment Protocol remains an active protocol and will be updated as training and agreements are updated.

The Department of Education's Violence Threat Risk Assessment Protocol sets out the agreement among the Department of Education, the Department of Health and Social Services, the Department of Justice, the RCMP, and Yukon University about how to respond to threats in Yukon schools and communities.

This protocol is used in response to when threats are made by any learner in which the threat is of violent nature, or which poses a potential risk to other learners, staff and/or other members of the community.

This protocol provides school-based and extended teams with information for assessing violence and dealing with high-risk learner behaviours.

The Violence Threat Risk Assessment is filed in the student's confidential red file, and a copy is sent to the Director of Student Support Services.

To see the [VTRA protocol](https://yukon.ca/sites/default/files/edu-yukon-education-violence-threat-risk-assessment-protocol.pdf.pdf), please go to <https://yukon.ca/sites/default/files/edu-yukon-education-violence-threat-risk-assessment-protocol.pdf.pdf> or you can email studentsupportservices@yukon.ca.

Response to critical incidents

A Critical Incident is any situation faced by an individual which causes them to experience unusually strong emotional reactions, and which has the potential to interfere with their ability to function, either at the time of the incident, or later.

Critical incidents affecting a school community include incidents that occur during the school day on school property or school related events that occur after hours or away from school property.

The physical and mental safety of the learners and staff is the priority when responding to any critical incident.

The “Response to Critical Incidents” outlines how schools respond to these situations.

- Generally, the administrator acts as the leader in collaboration with school staff, the School Based Critical Incident Response Team, Senior Leadership, and staff, as required, from the Student Wellbeing and Inclusion Division.
- It is the administrator’s responsibility to ensure that adequate, culturally sensitive support is provided to staff and learners.
- It is the responsibility of the administrator to ensure that these guidelines are reviewed with the School Based Critical Incident Response Team on an annual basis and kept in an accessible binder.
- For more information and support, administrators may contact the Director of Student Wellbeing and/or the school community consultant.

Procedures for preventing and responding to harm by adults

All adults who interact with learners through school activities have an obligation to protect learners from harm. These procedures enhance the protection of learners and clarify the roles and responsibilities of adults that interact with learners by virtue of school activities. The more structure and accountability there is around contact with learners, the less likely a potential or actual offender will have opportunities to groom, harm, and/or commit sexualized or other unlawful offenses against learners in our care, while engaged in school activities.

It is the responsibility of all employees and adults who interact with learners through school activities adhere to the procedures that relate to the Preventing and Responding to Harm by Adults Policy.

For more detailed information on related procedures contact Area superintendent or school board executive director.

Mandatory Duty to Report

Subsection 168 (n) of the *Education Act* provides that every teacher must report to the administrator and to the proper government official responsible for child welfare that a child is in need of protection when there are reasonable grounds to believe that the child is in need of protection.

Subsection 169 (o) of the *Education Act* provides that an administrator must report to the director or superintendent/executive director and to the proper government official responsible for child welfare that a child is in need of protection when there are reasonable grounds to believe that the child is in need of protection.

In the [Child & Family Services Act](#) (CFSA), Part 3 Section 22 (1) A person who has reason to believe that a child is in need of protective intervention shall immediately report the information on which they base their belief to a director or peace officer. In Yukon's *Child & Family Services Act*, a "director" means a child protection social worker at Family and Children's Services (FCS). "Peace Officer" in this context means an RCMP officer.

Nothing in this Preventing and Responding to Harm by Adults Policy or related procedures interferes with the duty to report.

If you believe a child is in immediate danger or your report is an emergency, call 911. To report your concerns to a child protection social worker, call Family and Children's Services at 867-667-3002, 24 hours per day, 7 days a week. In communities dial 1-867- 667-3002 or contact your local RCMP.

Whitehorse RCMP can be reached at 867-667-5555. In communities, contact your local RCMP detachment.

Form can be found on Yukon Education Hub YESNET SharePoint. For more information or guidance, contact Area superintendent or school board executive director.

Anaphylaxis staff training

This training is mandatory for all staff working directly with a learner who has an identified allergy in which untreated, results in anaphylactic shock. Staff must be

trained in the emergency response planning including administration of medication needed to keep the learner alive.

This training must be updated with school staff members every year. Schools must identify these certified people(s) or trained designate(s) to respond directly to these learners in the event of anaphylactic shock.

This information must be submitted to superintendents or executive directors by September 29 or the last school day of September of every academic year.



5. Learner autonomy and wellbeing

The Department of Education is committed to an inclusive philosophy and practice that welcomes all learners and provides learning opportunities appropriate for diverse strengths and needs. Meaningful partnerships within Department of Education and with parents, caregivers and/or guardians and non-governmental organizations encourage collaboration to maintain a quality education system.

Learner autonomy

Process for “determination of special educational needs”

Learners may present with an exceptionality or a substantial disability which means they require and are entitled to specific support in the area of inclusive education.

In the Yukon, the *Education Act* guides the processes to support unique learner needs. The Act outlines rights, responsibilities, and the collaborative process to create and review IEPs. The need for inclusive education supports (and an IEP) may be assessed at any time. The process of identifying this need focuses on the impact of the area of special need on the learner’s functioning in an educational environment.

Individualized Education Plans (IEPs) are governed by Yukon legislation, which indicates five domains of exceptionalities. The *Education Act* states that:

15(1) Students who, because of intellectual, communicative, behavioural, physical, or multiple exceptionalities are in need of special education programs, are entitled to receive a program outlined in an Individualized Education Plan.

- A determination of special educational needs identifies eligibility for an Individualized Education Plan and, if eligible, what its focus should be.
- Special Education, including the processes for determining special educational needs and entitlement for Individualized Education Plans, is legally defined and found within Division 2 of the *Education Act*
- This determination is the outcome of a collaborative formal school-based team (SBT) process including parent(s), caregiver(s) and/or guardian(s), school

administration, and professional staff, after referred consultation and any needed assessments as determined by Student Support Services specialists.

- Parent(s) or guardian(s) may request a 'determination of special educational needs' for their child through communicating with the school administrator or learning assistance teacher. By doing so, they recognize that they will need to participate within the determination process by attending meetings, providing information, and participating in possible assessment
- School staff need to provide information so parent(s) or guardian(s) can make an informed decision about having an IEP for their child or some other type of support. An IEP cannot be created without parent or guardian consent and consultation.
- To meet school-based consultation requirements, consultation with at least one parent or guardian is necessary when a learner has more than one parent or guardian.
- The school-based team record that documents the criteria, considerations, and decision that clearly states if the learner currently does or does not have special educational needs is filed within the learner's red confidential file.

New Individualized Education Plans

The IEP must be developed and implemented within 60 days after a parent or guardian has provided signed consent for the development and use of an IEP, which can only occur after the process of determining special educational needs has finished and special educational needs have been found and clearly defined. of signature confirming parent or guardian consent to create a new IEP, after the learner is identified as requiring an Individualized Education Plan.

The Individualized Education Plan is implemented in the least restrictive and most enabling environment, which in most cases, is an inclusive classroom.

Program support and implementation can include:

- Essential supports or adaptations to make the learning environment more accessible.
- Alternate approaches to instruction and/or evaluation.
- Use of adaptive/assistive technologies.
- Replacement learning goals and objectives for general curriculum
- Changes to general curriculum to provide accessibility to content and learning objectives.
- Provision of support services as needed

Case managers can access the consent for new Individualized Education Plan form on Yukon Education Hub YESNET SharePoint. The signed consent for new IEP form is sent by the learner's case manager to Student Support Services to be processed, following the instructions on the form itself.

Once Student Support Services has confirmed the Yukon IEP designation has been assigned in Aspen, the case manager can renew the learner's existing SSP (if they have one) to create the new IEP. Naming conventions must be followed. More detailed workflow guidance on creating IEPs can be found on Yukon Education Hub YESNET SharePoint.

Discontinuing Individualized Education Plans

In some circumstances, an IEP may no longer be required or desired. If a learner needs only minor adaptations, has unmodified learning outcomes, and requires limited support, the school-based team may consider reviewing the Yukon IEP designation to ensure it is still benefiting them.

If a school-based team, including the parent(s) and/or guardian(s) (and the learner if appropriate), feel it is in the learner's best interest to discontinue an Individualized Education Plan, the decision must be documented on the 'Discontinuation of an Individualized Education Plan' form. This consent form is available on Yukon Education Hub YESNET SharePoint and must be signed by a parent or guardian.

Once the information is received by Student Support Services, Student Support Services staff will discontinue the learner's Yukon IEP designation in the student information system, assigning an end date based on the date of the signature on the consent document.

Yukon Education Appeal Tribunal process

Sometimes school staff and families have unresolved disagreements about inclusive education services. A dispute-resolution process has been identified to ensure the concerns of families are heard and addressed when specific decisions have been made that the family disagrees with.

Parent(s), caregiver(s) and/or guardian(s) and/or the learner may consider following the Education Appeal Tribunal process where there is a disagreement with:

- A request by the parent(s) or guardian(s) to determine if the child has special educational needs
- The decision made whether the child has special educational needs
- The Individualized Education Plan made for the child
- Implementing the Individualized Education Plan outside of an inclusive classroom setting
- Implementing the Individualized Education Plan in a school where the child would normally not attend
- Any costs related to implementing the Individualized Education Plan

Visit Yukon.ca for information on how to [submit an appeal](#) to the Education Appeal Tribunal. Please note, this is a time-sensitive process needing to be done within 14 days of the decision for which there is a disagreement.

The Education Appeal Tribunal hears education appeals. The tribunal functions as a board independent of the government, hearing appeals under the authority of section 157 of the *Education Act*. The tribunal may hear appeals of decisions made by departments, schools or school councils, including decisions affecting learners with inclusive education needs.

To determine the outcome of an appeal, the appeal tribunal considers the educational interests of the child, the impact on all other learners and any other relevant factors. The tribunal's decisions are final and legally binding.

The tribunal process can be slow and stressful for families and school staff. All members of the school-based team are encouraged to collaborate to find resolutions to support learners if possible.

Visit Yukon.ca to learn more about the [Yukon Education Appeal Tribunal](#).

Considerations around special or inclusive education needs

Special education needs are defined in the *Education Act* to be:

- intellectual
- communicative
- behavioural
- physical
- a combination of one or more of the above

Special educational programming and eligibility for it is different between jurisdictions. Unlike most other educational jurisdictions in Canada, the Yukon's education system does

not use categorical criteria for IEPs. As such, learners transferring to Yukon schools who have special education documentation and/or programming from another jurisdiction should have their past assessments, programming, and current functioning reviewed to determine if the learner's educational profile fits within the Yukon's legal definition of special educational needs.

The ongoing choice to remain non-categorical reflects a local value of supporting learners using a wholistic lens. Learners are not easily divided up by category, and many Yukon families resist using labels for their children. Instead, school-based teams assess a learner's personal strengths and functional challenges to provide school-based supports regardless of any diagnosis or potential label. As part of the school-based system, a Student Support Plan or a Behaviour Support Plan may be created to outline educational programming and supports when there is no clear special educational need or consent for an Individualized Education Plan.

As a categorical system is not used, the following section explains the general domains of special educational needs within the Yukon. We have included this information, which aligns with the *Education Act*, to help identify learners who require inclusive education programming in the Yukon.

Intellectual special educational needs

Intellectual special educational needs are determined primarily through psychological assessments. An assessment and/or a review of a past assessments, including at least intellectual and adaptive functioning measures and observations and/or interviews about current functioning, completed by a psychologist is usually required as part of the determination of special educational needs within this domain. Intellectual special educational needs may be determined if a learner experiences substantial functioning challenges within a school setting because of a significant intellectual difference that is unusual in the general population (e.g., extremely low, extremely high, or extremely asynchronous). Intellectual special educational needs can range from mild to profound, and as such different types of support and programming is needed for learners whose educational needs are captured within this domain. If an Individualized Education Plan is created because of this type of special educational need, understanding the learner's intellect and development of everyday skills is important to create appropriate goals, objectives, and strategies across different areas (e.g., social, problem-solving, communication, safety, academic skills).

Communicative special educational needs

Communicative special educational needs are challenges that substantially interfere with a learner's ability to communicate (e.g., understand incoming communication and/or provide communication to others) that are unlikely to improve over time and are not related to cultural differences or additional language acquisition. This type of special educational need is typically determined through a variety of assessments done by medical practitioners, speech-language pathologists, psychologists, and/or specialized diagnostic clinics. A learner with a communicative special educational need will experience clear functional challenges with communication that interferes with education and/or quality of life (e.g., substantial impairments in social communication, oral receptive and/or expressive language, and/or written receptive and/or expressive language). Learners may use essential assistive technology (e.g., AAC, visuals) and receive ongoing support from Student Support Services consultants. Learning plans created because of this special educational need should include communication-related objectives and strategies.

Behavioural special educational needs

This domain of special educational needs refers to persisting severe behavioural and/or severe mental health challenges that affect the learner's ability to function at school. Licensed medical practitioners (e.g., pediatrician, psychiatrist) and/or psychologists are most likely to be involved with determining of this type of special educational need. Temporary environmental stressors, potential physical or developmental problems, medication changes, and/or other potential underlying reasons leading to visible behaviour problems (e.g., intellectual and/or communicative challenges) should be reviewed during the determination process to ensure that behaviours are not secondary to a different special educational need (e.g., intellectual or communicative), are temporary, or are easily resolved through communicating with parent(s), caregiver(s) and/or guardian(s) and/or the learner. An Individualized Education Plan created for a learner with this type of special educational need should include specific goals, objectives, and strategies related to individual emotional/ behavioural learning development.

Physical special educational needs

Physical special educational needs result from a learner's physical differences that make it very challenging if not impossible to function and/or participate in general school activities without essential supports. A determination of physical special educational needs may

include information from medical practitioners (doctors, audiologist, optometrist), consultation and/or assessment from appropriate Student Support Services specialist teachers and/or consultants, and information about the learner's current functional ability. Often, a learner has a diagnosis related to their physical impairment, which may include movement and/or mobility issues related to a nervous system impairment, a musculoskeletal condition, vision, hearing, or another severe chronic health condition. Importantly, a medical diagnosis, by itself, does not determine the need for inclusive educational services but rather it is essential to determine the learner's functional abilities and how the learner's education is affected by the physical or health-related condition. Part of a learner's educational plan may include different learning and/or topics focused on specific physical needs (e.g., exercises, use of equipment, self-advocacy, mobility).

Physically dependant

A learner with dependent needs is completely dependent on others for meeting all major daily living needs. They will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene.

Without such assistance and personal care support, attendance at school would not be possible. Some learners are born with conditions or disabilities that make them dependent, while others acquire conditions or disabilities. For some learners, increasing independence as they learn and grow is a reasonable expectation. For others, decreasing independence may occur due to degenerative conditions or terminal illness.

Deaf or hard of hearing

A learner considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss that results in a substantial educational difficulty. A learner who is deaf or hard of hearing has an audiological assessment by an audiologist that affirms a bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant. Learners with a diagnosis of central auditory processing dysfunction are not considered deaf or hard of hearing unless there is an additional diagnosis of peripheral hearing loss.

Blind and low vision

Visual impairment refers to a range of vision-related conditions that significantly affect a learner's ability to access learning without adaptations. This range includes blindness, legal blindness, partial sight, low vision, and cortical visual impairment. For educational

purposes, a learner with a visual impairment cannot comfortably participate in everyday learning activities, even with corrective lenses, unless appropriate adaptations are provided. Without adaptations to teaching methods, materials, and the learning environment, learners cannot fully participate and risk being excluded from meaningful educational experiences. This definition does not include learners with visual perceptual difficulties unless they also have a diagnosed vision loss as described above.

Learners with low vision require either a Student Support Plan (SSP) or Individualized Education Plan (IEP) if, in the opinion of an ophthalmologist, optometrist, orthoptist, or the Visually Impaired Program at BC Children's Hospital, the learner's functioning meets one of the following criteria:

- Visual acuity of 6/21 (20/70) or less in the better eye after correction
- Visual field of 20 degrees or less
- Any progressive eye disease with a prognosis of meeting one of the above within the next few years
- A visual problem or related visual stamina issue that is not correctable and results in functioning as if visual acuity is limited to 6/21 (20/70) or less

Deaf and Hard of Hearing with Visual Impairment

A learner with "deaf blindness" has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills. To be considered deafblind the learner's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss.

Multiple special educational needs

Sometimes learners have more than one type of special educational need (intellectual, communicative, behavioural, and/or physical) formally identified that requires functional support at school. Usually, because of the complexity of the learners needs, multiple professionals and consultants have been involved with various types of assessments, treatments and interventions, and other specialized services to help with the learner's functional development and quality of life.

Learning plans

Using universal design for learning and differentiated instruction in the classroom may not be enough to meet the needs and learning goals of every learner. Some learners experience unique learning difficulties. For some learners the goals and objectives of grade level curriculum are not challenging enough. Learners with inclusive education needs may require additional program planning to meet their unique needs.



A learning plan is a collaborative document used to plan supports and strategies to help a learner meet their maximum potential. Learning plans are organized by a staff member at the school—often a Learning Assistance Teacher or other case manager chosen by the principal/administrator.

Learning plans outline the specific supports that will be used to help them access learning, and in some cases set out specific learning goals. Learning plans are created with the learner (when it makes sense), their family, classroom teachers, support staff, and any other professionals who help them. Everyone works as a team to help ensure they get the support they need to succeed as learners.

