



Department of Education

Annual Report 2017



Note

This report fulfills the requirement of s.5 (h) of the Education Act, which requires the Minister to table an annual report on the state of education in Yukon. This report focuses on the activities of the Public Schools Division and related support from other areas of the Department of Education.

It reports on the activities of 2017 and reflects information current as of December 31, 2017.

Student and school performance indicators and statistical data are available online on the Department of Education website: www.education.gov.yk.ca/performance.html.

Information on the Advanced Education Branch can be found in the "Labour Market Framework Report" and other reports available on the Department of Education website at: <http://www.education.gov.yk.ca/publications.html>.



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Message from the Minister

It is my honour and pleasure to present the 2017 Annual Report for the Department of Education.

The Department of Education delivers high quality education programs and opportunities from Kindergarten to Grade 12 through Yukon public schools, for post-secondary education through Yukon College and training programs, and for the workforce through labour market programs. Education is a key part of our government's mandate to support vibrant and sustainable communities and happy and healthy people.

We support lifelong learning and are dedicated to improving education outcomes in all Yukon communities.

We work collaboratively with Yukon First Nations for the benefit of their citizens and all Yukon students. Positive government-to-government relationships with First Nations fosters reconciliation, and this work shines through in Yukon's redesigned curriculum. Thanks to our partnerships with Yukon First Nations and school communities, we can bring meaningful learning opportunities to students to prepare them for a 21st century workforce and life in Yukon and the world.

Over the past year, we have worked hard to foster and grow collaborative relationships with Yukon First Nations and other governments, the Commission scolaire francophone du Yukon, school councils, the Yukon Teachers' Association and community groups. These partnerships are fundamental to our people-centered approach to wellness and helping Yukoners thrive.

Students, families, educators and school communities will all succeed if they are supported and have the tools they need. The implementation of the redesigned curriculum, with its emphasis on student centered experiential learning, including First Nations' Ways of Knowing and Doing, is one of those tools. This is a very exciting time in the evolution of education here in the territory and across Canada. All of us who work in education owe it to our students to use the best available methods and practices to support our learners.

Thank you to all of those who dedicate their talents to all our Yukon learners. The programs and services you deliver are essential to the success and future of our students, our communities, our economy and our society.



Hon. Tracy-Anne McPhee
Minister of Education





Message from the Deputy Minister

I would like to begin by offering my thanks to all the staff in the schools and at the department's main office for their dedication and work over the past year. The many great programs and projects provided to Yukon students over the past year are thanks to your good work and our strong education partnerships.

Thanks to our partners in education and our government-to-government work with Yukon First Nations for sharing your valued input and ideas for Yukon schools. Your commitment to supporting Yukon students builds strong and vibrant school communities and helps students to succeed in their learning.

Thank you to the families; teachers; principals; educational assistants; Yukon Teachers' Association; support staff; School Councils; Council of Yukon First Nations; First Nations Education Commission; Commission scolaire francophone du Yukon; Association of Yukon School Councils, Boards and Committees; Catholic Education Association of Yukon; Community Education Liaison Coordinators; Education Support Workers; Yukon College and others.

Our focus in 2017 concentrated on rolling out the redesigned curriculum for Kindergarten through Grade 9 and preparing for the implementation of the revised Grade 10 to 12 curriculum. This redesign formalizes a change that Yukon's education leaders have been working toward for years. These changes provide new opportunities to help students excel in a knowledge economy and thrive in a world that is seeing unprecedented changes.

We also worked to update our services to adult learners. Amendments to the *Student Financial Assistance Act* and regulations were implemented in this reporting period, as well. To improve access to training opportunities and service delivery, we began our work to negotiate with the federal government for new labour market program funding agreements.

I look forward to further collaboration with our partners and stakeholders to bring new opportunities for all Yukon learners.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Rob Wood', written in a cursive style.

Rob Wood
Deputy Minister
Department of Education

At a Glance

Unless noted otherwise, all data is valid as of June 2017.

Public schools	30*
Students in K-12	5342
Rural	1072
Whitehorse	4270
Female	2552
Male	2790
First Nations	1638
French First Language	274
French Immersion	719
With Individualized Education Plans (IEPs)	549
Teachers deployed, not including CSFY	483.82 FTE
Paraprofessionals deployed	232.16 FTE
Aboriginal Language Teachers	31.59 FTE**
Average spending per student in K-12 (actuals from October 31, 2016 student enrolment)	\$19,303 ***
Registered apprentices (total for 2017)	526
Receiving student financial assistance for postsecondary studies	970
Average amount of student financial aid	\$5,105

*includes Aurora Virtual School and the Individual Learning Centre.

**includes Aboriginal Language Teachers, Aboriginal language speakers, and trainees in the 2016-17 school year.

***includes all direct operation and maintenance costs for Yukon schools, including salaries for school-based staff, materials, supplies, equipment, security, groundskeeping and utilities.

Student and school performance indicators and data are available online on the Department of Education website: <http://www.education.gov.yk.ca/performance.html>.



Public Education in Yukon

Under the *Education Act*, the department is responsible for delivering accessible and quality education to Yukon learners. We work closely with our partners in education and school communities to develop and improve our programs and practices.

More student and school performance indicators and data are available online on the Department of Education website: www.education.gov.yk.ca/performance.html.

21st Century Learning

Technology is transforming the skills, knowledge and capabilities that young people need to succeed as individuals and as citizens of communities. We're transforming the education system so learners of all ages develop the skills and competencies they will need to be successful in the future. We're strengthening our labour market programming and improving our access to post-secondary education so that there are opportunities for learners of all ages to access new skills and knowledge.

The redesigned curriculum encourages learners to make real connections between their studies and their lives. It promotes digital literacy and the use of new technology. It teaches skills for life, like financial literacy and career planning, and persevering to solve complex problems and overcome challenges. We're leading students in learning from histories and cultures around us, preserving our many stories and connecting to the land and respecting the people who share it. We're teaching all Yukon students about Yukon First Nations' Ways of Knowing and Doing, because we must learn from more than one story.

Early and Primary Learning

Yukon schools conduct two assessments of Kindergarten students: the Boehm Test of Basic Concepts and the Early Years Evaluation Survey (EYE). The Boehm Test of Basic Concepts is used to assess students in Kindergarten on their language ability through 50 basic concepts, matching words to pictures. The EYE survey measures a student's development in areas such as self-awareness, cognitive and social skills and physical development.

We know that readiness to learn is essential for early success in school. According to the 2016-17 survey, cognitive skills, physical development and social skills and approaches to learning were the areas needing the most support to improve readiness for school. These assessments also show that some rural and First Nations students need more support for primary learning.

Supporting Children During the Transition to School

Our Student Support Services team helps students who need additional supports to transition from the Yukon Child Development Centre to school and Kindergarten.

The Child Development Centre identified 61 urban and 22 rural children who needed support as they moved from the Child Development Centre to Kindergarten. Student Support Services staff attended meetings in the spring of 2017 with parents, school-based teams and Child Development Centre staff in order to identify and share the needs of these children with school staff and plan for a successful transition into school.



Learning Together

Learning Together programs are designed to help families get ready for Kindergarten. The program introduces young children to school routines in social learning environments, while their caregivers learn new ways to support learning both in the program and at home. In 2017, Learning Together programs were offered at Selkirk Elementary School and Hidden Valley Elementary School.

Junior Kindergarten (K4)

Junior Kindergarten, or K4, provides additional support for early learning in rural communities. Through the program, young children have the option to attend the equivalent of a full-time Kindergarten program over two years. Students go to school part-time for two years, instead of full-time for one year, getting earlier support for language development, how-to-learn behaviours, social skills and pre-literacy and numeracy skills. K4 programs are an option for early learners in most rural schools.

Focus on Foundational Literacy Skills (reading, listening, viewing and writing, speaking, representing)

The skills and concepts from the Kindergarten assessments are some of the basic knowledge a child needs to be ready to learn at school. An important milestone in a child's education is "reading to learn." We know that when students can read to learn at an early stage in their educational journey, they are more likely to graduate from high school. If a student has trouble reading and writing, it makes it more difficult for them to learn in other subjects and can limit their success at school.



Early Intervention Pilot Project

A significant number of Yukon students entering Kindergarten need support in the areas of oral language and social development to be ready to learn. We worked with the Yukon Teachers' Association to pilot an early intervention project beginning in the 2015-16 school year.

This pilot is running in seven Kindergarten classrooms across four schools. The schools were chosen based on historical data including Early Years Evaluation and Boehm results. Seven teachers and seven educational assistants receive special training from speech and language pathologists, an occupational therapist and a social-emotional psychologist so they can assist their students in developing school readiness and communication skills. These skills include self-regulation, executive functioning, listening and speaking (oral communication) to support foundational literacy skill development.

This pilot moved into its second year during the 2016-17 school year. The educational assistants in this pilot moved with their Kindergarten class into Grade 1 and will follow them into Grade 2 in 2017-18.

The progress of the students is tracked annually and cumulatively over the three years of the project. The findings at the end of year two of this pilot indicate that this initiative continues to make a positive impact on students, helping promote oral language, social-emotional and self-regulating skills. A comparison between Term 1 and Term 3 report cards indicates that students are seeing academic improvements in the majority of cases.

Teachers found the program and the training highly useful, and they were able to apply it in their classrooms. Teachers also commented that going through the training together with their educational assistant helped develop a shared skillset and common language to use with their students, and supported co-planning and consistency of teaching practice. They also noted that an additional adult to support small group learning and implement consistent strategies for supporting students was very helpful. Some of the teachers and educational assistants indicated they would like to see more variety in the training topics to avoid repetition and to help them build skills in different areas that could support the goals of the program.

Parents, School Councils and Yukon First Nations also have a role in this pilot, including integrating First Nations' Ways of Knowing and Doing and assisting students in learning basic skills through school community events and at home.



Kindergarten to Grade 12

We deliver Kindergarten to Grade 12 public education in 30 schools across Yukon, including French First Language education through the Yukon Francophone School Board, distance and home education through the Aurora Virtual School, and flexible learning options for students through the Individual Learning Centre.

Coming Changes to Curriculum

Yukon schools are introducing changes to the Kindergarten to Grade 12 curriculum over the next few years, starting with Kindergarten to Grade 9 in 2017-18. The redesigned curriculum better supports student engagement and learning success by developing the skills students need to be lifelong learners and enabling meaningful integrated learning experiences connected to future career paths.

Yukon schools follow B.C.'s new curriculum and graduation program, using Yukon resources to teach the curriculum. Yukon First Nations' Ways of Knowing and Doing and Yukon content are being incorporated into every grade. Schools are focusing on skills development in literacy, numeracy, communication, critical and creative thinking and personal-social responsibility. Students are learning more local knowledge, trades, hands-on learning, finance and career education.

Curriculum Community Tour

Department staff visited Yukon communities from January through May 2017 to let Yukoners know about the coming changes to the curriculum.

Presentations were delivered to schools, School Councils and community members in Whitehorse, Faro, Pelly Crossing, Carcross, Mayo, Burwash Landing/Destruction Bay, Dawson City, Ross River, Teslin, Carmacks, Haines Junction, Watson Lake and Beaver Creek.

During these presentations, we heard lots of questions, comments and opinions on education for Yukon students. This feedback was recorded and developed into an art piece by Yukon artist and storyteller Rhoda Merkel, Lance Burton of the Youth of Today Society and a group of youth artists. The art piece features digital graphics and beadwork on canvas. The original is displayed at the Government of Yukon's Main Administration building and additional copies are being provided to every school and to education partners across the territory.

Many Yukon citizens who attended these presentations expressed their desire for more hands-on learning in schools; more financial literacy; more inclusive school environments and recognition of Yukon First Nations' knowledge, history and culture; more personalized learning opportunities and projects that honour students' strengths; more active lifestyles; and more digital literacy skills.





Kindergarten

Though it is not a requirement in Yukon, students should have one year of schooling in a Kindergarten program prior to entering Grade 1. Kindergarten provides students with early support for language development, how-to-learn behaviours, social skills, pre-literacy skills and numeracy skills. In Whitehorse, Kindergarten is provided as a one-year, full-time K5 program. In most rural communities, Kindergarten is provided either as a K5 program or a two-year, part-time K4 program.

Elementary

Elementary school programs help young students develop the key reading, writing, math and problem-solving skills they need to be successful in learning in all subjects. Elementary grades also help students practice good habits and routines that support their success in secondary school, postsecondary education and employment later in life.

The changes to the curriculum were implemented for Kindergarten to Grade 9 in September 2017 for the 2017-18 school year. There are two major focuses for the first year of implementation. First is to shift the way schools assess and report on student learning to align with the redesigned curriculum's learning standards. Second is to identify promising practices to support schools to be more culturally inclusive, including adaptations in areas of the curriculum to include Yukon First Nations' Ways of Knowing and Doing.

Literacy

Literacy skills are essential to students' learning outcomes for all grade levels and are a key foundational piece of the redesigned curriculum. Yukon schools use a balanced literacy approach so that students are developing and using the key literacy skills of reading, listening, viewing, writing, speaking and representing in all subjects and classes.

Teachers of all subjects support students in developing literacy skills, not just the Language Arts teacher. They use a combination of instructional strategies for students to support them in developing their literacy skills. You can find more information on our balanced literacy approach in *Balanced Literacy Approach: Supporting Student Success in Reading, Writing, Listening and Speaking*, available at www.education.gov.yk.ca/publications.html.

We also have short-term intervention programs for elementary students who struggle with key literacy skills. Reading Recovery provides trained teachers who work with Grade 1 students to help them to become independent readers. The program supports work done in the classroom and provides a strategy for students to build confidence in their abilities so that they may fully participate in the regular curriculum. Through support programs such as this, we can work with students who need extra help to improve their literacy skills and ability to learn.

Numeracy

Students also need to develop numeracy skills, such as mathematical knowledge and problem solving, for learning different subjects and grades. Numeracy is another key foundation of the redesigned school curriculum for students in Kindergarten to Grade 9. Yukon students formally learn mathematical concepts in their mathematics lessons, but they are expected to use this knowledge and understanding in other classes as well.

We provide models to teachers for numeracy instruction in class, as well as professional support and training.

Yukon educators use many learning tools to help students develop their numeracy skills. A good example is Yukon's numeracy nets, which help teachers to monitor levels of understanding, respond to learning needs and assess students' numeracy skills development. Numeracy nets have "checkpoints" for learning outcomes to see if students understand and use numeracy skills at each grade level. Each checkpoint identifies behaviours that help a teacher see if a student understands the concepts, and links to official resources for further learning. There are different checkpoints at each grade level that help show strengths and weaknesses for each student and guide conversations with students about their learning needs and further development.

Cross-curricular Units

To help support schools with implementing the curriculum at the intermediate elementary grades, curriculum consultants have been working with teachers and Yukon First Nations representatives, including educators, Elders and traditional Knowledge Keepers, throughout 2017 to develop sample cross-curricular units for grades 7 through 9.

These cross-curricular units act as a starting place to help teachers develop lessons in the redesigned curriculum that incorporate big ideas, learning standards, core competencies and integration of Yukon First Nations Ways of Knowing and Doing into the redesigned curriculum. The units demonstrate learning across multiple subject areas and in a localized, authentic and interconnected way. They acknowledge and value traditional and oral knowledge in understanding the world around us. They encourage educators to connect with local Yukon First Nations citizens, use locally developed resources and get out on the land to give all students a deeper educational experience.

Plants and Connection to Place: A Grade 8 cross-curricular unit

Plants connect us to place. They help establish our communal identity. In Yukon, each region has its own identity thanks to the particular geography, geology and climate that produce the diversity of habitats. Yukon First Nations people hold knowledge of the plants in their traditional territories that has been passed down for generations. This knowledge continues to shape their sense of place and connection to the land and their ancestors.

In this cross-curricular unit, students learn about Yukon First Nations, medicinal plants, animal interactions, environmental safety, ethics and protocols for harvesting in a traditional territory. For example, they will learn where to harvest in specific sites, how to make medicines, land-based survival skills, respect for natural resources and stewardship.

This approach embraces Yukon First Nations' traditional practices for teaching and sharing knowledge. Integrating the core competencies throughout the unit allows students to gain a deeper understanding and appreciation of Yukon First Nations' traditional knowledge systems. The learning activities allow students to acquire knowledge and skills in the sciences; English language arts; social studies; applied design, skills and technology; and arts education curricula.



Yukon Foundational Skills Assessments

One example of the shifting focus of assessment used in Yukon's curriculum is the Yukon Foundational Skills Assessments (YFSAs), which students take in Grades 4 and 7. The YFSAs assess students' abilities in reading comprehension, writing and numeracy. They provide a snapshot over multiple years, showing what students have learned and where they need more support. As part of the changes to the student assessment and the school curriculum, the YFSAs will now be delivered in October and early November during the school year instead of January and February. This will help give teachers a better understanding of where students are earlier in the school year, so they can help students progress in their learning throughout the school year.

In November 2017, we published three cross-curricular units:

- Climate Change (Science & English Language Arts)
- Interconnectedness (Science & English Language Arts)
- Plants & Connection to Place (Science, English Language Arts, Social Studies, Applied Design, Skills and Technologies, & Arts Education)

See the pop-out section about the Plants & Connection to Place unit to learn how these units integrate Yukon First Nations' Ways of Knowing and Doing into the curriculum.

Assessment for Learning

Like many schools in Canada and globally, Yukon educators are increasingly using assessment for learning when they assess student progress in the development of key skills. Assessment for learning means that teachers look at ongoing evidence of student progress and use it to decide on teaching methods that will support the student in further learning. It also means teacher feedback and the student's own self-assessment are used to guide students toward their learning goals. Assessment for learning measures student achievement at defined points in the school year and provides evidence of student progress toward learning goals.

These ways of using assessment are part of the changes to Yukon's curriculum. The shift to assessment for learning started in 2011 and included ongoing training opportunities for teachers. In 2017, in preparation to implement curriculum changes, we updated Yukon's guidelines for reporting on student progress.

The Yukon Education Assessment Committee, a group of 40 Yukon educators, including representation from Yukon First Nations and School Councils, proposed changes to the way that teachers assess and report on student learning. In March 2017, we asked Yukon citizens for their input on these changes. Feedback was requested through an online survey that was open to the public from March 16 to April 12, 2017. The results of the survey are available on the Government of Yukon's Public Engagement website at engageyukon.ca.

The feedback from the survey and research conducted by the Yukon Education Assessment Committee informed the development of updated reporting guidelines and an Interim Guide on Student Assessment, which is available at www.education.gov.yk.ca/pdf/schools/Interim_Guide_on_Student_Assessment_2017.pdf. These guidelines outline the new procedures for reporting student achievement and provides two options for schools to follow through the 2017-18 and 2018-19 school years as they begin to adopt the changes. The Interim Guide was shared publicly in June 2017.

Examples of the new way to report student achievement include:

- basing report cards on recent and consistent work to best reflect students' understanding and learning progress;
- teaching students how to self-assess their strengths and areas for improvement for certain skills, noted on the final report card;
- providing performance descriptions instead of letter grades 4-9, which give

more thorough information and show how students are learning to assess their strengths and areas for improvement. Schools are providing parents with a table of matching letter grades.