There are three types of learning plans:

- Student Support Plan (SSP)
- Individualized Education Plan (IEP)
- Behaviour Support Plan (BSP)

Plan Alert in Aspen



Plan Alert

- Learners who need a learning plan (SSP, IEP, BSP) are enrolled in Aspen’s Student Services view, so that a plan shell can be created.
- When a learner has an active learning plan (SSP, IEP, BSP) a Plan Alerts notification will be visible on the student profile.
- Learners should only be enrolled in Student Services view if they require a plan to support their access to learning and the curriculum.
- Some learners with learning plans may also have health or medical support needs. A learner with a medical diagnosis does not necessarily need a learning plan.
 - In Aspen, learners with a medical diagnosis who also need a learning plan will have a Plan Alert icon to reflect the presence of a learning plan, and a Health or Medical Alert Icon to reflect their Health or Medical Alert status.
 - Some learners with a medical diagnosis only need a medical plan. These learners will not be enrolled in Student Services view and will not have a Plan Alert icon because they don’t have a learning plan.
 - See information on Health or Medical Alerts in the section on supporting learners with health and medical needs (it is the next section in this document).

Competency-based learning plans (SSP, IEP)

Student Support Plans (SSP) and Individualized Education Plans (IEP) focus on the specific supports a learner needs to be successful. These learning plans doesn’t include every detail of their school program—just the areas where extra help or changes are needed.

The curriculum used in schools across BC and the Yukon is designed to support all learners.

This new learning plan format connects directly to the BC Curriculum by focusing on Core Competencies (like communication, thinking, and personal/social skills) and Curricular Competencies (skills specific to each subject). The goal is to create a plan that uses positive, growth-focused language and includes the learner’s voice as much as possible.

At the heart of this approach is learner agency—helping learners take an active role in their learning—and self-regulated learning, where learners learn to set goals, reflect, and

make choices. This format encourages learners to be involved in creating their IEP or SSP and helps connect their learning to the skills they need for life.

Components of the competency-based learning plan

Note: Components of the competency-based learning plan template may shift over time as practices across BC and the Yukon evolve. This template is used across all BC and Yukon schools.

If the learner has a Yukon IEP designation, their plan will print with the title “Individual Education Plan”. If the learner does not have a designation, it will print with the title “Student Support Plan”. Differences in the plan types are articulated later in this section.

Student Details

Date plan is printed	Page 1 of 2	First Name Last name (HR #)
	Individual Education Plan 2025-2026	
	Name	
	PEN : 12345678	School name
	Date of Birth : Month DD, YYYY	School address
	Grade : ##	
Student Details		
	Primary Designation :	Yukon IEP — Yukon Individual Education Plan
	Additional Designations :	
	IEP Date :	
	Parent/Guardian Consultation :	<input type="checkbox"/>
	Parent/Guardian Consulted Date :	
	Case Manager :	

Most of the “Student Details” section is auto populated from the learner’s information in Aspen, where the learning plan is created.

Student Support Team

Student Support Team	Role

While a learner may have many members on their school-based team, in the learning plan template, the individuals listed in the Student Support Team area are those who have an active role during the learner’s school day.

The **Student Support Team** in the competency-based learning plan template should include the:

- Learner (if developmentally appropriate)
- Parent(s)/guardian(s)/caregiver(s)
- Classroom teacher
- Educators who provide direct support and regular instruction
- Administrator

Student Profile and My Learning Profile

Student Profile
<p>My Interests :</p> <p>Location of Evidence :</p>
<p>My Learning Preferences :</p> <p>Location of Evidence :</p>
<p>What You Need To Know About Me :</p> <p>Location of Evidence :</p>

My Learning Profile			
<input type="checkbox"/> Thoughts from my team	Communication <i>How I communicate and collaborate.</i>	Thinking <i>How I think, reflect, and problem solve.</i>	Personal and Social <i>How I take care of myself and others.</i>
My Strengths			
My Stretches			

My Focus Area This Year <i>These learning domains can inform the IEP development in these core competency areas</i>	□	□	□
	Core Competency Connections  Communicating Collaborating	Core Competency Connections  Creative Thinking Critical and Reflective Thinking	Core Competency Connections  Personal Awareness and Responsibility Positive Personal and Cultural Identity Social Awareness and Responsibility

The Student Profile and My Learning Profile are created during the first phase of the creating a plan, when the team gathers information about the learner’s strengths, needs, and experiences. If the team is quoting the learner, they will use first person and quotations. If sharing thoughts from the team, this will be indicated and third person will be used.

These sections help paint a clear picture of how the learner is doing right now. They also help educators and support staff build strong relationships with the learner, understand how they learn best, and identify ways to support their social, emotional, and academic growth. This information guides the development of meaningful goals that reflect the learner’s unique path.

Strengths-based language should be used in the strengths and stretches section. For example, instead of saying a learner “struggles to make friends,” one could say they are “learning to start conversations and find people to sit with at lunch” (or details that are relevant to that individual learner).

Supports and Plans

Supports and Plans		
Essential Supports		
Universal Classroom		
Supplementary Plans		Date

This section outlines the supports that help the student fully participate in learning. These include:

Universal supports—strategies and tools that benefit all learners. Educators can identify which universal supports that best support a particular learner. Not all universal supports used in the classroom need to be listed in the plan.

Essential supports—specific adaptations or services needed for the learner to access learning materials, teaching approaches, or assessments.

Some learners may only need universal supports especially if working at or near grade level. Learners with a Student Support Plan will have mainly universal supports and possibly a limited number of essential supports identified. Learners with an Individualized Education Plan are likely to have more essential supports identified. Essential supports should be personal, and learner specific. Essential supports are the supports that are necessary for the learner to be successful in the current school year.

Goals

In the competency-based learning plan format, goals and objectives are built around the Core Competencies or Curricular Competencies from the BC Curriculum. These goals are designed to support the learner’s strengths, interests, and learning needs. “Core competency placemats” are available on Yukon Education Hub YESNET SharePoint to help case managers develop goals that best reflect the learner profile.

Core competency goals

Core Competency Goals	
<i>Objective</i>	<i>Strategy</i>
<i>Objective</i>	<i>Strategy</i>

All learners with a Yukon IEP designation will have at least 1 goal based on BC’s Core Competencies. Core competency goals are chosen to reflect the learner’s strengths and needs. Learners with a SSP may or may not have core competency goal(s) identified.

Curricular goals

Curricular Goals		
Big Ideas		
Area of Learning		
	Replacement Goal	Teacher Responsible :
Learning Standards		

Learners who are meeting grade-level curriculum outcomes usually don't need curricular goals in their learning plans. However, curricular goals can be identified when they are needed. There are two categories of curricular goals:

Supplemental Goals: These support learning beyond the regular curriculum. They may focus on literacy, numeracy, enrichment, or may be developed with supports like Occupational Therapy, Physical Therapy, or Speech and Language. Supplemental goals may be included in a SSP or an IEP.

Replacement Goals: These are typically used only for learners with diagnosed intellectual disabilities when grade-level curriculum is not accessible. These goals help create entry points for learning and inclusion for learners with an IEP.

Before using Replacement Goals, the team should first assume the learner is capable and explore all supports. Replacement Goals should only be added when assessments and experience show they are necessary. This decision should be made by the whole school-based team—including the learner and their family.

Objectives

This part of the plan focuses on what we observe and measure to understand how the learner is progressing. Objectives are short-term learning goals that help the learner build skills and confidence toward a broader, long-term goal based on the BC Core Competencies. Objectives should be measurable and achievable within the school year.

Strategies

This section describes the learning activities, supports, and how school-staff and other support people will help the learner work toward achieving their goals. Strategies identify how the support team works together to support the learners' growth in ways that match their strengths, needs, and learning style. Strategies may include:

- Instructional strategies: Methods teachers use, such as differentiated instruction, collaborative projects, or inquiry-based learning.
- Learning/academic strategies: Techniques students use such as self-monitoring, paraphrasing, mind-mapping or peer teaching.

In summary, objectives break a goal down into steps, and strategies describe what educators and learners will do to accomplish the objectives.

Additional Comments

Additional Comments

The Additional Comments section is a flexible space where the learner’s team can include any helpful information that supports the learner but does not fit into other parts of the IEP/SSP template or Aspen (MyEducationBC). While this section is optional, it can be used to share insights, context, or notes that help everyone better understand and support the learner’s unique learning journey. Overly sensitive or confidential information should not be included here.

Note: Not all learners with learning plans will need all types of goals and/or supports.

As the transition to competency-based learning plan continues, guidance concerning learning plans will be issued on an ongoing basis by Student Support Services to identify current understandings of best practice around competency-based IEPs and SSPs. Contact SSS for the most up to date guidance on writing learning plans with a competency-based lens.

Read more about competency-based learning in Pillar 3.

What is the difference between a support and a strategy?

Supports and **strategies** are both used to help learners succeed, but they differ in purpose, implementation, and level of personalization.

- **Supports (resources and services)** are the resources, tools, services, or environmental adjustments provided to a learner (e.g., technology, low stimulus environment, extra time).
- **Strategies (methods and approaches)** are the methods, techniques, or approaches used by educators to help a learner reach their learning goals (e.g., scaffolding, chunking material, specific reading techniques). Strategies are the "how" of teaching or learning, used to actively engage students and improve their proficiency.

Educators (including Educational Assistants) are not to be listed as “supports.” A separate process is used to determine the need for paraprofessional support. In the case

where a learner has an assigned support person, they may be listed in the Student Support Team.

If a learner has a diagnosis, should this be communicated in their learning plan?

Student information must be managed in accordance with the Education Act and the [Access to Information and Protection of Privacy Act](#) (ATIPPA). Schools must follow the Act's principle of limitation (limiting collection/use), which dictates that organizations must only collect, use, or disclose personal information that is necessary for clearly identified, reasonable purposes. It may be helpful to include limited diagnostic information in the Additional Comments section of a student's learning plan. This information may only be included if disclosed voluntarily by parent or legal guardian, and they give express permission for it to be entered into their child's learning plan. Record of discussion granting permission to include diagnosis information in a learning plan must be entered in the Activity Log.

Details must be kept limited and purposeful. If the decision is made to include this information about a learner, it should be entered in the Additional Comments box. Example wording: "Learner has a diagnosis of Autism. See assessment report in the red confidential file."

If more detail is needed, learner-specific presentations can be listed in the "What you need to know about me" section. Example: "Student is learning to read social cues and avoids bright lights and loud noises."

A learning plan is not the place for a summary report of a learner's diagnosis and recommendations. A summary report may be created and placed in the red confidential file. Assessment report recommendations should be considered when identifying supports and writing goals, objectives and strategies.

When are SSPs and IEPs used to support learning?

For learners who do not have a Yukon IEP designation or those who may never be designated but would benefit from a documented support plan, a Student Support Plan (SSP) can be created.

SSPs are useful when the school-based team and family agree that a documented plan would help clarify classroom supports and identify any other ongoing strategies and supports that could help the learner. Many learners only need a few supports, which can be recorded in the Universal and Essential Supports section of a SSP. Learners with more complex needs will likely need more detailed plans in the form of an IEP.

SSPs are often created during the referral process. Some learners who go through the referral process will receive a Yukon IEP designation after a 'determination of special educational needs' is made following the school-based team process. Importantly, a SSP can be transitioned into an IEP once a Yukon IEP designation has been assigned. This is because the SSP and IEP plans use the same template. SSPs contain less content than IEPs, but once an IEP designation has been made, the existing SSP can be built on. This ensures timely support and avoids delays while waiting for formal designation.

If a learner needs an individualized program, a SSP should be created and implemented before specialized assessments are requested or a 'determination of special educational needs' is made. If a learner requires replacement goals (well below curricular level), a Yukon IEP designation should be considered following the determination of special educational needs process outlined at the beginning of this section.

After the determination is made and consent to create new IEP is obtained and forwarded to Student Support Services to be processed, the learner is assigned a Yukon IEP designation. All learners designated with a Yukon IEP designation must have an Individualized Education Plan (IEP).

Student Support Plan (SSP)

A Student Support Plan (SSP) is a written plan that describes how a learner will be supported in their learning at school. This type of learning plan is for learners who do not have a Yukon IEP designation but still need personalized support.

The SSP helps learners access the curriculum by identifying important information about the student and learner profile and identified universal and essential supports. Strategies to support learners with learning style differences or diagnosed disabilities may be required for all classroom situations and are not subject specific. A SSP may identify enrichment strategies. In some cases, SSPs may contain core competency goals and or supplemental goals curricular goals. Core competency and curricular competency goals are not a requirement for this type of plan. If including goals in a Student Support Plan,

the school team can determine the level of detail they feel is appropriate to represent goal(s) and associated any objectives and strategies. A Student Support Plan only includes sections of the plan template that are needed to help the learner to be able to perform at curricular level of their peers.

The length of a Student Support Plan can vary. The duration can be short (for example, 3-6 weeks for a skills gap reacquisition and re-teaching) or, more commonly, ongoing (e.g. outlining ongoing support strategies that support the student's learning).

The Student Support Plan is reviewed and updated as required, typically at least once a year.

The key to the success of a Student Support Plan is ongoing and open communication between the learner, parent(s), caregiver(s) and/or guardian(s) and teacher. The parent(s), caregiver(s) and/or guardian(s) and learner should have a clear understanding of:

- the learner's strengths in the various subject areas in relation to the grade level or learning standards.
- Most the strategies the teacher will use to enhance learner outcomes or add breadth and depth to the learning experiences.

The number of strategies should be minimal to ensure realistic implementation for both the learner and the teacher. It is important to balance what is necessary for the learner'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 Support Plans are expected to be implemented as they are written. The section of the Student Support Plans delineating instructional strategies and goals are kept in the teacher's day plan book for quick reference, updating and for use by a substitute teacher.

A record of communication with parent(s), caregiver(s) and/or guardian(s) is made in the Log top tab of the Aspen student information system. The final version of the plan is filed in the learner's yellow file section of the Student Education File at the end of the school year.

If a learner has met any identified goals and no longer requires the identified supports to meet grade-level learning standards, the Student Support Plan has been completed. School-based team notes the final decision in meeting minutes, and place in the red confidential section of the Student Education File. The parent(s), caregiver(s) and/or

guardian(s) will be informed that the learner no longer requires a Student Support Plan. A strategy to monitor learner progress is developed for the following term.

Related forms, templates, and workflow guidance and are available in Yukon Education Hub YESNET SharePoint.

Individualized Education Plan (IEP)

Individualized Education Plans (IEPs) are defined by the *Education Act*.

An Individualized Education Plan (IEP) is a document that outlines an educational program for a learner as determined by a school-based team. An Individualized Education Plan may be developed for a learner who has been identified as exceptional, and who has been deemed by the school-based team (SBT) to require inclusive education programs. The learner may require essential equipment and/or services to achieve learning expectations and/or have learning expectations that replace the learning standard set out for a particular grade level in the BC/Yukon curriculum.

Individualized Education Plans (IEPs) are defined by the *Education Act*.

The process to identify the need for an IEP through a school-based team process is identified in the section of this document called “Determination of special educational needs.” The need for special educational programming may be considered at any time. The process of identifying such need focuses on the underlying reasons the learner is experiencing challenges and the learner’s ability to function in an educational environment. An IEP requires parent or guardian consent for initial development and ongoing consultation with parent(s), caregiver(s) and/or guardian(s) for the duration of the IEP.

The *Education Act* says that an IEP should outline

- the learner’s unique learning goals and objectives
- the resources and strategies that will be used at school to help them reach their goals
- any modifications or adaptations to course curriculum
- how progress is tracked and reported to the learner’s family

The IEP helps learners access personalized learning goals through collaborative planning.

The team works to gather information about the learner and learning profile, identifying universal and essential supports or supplementary plans. Learners with an IEP are required to have at least 1 core competency goal. In addition to this, learners with IEPs may have supplemental and/or replacement curricular goals. Goals listed in an IEP must include objectives and strategies.

The IEP is meant to be a collaborative living document, that is regularly reviewed and updated to best meet the learner's needs. Case managers can access a template for IEP tasks and timelines on the Yukon Education Hub YESNET SharePoint. This template can be altered to reflect the school's specific schedule. Other templates and resources for case managers can also be found on Yukon Education Hub YESNET SharePoint.

Reviewing the IEP

The initial IEP meeting for an existing IEP should be completed by October 15 of each school year. A minimum of three scheduled IEP check-ins, meetings or consultations must occur each school year.

Changes and updates will be recorded in the template in the Aspen student information system. Progress on goals will be recorded in the progress reporting section of the template.

A record of communication with parent(s), caregiver(s) and/or guardian(s) is made in the Log top tab of the Aspen student information system. The final version of the plan is filed in the learner's yellow Student Education File at the end of the school year.

Instructions on navigating processes and workflows around creating and maintaining learning plans can be found on the Yukon Education Hub YESNET SharePoint.

Roles

The core members who work on developing, reviewing and updating IEPs include a school administrator, case manager (Learning Assistance Teacher), classroom/subject teacher(s), parent(s), caregiver(s) and/or guardian(s) and the learner as appropriate. The case manager coordinates programming, and all school staff are committed to creating an inclusive environment. Individual schools establish procedures to support collaborative consultation and planning. Staff should be identified within each school to be available for consultation and to be part of a school-based team. This team should be established with

clear procedures to provide support, consultation, planning, case management, and, when appropriate, to facilitate connections to government or community organizations.

It is essential that there is collaboration and ongoing consultation among teachers, administrative and support personnel, parent(s), caregiver(s) and/or guardian(s), learners and representatives of other involved organizations.