The main changes to student assessment in the interim guidelines include:

- flexibility to increase parent and student involvement in the learning process using ongoing informal feedback in conversation with parents and students and examples of student work to show learning progress.

Option 1 enables schools to focus more on informal communication about student achievement. It requires schools to provide at least one final written report card and up to five informal reports. Option 2 enables schools to continue with previous guidelines that requires schools to provide three to four report cards and two informal reports. We will hear feedback from schools and School Councils in spring 2019 before the changes are fully adopted by the 2019-20 school year.

Schools who chose to follow Option 1 for the 2017-18 school year include: Grey Mountain Primary School, Hidden Valley Elementary School, Jack Hulland Elementary School, Kluane Lake School, Nelna Bessie John School, Takhini Elementary School, Teslin School, Watson Lake Secondary School, Johnson Elementary School, Whitehorse Elementary School and École Émilie-Tremblay.

Schools who chose to follow Option 2 for the 2017-18 school year include: Chief Zzeh Gittlit School, Christ the King Elementary School, Del Van Gorder School, Elijah Smith Elementary School, Eliza Van Bibber School, F.H. Collins Secondary School, Ghùch Tlà Community School, Golden Horn Elementary School, Holy Family Elementary School, J.V. Clarke School, Porter Creek Secondary School, Robert Service School, Ross River School, Selkirk Elementary School, St. Elias Community School, Tantalus School and Vanier Catholic Secondary School.

Graduation Years

In the graduation years, from Grades 10-12, school programs prepare students with the skills, knowledge and understanding they will need for their future academic, professional or personal paths.

Students in Grades 10-12 will also start using the redesigned curriculum in the coming years. In December 2017, we announced that we would follow B.C.'s revised implementation timeline for the new school curriculum for Grades 10-12. B.C. announced that the redesigned curriculum will be implemented for Grade 10 in September 2018 to keep current Grade 9 students working in the redesigned curriculum. The redesigned curriculum for Grades 11 and 12 will be implemented in September 2019 instead of 2018. The new timeline for implementation gives students, parents, teachers, administrators and post-secondary institutions more time to implement the planned changes.



Numeracy and Literacy Assessments for Graduating Students

Students in the graduation years will start writing new numeracy and literacy assessments as the five B.C. Provincial Exams are replaced. This is part of the transition from the 2004 Graduation Program to the new 2018 Graduation Program. In the past, exams were about specific courses that students took in Grades 10-12. These new assessments cover knowledge and skills that students have learned from different subjects and grades, not just one course. Students are required to complete these assessments, and the results will be on their student transcripts as a separate score along with their Grade 10 to 12 course marks. Universities, colleges and training institutions look at student transcripts, among other information, to consider requirements for their programs.

The new numeracy assessment will be introduced in Yukon in June 2018. The new literacy assessment will be introduced in the 2019-20 school year to align with the implementation of the Grade 11 and 12 curriculums. Samples of the numeracy assessment are on the B.C. Ministry of Education website: <https://curriculum.gov.bc.ca/provincial-assessment/graduation/numeracy>.

In the new 2018 Graduation Program, there will be no changes to the number of credits or courses that students are required to take. Students will continue to take in-class exams and tests in the different subject areas and complete the new literacy and numeracy assessments. Students will have the opportunity to take these assessments up to three times throughout their graduating years to help identify areas where they need to improve their learning and increase their focus.

As schools begin transitioning to the new 2018 Graduation Program in 2017-18, they will phase out the old 2004 program. For students in the 2017-18 school year, this transition is identified in the chart below.

Changes to the Graduation Program	
Grade 10 students Graduate in 2019-20	Will: <ul style="list-style-type: none"> Follow the 2018 Graduation Program requirements and take Planning 10. Write a provincial numeracy and literacy assessment before graduation.
Grade 11 students Graduate in 2018-19	Will: <ul style="list-style-type: none"> Follow the 2018 Graduation Program requirements and take Planning 10. Take English Language Arts 12 (or equivalent) and write the associated provincial exam. Write the new provincial numeracy assessment before graduation.
Grade 12 students Graduate in 2017-18	Will: <ul style="list-style-type: none"> Complete the 2004 Graduation Program requirements. Have completed Math 10 (or equivalent), an English Language Arts 10 (or equivalent), Science 10 and Social Studies 11 (or equivalent) and have written these provincial exams. Take English Language Arts 12 (or equivalent) and write the associated provincial exam. Not write the new provincial numeracy and literacy assessments.



Career and Personal Learning

With the curriculum changes, career education will happen in all grades beginning in Kindergarten with students exploring skills and interests and gradually shifting toward a focus on personal preferences and greater self-awareness, including the role of volunteerism. During the Graduation Years, students are required to complete 8 credits in Career Education courses.

Yukon high schools offer courses for career and personal learning. In Grade 8, students take Career Education as part of the new school curriculum. This helps them understand themselves as lifelong learners and explore career options. Current Grade 10 students take a required Planning 10 course, where they explore a range of life and career skills, and their options after high school. Some students gain valuable work experience through the Work Experience 12 course. In the final year of high school, every student further develops their personal and career skills with the required Graduate Transitions course, which prepares them for post-secondary education and work.

Experiential Learning

Experiential learning is not just field trips. It refers to experience-based, hands-on learning opportunities, which can happen in class, the community or on the land. Yukon schools offer a variety of experiential programs. At Porter Creek Secondary School, students can take Fashion, Art, Design School (FADS), Leadership Education and Athlete Development (LEAD) or courses in Cosmetology.

At F.H. Collins Secondary School, students can participate in the Food Education & Service Training (FEAST) program to get experience in specialty food preparation and catering or the Yukon Sports School, where they spend half the day in sport training and half the day in academics. Vanier Catholic Secondary School offers students a course in sustainable resources and mining to learn about mineral exploration.

Wood Street Centre offers the following programs: MAD (Music, Arts and Drama), which provides students with a solid foundation in theatre, music and dance; ACES (Achievement, Challenge, Environment and Stewardship), which incorporates social studies and science with outdoor programming, including 30 days of outdoor experiences; CHAOS (Community, Heritage, Adventure, Outdoors, Skills), which connects outdoor experiential learning with Yukon First Nations' Ways of Knowing and Doing; ES 11 (Experiential Science 11), which integrates a central science theme with physical education, visual arts and applied skills; FACES (French Achievement, Challenge, Environment, Stewardship), an outdoor education program for French speaking students; OPES (Outdoor Pursuits Experiential Science) that enriches the regular science curriculum with outdoor pursuits; and PASE (Plein Air et Sciences Expérientielles), which combines class work with practical field study projects in French.

Wood Street Centre programs are very popular. This year, we had 74 applications for 47 places in MAD, 20 applications for 16 places in ACES, 23 applicants and 14 students participating in CHAOS, 61 applicants for 32 places in ES 11, 20 applicants for 18 places in FACES, 21 applicants for 18 places in OPES and 21 applicants for 18 places in PASE.

As we introduce the curriculum changes, more and more experiential learning opportunities will happen in class at all Yukon schools.



Exploring the land from new heights

In spring 2017, intermediate and high school students at Kluane Lake School researched how tectonic plates have shaped the land they live on through a cross-curricular approach using the redesigned curriculum.

Students took a flight over the St. Elias Mountain Range, identifying rifts and mountain ranges they had learned about in class. Though they live at the base of these mountains, for many, it was the first time they had seen the Kluane National Park's glacial system from above. Equipped with GoPros, video cameras and cell phones, the students took footage from the airplane which they later used to create a video about the Denali and Duke Faults. Throughout the project, students also explored Southern Tutchone place names, met with geologists and made art projects out of volcanic ash. In December 2017, the students' video, *Glacier Flight Over Kluane*, premiered at the Haines Junction Mountain Festival.



Financial Literacy

Financial literacy is an important skill for everyone to have for their career, academic and personal lives. Currently, financial literacy is part of math outcomes at most grade levels and is addressed in some additional courses such as business, home economics and career and personal planning courses.

In the redesigned curriculum, finance education will be a part of student learning in required subjects in all grade levels. For example, Grade 1 students will learn about coins and may role play exchange and transactions through trading games; while Grade 7 students will learn about calculating sales taxes, discounts and product pricing; and Grade 12 students will learn about budgeting, banking and interest rates.



Trades Training

Many Yukon students are interested in the trades for their careers. They may register in an apprenticeship program while they are studying in high school. Students who are at least 16 years old can work part-time under a certified journey person during the school year, and full-time during the summer months, with hours worked counting towards both course and apprenticeship requirements. We have partnerships to provide students with exposure to various skilled trades.

Trades-related programming offered through Whitehorse secondary schools include:

- Metalwork
- Woodwork
- Sled Ed / Small Engines
- Mechanics and Automotive
- Drafting and Digital Design
- Foods
- Fashion Design
- Hair and Aesthetics

As part of our commitment to rural learners and communities, a Trades Consultant is dedicated to supporting trades programming in rural schools.

First Nations Education

Education Agreements with Yukon First Nations

The Government of Yukon recognizes that Yukon First Nations are diverse peoples and cultures with unique needs.

Yukon schools and department staff are working with Yukon First Nations to deliver school programs that integrate First Nations cultures and languages, heritage, traditions and practices. We also discuss directly with several Yukon First Nation governments how they prefer to work with us at the local school level.

These discussions have led to the establishment of specific education agreements with the following individual Yukon First Nation governments:

- First Nation of Na-Cho Nyäk Dun
- Carcross/Tagish First Nation
- Selkirk First Nation
- Kluane First Nation
- Tr'ondëk Hwëch'in

We also work with the Vuntut Gwitchin First Nation on education, along with other common priorities, through an Intergovernmental Accord.