School Administrator

The school administrator has several responsibilities related to Individualized Education Plans as identified in the *Education Act*. The administrator, in consultation with the school-based team, will decide to develop an Individualized Education Plan. Parent(s), caregiver(s) and/or guardian(s) are valued members of the school-based team, and administrators will consult with them about the nature and extent of the learner's involvement. Teams are encouraged to involve the learner as an active member of the team if possible. Lastly, the administrator assigns support personnel, provides appropriate materials and facilitates in-service training, given the needs of the learner.

Case Manager / Learning Assistance Teacher

The case manager performs the following duties:

- identifies potential IEP support team members within school support staff, relevant personnel from Student Support Services and, in collaboration with parent(s), caregiver(s) and/or guardian(s), any community agencies.
- Invites the learner's support team members to IEP planning meetings;
- chairs IEP review meetings and participates as a member;
- documents the plan in the electronic Individualized Education Plan template in Aspen 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 supplemental and/or replacement goals, teaching and assessment strategies;
- ensures the IEP is reviewed on a 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 IEP, the classroom or subject teacher(s) is responsible for the learner's individual education program. Classroom or subject teacher(s):

- share background information on the learner;
- identify the learner's strengths and needs through observation and assessment;
- assist in setting annual learning goals and short-term learning objectives;
- plan and carry out appropriate instruction and short-term learning objectives;
- develop strategies for assessment of learner progress;
- maintain ongoing communication;
- review each learner's progress during the pre-determined reporting periods and IEP progress reporting periods;
 - Written progress reports will be provided to the parent(s), caregiver(s) and/or guardian(s).

Staff members have the support of in-service and other resources available to them. For example, a teacher should have access to specialist support, help with informal assessment procedures or suggestions for intervention strategies.

Parent(s), caregiver(s) and/or guardian(s)

Parent(s), caregiver(s) and/or guardian(s) can be active participants in the process, to initiate discussions regarding the learning needs or request school-based access to support. They should feel welcome and encouraged to contribute throughout the process and are important partners in the development of the Individual Education Plan (IEP). As a rule, learners should be included in all phases of the process unless they are unable or unwilling to participate.

Parent(s) and/or guardian(s) approve the IEP before it is implemented (Section 16(2) of the *Education Act*).

Parent(s), caregiver(s) and/or guardian(s):

- share the relevant educational, social, emotional and physical information about their child's development;
- identify their values and their goals for their child;
- are advocates for their child;
- offer feedback on effective strategies;
- help to achieve continuity of programming over time; and

- may request additional reviews of the IEP as long as the time between reviews is at least two months.

Records to indicate the school's effort to engage parent(s) and/or guardian(s) to collaborate on IEP reviews and updates include telephone calls, emails and letters indicating the date/time/place of IEP team meetings.

Learner

The learner is the centre of the IEP planning process. The nature and degree of learner involvement depends upon age and ability to understand and communicate. The learner may:

- identify values, preferences, and strengths through self-evaluation;
- help to set instructional objectives and annual learning goals;
- 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 learning goals.

For more information on school-based teams, please see Pillar 2.

Behaviour Support Plan (BSP)

A Behaviour Support Plan (BSP) is a step-by-step teaching plan helps to prevent undesired events. It provides key information about a learner's behaviour, how staff can support positive behaviours, prevention strategies, instructions for teaching desired behaviours and environmental supports that encourage regulation. Behaviour Support Plans should identify how staff will build relationship with the learner. Behaviour Support plans should be written when a learner's behaviour prevents them from accessing the curriculum or when their behaviour is dangerous to themselves or others.

Behaviour support plans should be strengths based with the understanding that all behaviour is communication and that learners use behaviour to meet their wants and needs. If a learner is using undesired behaviour to meet wants and needs, school staff can increase their quality of life by supporting them to find more prosocial ways to meet their needs.

BSPs support staff who work with the learner in providing positive supports to help the learner increase their abilities and are intended as a short to medium-term support, to help learners and staff move past unhelpful or dangerous behaviours.

The BSP is reviewed as needed and should be reviewed if it becomes clear that the version in practice is ineffective. Any member of the school-based team including parent(s), caregiver(s) and/or guardian(s) may request or contribute to a review of the BSP.

In some situations, a BSP may be accompanied by a Safety Plan. (See Pillar 4 for more information about Workplace Risk Assessments and Safety Plans.) This is because a BSP is a preventative, teaching plan that is intended to make undesired behaviour ineffective and inefficient by teaching the learner replacement skills and encouraging desired behaviour. Safety plans were created to for safety reasons and outline how staff should react if the undesired behaviour occurs. Safety plans deescalate and respond; BSPs prevent and teach.

It is advisable for a functional behaviour assessment to be performed before writing most behaviour support plans. If school staff are not comfortable with a behavioural assessment, they may contact Student Support Services, and an Inclusion and Behaviour Consultant may support the school.

Behaviour Support Plans must be uploaded into Aspen. Learners who have a BSP are enrolled into Aspen's Student Services view by their case manager. The case manager must indicate the presence of a BSP using naming conventions prescribed by SSS in the plan details tab. The BSP must be uploaded into Aspen following workflow guidance provided by SSS.

Department of Education Inclusion and Behaviour Consultants work in alignment with the neurosequential model of therapeutics used in Ready to Learn Schools.

BSP templates, guidance and workflow guidance are available on Yukon Education Hub YESNET SharePoint.

What goes where in Aspen?

Individualized Education Plan (IEP): Enter into the template in Student Services view according to workflow instructions.

Student Support Plan (SSP): Enter into the template in Student Services view according to workflow instructions.

Behaviour Support Plan (BSP): Use form and upload to documents-documents using required naming convention in plan details area of plan shell in Student Services view.

Safety Plan (SP): Use form and upload to documents-documents using required naming convention in plan details area of plan shell in Student Services view (a SP must be accompanied by a BSP).

Workplace Risk Assessment (WRA): A WRA is not a plan and is not entered into Aspen. Send to superintendent/executive director and Director of Student Support Services.

Administration of Medication: Not uploaded to Aspen; keep within school.

Medical Plan: Administrative assistant enters Medical or Health Alert according to procedures below. Aspen alerts must include information on where the printed copies are within the school, and that the Medical Plan has been uploaded into the student's Documents-documents side tab. Upload to documents-documents following the workflow instructions and using the required naming convention.

Supporting learners with health or medical needs

Department of Education supports a healthy and active, safe and caring school environment. The 'Administration of Medication to Students Policy' provides as follows:

Department of Education recognizes that it has a duty of care to learners who are at risk from severe or life-threatening medical conditions or who require medication and/or medical devices while under school supervision.

These learners require planned care and support to ensure their safety at school, which is provided in accordance with this document.

It is the responsibility of parent(s), caregiver(s) and/or guardian(s) of these learners to inform the school of the learner's medical condition and requirements and provide any medication and/or medical devices that the learner requires.

All school staff and persons reasonably expected to have supervisory responsibility of a learner with a severe or life-threatening condition must be informed of the learner's medical condition and requirements and must be provided with specific training and to

other support required to deal with medical emergencies and administer medication and/or medical devices to the learner.

These learners require planned care and support inside as well as outside the school environment (e.g., when on field trips) to ensure their safety while in care of the school. This responsibility is shared among the learner, parent(s), caregiver(s) and/or guardian(s), school staff and health care providers.

This planned care and support is provided in accordance with the Administration of Medications to Students policy. More information on Authorization of Administration of Medication processes is outlined below.

With the permission of the parent or guardian, and when it makes sense to do so, classmates and their parent(s), caregiver(s), or guardian(s) may also receive the important information they need about the emergency plan.

Life Threatening Conditions Include:

- Diabetes
- Epilepsy/seizure disorder
- Anaphylaxis and/or history of severe allergic reaction
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency care

A learner experiencing a medical condition (e.g. an allergic reaction) shall not be left unattended in the school and a school staff member shall remain with the learner until emergency medical personnel and/or a parent, caregiver and/or guardian arrives.

Medical and Health Alerts in Aspen

Medical Alert

- Medical alerts are for **medically diagnosed, potentially life-threatening** health conditions that may require emergency medical care.
- In the Aspen student information system, a Medical Alert is assigned when school is notified that the student has a potentially life-threatening health condition. This

alert ensures the information about the learner and the location of any required supplies (e.g., EPI pen) is recorded in the Alert Description.

- Ensure the required documentation and forms for any medical issue is on file per the guidance below.
- The Alert Description should indicate that documentation has been added to the student's yellow student education file, and where else it can be found at the school.
- Any medical plans will also be uploaded to documents-documents.



Health Alert

- A Health alert is assigned if a condition is **non-life-threatening**.
- Depending on the health situation, authorization of administration of medication plan/medical/emergency procedure planning documentation may be required.
- The Alert Description should indicate that documentation has been added to the student's yellow student education file, and where else it can be found at the school.
- Any plans will also be uploaded to documents-documents.

Medical and Health Alerts are entered by the school office administrative staff.

- Medical and Health Alerts can be end-dated and removed if/when they are no longer applicable.
- Some students may have both a Medical Alert and a Health Alert.

Medical plans for students with Medical or Health alerts may be kept in a discreet location that is convenient for staff to access in case of emergency, but where the general public will see them.

Please see the Yukon Education Hub YESNET SharePoint to access more detailed information about how to create the appropriate medical alert, where to upload copies of plans, and how to notify in Aspen where plans are stored.

Authorization of administration of medication plan/medical/emergency procedure planning

A Medical Alert must be assigned in the Aspen student information system for when learners have a life-threatening condition.

Administration of Medication Plan

When a learner requires medication to be delivered while at school, school staff will ask guardians to fill out the medication form. This is a within-school process, and the Authorization of Administration of Medication Plan is not considered to be a medical plan. School staff must receive medication pre-dosed and with prescription labels intact. School staff are not permitted to make dosing decisions.

School staff will follow this plan step-by-step to administer medication as needed while the learner is in care of the school. The form may be found on Yukon Education Hub YESNET SharePoint.

While the standard administration of medication form is used in most cases, some medical conditions may require a distinct form to authorize the administration of medication in a format that is specific to the needs of the condition. Any alternative forms provided are created in consultation with relevant experts and specialists. Conditions that may require a separate emergency procedure plan format include:

- Diabetes
- Epilepsy/seizure disorder
- Anaphylaxis and/or history of severe allergic reaction
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency or specialized care

All available Administration of Medication Plan templates are available on Yukon Education Hub YESNET SharePoint.

Emergency procedure plans

School staff will follow this plan step-by-step to administer **emergency medication** and/or procedures in relation to a medical emergency while the learner is in care of the school (e.g. use of epi-pen, procedures for seizure, hypoglycemia, etc.). Parent(s), caregiver(s) and/or guardian(s) must be contacted if an emergency procedure plan is initiated.

While the standard emergency procedure planning form found in the Yukon Education Hub YESNET SharePoint is used in most cases, some medical conditions may require a distinct emergency procedure planning document that is specific to the condition. Any alternative formats provided are created with consultation with relevant experts and

specialists. Conditions that may require a separate emergency procedure plan format include:

- Diabetes
- Epilepsy/seizure disorder
- Anaphylaxis and/or history of severe allergic reaction
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency or specialized care

All available Emergency Procedure Plan templates are available on Yukon Education Hub YESNET SharePoint.

Medical Plans

A medical plan may be developed if needed for the learner to be safe at school and to participate in their learning. A medical plan may include the medical diagnosis (if parent(s), caregiver(s) and/or guardian(s) chose to disclose), actions that staff need to take to prevent harm and responses that staff should take when medical changes/incidents occur.

Any alternative forms provided are created with consultation with relevant experts and specialists. Conditions that may require a separate Medical Plan format include:

- Diabetes
- Epilepsy/seizure disorder
- Anaphylaxis and/or history of severe allergic reaction
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency or specialized care

All available Medical Plan templates are available on Yukon Education Hub YESNET SharePoint.

Limitations of medical plans

The medical plan must not require school staff to do more than is allowed within their scope of practice. Therefore, a medical plan must NOT ask school staff to make dosing

decisions or to be responsible for making decisions about whether to implement a medical practice that may affect the learner's wellbeing.

For example, a medical plan can indicate that a learner should receive previously dosed medication and fluid via feeding tube at 10 a.m. and 2 p.m. A medical plan must NOT ask school staff to assess learner vital signs and vary the ingredients and timing of the feeding tube presentation depending on the learner's vital signs.

If staff have questions about what may/may not be included in medical plans, contact the Director of Student Support Services.

Procedures for managing related records

- Staff must ensure all required signatures and dates on the forms are complete.
- Original completed forms and plans go in the student's yellow Student Education File.
- Provide a copy of completed form to parent(s) and/or guardian(s).
- Office administrator must update Aspen enrollment information to reflect medical or health alert information.
- In the alert section indicate medical condition, type of intervention plan, and where copies can be found within the school and the electronic student record.
- Office administrator may keep a copy of medical plans in a binder stored securely in the office.
- School administrator to inform school contacts/service providers of learner's condition(s) as identified in form.
- If form contains emergency information, store a copy with the school's emergency plan.

Evacuation plan – emergency evacuation procedures for learners with inclusive education needs

Completion of this form by school administration and relevant school-based staff for any learner whose disabilities require evacuation procedures that differ from the rest of the learner population. The procedures outlined in this form must be reviewed with designated staff during all scheduled emergency evacuations, such as fire drills, during the school year.

This form must be completed by the school administrator(s) and any relevant school-based staff for any learner whose disabilities require evacuation procedures that differ from the rest of the learner population.

It is the responsibility of the school Administrator to ensure this plan is current. A copy of this form must be sent to the area superintendent or school board executive director for the learner's designated school, the Director of Student Support Services (studentsupportservices@yukon.ca) and to the Fire Chief with Whitehorse Fire Department (Whitehorse-based schools) or the local fire chief (community schools).

This form must be posted in the learner's classroom in a way that respects confidentiality but is accessible to those designates who need to reference it. This form should be accessible by a substitute teacher, substitute Educational Assistant or any other designates in the classroom who may take the place of trained staff.

The Evacuation Plan – Emergency Evacuation Procedures for Learners with Disabilities or diverse abilities is filed in the student's yellow student education file.

This form must be resubmitted to Student Support Services by September 30th every school year. Student Support Services will upload Evacuation Plans into the learner's electronic student support record.

Use of Automated External Defibrillators (AEDs)

Purpose

The purpose of this procedure is to provide procedures for the planned care and support of learners with severe or life-threatening medical conditions that may require the use of an AED at school, in accordance with the Administration of Medication to Students Policy.

Definitions

Automated External Defibrillator (AED) means a portable electronic device that can audibly prompt and deliver an electric shock that will disrupt or stop the heart's dysrhythmic electrical activity. The shock can cause the heart to revert to a more effective rhythm during some life-threatening situations. However, the AED is not a stand-alone treatment. It is only one step in a chain of medical care involving cardio-pulmonary resuscitation, defibrillation, advanced life support with drugs and airway control, and cardiac intensive care in a hospital.

Severe or Life-Threatening Medical Condition means a physician-diagnosed and documented medical condition that may require emergency care.

Roles and Responsibilities

Parent(s) or guardian(s):

- It is a parent and/or guardian's responsibility to inform the school of their child's medical condition as set out in the 'Administration of Medication to Students Policy'.
- The parent or guardian is responsible to provide documentation (e.g. a medical prescription) from a physician diagnosing the child and demonstrating the requirement for an AED device.
- The parent or guardian is responsible for providing a personal AED device required by their child.
- The parent or guardian is responsible to ensure a personal AED device accompanies the child during class trips away from school property.
- A parent or guardian is required to report any changes to their child's medical condition or routine in writing to the School Administrator.

School Administrators:

- Administrators will ensure that specific staff receive appropriate training, as outlined in this procedure.
- Administrators will ensure a learner's AED device is safely stored in an easily accessible central location.
- If the prescribed AED device must always accompany the learner a protocol with the parent or guardian, learner, and their teachers will be made by the Administrator.

Procedures

Parent(s), caregiver(s) and/or guardian(s):

- Inform the school of their child's medical condition and provide documentation from a physician (a medical prescription).
- Provide the AED device required by their child. [Note: AED devices may be obtained through an employer benefits plan or through Health and Social Services (Insured Health Services http://www.hss.gov.yk.ca/insured_services.php)
- Complete and sign a **Defibrillator Emergency Treatment Form**, in collaboration with school staff.

- Regularly update required forms to ensure contact information is accurate and up to date (e.g. telephone/cell phone numbers).
- Provide a copy of the owner's manual or any other pertinent information required for the safe operation of the learner's AED device.
- Provide and maintain in good working order an AED for the exclusive use of the learner.
- Provide for repairs and maintenance of all equipment.
- Maintain an ongoing and cooperative relationship with school staff.

School Administrator:

- Ensure that a **Defibrillator Emergency Treatment Form** is completed, signed, and dated.
- Ensure that copies of the **Defibrillator Emergency Treatment Form** are provided to all staff who teach the learner.
- Identify specific staff to receive training as set out in the procedure.
- Display the Defibrillator Emergency Treatment Form in the same school location as with other medical information.
- Ensure members of the entire school staff are made aware of the learner's medical condition and the appropriate treatment.

Classroom Teacher(s):

- Meet with the learner and parent(s), caregiver(s) and/or guardian(s) to gain insight into the specific information about the medical condition and proper treatment. This should include discussions about any modifications to the learner's activities at school.
- Leave the Defibrillator Emergency Treatment Form regarding the learner in an organized, prominent and accessible format for substitute teachers.

Staff Training

General (School Issued AED):

- Each school is required to have an appropriate number of staff members trained in First Aid/CPR as per Department of Education's First Aid Policy. This training is provided by the schools, through a certified provider. Participants in this training become certified in First Aid/CPR.

- If a school has an AED device on the premises First Aid/CPR certification training shall include a module on the use of AEDs.
- School personnel must be made aware of which school staff have First Aid, CPR and AED device training.
- General information on AED device use and location must be provided to all school staff.

Child Specific AED:

- The School Administrator will identify staff to be trained on the use of the AED as part of the school's Emergency Response Team. This may include teachers who teach a child who requires an AED device.
- The School Administrator will contact the AED training provider to arrange for specific AED unit training to take place.
- The training will be provided at the school's cost.
- The School Administrator, along with members of the Emergency Response Team, will work together to ensure that school-based procedures are in place to manage emergencies requiring the use of AEDs.

Maintenance

General (School Issued AED):

- The School Administrator is responsible for ensuring the AED device is in good working order and inspected on a regularly scheduled basis (weekly).
- The School Administrator is responsible for any repairs and maintenance.

Specific (Child Specific AED):

The parent(s) or guardian(s) is responsible for ensuring the AED device is in good working order and provide for repairs and maintenance.

Do Not Resuscitate Order

A signed and notarized letter from the parent(s) and/or legal guardian(s) and physician must be attached to this form.

The administrator is responsible to ensure that relevant staff be made aware of this form. The Do Not Resuscitate Order is filed in the student's red confidential Student Education File.

This form must be reviewed and resubmitted to superintendents or executive director and Student Support Services by September 1st every school year.

Wellbeing

Safe and Caring Schools Policy

This Policy is to promote safety of people in the school, ensure all members of the school community are treated with respect and dignity, to promote responsible citizenship, to maintain an environment where conflict and difference can be addressed and to encourage the use of non-violent and restorative approaches to resolve conflict.

You can find the policy online at <https://yukon.ca/en/safe-and-caring-schools-policy>

SOGI education

SOGI stands for sexual orientation and gender identity. Since all Yukoners have a sexual orientation and gender identity this includes everyone. Every learner understands and expresses their gender differently, with interests and choices that are common or less common for their gender. Some learners may be unsure of their sexual orientation or gender identity. Others may identify specifically as lesbian, gay, straight, bisexual, queer, two-spirit, transgender, cisgender, non-binary, or other. A SOGI-inclusive school means all these experiences and identities (of learners and their families) are welcomed, embraced, and never cause for discrimination.

SOGI is one of many topics about diversity discussed regularly in schools, such as when educators speak about race, ethnicity, religion, and ability. SOGI-inclusive education simply means speaking about SOGI in a way that ensures every learner feels like they belong. There is no separate and distinct SOGI program or curriculum. Sexual orientation and gender identity are important topics that are interwoven through several curriculum areas and school activities. How the topics are introduced to learners is dependent on the age and stage of their development. These topics may also be discussed as they arise in the daily lives of learners.

You can find the policy online at <https://yukon.ca/en/sexual-orientation-and-gender-identity-policy>.

School Counsellor

The school counsellor, also referred to as a guidance counsellor, is a teacher who provides support to learners to help them achieve their personal and academic potential.

School counsellors assist learners in coping with developmental and/or life changes, including crisis, trauma, and promotion of positive mental health. They also help to develop areas of strength and challenge and develop skills that aid learners in becoming effective, contributing members of society. These skills include:

- Social skills
- Emotional awareness
- Decision-making
- Career exploration and transitioning
- Academic planning
- Self-regulation

School counsellors can provide programming and resources related to these skills for learners, families and educators. They also facilitate referrals to community resources and liaise with other agencies that support positive mental health.

School counsellors maintain confidential records to track the sequence and nature of services rendered.

School counsellors are also valuable contributors to committees and teams, including the school-based team. They may do Violence Threat Risk Assessments, (see Pillar 4) and bullying prevention. They also provide support in other related areas where their expertise in social and emotional function assists in supporting a child-centered approach.

School counsellors are not clinical counsellors; they are teachers who provide supportive counselling to learners within a teacher's scope during the school day. For complex issues and services beyond the school counsellor's scope of knowledge and practice, learners can work with the School Wellness Specialists, and if they require clinical counselling can be referred to Mental Wellness and Substance Use Services (HSS) or other outside agencies. More information about clinical counselling may be found here:

<https://yukon.ca/en/health-and-wellness/mental-wellness/get-counselling-and-support-families-youth-and-children>

Access to school counselling services partnerships

A school counsellor referral is required to access school counselling support if services are:

- ongoing, **and/or**
- requires that the learner be removed from a class on a regular basis.

Career counselling or other academically related school counselling support does not require a referral.

School counselling referrals can be made by the learner, educator, administrator, parent or guardian or school counsellor.

Elementary school (K-7)

Informed consent at the elementary level must be from learner and a parent or guardian. Situations may vary and that this practice may need to be adapted for the best interest of the child.

In circumstances where parent(s), caregiver(s) and/or guardian(s) reside in the same home or share guardianship, and communicate openly about counselling for their child, written consent from either will suffice.

In situations of high conflict and limited communication between parent(s), caregiver(s) and/or guardian(s), the best practice is to obtain consent from all legal guardians. Creating a family centered approach is helpful when learners are accessing counselling to facilitate open communication, sharing of goals, and continuation of care.

Due to the nature and complexity of counselling in the elementary school it is important to note that not all interactions with the school counsellor will require parent or guardian consent. These may include, but are not limited to supervision roles, check-ins, and class discussions/lessons. In addition, in the event of safety concerns, elementary counsellors can meet with a child for risk assessment purposes.

In the event of a crisis or safety concerns, elementary counsellors can meet with a child to assess concerns without parent or guardian consent as per the 'Fair Notice' letter sent home at the beginning of each school year.

Secondary school (grades 8-12)

Learners in grade 8-12, may at times require supportive counselling services by their school counsellor. School counsellors in Yukon schools provide counselling support services to address some personal/social issues, scholastic/educational concerns and

career counselling, consultation, coordination of services and education planning. The school counsellor role is interrelated to meet the holistic needs of learners in schools.

The underlying concept of mature minor is referenced in Canadian law and in the Canadian counselling ethical guidelines and associations. This concept suggests that the parent or guardian right to give consent diminishes and may even terminate as the child grows older and acquires sufficient understanding and intelligence to fully comprehend the conditions for informed consent to school counselling services.

As such, learners from grade 8-12 who display the intellectual capacity to understand, agree and provide informed consent can seek counselling services without the consent of the parent or guardian. This determination is based on the school counsellor's discretion which include:

- Sufficient intelligence to understanding the risks and benefits to engaging in the counselling process along with the capacity and/or ability to give or express consent.
- The best interest of the learner.
- The ability to understand confidentiality and the limits of confidentiality.

Due to the nature and complexity of counselling in the middle and secondary setting it is imperative to note that not all interactions with the school counsellor require informed consent as some of the discussion may be around academics/course selections and changes, referrals to community agencies, and career guidance. Consent is needed when learners are receiving continuous and ongoing individual and or group counselling.

Consent for counselling services is sought with the best interest of the child in mind. Where the counsellor makes all reasonable effort to contact the parent or guardian to obtain consent, but is unable to contact the parent or guardian, services can be provided. These efforts should be documented.

The School Counsellor Referral and Parent Consent documentation are filed in the school counsellor's file.

Student informed consent/limits of confidentiality for school counselling services partnerships

School counsellors must disclose limits to confidentiality. The following verbal information must be provided to learners in age-appropriate language:

Confidentiality

I have the right to expect that anything I discuss in counseling will remain confidential and that care will be taken to respect my right to confidentiality.

I also understand that there will be some specific exceptions where confidentiality may not apply. The following are examples of such situations where my information/file may be shared with someone else.

- If I have been or am being neglected, abused, or harmed.
- If I am thinking of harming myself or someone else.
- If a court requests access to my records.
- When counsellors need to collaborate with other professionals about how to help me.

Where the child has the intellectual capacity to understand, agree and provide informed consent, school counsellors may choose to have learners sign a student Informed Consent Form'.

The 'Student Informed Consent Form', if completed, is to be filed in the school counsellor's file.

School counsellor reporting partnerships

When appropriate, students' cases are brought to the school-based team to ensure a comprehensive approach to supporting the learner.

Counsellors must inform their administration of the students' cases and needs of whom they are working with.

School counsellor file management

School counsellor files must be kept in a secure, locked location, separate from the Student Education File (the yellow file and red confidential file). Records are maintained in accordance with the Department of Education's *Student Records Policy*, and inclusive education records management guidelines in this document (Pillar 6), the *Education Act*, and the *Access to Information and Protection of Privacy Act (ATIPP)*.

School counsellors must maintain notes in sufficient detail to track the sequence and nature of the services rendered. The school counsellor is the custodian of the counselling notes, and they are the property of the employer, Department of Education.

The notes must:

- Be stated in a factual, objective manner.
- Clearly identify any personal impressions.
- Avoid jargon and diagnostic labels; and
- Be written in a timely manner and maintained in their original form.
 - Any alterations or additions must be initialed while leaving the original entry legible (never erased).

School counsellors must maintain counselling notes/files with no less than the following information:

Basic information:

- name, date of birth, address, telephone number
- name of parent(s), caregiver(s) and/or guardian(s) and/or contact person
- reason for referral/visit

Record of each professional contact:

- date of contact, length, name(s) of all present
- counselling information sufficient to keep track of counselling issues and progress
- correspondence - written, telephone, email
- record of consultations regarding client, including telephone calls and e-mails

Additional information pertinent to the counselling relationship, e.g. copies of:

- third party information, consultation notes, case conference notes
- consent forms
- outside referrals
- relevant outside agency reports

Confidentiality

- School counsellors will not leave files open or accessible on desks, computer screens, in computer files or in any area or medium where they can be read by others.
- All electronic counseling records must be stored in a secure fashion, under password protection and, where possible, encrypted.
- A hard copy of these records may be kept in the counsellor's locked files.
- All counselling files should contain only pertinent, accurate and current information.

Transitory notes are those that are created and used to serve a particular short-term purpose but are not considered for decision-making with respect to the learner or in the counselling process. Examples of transitory notes created by counsellors include:

- Day planners and appointment notes used to schedule meetings with learners that do not record the content of meetings
- Drafts of case notes that have been subsequently typed or transcribed
- Electronic copies of case notes that have been subsequently printed and included in the individual counselling record

Transitory notes must be destroyed once they have served their purpose and are no longer required. If draft versions of case notes are subsequently typed or transcribed into a final document, then the draft becomes transitory and can be destroyed. The new version of the case notes becomes the record used for counselling and decision-making purposes.

Files close two years after the learner has left the elementary or secondary school. Once closed, files are inventoried by the counsellor who created them or their successor and sent to the Department of Education, Records. Seven years after the file has closed, the Departmental Records Officer will coordinate their final disposition.

Release of school counsellor files to students and parent(s) and guardian(s)

Students have a right of access to their school counselling records. Parent(s) and guardian(s) have a limited right of access to their child's school counselling records, but do not have the right to know all details of their child's school counselling, especially if the disclosure would be an unreasonable invasion of personal privacy or harmful to the child.

Each request for access from a parent or guardian should be evaluated on a “need to know” basis, subject to *Access to Information and Protection of Privacy Act* (ATIPP).

Release of school counsellor files to other parties

School counsellors may be required by law, through subpoena, to release information contained in the counselling record.

Written consent is required to release information to an outside agency, unless in the case of a court order. If the learner is 16 years or older, then the learner can sign permission to release information (Consent to Release/Exchange of information (6.02)) otherwise the parent(s) or legal guardian(s) must sign.

When sharing information with counsellors from external agencies, appropriate forms for exchanging/receiving information must be completed and signed by the parties involved.

School counsellor file requests must be made through the Yukon Education Authority Superintendents, or school board Executive Directors. Requests must be made in writing and clearly identify the authority to request the information.

Otherwise, no person will have access to a counsellor’s records except the school counsellor and the school counsellor’s successor, unless there is a legal subpoena for the records.

Statistical data on the number of ongoing counselling cases can be presented to school-based teams for reporting purposes. Other information should not be released unless it is “need to know” information, meaning it impacts the health and safety of the child. This standard is the professional judgement of the counsellor.

Information should **NEVER** be shared if there is:

- A legislative requirement barring disclosure.
- No consent and no need to know, nor overriding health/safety concerns.

Transfer of notes between schools

Transfer of information can occur between schools within Department of Education if the previous school counsellor recommends counselling to be continued and/or the subsequent counsellor requests the notes.

- A summary of notes can be provided and not the notes as originally written.

- The transfer must occur in a timely and secure manner.
- The transfer must be conducted in consultation with the learner.

If a learner transfers to a school outside of Yukon, the counselling notes are not automatically provided.

- Written consent of the parent(s) or guardian(s) or the learner, as appropriate, must be obtained before information contained in the school counsellor file can be shared outside of the Department of Education.

School Community Consultant

The school community consultant has an office in the central administration building and provides consultation and direct service with K-12 schools throughout the Yukon in developing capacity to respond to trauma, mental health, suicide prevention, critical incidents and grief and loss.

This position supports school staff and mentors School Wellness Specialists through training and in-service, case consultation, liaising with external service providers and through safe and caring schools projects and initiatives.

Department of Education's school community consultant is a member of the interdisciplinary educational teams that service Yukon schools. This role provides support and services to all Yukon schools.

Schools may either contact the school community consultant directly or through the Director of Student Wellbeing or the Director/Manager of Student Support Services. A signed referral form is not needed, as the consultant will ask for one if necessary.

School Wellness Specialists

School wellness specialists provide direct support to learners, families, educators, and school communities. Their roles can vary depending on school needs and may include:

- Supportive counselling for learners facing social-emotional challenges.
- Needs assessments to better understand individual learner needs.
- Program development and consultation with school staff to address specific needs.
- Case management coordination and advocacy to connect families to resources and supports.
- Education and outreach on mental health topics for learners and staff.

School wellness specialists work in schools and are supervised by the Student Wellbeing and Inclusion division.

School staff or other caring individuals who would like to refer a learner/family to a school wellness specialist should contact the school's administrator.

Clinical Counsellors in Schools

Neither school-based Department of Education staff nor Student Support Services staff provide clinical counselling. The Department of Health and Social Services provides Clinical counselling services. They offer specialized clinical mental health services, including:

- Support for complex mental health needs or diagnosed conditions.
- Treatment planning and clinical counselling.
- Use of clinical assessment tools to support diagnosis and intervention.
- Services related to problematic substance use and addiction.

School counsellors and wellness specialists may refer learners to clinical counselling, which in some instances may be provided in schools. <https://yukon.ca/en/health-and-wellness/mental-wellness/get-counselling-and-support-families-youth-and-children>

First Nation wellness workers in schools

In partnership with several First Nation governments, the Department of Education is working to develop First Nation wellness roles rooted in Indigenous worldviews and cultural knowledge. These roles aim to:

- Support the mental, emotional, and cultural wellbeing of learners, with a focus on Indigenous learners.
- Provide culturally grounded wellness programming.
- Build relationships with learners, families, and school staff reflecting the unique needs, priorities, and strengths of each community.
- Strengthen the presence of First Nation perspectives in school-based wellness.
- Connect families to appropriate community support.

Each role is developed in close collaboration with First Nation governments to ensure it reflects the community's values, needs, and strengths.

Access to external counselling services in schools

Yukon Government and external agencies may offer counselling and health related services within and outside of school.

When these services are offered in schools, agreements establishing service delivery are entered into by the Department of Education and the other agency, which would include the agreement that all employees of external organizations would have recent RCMP and vulnerable sector checks, prior to beginning work in the schools.

External practitioners must sign in and sign out of the school office.

Services should be delivered in a room with a window in the door to ensure supervision and learner safety.

Preventing or responding to suicidal behaviours in schools

While it is often recognized that these policies, procedures and guidelines on responding to suicide in the school setting relate to learners, from time to time, they may also relate to the adults with whom we work. Whether staff, parent(s), caregiver(s) and/or guardian(s) or adults who work in schools, these guidelines on suicide prevention and intervention may be useful in any situation regarding suicide in the school setting.

The word learner is used in this section however these guidelines may apply to any individual in the school setting.

While school staff and administrators are not expected to be mental health professionals, they play an important role in supporting child and youth mental health. As teachers spend a significant amount of time with learners each day, they are often the most attuned to cognitive and emotional changes in learners. For this reason, they are often the first responders when a learner is experiencing mental health challenges or is contemplating ending their own life.

This protocol is intended to aid school staff in recognizing and responding to learners at-risk for suicide. For information on how to respond following a suicide, refer to the Critical Incident Response Guidelines (Pillar 4)

Quick facts

- Young people with suicidal ideation generally do not want to die but may not have the skills and/or resources to cope with the emotional pain they are experiencing.
- Talking about suicide openly will not encourage someone to try it. In fact, it can be protective by reducing isolation and encouraging help seeking.
- Suicide behaviour should never be dismissed as attention seeking or manipulative behaviour. Threats of suicide should always be taken seriously.
- Suicide is a complex process. While it may appear that a learner's suicidal behaviour is the result of a recent, upsetting event (e.g. ended relationship) the root issues leading an individual to contemplate suicide are often long standing.
- Most young people who die by suicide give verbal or behavioural warning.
- While not all young people with depression will have suicidal behaviour, depression is one of the highest risk factors for suicide.
- Learners who identify as 2SLGBTQIA+ are 2-5 times more likely to attempt suicide.
- Indigenous youth are 5-6 times more likely to attempt suicide than non-Indigenous youth.
- Males are more likely to die by suicide; however, females are more likely to attempt suicide. This is due, in part, to the fact that males generally select more lethal means.