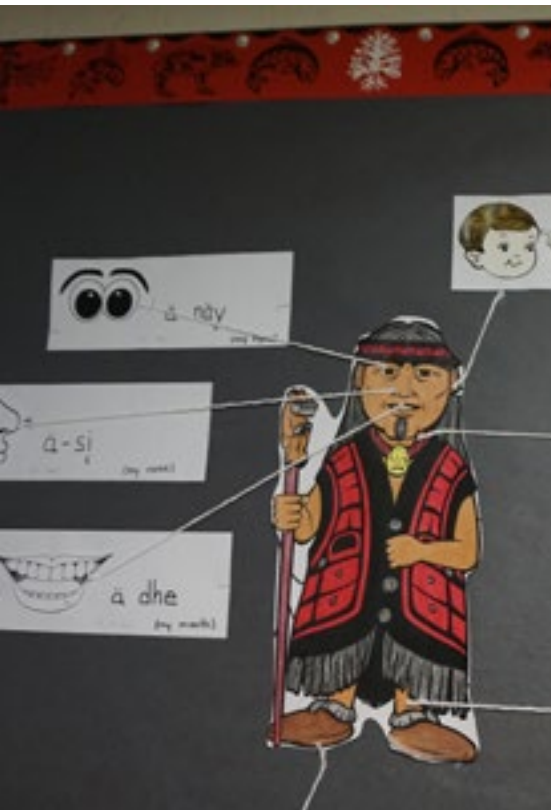
Through our work on education with Yukon First Nation governments, we are working collaboratively to support the needs of all students on individual Yukon First Nations' traditional territories and embed First Nations' traditional knowledge, languages and cultures in Yukon schools.

First Nations Language Programs

Revitalizing language is central to Yukon's First Nations' cultures and helping young people develop their identities. We offer school-based language programs for students of all ages. We invest in training for Yukon First Nations language teachers and trainees and collaborate with the Yukon Native Language Centre to support language programs in Yukon schools.

Yukon Native languages are endangered. These First Nations language programs are possible because of the work of Yukon's Aboriginal Language Teachers and the Elders who have mentored them, sharing their knowledge of their languages with the next generation of speakers. Thanks to their dedication to preserving and revitalizing their languages, Yukon students have the opportunity to learn Gwich'in, Hän, Kaska, Northern Tutchone, Southern Tutchone, Tlingit and Upper Tanana in their schools and communities.





In Yukon Schools

Language	School
Gwich'in	Chief Zzeh Gittlit School
	F.H. Collins Secondary School
Hän	Robert Service School
Kaska	Johnson Elementary School
	Watson Lake Secondary School
	Ross River School
Northern Tutchone	Eliza Van Bibber School
	J.V. Clark School
	Tantalus School
Southern Tutchone	Elijah Smith Elementary School
	Hidden Valley Elementary School
	Jack Hulland Elementary School
	Porter Creek Secondary School
	Selkirk Elementary School
	Takhini Elementary School
	Whitehorse Elementary School
	Kluane Lake School
	St. Elias Community School
Tlingit	Ghùch Tlâ Community School
	Teslin School
	F.H. Collins Secondary School
Upper Tanana	Nelnah Bessie John School

In the 2016-17 school year, 1,750 students took a First Nations language class, which is about 35% of Yukon students. These programs are well established and well attended in elementary and middle school; however, enrolment and retention are lower at the high school level.

In 2016-17, there were 31.59 full-time equivalent Aboriginal Language Teachers, Trainees and Speakers in 21 Yukon schools.

Yukon Native Language Centre

In 2017, we continued to support the Yukon Native Language Centre (YNLC) by providing funding to the Council of Yukon First Nations. Through this training and research facility, First Nations people and the general public have access to linguistic and educational services. It offers certificate and diploma programs for Aboriginal language teachers and partners with University of Alaska Fairbanks to offer a bachelor's degree.

Since the 1980s, the YNLC has trained more than 150 Yukon First Nations language teachers, many of whom have gone on to teach in Yukon schools.

First Nations Programs and Resources

Yukon First Nations traditional knowledge, language and culture represent a wealth of wisdom and learning opportunities for all Yukon students and are especially important in the development and success of First Nations students. With this in mind, our focus is on providing a more culturally inclusive curriculum that integrates Yukon First Nations traditional knowledge, culture and language. This helps all Yukon students better understand and connect with the culture around them.

The First Nations Programs and Partnerships unit works with and supports Yukon First Nations to integrate First Nations' Ways of Knowing and Doing into schools and to develop Yukon First Nations language and culture curriculum and resources. Yukon schools offer courses like Ancestral Technology 9 and 10, English First Peoples 10 to 12 and Yukon First Nations 12. Resources like Northwind's Grade 1 stories about Yukon First Nations people, Social Studies booklets for Grades 4 and 5 on clans, languages and traditional governance, and more are available to Yukon students. To learn more about supports for educators, please see the *Professional Learning About Yukon First Nations* section of this report.



Teacher and Student Resources about Residential Schools

We recognize the history, experiences and impacts of residential schools across Canada, and we develop resources to support teachers to educate younger generations about this difficult and complicated part of Canada's history. Our unit about residential schools is required for Social Studies 10 courses in Yukon schools. It was developed by the First Nations Programs and Partnerships unit together with First Nations, Elders, the Yukon First Nations curriculum working group, former residential school students, health support workers and teachers.

Teachers have access to training; a teacher's guide; a digital collection of stories, videos and resources; a timeline of events; as well as a collection of fiction and non-fiction books with a Yukon focus. Health support workers trained with the CYFN Health Commission, Committee on Abuse in Residential Schools (CAIRS) and Health Canada are available to support students and communities as this unit is introduced and taught.

Cultural Inclusion Standards

The First Nation Education Commission has developed Cultural Inclusion Standards for Yukon schools to better support and include First Nations students. The goal of these standards is to ensure all Yukon schools are providing consistent, inclusive and welcoming learning environments for students and their school communities. These standards fall under four themes:

- Cultural Awareness: standards include training for school staff and School Councils and annual orientations by the local First Nation.
- Access to Knowledge: standards include using local subject matter experts; holding indigenous land-based activities; regularly including Elders and celebrating First Nations heritage, ancestral technology and clan systems.
- Relationships: standards include establishing relationships with the local First Nation's staff responsible for education; holding cultural community events; and using traditional mediation, restorative or conflict resolution processes.
- Languages: standards include ensuring visual representation of the local language, holding extra-curricular language opportunities and encouraging the use of First Nation languages in the classroom.

While many schools already incorporate many of the Cultural Inclusion Standards, all Yukon schools are now moving to meet these standards. For example, at Tantalus Community School in Carmacks, all classes participated in Northern Tutchone drumming and dancing with Mr. Joseph O'Brien during their Physical Education classes. Students of all ages learn sewing and beading skills as part of their language classes and there is a strong visual representation of Northern Tutchone language throughout the school.

Muskrat Camp: Bringing together scientific and Traditional Knowledge

Kluane Lake School holds an annual five-day Muskrat Camp at Lake Creek Campground. The camp involves schools, Yukon First Nations, scientists, teachers, Elders, RCMP members, Parks Canada and Yukon government departments. This event brings together both scientific and traditional knowledge to teach students about Kluane First Nation's traditional territory, culture, language and citizens.

Students camp in tents and engage in land-based activities daily as they travel on skidoos and check the five-kilometer line of traps. Local trappers teach students about safety and trapping as well as preparing the hides for stretching. Elders demonstrate cooking the muskrats and share their stories with students and participants. Students also have opportunities to develop their technology skills using a GPS while engaging in an Easter Egg Treasure Hunt or a GoPro to record activities. Thermal water tests are conducted and recorded at the Pickhandle Lake. In March 2017, participants camped all week in -32° weather.



Community, Heritage, Adventure, Outdoor and Skills Program (CHAOS)

The Community, Heritage, Adventure, Outdoor and Skills program (CHAOS) is an experiential learning program with a First Nations focus that runs out of Wood Street Centre in Whitehorse. It is open to all students in Grades 9 and 10 and includes four subjects: English, Social Studies, Ancestral Technology and Outdoor Education. In 2016-17, 14 students participated in the program.



French Language Education

The number of Yukoners who speak French as either a first or second language is growing, rising from approximately 4,500 in 2011 to nearly 5,000 in 2016, according to Statistics Canada censuses. With 14% of the territory's population speaking French, Yukon has the third-highest percentage of French speakers in Canada (after Quebec and New Brunswick).

We encourage Yukon students to become fluent in both of Canada's official languages.

During the 2016-17 school year, 2,461 Yukon students participated in French Second Language programs, including 719 in French Immersion, while 274 studied in French First Language programs.

When developing French language programs and initiatives, we work with organizations such as the Yukon Francophone School Board (Commission scolaire francophone du Yukon – CSFY), l'Association franco-yukonnaise (AFY) and Canadian Parents for French. Their advice contributes to decision-making on topics like programming guidelines, courses of study, cultural and community activities for students and in-service training for French teachers.

French First Language

French First Language educational programs are offered at École Émilie-Tremblay (K to Grade 6), Académie Parhélie (Grades 7 to 12) and École Nomade (home-schooling for Grades 1 to 12). The Commission scolaire francophone du Yukon (CSFY), Yukon's only school board, is responsible for the administration, management and control of these educational programs. We support CSFY and its responsibility to deliver French First Language programming in Yukon. We provide CSFY with an annual operations budget to manage its programming costs.

In 2017, the Government of Canada announced it is investing \$7.5 million for the development of community spaces at the new French First Language high school in Whitehorse. The new school and community spaces will provide a place for learning, local events, activities and engagement with the territory's Francophone community.

For more information about French First Language school programs, please see CSFY's annual report at commissionscolaire.csfy.ca/publications.

French Second Language

Yukon schools offer French Second Language programs of varying intensity and depth, including Core French, French Immersion (early and late), Intensive French, Post-Intensive French and Options Plus French. All programs give students the opportunity to become independent users of the French language when they complete their studies in French to the end of Grade 12.

Students' knowledge of the language is strengthened through French cultural activities that foster a sense of belonging to a community of French learners. In 2016-17, we brought together students from different grades, schools and programs to participate in activities. We brought more cultural activities to rural schools so students have access to French learning opportunities. Cultural highlights from 2017 included creative writing workshops with renowned francophone author André Marois and enchanting performances by bilingual magician Marc Tardif.



Fourteen French language assistants (“French monitors”) from the Odyssey program visited Yukon schools last year to lead games, plays, songs and other French activities for students. French monitors visited all of Yukon’s rural schools so that learners throughout Yukon could experience French culture and share their own cultures with the French monitors and their classmates.

In 2016-17, we developed and piloted a unit for the Intensive French program to be used with on-the-land activities such as the Bison Hunt. Through the unit, students learned how to make fires in Yukon wilderness using local techniques, explored the importance of fire in local First Nations cultures and practiced speaking French in a real-life context that many encounter with their family, friends and community. This unit and others will continue to be developed to include more local and First Nations content in French programming.

In the 2016-17 school year, we continued using the French Second Language Assessment Matrix, which includes system-wide literacy assessments of achievements in reading, writing and oral language in Grades 2 through 9. To make these results accessible to educators, we are developing a database to store and analyze assessment data of French Second Language programs. We trained Yukon educators to deliver and mark various assessments, reducing our dependence on experts from outside the territory.

Following a successful pilot project in 2016, students in Grades 11 and 12 completing their final French course now have the opportunity to earn an internationally recognized language certificate that certifies language proficiency, the Diplôme d’études en langue française (DELF) exam. In April 2017, approximately 20 French Second Language students successfully passed the DELF. We also trained local educators on the DELF exam, growing capacity within Yukon to prepare learners for the DELF and to deliver the exam to students.





Rural Programs and Supports

Living in rural and remote areas of Yukon can create challenges in terms of equity of access to infrastructure and available resources. Students may have access to fewer courses and other education options compared to urban students, which can have a negative impact on learning. With this in mind, we work to give rural students more equitable access to unique learning opportunities that meet their local needs and interests. For example, we create opportunities for rural students to work together in larger groups across communities, share resources and staff to study specialized courses and have two dedicated education consultants to support rural educators.

Rural Experiential Models (REM)

Through the Rural Experiential Model (REM), we offer students from rural schools more diverse learning opportunities to support improved learning outcomes.

At the Senior REM (Grades 10 through 12) approximately 130 students and many educators from rural Yukon communities come together for a week of hands-on learning. Since 2015, Senior REMs have been held in Dawson City, the traditional territory of the Tr'ondëk Hwëch'in; in Watson Lake, the Kaska Traditional Territory of the Liard First Nation; and in Haines Junction (Dakwākāda), the Traditional Territory of the Champagne and Aishihik First Nations. Through the Senior REM, rural students explore their personal learning interests and connect with their peers in other Yukon communities. Senior REM participants earn two Fine Art or Applied Skill credits. In fall 2017, 96% of participating students received credit.

Following the success of our first Junior REM (Grades 7 to 8) in May 2016, we held another one in May 2017 for this age group. Eighty rural students (approximately 2/3 of whom were First Nations citizens) gathered in Faro, in the Traditional Kaska Territory of the Ross River Dena Council. Students participated in a two-and-a-half-day holistic program that integrates traditional and modern 21st century teaching and learning, aimed at strengthening their cultural, emotional, mental and physical wellbeing. Students were joined by 70 session leaders, many of whom were First Nations Elders and Knowledge Keepers. Participation by Elders ensured that Yukon First Nations' Ways of Knowing and Doing were honoured and celebrated. Learning at this event was hands-on and connected to the land and water.



What Students and Staff have to say about REM

Introduction to Aviation course

"I'm excited to get up and fly tomorrow, I've been waiting all week. It's a cool, fun opportunity that I've never had the chance to experience before. Every single person has a different way of learning, hands-on, hearing about it, and I'm a mix of both, so this is helpful! REM helps people get their foot in the door for opportunities like these." - Lochlan, Grade 9 student from Robert Service School

On the Land: Exploring Southern Tutchone Land, Language, Heritage, and Culture

"You can show pictures and dried plants, but it's not the same as actually walking on the land, eating berries and experiencing the land. It really helps First Nations students in particular feel like they're learning about themselves. When we share our culture and knowledge on the land, that's the best way to pass it along to them. Because traditionally, that's how it was done. You'd be living on the land and experiencing it." - Linda McDonald, Kaska language teacher from Watson Lake Secondary

Rural Trades and Apprenticeship Programming

Trades programs are offered at some rural schools, and sometimes students travel to the school offering the trade programming they want to take. Since the 2013-14 school year, many schools have upgraded their shop facilities, resulting in increased programming options for students at J.V. Clark, Chief Zzeh Gittlit, Del Van Gorder, Teslin Community, Eliza Van Bibber, Ross River, Ghùch Tlâ Community and Tantalus schools.

Most recently, Chief Zzeh Gittlit School made wiring upgrades to the jointer, table saw and dust collectors, and Eliza Van Bibber School installed several machines donated by Skills Canada, refurbished benches and purchased many new hand tools.

Offering the same variety of trades programming to students in rural Yukon can be a challenge. While some schools, such as Robert Service, St. Elias Community and Watson Lake Secondary do provide regular trades programming, other schools have at times struggled to maintain such programming, with low student numbers or staff capacity.

To provide rural students with similar opportunities as their Whitehorse peers, trades programming is featured prominently in the Rural Experiential Model (REM) course offerings.

Another way for Whitehorse and rural students to explore their interests in potential careers in the trades is through our partnership with Skills Canada Yukon. They organize skills clubs, which are run by teachers and industry professionals and usually occur after school. These clubs give students the opportunity to develop new skills and interests through project-based learning or by preparing for a skills competition. Skills Canada Yukon also organizes classroom workshops and in-school presentations so students can explore potential careers in the trades. The Advanced Education branch helps fund Skills Canada Yukon, which in turn, funds activities throughout Yukon.





In winter 2017, a learning network that brought together Trades and Applied Design, Skills and Technology introduced 3D printers to many Whitehorse and rural teachers. We purchased and distributed 31 3D printers to Yukon schools to help introduce the new Applied Design, Skills and Technology curriculum. We also purchased a laser cutter, and teachers in this learning network learned to operate it. This laser cutter toured various schools, and many students learned how to design new pieces.

Alternative Secondary Programming

Some rural students who have left the education system need more flexible options to come back to complete their studies. Our alternative learning programs and centres offer safe, caring and positive learning environments to support them. Staff assist them with overcoming challenges to further their education.

In the 2016-17 school year, we continued to offer alternative learning programs in the Carcross Learning Centre, Dawson Learning Centre, Chief Zzeh Gittlit School and the Teslin Learning Centre.

Blended Learning

Blended learning combines flexible online instruction with teacher-delivered classroom learning activities. This approach creates more course options and flexibility for learning. Content can be delivered in an interactive and engaging style, and students are able to view and replay lessons anytime, anywhere. This method empowers students to have greater control over the time, place, path or pace of their learning, allowing them to work ahead, plan for extended absences or catch up on missed work.

The purpose of a blended learning approach is to improve student engagement and student achievement. It gives teachers more time to work one-on-one with students and build stronger teacher-student relationships. This time facilitates student-centered learning tailored to meet student needs.

Thirty percent of Grade 7 to 12 students across 18 schools participated in at least one blended learning course during the 2016-17 academic year. Based on feedback from students and teachers, we are helping teachers to balance online and in-person instruction time. We are also helping students to develop their self-directed learning skills.

Distance Learning and Home Education

Aurora Virtual School

The Aurora Virtual School provides distributed, distance and online learning options, including home education, to rural and urban students. Depending on their needs and interests, students may take one or more types of courses through this school.

STUDENTS SERVED BY THE AURORA VIRTUAL SCHOOL (as of February 2017)		
Type of Student	Number and Grade of Students	
Students with home education plans registered with Aurora Virtual School	K = 3	Gr. 7 = 2
	Gr. 1 = 6	Gr. 8 = 3
	Gr. 2 = 3	Gr. 9 = 1
	Gr. 3 = 7	Gr. 10 = 2
	Gr. 4 = 7	Gr. 11 = 1
	Gr. 5 = 5	Gr. 12 = 1
	Gr. 6 = 6	TOTAL 47
Students receiving home education through distance education courses from outside Yukon	Gr. 1 = 3	Gr. 7 = 7
	Gr. 2 = 3	Gr. 8 = 5
	Gr. 3 = 7	Gr. 9 = 4
	Gr. 4 = 6	Gr. 10 = 8
	Gr. 5 = 0	Gr. 11 = 13
	Gr. 6 = 4	Gr. 12 = 3
		TOTAL 63
Students enrolled full-time at Aurora Virtual School	TOTAL 20	
Students enrolled at another Yukon school and also taking distance education courses at Aurora Virtual School	TOTAL 41	

Home Education

Home educators in Yukon can access a Home Education Handbook, with information about the rights, responsibilities and support available for home educators. It outlines the process of creating a home education plan, teaching a child at home, assessments and the role and resources of the Aurora Virtual School.

Parents can be reimbursed up to \$1,200 per year with receipts to cover the purchase of educational resources needed to complete their children's home education plan. Materials and services normally provided by parents for students in public schools (such as pencils and notebooks, private lessons or sports team fees) are not eligible.