School-based team members who respond to suicide

School-based teams are teams comprised of school staff, departmental consultants, cultural or faith-based representatives, and where appropriate and with consent, community partners. This team collaborates and supports learners and families in responding to concerns of suicide.

Responsibilities of school staff

School staff have a legal and ethical responsibility to respond to concerns of suicide, depression or other concerns seriously impacting learner health, wellbeing and safety. Staff with training or comfortability can respond to learner directly. And, connecting the learner to a trained helper in the school/community is also advised to ensure the necessary safety planning, support, and documentation.

All staff responsibilities include:

- Reviewing departmental procedures annually.
- Participating in training when available which includes recognizing when someone may be thinking about suicide and how to connect them to support.
- Promote positive school climate using caring and compassionate curiosity.
- Identifying learner with concerns of suicide to administrators, school counsellors, school wellness specialists, or other trained professionals.
- Contact emergency services if the learner is at immediate risk to self or others or has attempted to die by suicide.
- Work collaboratively with identified supports and planning that may be necessary to manage risk and support learner.
- Become knowledgeable about your learners' safety plans involving suicide prevention and the role you play in supporting them in their day-to-day experiences in school.

Schools Counsellors and/or School Wellness Specialists or designates:

Some school counsellors and School Wellness Specialists are trained in Applied Suicide Intervention Skills Training ('ASIST'). ASIST training prepares helpers to intervene with someone who has thoughts of suicide, and helps them develop a safety plan, access help and find hope.

Other responsibilities include:

- Collaborate with one another and any other team members to ensure a coordinated approach to managing and supporting concerns of suicide within the school setting.
- Ensure administrators are informed and updated.
- Communicate with and support parent(s), caregiver(s) or guardian(s) in understanding and responding to their child and the concern of suicide. Provide for community-based referrals, by consent, as appropriate.
- Provide psychoeducation and support to staff, parent(s), caregiver(s) and/or guardian(s), and learners as needed.

- In collaboration with the learner family, cultural/faith-based supports, and other appropriate mental health supports develop a plan of safety which includes:
 - *Warning signs*: a warning sign is something one thinks, feels or does as thoughts of suicide develop.
 - *Coping strategies*: coping strategies are things one can do on their own to feel a little bit better in the moment.
 - *Distractions*: distractions are people or places that offer comfort in a time of distress
 - *Supports*: supports are people one feels comfortable talking to about what is happening for them, and who can provide some help. Include names, phone #, including 988 (call) or Kids Help Phone by texting 686868, or calling 1800-668-6868.
 - For example: <https://www.mysafetyplan.org/>
- Ensure clear documentation and record keeping; stored in the learner's red/confidential file.

Administrators/Principals:

School Administrators have the over-arching responsibility of ensuring safety, health and wellbeing of learners, staff and the school community. School Administrators effect their responsibilities directly, and through the collective support and actions of school-based teams who provide multi-disciplinary support to learners, families and the school community.

Departmental Consultants:

Departmental consultants are assigned to all schools and work in collaboration with school-based teams and Administrators to provide consultation, assessment and support in a variety of learner academic, career, health and wellbeing areas. In the area of suicide, Educational Psychologists and the School Community Consultant can be of support.

Notifying and involving parent(s), caregiver(s) or guardian(s)

Schools must notify parent(s), caregiver(s) and/or guardian(s) when a young person has been identified as having thoughts of suicide, taking action toward dying by suicide, or formulating plans to end their life (suicidal ideation). Parent(s), caregiver(s) or guardian(s) are vital to school-based suicide prevention and intervention efforts, and are significant

drivers of their children's health, wellbeing and safety. Learners can be assured that notifying and involving parent(s), caregiver(s) and/or guardian(s) is an important step in creating safety and wellbeing, not 'trouble'.

Parent(s), caregiver(s) and/or guardian(s) may require direct assistance from the school in making referrals to external counselling support services, whether private or to Mental Wellness and Substance Use Services. With their permission, school staff are expected to support parent(s), caregiver(s) and/or guardian(s) with making next steps such as referrals.

There are considerations when notifying and involving parent(s), caregiver(s) and/or guardian(s):

- If there is reason to believe that notifying/involving parent(s), caregiver(s) and/or guardian(s) increases risk of suicide or harm to the learner consultation with Family & Children's Services (667-3002) may be needed to determine alternative safety, supervision and support of the learner in distress. Alternatively, older learners may be able to identify other safe family or friends who can support their safety. For example, learners who identify as part of the 2SLGBTQIA+ community and whose family is unsupportive or a source of distress for the learner may be at increased risk of suicide and/or harm.
- Family/informal support is critical. Engaging parent(s), caregiver(s) and/or guardian(s) in school and community-based planning regarding their learner is key to their child's safety, health and wellbeing.
- Parent(s), caregiver(s) and/or guardian(s) may experience the information you share with a variety of reactions, from shock and embarrassment, or anger to denial. Suicide requires a calm, sensitive sharing of concern and hope.
- Psychoeducation and support may be necessary to a) support parent(s), caregiver(s) or guardian(s), and b) to assist parent(s), caregiver(s) or guardian(s) in recognizing the seriousness of suicide, role they play is safety and wellbeing, and taking steps to connect to services and supports.

Additional guidelines to support school-based staff who are responding to suicidal behaviours are available on the Yukon Education Hub YESNET SharePoint and may also be

requested from the Student Wellbeing branch of the Student Wellbeing and Inclusion division. Please contact the Director of Student Wellbeing for more information.



6. Impacts and progress

Metrics and evaluations developed under the Integrated Outcome Strategy for Learners will serve as the foundation for assessing progress and impact within this work, providing consistency, accountability, and a clear framework for measuring success.

Under this pillar, the reporting requirements for schools and central administration are described. Following this, the types of assessments used in reporting are described. Consistent evaluation and improvement is the hallmark of an effective education system, and, therefore, this section of the policy framework must remain dynamic and will be updated regularly.

Data reporting

The Department of Education is committed to transparency, accountability and consistency in reporting data about the education system.

The department developed the methodology to report on data, including graduation rates, based on British Columbia's model. This decision was made as the Yukon uses the same curriculum and student information system as British Columbia. It is important to use a consistent method so data in the Yukon can be compared year-to-year.

Standing Committee on Public Accounts

Each year the Department of Education provides an Annual Report to the standing committee. Inclusive education information is included in this report. This report provides an update on the department's ongoing work to address the recommendations contained in *Kindergarten Through Grade 12 Education in Yukon*, the *June 2019 Report of the Auditor General of Canada to the Yukon Legislative Assembly*. These reports may be found on the Yukon Legislative Assembly [website](#).

Yukon Public Schools Enrolment reports

On a monthly basis, enrolment information is reported by the Department of Education. This data is processed by the Performance and Analytics unit, who draw the data from

the Aspen student information system before uploading the data to a central information management system before producing a report.

While the associated IEP designation data is reported internally each month as a part of this process, the data associated with IEPs is not included in the public facing reports. The Department of Education removes data categories with only a low number of students from the public facing monthly reports to protect the personal, private information of students. The IEP data drawn out with the monthly reports is accessed by a limited amount of Department of Education staff for internal oversight and monitoring purposes. The most recent public facing enrolment data reports available can be found on Yukon.ca.

The Yukon Wide Student Data Report

This yearly report offers a comprehensive overview of educational performance across all Yukon students. The Yukon Wide Student Data Report includes similar metrics to the “How are we Doing?” report but applies to all students in the Yukon public school system.

The “How Are We Doing?” Report

This report is produced twice per year and is a key resource for understanding the educational performance of Yukon First Nation students in the Yukon’s public school system. This report offers a detailed view of important metrics, including graduation rates, literacy and numeracy scores, attendance, and outcomes for Yukon First Nation students enrolled in Yukon public schools. By tracking these metrics annually, the Department of Education supports transparency and continuous improvement.

Both the “How Are We Doing” report and Yukon Wide Student Data Report documents are available to the public through the Yukon government’s website, ensuring that educators, policymakers, and community members can access and utilize these insights. These reports are essential tools for fostering educational equity and tracking progress toward that goal. The most recent reports available can be found on Yukon.ca.

Case management responsibilities - inputting plan data in Aspen

Throughout the course of their work, LATs and case managers create and maintain records relating to learning plans in Aspen’s Student Services view.

All IEPs and SSPs must be entered directly into the template in Aspen. (Note: some schools are working on migrating SSPs into the template. By the end of the 2026-2027 school year all learning plans (IEPs and SSPs) will be entered directly into the competency-based plan template.) All BSPs and SPs are uploaded into Aspen and recorded in Aspen's Student Services view using prescribed naming conventions. This facilitates accurate data reporting.

All Yukon public schools use the following conventions to name plans when entering these student records into the Aspen student information system.

Using naming conventions supports meaningful data collection within Yukon's education system. Consistent use of naming conventions helps the Department of Education to understand and support special and inclusive education needs across the territory. Each year the required naming conventions are distributed to school administrators and LATs/case managers. Current naming conventions are also available on the Yukon Education Hub YESNET SharePoint, in the same place the workflow guidance for inputting plans is available.

Territorial assessments

Exemption from participation in Territorial Assessments

The school administrator may request an exemption from participation on territorial assessments in exceptional circumstances. The Department of Education's Curriculum and Assessment unit must grant permission.

Exemption means a test is not delivered for the learner. If a learner is unable to write a YFSA, the administrator may excuse the learner on the day of the assessment.

Criteria for exemption

The school administrator may request an exemption from participation in territorial assessments if, given the full range of permitted accommodations, the learner would not be able to provide evidence of learning under the circumstances of the assessment.

Specifically, exemptions may be requested for learners who meet the following criteria:

- The learner's Individualized Education Plan has significantly different goals from the expected learning outcomes of the regular curriculum.

- The learner has a medical condition, which impedes their ability to complete standardized assessment (as specified by a medical practitioner).
- The learner 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 learner 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 learners.

Application for exemption

Administrators can identify students eligible for exemption from territorial assessments, in accordance with the specified exceptions detailed the FSA Administration Manual. The exemption/adaptation forms will be emailed to administrators by a member of the Curriculum and Assessment unit.

Reasons for exemption to be documented in the Individualized Education Plan

The school administration shall ensure that the reason(s) for requesting an exemption from a particular territorial assessment are included in a learner's Individualized Education Plan. The school administrator shall ensure that there is evidence from a psychologist or other specialist that clearly supports why participating in a territorial and/or school authority assessment session would be harmful or substantially inappropriate for the learner.

Accommodations for participation in territorial assessments

Many learners who have inclusive education needs that are outlined in a learning plan participate in standard territorial assessments. Typically, these learners will be following the expected learning outcomes of the regular curriculum with support strategies or supplementary goals. Schools must provide accommodations to facilitate the participation of these learners in territorial assessments of achievement. Accommodations must not affect the level or content of the assessment, the performance criteria or the reliability and validity of the assessment info.

Types of accommodations permitted

Accommodations 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.

Accommodations for participation in Territorial Assessments

Most learners who have a Student Support Plan or an Individualized Education Plan shall participate in standard territorial assessments. Typically, these learners will be following the expected learning outcomes of the regular curriculum with accommodations.

Schools must provide adaptations to facilitate the participation of these learners in territorial assessments of achievement.

Accommodations must not affect the level or content of the assessment, the performance criteria or the reliability and validity of the assessment.

Accommodations to be documented in the learning plan

Any accommodations recommended to facilitate the learner's participation in territorial assessments must be identified in their Individualized Education Plan or Student Support Plan. These accommodations must be:

- Appropriate to the learner's particular needs, as identified in their learning plan.
- Included among the strategies, accommodations, and resources identified in the learning 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").

Contact the Curriculum and Assessment unit for more information.

Classification of educational assessments

Assessment is the systematic process of gathering information from many sources to make appropriate educational decisions. It identifies the learners' strengths and needs and contributes to the design and implementation of strategies. 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.

Classroom teachers can offer an abundance of information regarding learners in their classrooms. Informal assessments should form the bases of identifying a learner's strengths and stretches.

Student Support Services consultants use several types of assessments that can be used to identify a learner's learning needs from a specialist's perspective. Specialized assessments will only be used when there are reasonable grounds to believe the information collected will assist in the development of a learner's educational program.

Educational tests are classified (A-C) according to their design and purpose, and as such different levels of educational training are required for their use. Within the school system, personnel who administer tests as part of regular job duties and who have evidence of appropriate training may administer educational tests.

Level A tests

Assessment information forms a baseline to measure learner progress. These are tests which can be adequately administered, scored and interpreted with the aid of the manual, a familiarity with the learner population, orientation to the kind of setting within which the testing is done, a general knowledge of measurement principles and of the limitations of test interpretations.

This category includes most reading inventories, group or individual, and multiple-choice tests that employ a simple metric as the main avenue of interpretation. Check with your school authority on guidance for which Level A assessments are recommended.

Training standards

Senior undergraduate or graduate coursework in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant is required.

Within the school system, qualified teachers, including learning assistance teachers and counsellors, and consultants can administer Level A assessments.

Level B tests

Why are Level B assessments (or tests) used?

Level B assessments may be used for the following purposes:

- Filling in a gap in information following classroom/Level A assessments.
- Being standardized, Level B tests are used to compare an individual's development to development typical for their age and/or grade, and/or for data collection purposes.

What are Level B assessments?

Level B tests are more involved than basic (Level A) tests. To administer these tests properly, professionals need special training. They need to know how to:

- Give the test correctly.
- Calculate scores, following specific scoring rules.
- Understand basic inferential statistics to make sense of what the results mean.

Think of them like specialized tools that measure very specific traits, like how well someone:

- Uses language.
- Applies literacy skills, such as decoding, reading comprehension and spelling.
- Moves their body (both big movements like running and small ones like writing).
- Processes what they see and hear.

It's important that the person giving the test understands specifically what the test measures, the science behind testing and the learners with whom they're working.

Examiners need to consider context, like the specific needs, culture and background of the learner, and the setting where the testing occurs.

What training is needed to administer Level B assessments?

To administer these tests, staff need advanced education and supervised training. Level B training should come from an approved individual, college or university. In this training, qualified teachers will instruct on:

- How to pick the right test for each situation.

- The psychometric (or scientific) principles of testing and measurement.
- How to give tests fairly and accurately.
- How to figure out what test scores mean.

To achieve and maintain training in Level B assessments, practice assessments must be administered with individuals for whom information from assessment results is not needed (practice clients) under the guidance of an experienced professional, like a speech-language pathologist or school psychologist. Hands-on practice helps to make sure people taking the training are ready to use these tests properly.

What else needs to be considered before administering Level B assessments?

Information from Level B assessments is used to contribute information to learning plans that may have a large impact on that learner's school experience, so accurate administration and scoring is essential.

- An inaccurate score from a Level B assessment may have significant and potentially harmful effects for the learner.
- Inaccurate scores are significant liability issues.
- Formal assessments are and have been used throughout colonial history to harm or control colonized and other equity-deserving populations (Au, 2022; Au, 2020; Nash, 2020).

For these reasons, it is vital that anyone doing Level B assessments:

- Be doing them regularly to ensure familiarity and consistency with processes and scoring.
- Seek supervision and support from department staff such as educational psychologists or speech-language pathologists.
- Review scoring for accuracy and ask for support if any uncertainty exists.
- Present both risks and advantages of testing to the learner (when appropriate) and learner's family.
- Understand, and work to mitigate, risk of potential harm to the learner.
- Understand limits of testing and their own expertise and be able to confidently refuse requests for administering Level B tests and give reasons for doing so.
- Not administer Level B tests for interpretation (real use and/or applications) on family members, colleagues, friends, or dependents.

How are Level B assessments administered?

Specialists like a speech-language pathologist, or occupational therapist, or anyone else whose profession regulates how these tests are managed, will follow their own professional guidelines.

Step-by-step guidance for teachers who use Level B tests in schools as part of their work is available on the Yukon Education Hub YESNET SharePoint. Teachers doing this level of assessment must have specific training, including supervised practice, and are likely to be working as Learning Assistance Teachers, Shared Resource Teachers, school administrators, or school counsellors. Educators working in schools that are managed by a school boards may have additional or different guidance.

Level B assessments are administered in a one-on-one quiet environment with a trained examiner who follows specific scripts and test rules. During testing, the learner does not receive feedback and does not use supportive technologies. This is to see what the learner can do independently without supports.

Educators administering Level B assessments can see the Yukon Education Hub YESNET SharePoint for workflow guidance or contact Student Support Services for more information.

Level C tests

As these tests are more complex than Level B tests, they require an in-depth understanding of psychometric principles, the traits and constructs being measured, the client population, and the clinical issues involved in the setting within which the testing is done. In addition, these tests require a high degree of professional skill and judgment for their interpretation. This group would generally include any intellectual assessment or any clinical diagnostic test. Level C tests are not done as stand-alone tests as they are always part of a fulsome assessment process, which can include a review of records, interviews, observations, and other types of tests. As Level C tests can be used for diagnosis, their use is restricted to licensed health professionals such as registered psychologists.

Training standards

Advanced graduate-level training for interpretation in the specific professional field to which the tests apply (e.g., clinical psychology, counselling psychology, school psychology) is required. Academic and supervised clinical training must include:

- the theoretical constructs underlying the specific test instruments.
- standardized administration and scoring procedures.
- the interpretation of these test results within the context of the whole assessment.
- advanced psychometric principles.
- the ethical use of tests; and
- direct supervision (e.g., 1200 hours) of testing, including administration, scoring and interpretation.

Within the school system, only Student Support Services personnel administer and interpret Level C tests. When necessary, Student Support Services may contract private clinicians licensed to practice in the territory. When this happens, schools will be informed, and the contracted clinician may have access to student information and may administer Level C tests.

Clinical assessment

Student Support Services consultants use several types of assessments that can be used to identify a learner'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 learner's educational program.

Educational Psychology Assessment

Psychologists provide many types of assessments. Some are in the form of consultation and trying different interventions. Others are through observation and interview. After consultation with the School Based Team, an educational psychologist may decide that a formal educational psychology assessment is needed. A formal assessment can be stressful and time-consuming for a learner and their parent(s), caregiver(s) and/or guardian(s) and should only be attempted if other interventions have been unsuccessful.

Not every standardized educational psychology assessment is the same. During consultation, psychologists will choose tests/measures that are best according to why the learner was referred, how the learner presents, age and academic level.

Psychologists receiving payment for assessment work from Department of Education must provide assessment-related reports and records for student files at Student Support Services.

A fulsome assessment involves several stages, including

- Verbal and written informed consent with the learner's legal guardian(s) which includes what will happen, risks and benefits
- Questionnaires for teachers and parent(s), caregiver(s) and/or guardian(s) to complete.
- A review of the learner's school files, including past assessment and intervention reports
- Individual interviews with educators, parent(s), caregiver(s) and/or guardian(s), and the learner
- Direct assessment with the learner
- Scoring and formulating
- Preparing a written report that includes recommendations
- Debriefing the assessment findings, with a focus on recommendations, with the family and appropriate school staff
- Providing the family and school with copies of the written report

During the direct assessment

- A quiet, comfortable environment without distraction should be provided.
- Learners will likely miss classes.
- Standardized assessments are used.
- This can be exhausting and stressful for learners.

A written report will be produced that includes

- The reason for assessment
- The sources of information used within the report
- Background information of the learner
- The results of the tests administered
- A discussion of all the information gathered leading to an understanding of the learner's presentation
- A summary, which may include a diagnosis
- Recommendations, including those that can be incorporated into the learner's school day

When is a psychological assessment not necessarily appropriate?

- A psychologist is the best person to determine if a school-based psychological assessment is appropriate and timely for a learner. In all cases, please consult

with the school psychologist. Do not assume that an assessment is either inappropriate or necessary for any learner without speaking to the school's psychologist.

- If the learner is not experiencing any school-related challenges, then a school-based psychological assessment is not appropriate. If there are community and/or home challenges, then an assessment outside of the school system should be considered.
- If a learner currently is experiencing acute stressors and trauma, use trauma-assumed practices and refer to community organizations for support.
- If a learner is just learning the language of instruction and/or culture, schools should account for integration first.
- If the learner has a previous assessment and presents with similar challenges, then an updated assessment would likely provide similar results. Rather than a new assessment, consultation and problem-solving focused on instruction, interventions, and strategies for the presenting difficulties may be most useful.
- If the learner's IEP needs adjustment, then school-based information, combined with parent, caregiver and or/guardian and learner input, should be used to inform program delivery.
- Severe emotional and/or behavioural concerns may limit the learner's ability to participate in standardized testing. Consultation with the psychologist would provide guidance and may lead the psychologist selecting alternative means to assess areas of concern.
- Chronic attendance issues may influence a learner's ability to access school-based learning opportunities. Consultation with the psychologist can provide guidance about supporting learners with low attendance and may provide information to the psychologist to assess such a learner differently, if needed.

If a learner is referred for a formal psychological assessment through Student Support Services and informed consent is given by the parent(s) or guardian(s), the psychological assessment should be completed within six school year months, provided no rescheduling and/or delays with assessment sessions. A final debrief meeting and report is generally available within 2 months after the final assessment piece has been completed (e.g., student assessment, parent or caregiver questionnaire, teacher interview, etc.).

Speech sound development

Screening tool: The range of typical sound development for a child is represented by the sounds outlined on the Speech Sound Development Chart, which is available to school staff on Yukon Education Hub YESNET SharePoint. This may be used as a screening tool to determine whether a referral to the school-based team is appropriate. Additional information can be found online at [Speech, Language and Hearing Milestones for Children](#).

If the learner's speech is difficult to understand, consider referring the learner to the school-based team to consult and discuss concerns with the Speech and Language Consultant who works with your school.

Behaviour assessment(s)

A Functional Behaviour Assessment (FBA) forms a hypothesis regarding the function or the reason that a learner is engaging in behaviour; usually behaviour that is undesirable or disruptive. This helps consultants and school staff to develop effective supports to help the learner to meet their wants and needs in a more prosocial manner. An FBA helps school staff to know which strategies to use.

School-based team members may share their observations of the learner with the Student Support Services Inclusion and Behaviour Consultant to receive recommendations for strategies to include in the Behaviour Support Plan (BSP). To do this, the school-based team members may request support from the Student Support Services Inclusion and Behaviour Consultant to:

- Answer functional behaviour assessment interview questions.
- consolidate the information gathered in the Functional Behaviour Assessment (FBA) questions into the BSP form.
- Develop strategies to support the learner to regulate, build relationship and directly teach positive behaviour skills, to reduce/eliminate environmental triggers and/or to adapt/modify teaching methods.

Department of Education Inclusion and Behaviour Consultants align their philosophical approach with the neurosequential model of therapeutics used in Ready to Learn Schools.

Hearing screening

The purpose of the hearing screening is to identify learners with possible hearing impairments.

Hearing Screening will detect a possible hearing issue. The screening does not indicate the degree, type or level of the hearing impairment. Hearing screening is completed by the itinerant teacher for the d/Deaf and Hard of Hearing or a Language Pathologist.

The hearing screening request form is used to obtain a screening for a learner who has shown some symptoms of hearing issues. Symptoms may include, but are not limited to, delayed speech and/or language development and/or history of ear problems (e.g. ear infections). A more detailed list of symptoms can be found in the Request for Hearing Screening form.

The hearing screening procedure is a pass/fail method with an Otoacoustic Emission (OAE) Screener. The entire procedure takes only a few minutes to complete. If the learner passes the screening, a summary of the results will be completed and one copy each will be kept at the school, filed at Student Support Services, and given to the parent(s) and/or guardian(s).

If a learner fails the screening, they will be re-tested in 3 to 4 weeks. If they pass, the results will be sent to the school, Student Support Services, and the parent(s) or guardian(s). If they fail, the results will be forwarded to the school and Student Support Services, and a recommendation will be indicated for a referral to Hearing Services for a complete hearing evaluation.

If learners require a hearing screening in Whitehorse, please refer them to Hearing Services. If there are learners in the community schools that are unable to obtain a hearing screening through their Community Health Centre or by visiting Hearing Services, the Hearing Resource Teacher can be referred to plan for a Hearing Screening.

There are three parts to the hearing screening form:

1. Student school and contact information.
2. Possible symptoms of hearing loss.
3. Parent and guardian consent for an otoscopy. Prior to any hearing screening, an otoscopy is required. This involves looking into the learner's ear with an

otoscope to check for any earwax buildup and the condition of the ear, eardrum and ear canals.

The Request for Hearing Screening form can be completed by a parent or guardian, classroom teacher, learning assistance teacher, administrator, speech language pathologist or educational psychologist, and may be requested from Student Support Services. Parent or guardian consent is required.

The completed form is to be sent to Student Support Services, Department of Education: Attention to the Teacher of the d/Deaf.

Copies of the completed Request for Hearing Screening forms are filed in the student's yellow Student Education File, with copies sent to Student Support Services and the parent(s) or guardian(s).

Hearing evaluation is a more in-depth assessment to determine the degree, type and level of the hearing impairment. The hearing evaluation is performed by an audiologist. Subsequent audiology reports would be forwarded to parent(s), caregiver(s) or guardian(s) and stored in the learner's red confidential file.

Deaf/Hard of hearing assessment

Deaf and Hard of Hearing resource teacher may conduct systematic observations and data collection, informal and formal assessments to determine communication, academic progress, social emotional functioning and wellbeing of the deaf and hard of hearing learners as it impacts learning. They can advise teachers and other consultants on recommended adaptations for a particular learner that may impact the assessment process.

The teacher for students of the deaf/ hard of hearing may screen some learners at the school level. However, parent(s), caregiver(s) and/or guardian(s) must take their child to Hearing Services (Health and Social Services) for full hearing assessment.

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 learners, and the interrelationships between listening, speaking, reading and writing. A learner may be referred if there are any questions concerning the learner'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 learner'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 goal of occupational therapy is to improve the learner's performance of tasks/activities necessary for successful school participation by providing recommendations, strategies, assistive technologies, sensory solutions and more.

Occupational therapists also assess for assistive technology needs.

Physiotherapy assessment

Physiotherapy assessments provide information about a learner'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 learners and how these needs may impact on school performance.

Physiotherapists also assess mobility needs and equipment needs.

Visual assessment

The vision resource teacher may conduct systematic observations and data collection, informal and formal assessments to determine communication, academic progress, social emotional functioning and wellbeing of the learners who are blind or low vision as vision impacts learning. They can advise teachers and other consultants on recommended adaptations for a particular learner that may impact the assessment process.

The teacher may do some vision testing at the school level as a part of assessment. However, parent(s), caregiver(s) and/or guardian(s) must take their child to an ophthalmologist for a full vision assessment.

Fetal Alcohol Spectrum Disorder Assessment

Fetal Alcohol Spectrum Disorder Diagnostic Referral

The Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team is a Yukon-based service for children from birth to 18 years of age. The team consists of a Fetal Alcohol Spectrum Disorder diagnostic coordinator, doctor/pediatrician, and staff from the Student Support Services (Department of Education) and possibly Disability Services, Health and Social Services. Student Support Services staff include speech language pathologist, educational psychologist, occupational therapist, and physiotherapist.

A referral form for a Fetal Alcohol Spectrum Disorder assessment gets sent to the Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team. The referral will be accepted or declined based on the criteria for Fetal Alcohol Spectrum Disorder assessment outlined below.

Criteria for Fetal Alcohol Spectrum Disorder (FASD) assessment

The following are required:

1. The parent(s) and/or guardian(s) agreement.
2. Confirmed prenatal alcohol use. The Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team will seek information to confirm prenatal alcohol consumption if it is not available at time of referral. A Fetal Alcohol Spectrum Disorder assessment cannot proceed if reliable confirmation is not obtained.
3. The youth between the ages of 5 – 18 years of age is demonstrating significant delays in learning and development, adaptive, social and behaviour skills.

Assessment process

Once a referral is received, the Fetal Alcohol Spectrum Disorder Diagnostic Coordinator confirms prenatal alcohol consumption. The diagnostic coordinator and a clinician on the team from Student Support Services obtains informed consent for a multi-disciplinary FASD assessment. Then the assessment process begins.

The assessment will include:

- an interview with the child's/youth's parent(s), caregiver(s) and/or guardian;

- an interview with current educators
- a complete physical assessment by a physician;
- the administration of formal and informal tests by qualified professionals; and
- consultation with other individuals/agencies with parent or guardian permission.

The results of the team assessment will be shared with the parent(s) and/or guardian(s) at a family meeting and through a written report. With the parent(s) and/or guardian(s) permission, the results of the assessment will be shared with agencies and individuals for the purpose of learner programming and support.

For more information or if you are considering a referral to the Fetal Alcohol Spectrum Disorder Diagnostic Team, send an email to studentsupportservices@yukon.ca attention: the staff School Psychologist re: FASD referral.

Reporting assessment results

The results of direct service, including results of assessments shall be provided and explained to the parent(s) or guardian(s) as per Division 2, section 16 (2) (e) of the Education Act.

Where schools have experienced difficulties in contacting the parent(s) and/or guardian(s) to provide the results of an assessment, the school administrator will inform the parent(s) and/or guardian(s) 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 parent(s), caregiver(s) and/or guardian(s), the learner and staff in a timely manner. Assessment reports by Student Support Services staff are made available to the parent(s) or guardian(s), the school staff and, when appropriate, the learner, in accordance with the provisions of the Access to Information and Protection of Privacy Act (ATIPP).

Assessment from external agencies

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 educational planning and easily integrated into the Student Support Plan or Individualized Education Plan.

Private assessments

Parent(s) and/or guardian(s) may choose to get a private assessment, at their own cost, for whatever reason they deem it necessary.

If the parent(s) or guardian(s) choose to provide a copy of the assessment report to the school-based team (SBT), 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. The Department of Education requires the SBT to consider fully the information in any private assessment report. The school administrator and SBT, including Student Support Services' professional staff able to interpret the findings appropriately within a school-based setting and the parameters of Yukon's Education Act, may make a decision whether the learner has an exceptionality that requires a special education program under Division 2 of the Education Act and, if so, what type of inclusive education program or plan is required.

When a private assessment is provided to a school, the school should send a copy to studentsupportservices@yukon.ca (using secure file transfer) to be filed in Student Support Services' electronic records. Case managers can email SSS to request a secure file transfer link.

Referral to medical professionals

After discussion with the appropriate consultant, if the school-based team believes that a learner might benefit from medical services, they may suggest medical follow-up to the parent(s), caregiver(s) and/or guardian(s). The school-based team and/or Student Support Services staff may provide the parent(s), caregiver(s) or guardian(s) with a written letter to provide to the doctor that describes the learners' presenting issues and a clear reason why the learner may benefit from medical services.

Inclusive education record and information management

Records management is vital for educators because it ensures consistency, legal compliance, and effective support for student learning. Here's why it matters:

1. **Consistency:** All Yukon schools must follow the same process for managing student records, which helps maintain uniformity across the education system.
2. **Legal compliance:** These guidelines ensure that schools meet legal standards as set out in Government of Yukon laws and directives in the:
 - *Education Act*
 - *Archives Act*
 - *Access to Information and Protection of Privacy Act (ATIPP Act)*
 - *General Administration Manual*
 - 2.14 Records Management
 - 2.15 Security of Public Records
 - 2.27 Privacy Management Policy
 - 2.4 Information Governance
 - *Administrative Records and Classification Schedule (ARCS)*
 - *Operational Records and Classification Schedule (ORCS)*
 - *Transitory Record Schedule (TRS)*

This guidance document also supports compliance with the Department of Education [Student Records Policy](#) and the [Privacy Management Policy](#).

3. **Support for learning:** Student records are used to improve instruction. Documentation must reflect the continuum of assessments, interventions, and planning, which are crucial for supporting each student's educational journey.
4. **Comprehensive information management:** Schools must manage administrative, operational, and transitory records to meet legal and operational requirements. This practice ensures a complete information management system is available to employees, who are responsible for organizing records in all formats created or received during their work. School staff will only collect the minimum amount of personal information necessary for supporting students in their education.

What's in a student record?

A student's record holds essential educational information from kindergarten through Grade 12. All parts of a student record are categorized under the 1520 Student Services (K-12) ORCS record series. This guidance is categorized as 1520-00 Student Services (K-12) - policy, procedures and strategies.

This classification helps ensure that all relevant information is organized and accessible, supporting the student's educational journey throughout their school years. The Student Services classification contains the following sub-classifications:

Student Education File (1520-20)

A Student Education File is made up of several key components, each documenting different aspects of the learner's education. These files are maintained at the school level and includes:

- Permanent Student Record
 - A Permanent Student Record is a summary of all the courses taken by a student during their K-12 education. Includes the transcript and Permanent Student Record (PSR) which is a summary of courses taken by the student.
 - The PSR is also known as the 'cumulative record'. The cumulative record contains:
 - A Permanent Student Record (PSR) card. A PSR report summary is generated in Aspen/MyEducationBC and a copy is filed in the Student Education File.
 - The PSR report must be printed and stored when the student leaves the school or graduates.
 - The student's final transcript. This document is produced by the BC Ministry of Education and Child Care and is sent to schools to be filed after students complete their education.



- Yellow file
 - Any documentation that helps educators support students on their educational journey and reflects student growth and development.
 - This file contains some original documents (e.g. consent documents and other signed forms), as well as copies of reports printed from the student information system (e.g. report cards, attendance, learning plans, etc.).



- Confidential file (red file)
 - If a student is identified as needing inclusive education supports or accommodations for learning, a red confidential file is created to contain related documentation.
 - This file contains some original documents that contain sensitive information, such as medical information, and assessment reports.
 - This file may also contain copies of original records that are contained in the Student Support File, along with any related recommendations.
- Electronic student information system
 - Aspen (MyEducationBC) is the electronic component of the Student Education File.
 - Tracks attendance, report cards, student demographics, including medical, legal and health alerts.
 - The Student Services section of the Aspen student information system contains learning plans, including Individualized Education Plans, Student Support Plans, Behaviour Support Plans and Safety Plans.
 - Records created in the electronic student information system are considered the “originals”. As mentioned above, copies of records created in the electronic student information system may be included in the paper Student Education File.

When viewing any paper-based components of the red confidential Student Education File, staff will record access in a check out/in tracking system. This tracking sheet includes the date, student’s PEN#, name of person viewing file, initials indicating check out and check in, along with a confirmation the file has been returned to the locked filing cabinet. A Student Education File paper file access tracking sheet is available on Yukon Education Hub YESNET SharePoint.