Supporting Yukon Students

Our main goal is supporting the success of each learner. With our school communities and partners, we work to identify the challenges faced by students and address the specific needs of students inside and outside of class to support their success at school.

Student Engagement and Attendance

Many factors can affect attendance, including illness, family and community events, lack of transportation, work or disengagement from school. When students miss a class, they miss the instruction that happens that day and the social benefits of learning with their peers and teachers. In addition, absent students might not feel included as part of their school community. Regular attendance helps to develop time management, social-emotional skills, work ethic and personal motivation to their fullest potential. Regular attendance is one way of seeing how engaged a student is in their learning.

Every Student, Every Day is an initiative of the Victoria Gold Yukon Student Encouragement Society to fund school-based projects that encourage student engagement and attendance. The Yukon government matches up to \$25,000 annually for the society's fundraising and sponsorship. Department staff administer the funding program in partnership with society staff. Work includes promoting the project, reviewing proposals, awarding funds and reviewing project reports. In collaboration with community partners, school-based staff also support and deliver projects under this initiative.

Every Student, Every Day awarded \$40,000 to 8 projects for the 2016-17 school year. Results and observations from schools since the fund became available in 2012 suggest that when schools and communities focus targeted strategies – whether by making programming more diverse and exciting, meeting nutritional needs, supporting learning opportunities outside of school and on the land, or forging stronger relationships with students and families – student attendance and engagement in school can be positively affected.

As of April 2017, Every Student, Every Day had raised and distributed over \$235,000 to benefit 50 grassroots student attendance projects since it was established in the fall of 2012.

More information on the Victoria Gold Student Encouragement Society attendance project can be found at: www.education.gov.yk.ca/attendance.html and www.everystudenteveryday.ca.

Student Support Services

Yukon schools are modeled on inclusive education, which is based on the belief that all students can learn together in different ways. A Student Support Services Parent Handbook, a guide for parents of children with special needs, is available on our website, in print through the department or at schools throughout the territory. Parents are always involved when services are provided by the Student Support Services unit.

In 2016, we began to shift our delivery model for Student Support Services from an assessment driven model to a more consultation based model. This model allows Students Support Services staff to better address student needs through evidence-based practice and more consistent service delivery to students and staff in Yukon schools.



Educational Assistant (EA) Allocation

We established an EA Allocation Advisory Committee in the fall of 2015 to review the current allocation model for paraprofessionals in the territory and evaluate its merits and challenges. In 2016, this committee recommended an improved paraprofessional allocation process that allows schools to make requests for paraprofessionals to support student needs. This process was adopted and implemented during the spring of 2016 and was also used in 2017.

Educational Assistant Allocations to Each School, 2014-15 to 2016-17

School	2014 - 2015 End of Year	2015 - 2016 End of Year	2016 - 2017 End of Year
Chief Zzeh Gittlit	1.5	2.5	3
Christ the King	7.5	12	15
Del Van Gorder	1.25	3	3
Elijah Smith	15.25	16.25	17.5
Eliza Van Bibber	4.75	5	5
Émilie-Tremblay	6.25	8	9
FH Collins	10.5	13.5	13.5
Ghùch Tlà Community	4.25	4.25	4.5
Golden Horn	5.75	5	4
Grey Mountain	5.25	7	5
Hidden Valley	6	5	4.5
Holy Family	10.75	10.75	10
Individual Learning Centre	1.5	1.5	2
Jack Hulland	15.1	20	18
Johnson Elementary	6.5	7	7
JV Clark	2	3	4
Kluane Lake	1	0.5	0.5
Nelnah Bessie John	1	1	1
Porter Creek	10	10	12.75
Robert Service	7	9	11
Ross River	4.25	6.75	5
Selkirk	9.75	11	12
St. Elias Community	5.5	6	7.5
Takhini	7.75	10	11.5
Tantalus	4	6	7
Teslin	3.5	3.5	4

Educational Assistant Allocations to Each School, 2014-15 to 2016-17

School	2014 - 2015 End of Year	2015 - 2016 End of Year	2016 - 2017 End of Year
Teen Parent Centre	1	1	2
Vanier	9.75	12	14
Watson Lake Secondary	3.75	4	4.5
Whitehorse Elementary	6.5	8.5	10
Student Support Services	4.41	4.91	4.91
Early Learning Initiative		7	7
Total	183.26	224.91	239.66



Positive Behaviour Interventions and Supports (PBIS)

The Government of Yukon and the Yukon Teachers' Association (YTA) are working on a collaborative Positive Behaviour Interventions and Supports initiative to proactively address behaviour issues, including training and coaching over the next three years, as per the collective agreement.

In 2016-17, 28 Yukon schools received ongoing training in PBIS and support from the PBIS Coach. All schools are now working through implementation, including consistent staff delivery, school specific behavior models to define school values and expectations, and using data to track instances of problem behavior and effectively and efficiently address concerns in the school. Schools receive ongoing support from a PBIS Coach. In 2017, schools that were entering their second year of implementation attended a one-day training and networking day led by PBIS experts and the Yukon PBIS Coach. We are now working on evaluating the second year.

Self-Regulation

The PBIS initiative includes options such as self-regulation, which teaches students to observe and manage their thoughts, stress, emotions and actions – to extend the space between a stimulus and the response. It helps all children, including those who may struggle with social-emotional and behavioural control, to be ready to learn in the classroom. Examples of tools include slow starts to the morning, scheduled movement breaks, spin bikes, noise-reducing headphones, snacks, gratitude circles and quiet zones.

All Student Support Services Consultants are trained to provide self-regulation, and school staff have participated in in-service training and professional development days. An information resource was provided to all schools.

A report on the status of Year 1 implementation of PBIS was completed. Nine Yukon schools participated in the study. The report identified that schools are moving forward positively into their second year of implementation at individual rates and are customizing the approach. Whole schools appear to be clearly committed to implementing PBIS as they move forward. In Year 2, continued work includes increasing the buy-in on the part of individuals, promoting further momentum and consistency, continuing to communicate the approach with families and communities and providing adequate time to effectively implement this large-scale initiative.

Safe and Caring Schools

We are committed to providing a safe and caring learning environment for all Yukon students and staff. Under the Safe and Caring Schools Policy of 2008:

“All students and school staff have the right to be treated in a fair, respectful and equitable manner in a safe school environment free from all forms of bullying, harassment and intimidation.”

We provide schools with resources to act on this policy, such as school counsellors, reporting processes, access to specialists and consultants, professional development and training opportunities.

Counseling Programs

Helping students understand their strengths, challenges and career options is an important way to guide and support their success in school.

Our partners in education have identified mental health and counselling as a priority area. Each school receives a staff allocation for a school counsellor. We are supporting our school counsellors through professional development opportunities and in-service training to help them meet the various needs of students in our schools.



Sharing Information About Fentanyl with Students and their Families

The Departments of Education and Health and Social Services work together to educate students about the dangers of illicit drugs like fentanyl so that young people are able to make good choices and keep themselves safe. Yukon's curriculum includes learning about harmful substances such as prescription medications and drugs, starting in Grade 5 for illegal drugs.

In spring 2017, the government shared information through the schools about how to talk to kids about fentanyl and its risks. The Department of Health and Social Services distributed business cards in silicone card holders to students in Grades 10-12. The cards can be stuck to phones and wallets and help students make safe choices during graduation and the end-of-school-year party season. These bilingual cards give tips for partying safely, with the signs and symptoms of drug-related overdoses.

Naloxone training and kits were made available to principals as of spring 2017 and on an ongoing basis. We are ensuring there are naloxone kits and trained staff at all schools in the event of an overdose at school. These kits can help save lives if someone is overdosing on fentanyl.

Several Yukon schools offer student counselling at the school with additional support from Drug and Alcohol Services staff. Outside of school hours, students can also access support and referral services through the Integrated Supports for Yukon Youth centre in Whitehorse.



FENTANYL
can be **DEADLY**

Know the overdose signs...trouble breathing...severe sleepiness...slow heartbeat...
slow, shallow breathing or snoring...cold clammy skin...trouble walking or talking

Learn more at knowyoursource.ca
IN AN EMERGENCY CALL 911

Yukon
Department of Health and Social Services

Reporting Incidents

School staff document and address incidents of concern involving students and staff through the Workplace Risk Assessment procedure, which determines the level of concern about a student's behaviours and provides an appropriate intervention to address the behaviours and the needs of any affected student(s) and/or staff.

Through the Safe and Caring Schools Support Plan, we provide training to teachers to manage inappropriate or abusive behaviour. The training includes Nonviolent Crisis Interventions, Positive Behaviour Intervention Supports and Violent Threat Risk Assessments. If an incident does occur, we support school staff through critical incident debriefs, the employee and family assistance short-term counselling program, restorative approaches to address harm and build relationships, and support and collaboration with the RCMP, medical and other government and non-government agencies.

In 2016-17 there were 342 reported incidents, with 324 Workplace Risk Assessments and 18 Violence Threat Risk Assessments, compared with 166 reported incidents in 2015-16 (162 Workplace Risk Assessments and 4 Violence Threat Risk Assessments). The increase in reported incidents is attributed to improved awareness and training in when and how to report incidents of concern in Yukon schools.



Health and Safety

Safety is a responsibility shared among all department staff, educators, students and clients.

Staff who see a hazard or unsafe condition in the workplace have a responsibility to address and report it. We encourage staff, students and community members to report any and all health and safety concerns to their supervisor or school.

Goal: Provide a safe and healthy workplace for all employees

Yukon Education Health and Safety Management System

We use the Yukon Education Health and Safety Management System to manage health and safety incidents within the department and in all schools.

This system includes ongoing hazard identification and mitigation, reporting, Joint Occupational Health and Safety Committee activities, auditing, improvement and communication with all staff. Our system is aligned with the Yukon Government Health and Safety Management System.