Inclusive education records within the Student Education File - what goes where?

<p>Yellow file</p>  <p> If student has a red confidential file, check the box on the front of the yellow file indicating there is a red confidential component to the Student Education File.</p>	<p>Inclusive education records stored in the yellow file include:</p> <ul style="list-style-type: none"> • Referrals to/contacts with external agencies (original) • Consent for a new Individualized Education Plan (IEP) form (original – copy sent to SSS) • Printed activity logs or records of consultation with parent(s), caregiver(s) and/or guardian(s) (original if recorded outside of Aspen, copy if entered in Aspen and log printed for yellow file) • Discontinuation of Individualized Education Plan form (original – copy sent to SSS) • Copy of learning plan (IEP, SSP, BSP) for each year. If there are multiple versions, include only <u>final</u> version for the year (unless it varies significantly from earlier versions). Master records of IEP, SSP and BSP are entered into or uploaded into Aspen. • Copy of Safety Plan (Master record is uploaded into Aspen) • School-based team notes unless of a confidential nature (only if student doesn't have red file, if student does have red file SBT notes are stored there) (original record) • Authorization of Administration of Medication Plan / Medical / Emergency Procedure Planning Form / Record of Administration of Medication, including condition specific plans and forms. (Original records are held in yellow file– copies can and can be uploaded into Aspen in the student's Documents-documents area per Aspen workflow instructions) • Documentation regarding exemptions from Yukon Foundation Skills Assessment (copy of communication with Curriculum and Assessment)
<p>Red confidential file</p> 	<p>Inclusive education records stored in the red file include:</p>

<p>If a student is identified as needing inclusive education supports or accommodations for learning, a red confidential file or “red file” is created to contain related documentation.</p> <p>Red file contents reflect the Student Support File at the Department of Education (with a few exceptions).</p>	<ul style="list-style-type: none"> • Child Development reports (CDC sends copy to SSS and schools. SSS record is considered the master, red file version considered copy) • Copies of assessment reports from Student Support File including: <ul style="list-style-type: none"> ○ Education Psychology (Ed Psych) ○ Hearing Resource Teacher (HRT) ○ Occupational Therapy (OT) ○ Physiotherapy (PT) ○ Positive Behaviour Intervention Support Coach (PBIS) ○ Speech Language Pathology (SLP) ○ Student Support Consultant (SSC) ○ Vision Resource Teacher (VRT) • Copies of formal assessments from outside of the Yukon or from private providers (If submitted to the school directly, school send a copy to SSS by secure file transfer to be included in Student Support File) • Level B assessment consent, protocols and reports (original) • Speech sound development chart (original) • Request for hearing screening form (original) • FASD referral, consent for assessment, consent to release/exchange of information, consent to photograph, audio tape & videotape (original) • Family supports for children with disabilities - referral and information (original) • Complex needs committee referral form (original) • Consent to release/exchange of information form (original) • School-based team referral, student-specific SBT intervention strategies summary, school-based team meeting notes/minutes (original) • Consent for referral to Student Support Services (original) • Educational Psychology consent for referral (original) • Notification of change of schools: Students with inclusive education needs (original) • Shared Resource Program application form, exit plan, parent or guardian consent, report on initial adjustment (original)
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	<ul style="list-style-type: none"> • Nonviolent Crisis Intervention incident report (copy – master belongs to 1520-04 accident/incident report series) • VTRA protocol questions form (original) • Do Not Resuscitate order form (original) • Defibrillator emergency treatment form (original)
<p>Aspen student information system</p> 	<p>Inclusive education records stored in the student information system include:</p> <p>Student Services section of Aspen:</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEP) and Student Support Plans (SSP) are entered directly into the learning plan template • Behaviour Support Plans (BSP) are recorded in Student Services view and uploaded into student record documents area • Safety Plans (SP) are recorded in Student Services view and uploaded into student record documents area • The master record of IEPs, SSPs, BSPs and SP are held in Aspen. Copies are included in the yellow file. <p>The Plan Alert  appears when a student has an active plan created in the Student Services module.</p> <p>Enrollment and demographics section of Aspen:</p> <p>Medical, Health and Legal Alerts are entered by the school office administrative staff. Alerts are displayed in the column just to the right of the student name. These are specific for each student.</p> <p>Medical Alert  :</p> <ul style="list-style-type: none"> • Medical alerts are for medically diagnosed, potentially life-threatening health conditions that may require emergency medical care. • In the Aspen student information system, a Medical Alert is assigned when this information is provided to the school. This alert ensures the information about the

learner and the location of any required supplies (e.g., EPI pen) is recorded in the Alert Description.

- The Alert Description will indicate that original documentation has been included in the student's yellow student education file, and where else the information can be found at the school.
- Copies of medical and emergency plans will also be uploaded to the student's electronic record in Aspen in the documents-document area.

Health Alert

- A Health alert is assigned if a condition is **non-life-threatening**.
- Depending on the health situation, authorization of administration of medication plan/medical/emergency procedure planning documentation may be required.
- The Alert Description should indicate that the original documentation has been added to the student's yellow student education file, and where else it can be found at the school.
- Copies of medical and emergency plans will also be uploaded to the student's electronic record in Aspen in the documents-document area.

Legal Alert

- A Legal Alert is assigned if there is a situation where legal documentation is on file, such as child custody, safety or legal issues surrounding the student's family situation.

The Student Education File should not include:



- Copies of the student's birth certificate, health care insurance card or First Nations status card
- Documents such as "class overviews" that do not relate directly to the student
- Notes and observations prepared by and for the exclusive use of the teacher, school administrator or other staff member
- Information which, if disclosed to another person, would cause irreparable harm to the student, as determined by the school administrator
- A copy of a suspension issued to the student under s. 41 of the *Education Act*

Contact the Department of Education Records Unit for more guidance on what can and can not be included in the Student Education File.

Student Support File (1520-25)

Students who have received services from Student Support Services personnel, especially those who provide specialized support and related services, will have an additional confidential file. This portion of the student record is maintained by Student Support Services (SSS) at the Department of Education.



- Student Support File (green file)
 - Holds confidential information from assessments and treatment such as therapy reports, assessment protocols, and records of other specialized support services. While some records are paper based, the “green file” or “Student Support File” records are increasingly stored in an electronic format maintained at SSS.
- Electronic Student Support File
 - Used by SSS for confidential clinical notes, digital copies of referral forms, and digital reports.
 - Holds confidential information from assessments and treatment such as therapy reports, assessment protocols, and records of other specialized support services.

Components of original records held in the Student Support File may be copied to the student’s red confidential Student Education File.

Note: The legal framework references at the beginning of the records management section highlight the laws that are those most relevant to educators. Consultants and other specialized professionals are bound to Acts and regulations that guide their professional practices beyond what was articulated above.

School Counsellor Files (1520-30)

School Counsellors’ records are maintained at the school. Files created by Student Wellbeing and Inclusion staff are maintained at the Department of Education.



- School Counsellor File (blue file)
 - This file contains original records such as personal counselling notes, group counselling notes, school counsellor informed

consent to service form, and any other relevant information pertinent to the school counsellor/student confidential relationship.

- This file could also include course planning/selection, post-secondary information and training, career planning and development.
- School Wellness Specialist file (Electronic file)
 - School Wellness Specialists help schools support staff, parent(s), caregiver(s) and/or guardian(s) and students navigate student mental health and wellbeing in the school setting.
 - Used by School Wellness Specialist for individual student case notes and whole school initiatives and requested support.
 - School Wellness Specialists may also create original records that contribute to the Student Education File (yellow file and red confidential file).
 - If appropriate, records will be copied to the electronic Student Support File

Accident/Incident Reports (1520-04)

There are three streams to this record series. The school generates the original reports in all three streams. For two of the streams, the reports are forwarded to the superintendent or executive director. The reports held by the superintendent or executive director are the master. For these two streams the records held by the school, and in the case of WRAs, by SSS are considered copies.

- Accident Reports **when medical intervention was needed**
Accidents that need medical intervention. These reports are created at the school and forwarded to superintendent / executive director.
- Accident Reports **when the school provides the necessary care**
An accident happens, and the first aid attendants at the school can offer the necessary care (no further intervention needed). These records are kept at the school and submitted to Education Records Unit at the end of the school year.
- Workplace Risk Assessments Incident Report
Reports regarding behavioural incidents. These incident reports (WRA) are submitted by the school to the superintendent / executive director and Director of Student Support Services.
 - Other record series could follow from this (e.g. Safety Plan).

Meetings (1520-95)

This record series is maintained by Administrators at the school level. Decisions made about individual students must be reflected in their Student Education File.

- Meetings that are chaired by schools on matters of an operational nature related to student services. The original record is held by the meeting chair, who is responsible to ensure the record lifecycle is properly managed. This includes meetings schools are a stakeholder/participant in with decision making input.
- Examples include but are not limited to: Education Appeal Tribunal caseworks, School-based team minutes, Threat Assessment Protocol, meetings with agencies like Child Development Centre, Mental Wellness and Substance Use Services, and Child, Youth and Family Treatment Team, etc.
- School-based teams (SBT) can organize their meeting minutes in the SBT binder. Originals of student-specific meeting notes taken at a SBT meeting are filed in the student's red confidential Student Education File, copies are stored in the SBT binder or SBT school files.
 - Notes taken by teachers to help with instructional design are considered as transitory working files.

Transportation Management Case Files (1535-40)

This record series is primarily maintained by Operations at the Department of Education, who administers student transportation requirements.

- In cases where students have alternative transportation needs, the original signed consent and request for alternative transportation form is submitted to Student Support Services for approval.
 - SSS forwards the approvals to Operations for processing.
 - A copy of the signed consent form can be filed in the yellow Student Education File, along with enrollment documentation.
 - EDU will maintain a copy of the record for two years after the end of the school year.

Guidelines for managing inclusive education records

The Education Act (section 20) requires schools to establish and maintain student records according to specific policies and guidelines.

All Yukon government staff have a responsibility to manage student records in accordance with Government of Yukon and Department of Education laws, policies and

guidelines. In addition to broader Government of Yukon directives, all staff should be aware of:

Department of Education guidelines

- [Student Records Policy](#)
- Guidelines issued in this document

Aspen student information system (MyEducationBC)

- [Aspen Student Information System SharePoint hub](#)
- [Aspen Student Services view guidance](#)

Related Technology & Student Information (TSI) resources

- [About privacy and records](#)
- [Records](#)

Records management guidelines

- All items in a student's files must be dated.
- Only collect, record, or retain personal information required to carry out the job.
 - For organizational purposes, all information must be appended together at the end of school year.
- As information is collected, let participants know of the limits of confidentiality, what notes you will be taking, and where they will be kept.
- Records must be factual and objective (no speculative comments).
- Transitory records are short term, for example, telephone messages, informal or working notes, drafts of memos, reports, etc.
 - Transitory records are destroyed when they are no longer useful or the information has been transcribed into a formal record that is filed.
- Draft documents that differ substantially from the final version of the document may be retained for purposes of accountability.
- Files and records must be kept up to date.
 - Student records will be reviewed annually. Information that is not pertinent to the planning and administration of services for the student's education or welfare or required for legal/administrative purposes should be securely shredded.

Managing information and privacy

The Department of Education and staff public bodies are responsible to create and maintain accurate student records. Student information must be managed in accordance with the [Education Act](#) and the [Access to Information and Protection of](#)

[Privacy Act](#) (ATIPPA). Personal information of students must be collected, used, disclosed, retained and disposed of in accordance with the ATIPPA Act. More information on protecting privacy is available on [Yukon.ca](#). Staff must handle student information with the Department of Education's [Privacy Management Policy](#).

Collection of personal information includes gathering or obtaining the personal information but does not include the use, disclosure or management of the personal information.

- Personal information must be collected in accordance with Division 3 of ATIPPA.
- Public bodies will receive authorization to collect personal information for specific purposes and must not collect more personal information than is reasonably necessary to carry out the purpose for which the information is being collected. Examples of a prescribed purpose could include planning and carrying out programming or activities or providing specialized evaluations or services.

Use of personal information, includes accessing, adapting, compiling, copying, modifying, organizing or reviewing the personal information but does not include collecting, disclosing or managing the personal information.

- Personal information must be used in accordance with Division 4 of ATIPPA.
- Personal information must only be used for the purpose it was collected for, if the use is directly connected to the reason it was collected, and if the use is necessary to carry out a program or activity.
- Access is determined by delivery of programming and provision of service, safety and security of students, staff and members of the school community.
- Student records, both paper and electronic, can only be accessed by authorized personnel (Educators, Administrators, Department of Education and School Authority personnel) who have viewing privileges for the students they support. Personnel who contribute to a student's record are protected from liability if they act in good faith, within their duties, and without negligence (*Education Act*, Section 20(4)).
- Parent or guardian(s) and students aged 16+ have the right to access and review their student records (unless restricted by a court order).

Disclosure of information includes revealing or otherwise making the information known to a person other than the person who holds the information but does not include the collection, use or management of the information.

- The school administrator shall ensure that the contents of a student record, or any part thereof, are not disclosed except in accordance with section 20 and section 199 of the *Education Act* and Division 5 of ATIPPA.
- Student records cannot be shared with anyone else without written permission from the learner’s parent or guardian or the learner if they are 16 or older.
- Personal information can only be disclosed when authorized and as it relates to the purpose that the information was collected, and for a use that is directly connected to the purpose it was collected. Personal information can only be disclosed when authorized and necessary to carry out a program or a statutory duty. Consent is required for any disclosures for a purpose other than the reason the information was collected.
- A consent to release or exchange information form is required before any disclosures of personal information can be made.
- If an unauthorized disclosure occurs, staff must follow privacy breach protocols identified by the Department of Education’s Departmental Privacy Officer (DPO). Guidance on procedures and forms related to privacy breaches are available on the Yukon Education Hub SharePoint page.

Disposal of information includes destruction or deletion of the information.

- Personal information and student records must be managed, retained and disposed of according to the requirements of the appropriate records schedule (e.g. the Department of Education’s Operational Records Classification Schedule or the Government of Yukon’s Transitory Records Schedule).
- Contact the Departmental Records Officer at records.education@yukon.ca for more information on records classification and guidance on records retention and disposal.

Parent or guardian and student rights

Parent(s) or guardian(s) and students aged 16+ have the right to access and review their student records (unless restricted by a court order). During initial meetings, case managers will inform families about how records are maintained, stored, and shared.

Parent(s) or guardian(s) and students aged 16+ can examine all student records kept by a school and the Department of Education pertaining to that student, while accompanied by the administrator or a person designated by the administrator to interpret the records. During this on-site viewing, the parent or guardian or the student can indicate which documents they would like to have copies of. Following this viewing,

the staff member will make copies of the identified documents to be provided in a sealed envelope addressed to the recipient and marked as “confidential.”

Students who have been out of Yukon schools for less than five years can request their records by [contacting](#) the last school they attended.

Students who have been out of Yukon schools for five or more years can request their records (including IEPs) by completing and submitting this form: [Transcript or student records request](#).

Confidential red Student Education Files

While all components of the student record are confidential, the “red confidential file” component of the Student Education File contains sensitive information. Red files will contain professional reports and assessments, intervention strategies, and other documents (from psychologists, social workers, health care professionals, counsellors). If the information is technical, the school administrator may request the assistance of department personnel for interpretation. Reports written about individual students by professionals from other agencies should be considered confidential. Materials from Level B assessments that are completed within the school setting by school personnel must be filed within the student’s red file.

Sensitive information shared verbally must be treated as confidential. Notes made about confidential topics shared in conversation, must also be treated as confidential. In accordance with the ATIPP Act, sensitive personal information in the student’s red confidential file must be limited to what is necessary to address the intended purpose of authorized collection(s).

All components of the Student Education File must be kept in a locked cabinet in a secure location and are not to be removed from designated storage and viewing areas. Some schools store the components of the Student Education File (yellow file/red file) separately, while others store them as one unit in the school office. When viewing any paper-based components of the Student Education File, staff will record access in a check out/in tracking system. This tracking sheet should include the date, student’s PEN#, name of person viewing file, initials indicating check out and check in, along with a confirmation the file has been returned to the filing cabinet. A Student Education File paper file access tracking sheet is available on Yukon Education Hub YESNET SharePoint.

Access to confidential red files is limited to authorized school and departmental personnel working with the student and Student Support Services consultants. The school administrator, as-needed, grants viewing permissions within the office environment to school personnel who work directly with the student. Due to the confidential nature of and restricted access to the red confidential file contents, record contents in this part of the Student Education File are never copied or uploaded into a student's record in the Aspen student information system.

Copying and sharing student records

Student records may not be copied except in limited circumstances. Before copying or sharing student records, a consent to release or exchange information form must be completed by the parent or guardian (or a student who is 16+).

If professionals from other agencies request access to student records, schools must obtain written parent or student (16+) consent before sharing any information.

Professionals who are employed or contracted by Student Support Services can access and copy content from the Student Education File (yellow and red file) when they are on site. It is not permitted for them to remove master records from the school.

Transferring student records

Student Education Files will be transferred after receiving a written request from the student (16+) or their parent or guardian. An exception to this rule is when a student transfers from elementary to secondary within the Yukon public school system, the feeder school automatically transfers the records to the receiving school as part of the transition process.

If a student transfers to a school within the Yukon public school system, the administration will transfer their Student Education File to the new school, using internal mail. All file components of the Student Education File are transferred to schools within the Yukon public school system.

If a student transfers outside of the Yukon public school system (to a private school or a school outside of the Yukon), the administration will provide a digital **copy** of relevant records to the receiving school, using Secure File Transfer. This will include a copy of the PSR report from Aspen/Education, recent report cards and learning plans, etc.

Original Student Education Files must be retained in the Yukon's education system.

Sending inclusive education records to Student Support Services

The Department of Education maintains a confidential Student Support File on all students with inclusive education needs. Forms, assessment reports, and other inclusive education records sent to Student Support Services are securely filed in the student's electronic student support file. If such support documents are submitted directly to the school, the school must forward them to Student Support Services via [secure file transfer](#) to be included in the central student support file.

Scan documents as PDFs (one document per PDF) and name according to the standard naming convention:

Document type_SERVICE_LAST NAME_First name_YYYY-MM-DD.pdf

Consistent use of naming conventions when sharing documents increases efficiency and is appreciated. The naming convention for each student support record indicates a series of details about the document's contents. Each detail is separated by an underscore "_." The format of each document name indicates (in order) the:

- Document type
- Short form for specialty or service type (if applicable)
- LAST NAME
- First name
- Date of document signature (year-month-day)

Short form service key for inclusive education specialities:

Education Psychology	PSY
Speech Language Pathology	SLP
Occupational Therapy	OT
Hearing Resource Teacher	HRT
Vision Resource Teacher	VRT
Inclusion and Behaviour Consultant	IBC
Physiotherapy	PT
Student Support Consultant	SSC

Secure file transfer is recommended when sending documents with sensitive student information. SSS will provide [secure file transfer links](#) upon request to studentsupportservices@yukon.ca.

- If sending documents by secure file transfer, set access restriction to "Recipients + Locals"
 - Student Support Services staff managing the shared mailbox must login using their YNET credentials to download the documents.

Retention and disposition of inclusive education related records

The Department of Education has a classification system to categorize activities and transactional records created as education programs are delivered. This is known as the Operational Records Classification System (ORCS), and facilitates the classification, transfer, storage and final disposition of program records unique to the Department of Education.

ORCS is also a records scheduling system. A records schedule is a timetable that governs the life cycle of records series, from creation, through active use within an office and retention in off-site storage, to destruction or transfer to Yukon Archives. The records schedule incorporated into ORCS ensures that all operational records are retained for sufficient periods of time to meet the legal, operational, fiscal or other requirements of government.

The Department of Education Records Unit works with schools to transfer records according to this schedule.

Record #	Record type	When is the file considered closed?	What does disposition look like?
1520-20	Student Education File	two years of non-activity on file and/or graduation	CL+50y - A Inactive files are stored at the school for 5 years before transferring to EDU Records for disposition. Files sent to Yukon Archives 50 years after it closes.

Record #	Record type	When is the file considered closed?	What does disposition look like?
1520-25	Student Support File	two years of non-activity	CL+50y - A Inactive files are transferred to EDU Records for disposition. Files sent to Yukon Archives 50 years after it closes.
1520-30	School Counsellor File	two years after student has left the school	CL+7y - D Inactive files are transferred to EDU Records for disposition. Files destroyed 7 years after it closes.
1520-04	Accident/Incident Reports	academic school year end	CL+7Y - D Inactive files are transferred to EDU Records for disposition. Files destroyed 7 years after it closes.
1520-95	Meeting (minutes, related documents)	fiscal year end	CL+7y - A Inactive files are transferred to EDU records for disposition. Files sent to Yukon Archives 7 years after it closes.

Record #	Record type	When is the file considered closed?	What does disposition look like?
1535-40	Transportation Management Case Files	academic school year end	CL+2y - D Inactive files are transferred to EDU Records for disposition. Files destroyed 2 years after it closes.

For more information see the Department of Education's Operational Records Classification System (ORCS) schedule or contact the Departmental Records Officer at records.education@yukon.ca.

Who is responsible for records related to inclusive education processes?

Per the *Education Act*, s.20, it is the responsibility of the School Administration to manage and maintain files at school. The School Administrator oversees how records management responsibilities and access are delegated to school staff.

Student records, both paper and electronic, can only be accessed by authorized personnel (Educators, Administrators, Department of Education and School Authority personnel) who have viewing privileges for the students they support. Personnel who contribute to a student's record are protected from liability if they act in good faith, within their duties, and without negligence (*Education Act*, Section 20(4)).

LATs and classroom teachers typically only interact with the student education files of students on their caseloads or that they are working to support directly. Educational Assistants can be granted access to review files for the students they are assigned to support by school administrators as needed.

When viewing any paper-based components of the Student Education File, staff will record access in a check out/in tracking system. This tracking sheet includes the date, student's PEN#, name of person viewing file, initials indicating check out and check in, along with a confirmation the file has been returned to the filing cabinet. A Student Education File paper file access tracking sheet is available on Yukon Education Hub YESNET SharePoint.

Per the Education Act, s.16, Student Support files are maintained at the Department of Education.

The Yukon Education system currently uses a hybrid system with paper and electronic file formats. Records are increasingly moving to electronic file formats.

Record #	Record type	Where is the record held?	Who contributes to this record?
1520-20	Student Education File – yellow file	Paper: school Electronic: Aspen	Administrative staff / case manager (LAT, SRP) / teachers / EAs (when authorized by administrator)
1520-20	Student Education File – red confidential file	Paper: school Electronic: currently N/A	Administrative staff / LAT / case manager / teachers Records created by specialized professionals are often included
1520-25	Student Support File	Paper: green file at EDU Electronic: Electronic filing system at EDU	Student Support Services consultants and contracted professionals School Wellness Specialists may contribute to this record
1520-30	School Counsellor File (includes School Wellness Specialist (SWS) File)	Paper: school Electronic: SWS use electronic filing system at EDU	School counsellor Student Wellness and Inclusion staff

Record #	Record type	Where is the record held?	Who contributes to this record?
1520-04	Accident/Incident Reports	Paper: school and EDU Electronic: SharePoint	School Administrators, and teaching staff who witness accident/incident. Record submitted to superintendent/executive director (cc'd to Director of SSS in case of WRA).
1520-95	Meetings	Paper: School Electronic: Schools G: drive / SharePoint	Secretary/treasurer position, or person who chairs the meeting
1535-40	Transportation Management Case Files	Paper: Copy in Yellow Student Education File Electronic: EDU operations system	Schools work with families of students who need alternative transportation support to submit request. SSS reviews applications and approves or denies. Operations processes approved applications.

For information about managing student records, please contact the Department of Education's Records Unit at Records.Education@yukon.ca or 867-667-5369.



Key terms and definitions

Assessment Tests

Assess learners' skill development in academic content areas. Assessment tests measure the extent to which a learner has profited from instruction and life experiences compared to others of the same age or grade. Examples are [Yukon Foundation Skills Assessment](#), Grade 4 and Grade 7: Literacy and Numeracy. British Columbia Ministry of Education and Childcare [Provincial Graduation Assessments](#): Grade 10 Numeracy; Grade 10 and Grade 12 Literacy.

Adaptations*

Teaching and assessment strategies made to accommodate a learner's disabilities or diverse abilities, and may include alternate formats (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies).

*This term is increasingly being replaced with the term essential supports.

Appeals

Are timely, fair and open processes that protect the rights of learners and parent(s)/guardian(s) and address differences of opinion about the education of a learner.

Assessment

Is a systematic process of gathering information about what and how a learner has learned. Through analysis, decisions are made to improve learning. It is a collaborative and progressive process designed to identify the learner'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)

A Behaviour Support Plan identifies supports to help the learner develop expected positive behaviours and regulation, to support their social emotional learning, mental wellness and safety of self or others.

Consultation

Consultation is a process in which parent(s), caregiver(s) and/or guardian(s), school staff and appropriate others share information relevant to the learner'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.

Curricular Goals

Curricular goals focus on specific curricular competencies. Goals are broad, year-end targets, while objectives are the specific, measurable steps to reach those goals.

Goals should be stated positively and describe skills that are observable and measurable.

Supplemental goals are used for learners who are working on the same curricular content as their peers but need additional support.

Replacement goals are used for learners with significant cognitive disabilities and replace grade-level goals, with the aim of providing access rather than closing the gap to grade-level expectations.

Data Collection

Refers to a process that involves the collection of evidence to determine effective specific programming for learner 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 learners. Teachers use a wide range of teaching methods to support learning and to help each learner be as successful as possible.

Diversity

Refers to the presence and recognition of differences within a group, community, or organization. It's about acknowledging that people bring varied perspectives, experiences, and identities, which can strengthen collective outcomes.

Essential Supports

Essential supports are specific to one learner and are used to facilitate and reinforce learning for learners with complex needs. These might include (but are not limited to): One-to-one EA support; Alternate or augmented communication systems (e.g. a Picture Communication Symbols); An assigned ASL interpreter; Materials in braille or enlarged for visibility.

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 Individualized Educational Plan (IEP) or other learning plan as determined by school administration in consultation with professional staff (school-based team and Student Support Services consultants), parent(s) and/or guardian(s) and possibly learner. *The term "special education" is gradually being replaced with the term "inclusive education."

Individualized Education Plan (IEP)

An 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 daily in inclusive classrooms. It is a record of student progress. An Individualized Education Plan is developed through a collaborative team effort involving the student, parents/guardians, 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 Individualized Education Plan. This is reviewed three times per year. The term Individual Education Plan is used interchangeably with Individualized Education Plan.

Informed Consent

Means the parent(s) or guardian(s) have been provided with all relevant information. The parent(s) or guardian(s) understand and agree to the carrying out of the activity for which their consent is sought. The parent(s) or guardian(s) understand that the granting of consent is voluntary and may be withdrawn at any time. This includes providing parent(s) or guardian(s) with as much information as a reasonable or prudent person would want to know before deciding 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 (rather than a foster parent or caregiver) is required as the legal guardian.

Integration

Is one of the major strategies used to achieve inclusion. Integration means learners learn with their peers and are provided with the necessary supports to be successful. The core competency and curricular goals are determined on an individual basis. The principle of "placement in the most enabling learning environment" applies to the extent to which an individual learner is placed in a regular classroom or assigned to an alternate placement.

Learner with disabilities or diverse abilities: A learner who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents.

The **least restrictive and most enabling environment** for a learner 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.

Multi-Tiered Systems of Support

The multi-tiered system of supports (MTSS) system is a way of looking at the delivery of education that uses data to inform instruction, using a strengths-based perspective to promote learner success. Educators use data to make decisions to improve programs, decide on instruction methods, decide when learners should receive Tier 2 or

3 interventions, and when referrals should be made. MTSS includes four components: screening, progress monitoring, multi-level prevention system, and data-based decision making. MTSS is an updated version of the Response to Intervention (RTI) model, and many educators prefer MTSS as it seems to conceptualize tiering supports, not learners.

Modifications*: learning outcomes that are substantially different from the regular curriculum and specifically selected to meet the learner's disabilities or diverse abilities.

*This term is increasingly being replaced with the term Replacement Goals.

Parent

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

Parent or guardian

Parent or guardian involvement means a meaningful partnership between school professionals and parent and guardians to develop the learner including the intellectual, physical, social, emotional, cultural, and to the extent of learner's fullest potential. This includes input and informed consent of parent 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 learner's strengths and needs. This referral occurs after classroom-based interventions or supports have been determined unsuccessful after a prescribed amount of time.

Referrals are made by the school to Student Support Services at studentsupportservices@yukon.ca

Replacement Goals

These are used only for learners with diagnosed intellectual disabilities when grade-level curriculum is not accessible. These goals help create entry points for learning and inclusion. Replacement goals are the result of instructional and assessment-related decisions made to accommodate a learner's educational needs that consist of

individualized learning goals and outcomes different than prescribed learning outcomes of a course or subject.

School age

Means the ages during which a person is permitted to enroll in an educational program. In the Yukon, school is compulsory from age 6 until at least 16, with Kindergarten generally for learners turning 5 by Dec 31st, though an optional Early Kindergarten (for 4-year-olds turning 4 by Dec 31st) is also available, with registration done through local schools or the [Yukon.ca portal](https://www.yukon.ca/portal) for Whitehorse, and in-person for rural areas.

School-based team process

Is a process in which parent(s), caregiver(s) and/or guardian(s), school staff and appropriate others share information relevant to the learner's educational program. The school-based team (SBT) an ongoing collaborative problem-solving unit which assists teachers to develop and implement instructional and/or management strategies. The SBT coordinates resources for learners with inclusive education needs within the school. The school-based team consists of an administrator and other school personnel including the Learning assistance teacher. 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

A school completion certificate, or Evergreen certificate, is issued when a learner on a modified program (with replacement goals) has achieved the goals of their Individualized Education Plan. It is not a Dogwood Graduation Certificate.

Student Support Plan

A Student Support Plan (SSP) is a document that identifies universal and essential supports for learning difficulties or enrichment strategies required for success. These supports help the learner to meet grade-level curricular goals. The teacher, assisted by the Learning Assistance Teacher or counsellor, develops the Student Support Plan. The Student Support Plan represents effective teaching strategies without changing the learning standards.

Supplemental Goals

These support learning beyond the regular curriculum. They may focus on literacy, numeracy, enrichment, or may be developed with specialized supports like Occupational Therapy, Physical Therapy, or Speech and Language.

Transition Planning

Is the process that involves the learner, parent(s), caregiver(s) and/or guardian(s), professionals, receiving school and staff and community agencies to enable learners to prepare for and successfully make changes. This involves preparation, implementation and evaluation to prepare the learner to make major transitions during their 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.

Universal Supports

Universal supports are useful strategies that benefit all learners and can be used in classroom and lesson design.

References

[Find a Department of Education Policy](#)

Au, W. (2020). **High-Stakes Testing, Standardization, and Inequality in the United States**. In Oxford Research Encyclopedia of Education.

<https://doi.org/10.1093/acrefore/9780190264093.013.1123>

Au, W. (2022). **Unequal By Design**. Taylor & Francis.

Nash, J. (2020, January 28). **Exams and equity**. The Strand - Victoria University's Newspaper

About Communicating Student Learning tool

[About Communicating Student Learning Resource Tool](#)

Administration of Medication to Students:

<https://yukon.ca/en/your-government/find-out-what-government-doing/find-department-education-policy>

AIR Center on Multi-Tiered Systems of Support

<https://mtss4success.org/essential-components>

Anaphylaxis Policy:

<https://yukon.ca/en/anaphylaxis-policy>

Child Development Centre

<https://cdcyukon.ca/>

Collective Agreement between the Government of Yukon and the Yukon Association of Education Professionals 2024-2027

https://www.yaep.ca/_files/ugd/78e24c_f8bb68bfe9a84a209f3f3dfbba4c03e3.pdf

Concussion Awareness and Prevention Policy:

<https://yukon.ca/en/concussion-awareness-and-prevention-policy>

Commission Scolaire Francophone du Yukon

<https://csfy.ca/>

Disability Services

<https://yukon.ca/en/health-and-wellness/care-services/find-services-if-you-have-disability>

Education Act

https://laws.yukon.ca/cms/images/LEGISLATION/PRINCIPAL/2002/2002-0061/2002-0061_3.pdf?zoom_highlight=education+act#search=%22education%20act%22

Enrolment of Students in Yukon Schools Policy:

<https://yukon.ca/en/enrolment-students-yukon-schools-policy>

Yukon First Nations 101 course

[Yukon First Nations 101 | Yukon University.](#)

First Nations School Board (FNSB)

<https://www.fnsb.ca/>

Inclusive Education Learning Services Handbook: Sunshine Coast (District 46)

<https://sd46.bc.ca/wp-content/uploads/Inclusive-Education-School-District-46-Sunshine-Coast.pdf>

Inclusive Education Services: A Manual of Policies Procedures and Guidelines 2024, Ministry of British Columbia

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf

Integrated Outcome Strategy for Yukon Learners

<https://yukon.ca/en/integrated-outcome-strategy-yukon-learners>

Joint Education Action Plan for Yukon Learners

<https://yukon.ca/en/joint-education-action-plan>

Mapping the Way

[Home Page | Mapping The Way](#)

Pathway to Inclusive Education

Under consultation. Link will be provided when available.

Safe and Caring Schools Policy:

<https://yukon.ca/en/safe-and-caring-schools-policy>

School Council Dispute Resolution Procedure Policy:

<https://yukon.ca/en/school-council-dispute-resolution-procedure-policy>

School Closure Policy:

<https://yukon.ca/en/school-closure-policy>

Sexual Orientation and Gender Identity Policy:

<https://yukon.ca/en/sexual-orientation-and-gender-identity-policy>

Student Attendance Policy:

<https://yukon.ca/en/student-attendance-policy>

Student Protection Policy:

<https://yukon.ca/en/student-protection-policy>

Student Records Policy:

<https://yukon.ca/en/student-records-policy>

Student Transportation on School Buses Policy – Ridership Guidelines:

<https://yukon.ca/en/student-transportation-school-buses-policy-ridership-guidelines>

Transportation of Students in Government Owned or Rented Vehicles Policy:

<https://yukon.ca/en/transportation-students-government-owned-or-rented-vehicles-policy>

Use of Traditional Medicines – Guidelines for Schools:

<https://yukon.ca/en/use-traditional-medicines-guidelines-schools>

Yukon Child & Youth Advocate Office

<https://www.ycao.ca/>

Yukon First Nations Education Directorate (YFNED)

<https://www.yfned.ca/>

Yukon Violent Threat Risk Assessment Protocol:

<https://yukon.ca/en/yukon-education-violence-threat-risk-assessment-protocol>