In 2017, we updated our Health and Safety Management System's internal collaborative website. The updates included streamlining the process for reporting health and safety incidents to make it easier for staff to report incidents. This website helps to standardize school processes for health and safety reporting and documentation. It is designed to facilitate automatic workflows to advise principals about when an incident has occurred and any follow up that is required. All documentation can be stored within the website so that schools and principals can quickly reference documented incidents or past meeting minutes.

Radon Management

Radon is a colourless, odorless, naturally occurring gas found many places in Canada, including in Yukon. It can enter buildings through cracks and unsealed openings in basements and foundations from the soil.

During the 2016-17 school year, we monitored radon levels in every school in Yukon. Radon monitoring involves installing equipment to measure radon levels in select locations throughout a building. The results of the monitoring are available on our website at www.education.gov.yk.ca/radon-monitoring.html.

The results of the monitoring found that radon levels at Holy Family Elementary, Jack Hulland Elementary, Nelnah Bessie John and the Teen Parent Centre were near or above Health Canada's recommended levels. Remediation work is ongoing at these schools to lower radon levels to within the range recommended by Health Canada. Remediation work at Nelnah Bessie John and Jack Hulland Elementary is complete. Remediation work at Holy Family Elementary and the Teen Parent Centre will be completed in early 2018.

In September 2017, the Government of Yukon finalized its Radon Management Guidelines. Testing procedures under the guidelines follow Health Canada's Guide for Radon Measurements in Public Buildings. We are currently testing all schools according to the guidelines. Testing for radon is different from monitoring. It involves installing equipment to measure radon levels in every single room being used for more than four hours a day within a building.

We expect to complete testing at all schools by May 2018. If required, further remediation will be done on any school that tests above levels recommended by Health Canada. If radon levels at any school is found to be above Health Canada's recommended levels, we will complete remediation and monitoring until radon levels drop to a safe level.

In June 2017, CAREX Canada, a research project based at Simon Fraser University in British Columbia, reported that Yukon is one of a few provinces and territories that has measured radon levels in all its schools. CAREX also reported that Yukon is one of only two provinces and territories that demonstrated transparency by publishing radon levels in schools online.

Training and Professional Development for Educators

We provide a variety of professional development and training opportunities for school staff such as teachers, administrators and paraprofessionals.



Summer Academy

The Summer Academy gathers all Yukon educators together before the beginning of school to participate in required training. In the fall of 2016, approximately 850 school staff participated.

The two required sessions were:

1. Preparing for changes to the curriculum; and
2. Respectful workplace sessions.

Educators also chose from over 80 breakout group options. Themes addressed the curriculum redesign and assessment, field trip and experiential learning, digital literacy, how to use technology in the classroom, support for students in learning and behaviour, Yukon First Nations topics, supporting literacy goals and teaching strategies.

Yukon First Nations New Teacher Orientation

Providing staff with the training and knowledge to bring Yukon First Nations perspectives into their teaching practice is an important part of improving education in Yukon schools by being more culturally inclusive. In August 2016, 46 new teachers and principals participated in the Yukon First Nations New Teacher Orientation, hosted by the First Nations Programs and Partnerships unit, with the help of the Yukon First Nations Curriculum Working Group members.

At this training, staff learned about Yukon First Nations' history, cultures and traditions; how to create more culturally inclusive schools, classrooms and courses; and how to engage their schools' First Nation communities. Breakout sessions included:

- Storytelling
- Experiential learning on the land
- Medicinal plant walk
- How to work with resource people and Elders, and website and resources
- Outdoor Cooking

Yukon First Nations 101

One of the action items under the Joint Education Action Plan is to deliver Yukon First Nations cultural awareness training to all staff. In partnership with Yukon College and Yukon First Nations, we began rolling out a Yukon First Nations 101 training workshop, starting with our senior management in 2015.

Departmental staff along with new hires started their training in 2016. At this time, most of the main office staff and school administrators have received the training. We are continuing to offer training to the remainder of department staff and new hires. Some schools have also done their training as a group. They are:

- Kluane Lake School
- Nelnah Bessie John School
- Porter Creek Secondary School
- Robert Service School (Tr'ondëk Hwëch'in 101)
- Selkirk Elementary School
- Vanier Catholic Secondary School (scheduled for February 2018)

Blanket Exercise

In 2015-16, our First Nations Programs and Partnerships Unit introduced the Blanket Exercise, an experiential exercise to increase awareness of the effects of colonization, including residential schools.

We continued hosting the Blanket Exercise in 2016-17, for approximately 260 participants at these events and schools:

- Yukon First Nation New Teacher Orientation
- Summer Academy for educators
- Indian residential school in-service for Grade 10 Social Studies teachers
- Grey Mountain Primary staff
- École Émilie-Tremblay staff
- St. Elias Community School
- F.H. Collins Secondary School Grade 10 class
- Del Van Gorder School
- Wood Street Centre

Professional Development and Training

The Public Schools Learning Branch also provided professional development and training to educators during the 2016-17 school year. Projects and support included:

- Communicating Student Learning
- Mentorship session for the Yukon Teachers' Association mentorship program
- Yukon Native Teacher Education Program (Yukon College)
- French Monitors
- Whole school targeted professional development
- Indian Residential Schools In-Service
- Team teaching the Grade 10 Indian Residential School Unit at Wood Street Centre
- School visits in Old Crow, Beaver Creek, Watson Lake and many others
- Grade 5 Indian Residential School Unit
- Curriculum Working Group (Secret Path, Science First Peoples, Grade 5 IRS, Governance Unit)
- Maker Space work with Hidden Valley Elementary School
- Learning Networks

Training During the School Year

Learning Networks

In 2016-17, the Education Learning Networks continued, helping Yukon educators to deepen their understanding of modern approaches to learning and curriculum redesign in B.C. and across Canada. Participants worked in teams to identify an area of professional learning they would like to focus on. They identified strategies and actions they could try in their classrooms, and then they shared their experiences.

These were the networks' learning intentions last year:

- Deepen our understanding of the Spiral of Inquiry
- Deepen our understanding of the redesigned curriculum
- Build capacity to support effective instructional approaches
- Develop leadership capacity and encourage sharing in the work of our curriculum redesign

These were the topics that participants investigated:

- Trades Education: Making Applied Design, Skills, and Technology Hands-On Learning Visible (One elementary group and one secondary woodworking group.)
- Making Core Competencies and Language Learning Visible
- Making Place-Based Experiential Learning Visible in Rural Schools
- Making the Weaving of Ways of Knowing and Doing and the New Curriculum in the Classroom Visible
- Making Blended Learning Visible

About 70 Yukon teachers participated in these groups. Several of the educators presented to Yukon educators at Summer Academy. Two of these teachers were asked to present at the Network of Inquiry and Innovation Symposium last May in Richmond, B.C.

Safe and Caring Schools Policy In-Service

A variety of training programs are available to school staff on request to support safe and caring schools. Examples include

- Restorative approaches – to build healthy communities, repair harm and restore relationships
- Suicide Response and Intervention – ASIST, a two-day suicide intervention workshop
- Mental Health – in-services discussing disorders relating to substance use, mood, anxiety and trauma, psychoses, eating disorders and deliberate self-injury
- Resources for building positive school climate – continued support for schools to provide staff-led peer support groups such as Gay/Straight Alliances, Challenge Days and Positive Behaviour Interventions and Supports
- Positive Behaviour Interventions and Supports – focus on setting positively stated behavior expectations with students and support those behaviours in the schools
- Non-Violent Crisis Intervention – equipping staff with strategies to de-escalate situations and keep staff and student safety as the paramount goal
- Bullying and cyber-safety – resources on awareness, strategies and curriculum materials
- Non-Violent Crisis Intervention – equipping staff with strategies to de-escalate situations and keep staff and student safety as the paramount goal

Student Transportation

We provided school bus service to over 2,000 students in 2016-17. Standard Bus Contracting is currently under contract to provide school bus service for Yukon students through 2018.

For students more than 3.2 kilometers from the nearest school bus stop, we offer an allowance to offset the cost of driving. The total cost of the student transportation allowance in 2017 was over \$48,000 for 45 families.



High school students can opt out of school busing and register instead for a free transit pass from the City of Whitehorse. This option increases their access to transportation not just to school, but to after-school activities, work and community events. The number of City Transit riders fluctuates each month. We increased the number of free city bus passes for high school students from an average 525 registered students per month in 2014-15, to an average of 670 registered students per month in 2016-17.



School Planning

The 2009 Auditor General of Canada's report recommended that the department create a policy for individual school plans, including a process for planning, updating, evaluating and reporting.

School Growth Planning

We developed a *School Growth Planning Policy*, outlining a process for school growth planning teams [made up of staff, School Councils, the Yukon Francophone School Board (CSFY), parents, students and Yukon First Nations] to work together to develop school growth plans. This process involves annual planning and evidence-based discussions at each school.

School growth plans are created each year based on observations, student achievement data and the recommendations made in the school reviews. The plans contain the school's context, educational goals, priorities and evaluation procedures for the current school year. They are the road maps to improvement for schools. These plans are reviewed each June for the upcoming school year, updated in September and monitored and adjusted throughout the year.

School growth plans are public documents and are available on Yukon school websites. School growth plans chart three years of goals.

In the past, school reviews were conducted every three years by a team of staff (including principals and teachers), Yukon First Nations education professionals and School Council/Board members. In 2015-16, 9 schools were reviewed. This year, we completed two school reviews, for Ross River Community School and the Individual Learning Centre. With the completion of those two reviews, each school has gone through two full school review cycles. In 2016-17, schools focused on implementing the redesigned curriculum.

We will be considering how to align school growth planning with the curriculum changes in the coming year.

Signs of Successful School Growth - Some Highlights

Elijah Smith Elementary School looked at the needs of their students and decided to train staff in trauma informed care. This has empowered staff to work better with and meet some of the basic needs of students that have to be met for learning to occur. They continued to

develop their PBIS program using a program component called "the circle of courage" as the foundation. Each term begins with a PBIS boot camp, and they have weekly and monthly celebrations for students who follow their Eagle Code of Conduct. To meet their goal of integrating First Nations Ways of Knowing and Doing, all staff participated in an orientation with Kwanlin Dün First Nation. To help meet needs of students and their families, they are providing support outside of school hours. With the help of the Community Education Liaison Coordinator, they are running a family literacy program. Families are engaged in learning how to prepare healthy meals, read and play together.

Golden Horn Elementary School focused on supports for assessment, staff learning and experiential supports and learning. Key activities included:

- Timetabling an 80-minute block for Great Outdoors Experiential School (G.O.E.S.) programming and ensuring that every classroom teacher has a support person for G.O.E.S.
- All staff participated in a monthly Assessment for Learning Professional Learning Community meeting.
- The school instituted a Monthly Parade to provide two opportunities for every child to make their learning public.
- Professional development opportunities included a workshop on marking the School Wide Writes with staff from Hidden Valley Elementary School and a workshop with Barbara Coloroso.
- Physical activities included the Kilometre Club, with students running 7,756 kilometres; Pine Grove Run; cross-country skiing; downhill skiing; snowboarding; snowshoeing; hiking; canoeing and cycling.



These activities appeared to support overall improvements in learning, including writing, as demonstrated in School-Wide Writes and DART assessments. The G.O.E.S. program has become a highly popular program at the school.

Ross River School's growth plan had identified offering Grade 11/12 in their school for students who prefer not to move to Whitehorse to complete high school. In 2017, they celebrated their first graduating class.

A high priority for École Whitehorse Elementary School is to maintain literacy and continue to work actively and collectively to improve student literacy skills in both English and French. Data comparing student performance from the fall and the spring terms of the 2015-16 school year demonstrated significant improvement. In that timeframe, both Grade 1 and Grade 2 showed a 12% improvement in their *Expression orale et écoute*, speaking and listening, assessments.

With that data, and to continue their work to improve the quantity of French spoken, the school focused on dynamic, multi-age and interactive activities in French. Activities included academic, physical and arts-based programming, to create opportunities for students to experience an increased quantity and quality of spoken French.

School Councils

School Councils are important partners in public education. They are a forum for parents and the wider community to raise ideas and concerns about their schools and the education system. They decide on important issues, set the direction and atmosphere for Yukon schools and help families to get involved in their children's education. They have an important role in developing the school growth plans as members on the school growth planning teams.

School Board

The Yukon Francophone School Board (Commission scolaire francophone du Yukon - CSFY) is Yukon's only school board and it participates in the school growth planning process as part of its responsibilities and role. For more information, please see the section on French language education in this report.

Capital Planning and Facilities

The Departments of Education and Highways and Public Works are responsible for the planning, monitoring and maintenance of Yukon schools as Yukon government facilities.

French First Language High School

In April 2017, the Government of Yukon confirmed that the new French First Language high school will be built on the Riverdale Education Reserve between F.H. Collins Secondary and Selkirk Elementary. This site offers savings and easier site work, as the new school will be able to use some existing infrastructure such as water and sewer lines and electrical and fibre infrastructure.

We are working with the CSFY to build a secondary school for the use of French First Language students. The budget for the project is \$20 million, with an additional \$7.5 million from the Government of Canada for the development of community spaces. The school and community spaces will be part of the campus model for the Riverdale Education Reserve, where communities and cultures can meet, share and learn.

F.H. Collins Secondary School Site Development

We completed the demolition of the old F.H. Collins Secondary School building in October 2017. During the removal of the old building, we found soil contamination in the area. The health and safety of our students is our first priority, and we had to delay planned additional features at F.H. Collins Secondary while we ensured safety at the site.

The Government of Yukon has since completed remediation work on the site. We will begin work on the additional site features at the school by the end of the 2017-18 school year. These features include a basketball court, outdoor learning space, a new weight room, 20 to 30 new parking spots and a bus loop that will be shared with the new French First Language high school. We expect to complete this work for the beginning of the 2018-19 school year.

F.H. Collins Technical Education Wing Renovations

During 2017, we continued work on the renovations to the technical education wing at F.H. Collins Secondary School. The renovations were needed to allow the wing to operate independently from the old F.H. Collins Secondary School building. The project includes the installation of a new heating plant, a new pedestrian entry with barrier-free access, upgrades to the building's insulation and siding and washroom improvements.

The majority of the renovation work has been completed. However, minor additional work still remains on the wing. We expect this work to be completed in early 2018.

Tantalus Community School Field

In 2016, we closed the Tantalus Community School field to begin maintenance on the field. The maintenance was needed to improve the quality of the field for sports and recreation for students now and in the future.

The first part of the project was to install an irrigation system to ensure the long-term quality of the field. The irrigation system became operational in February 2017. In October 2017, new grass was laid on the field. In spring 2018, we will install additional fixtures at the field when the grass is ready for additional work.

Ross River School Repairs

Ross River School is built on permafrost, which can shift and stress the building. This movement can damage structural elements such as foundations, columns and beams, as well as create superficial damage to building finishes such as drywall, doorways and windows.

After significant shifting due to permafrost in January 2015, Ross River School was closed and underwent extensive repairs. The school reopened in September 2015. Since then, the school building and permafrost cooling system have been inspected regularly by engineers to ensure the ongoing safety of Ross River School.

After a large earthquake in May 2017 affected parts of Yukon, including Ross River School, Yukon government staff met with Ross River Dena Council and school staff to discuss plans for a detailed inspection report. In July 2017, another visit, which also included the third-party consultants who performed the review and drafted the inspection report, took place to present the findings of the report.

The report from June 2017 indicated the school is safe to occupy and recommended a long-term strategy to monitor and manage the permafrost under the school. Throughout the school year, continual monitoring is taking place to ensure the building remains safe for students and school staff.

School Revitalization and Replacement

We continue to do proactive planning to ensure that our school facilities are safe and available for use for many years to come. We undertake comprehensive planning to address future school construction and renovations to existing school buildings.

The Government of Yukon's capital planning process, which includes functional plans and business cases, makes informed decisions on how best to renovate or replace facilities including schools. Proper planning ensures we are prepared for the current and future needs of our education system and supports improved student achievement and better outcomes for Yukon's social, economic and community goals.



Yukon College Innovation Commons

In April 2017, it was announced that Yukon College would be creating a new Innovation Commons at its Ayamidigut campus. This is one of two projects at Yukon College funded through the Government of Canada's Post-Secondary Institutions Strategic Investment Fund, which funds projects that enhance and modernize research and commercialization facilities, as well as industry-relevant training facilities at colleges and polytechnic institutions in Canada.

The Innovation Commons brings together learning, project development and research to create a modern and innovative space for students, faculty and researchers at the college. As the college moves toward offering university-level degree programs, the Innovation Commons provides space that meets its specialized training, education and research needs.

The project was substantially completed in December 2017. Yukon College students will begin using the upgraded facilities in January 2018.

Yukon College Electrical Supply and Distribution Upgrade

The second project funded through the Post-Secondary Institutions Strategic Investment Fund is an upgrade to the college's electrical supply and distribution system. The current system has been in place at the college since the building was constructed nearly 30 years ago. Over time, new developments at the college have caused the system to be near full capacity. Additionally, new parts are no longer available for the system's major components.

These upgrades to the college's electrical supply and distribution system will provide new components so the system can continue to operate into the future. The upgrades will also create additional capacity in the system to allow for the college to expand. This will ensure that students, faculty and researchers will work in state-of-the-art facilities at the college.

This project was tendered in December 2017, and we expect to award the contract in early 2018. We look forward to continuing to work with Yukon College on this project in 2018



Student Financial Aid

The Student Financial Assistance unit administers several programs to assist students in pursuing post-secondary education, including Yukon Grant, Student Training Allowance, Yukon Excellence Awards, Canada Student Loans and Grants and a variety of scholarships. In the 2016-17 academic year, over \$6 million was awarded through SFA programs.

Yukon Grant

The Yukon Grant is established pursuant to the Student Financial Assistance Act to provide financial support to Yukon students enrolled full-time at approved post-secondary institutions. Students can receive the grant for a maximum of five years.

In 2016-17, the total Yukon Grant expenditure was \$4,213,441. Eligible students received \$136 per week of study. In addition, eligible students who studied outside Yukon received a travel amount of \$1,500 to help them travel between home and school.

Student Training Allowance

The Student Training Allowance is provided to students who are enrolled in a full-time program of studies at Yukon College or in an approved human resources development training program within Yukon. Eligible programs must have a minimum duration of three weeks and students must have resided in Yukon for two years prior to their classes commencing.

In 2016-17, eligible students received \$104 per week. The allowance increases with the number of dependants, with a maximum of \$220 per week. Students who must travel from a rural Yukon community are eligible for a travel allowance. If they are required to maintain a second residence while studying, they are also eligible to receive an additional \$83 per week.

Yukon Excellence Awards

The Yukon Excellence Awards encourage secondary school students to do well in their coursework and pursue post-secondary education or training.

Yukon students are eligible for up to \$3,000 toward their education through academic achievement in a Yukon secondary school. Students can earn \$300 per course for up to 10 courses, with a maximum of four Grade 10 courses, three Grade 11 courses and three Grade 12 courses. The award is based on earning a final course grade of 80% or better.

In the 2016/17 academic year, \$240,351 was awarded to 187 students for Yukon Excellence Awards.



