

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### HOT TOPICS

<b>HOT01</b>	Building Schools – 5-year capital plan (SO01)
<b>HOT02</b>	Busing – General (SO03)
<b>HOT03</b>	EA Allocation in schools (HR01)
<b>HOT04</b>	Jack Hulland – Grove Street Concerns and Investigation around Holds (SI07)
<b>HOT05</b>	LGBTQ2S+ – Action Plan, SOGI Policy and Education Act Amendment Implementation (SSS03)
<b>HOT06</b>	CASA Agreement – Education Commitments (DPT08)
<b>HOT07</b>	Ombudsman Report on Safer Schools Action Plan (DPT09)
<b>HOT08</b>	Safer Schools Action Plan (DPT13)
<b>HOT09</b>	School Staffing Concerns - recruitment, TOCs, vacancy (HR03)
<b>HOT10</b>	Student to Student Harm in Schools (SSS05)
<b>HOT11</b>	Teacher Allocation – staffing (HR04)
<b>HOT12</b>	TOC – Investigation and Criminal Charges (HR06)
<b>HOT13</b>	Whitehorse Elementary Replacement Project (SO17)
<b>HOT14</b>	Child and Youth Advocate (SI01)

### DEPARTMENT-WIDE

<b>DPT01</b>	Accomplishments
<b>DPT02</b>	Auditor General - 2019 Audit and Public Accounts Committee Update
<b>DPT03</b>	Department of Education Health and Safety Investigation
<b>DPT04</b>	Figures at a Glance
<b>DPT05</b>	Integrated Outcome Strategy for Yukon Learners Development
<b>DPT06</b>	JEAP Implementation and Agreement Renewal
<b>DPT07</b>	Main Estimates
<b>DPT08</b>	CASA Agreement - Education Commitments (HOT06)
<b>DPT09</b>	Ombudsman Report on Safer Schools Action Plan (HOT07)
<b>DPT10</b>	Privacy Awareness
<b>DPT11</b>	Records Management in Schools
<b>DPT12</b>	Safer School Disclosures
<b>DPT13</b>	Safer Schools Action Plan (HOT08)

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### DEPARTMENT-WIDE

- DPT14** Safer Schools Policies and Procedures
- DPT15** Truth and Reconciliation Commission of Canada

### RISE

- RI01** Comprehensive Mental Health Approach
- RI02** Formal Assessments
- RI03** Ready to Learn Schools
- RI04** Reimagining Inclusive and Special Education

### EARLY LEARNING AND CHILD CARE

- EL01** Child Care Act Review
- EL02** Child Development Centre Funding
- EL03** Early Learning and Child Care Initiatives
- EL04** Little Blue Learning Centre Expansion
- EL05** Teen Parent Centre and Onsite Child Care
- EL06** Universal Child Care
- EL07** Yukon Child Care Board

### EDUCATION PARTNERS

- EP01** Collaboration – Advisory Committee for Yukon Education
- EP02** CSFY – Commission scolaire francophone du Yukon
- EP03** Private Schools in Yukon
- EP04** School Board and Council Elections and Referendums
- EP05** School Governance and Associations
- EP06** Yukon School Food Programs

### FIRST NATIONS

- FN01** Collaboration with Yukon First Nations – Yukon-Wide
- FN02** Education Agreements
- FN03** Language, Culture and Heritage revitalization in Yukon Public Schools
- FN04** Yukon First Nation School Board

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### CURRICULUM, ASSESSMENT, AND TRAINING

CU01	Classroom Assessment Practices
CU02	First Nation Programming in Schools
CU03	Gender Identity and Health Curriculum
CU04	Graduation Program
CU05	Literacy
CU06	Locally Developed Courses
CU07	Numeracy
CU08	Student Data, Reporting, and Sharing
CU09	Teacher Professional Learning - PD Funding and Training
CU10	Yukon's Curriculum

### HUMAN RESOURCES - TEACHERS-EAs

HR01	EA Allocation in Schools (HOT03)
HR02	Housing for Teachers (in Communities)
HR03	School Staffing Concerns - recruitment, TOCs, vacancy (HOT09)
HR04	Teacher Allocation – staffing (HOT11)
HR05	TOC - EA Training and Pay Challenges
HR06	TOC – Investigation and Criminal Charges (HOT12)
HR07	YAEP Collective Bargaining

### SCHOOLS – PROGRAMS

SP01	Attendance Areas
SP02	Early Kindergarten in Rural Schools
SP03	Emergency Procedures and Public Notices
SP04	Enrolment at Yukon Schools
SP05	French Immersion – Programming, Enrollment and Staffing
SP06	Gadzoosdaa
SP07	K12 Technology in Yukon Schools
SP08	Kindergarten Registration

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### SCHOOLS – PROGRAMS

- SP09 School Calendars
- SP10 School Growth Planning

### SCHOOLS - ISSUES

- SI01 Child and Youth Advocate (HOT14)
- SI02 Communicable Disease in Schools
- SI03 Dispute Resolution Process for Yukon Schools
- SI04 Drugs in Yukon Schools
- SI05 Education Appeal Tribunal
- SI06 Hidden Valley School – Supports, Reviews-Investigations, Legal
- SI07 Jack Hulland – Grove Street Concerns and Investigation around Holds (HOT04)
- SI08 Medication in Schools – Chronic Conditions
- SI09 Pest Control in Schools
- SI10 School Video Surveillance
- SI11 Schools' Use of Social Media
- SI12 Smoking and Vaping in Yukon Schools

### SCHOOLS - OPERATIONS AND FACILITIES

- SO01 Building Schools – 5-year Capital Plan (HOT01)
- SO02 Burwash - KLUANE Lake School - Kêts'ádań Kù
- SO03 Busing – General (HOT02)
- SO04 Busing – Traffic Safety
- SO05 GOLDEN HORN Multi-Use Field
- SO06 HIDDEN VALLEY School Playground
- SO07 Modular Classrooms
- SO08 Public Announcement Systems in Schools
- SO09 Radon in Schools
- SO10 ROBERT SERVICE School Expansion
- SO11 School Capital – 2024-25 Projects and Process
- SO12 School Maintenance – 2024-25 Projects and Process

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### SCHOOLS - OPERATIONS AND FACILITIES

<b>SO13</b>	Seismic and Schools (EDU/HPW)
<b>SO14</b>	Special Needs Transportation
<b>SO15</b>	Transportation Safety Plans
<b>SO16</b>	WHISTLE BEND School
<b>SO17</b>	Whitehorse Elementary Replacement Project (HOT13)
<b>SO18</b>	Whitehorse School Replacements – Long-term Capital Planning

### STUDENT SUPPORT SERVICES

<b>SSS01</b>	Autism Specialist Project
<b>SSS02</b>	Learning Plans (IEPs, SLPs, BSPs)
<b>SSS03</b>	LGBTQ2S+ – Action Plan, SOGI Policy and Education Act Amendment Implementation (HOT05)
<b>SSS04</b>	Mental Health Supports for School Staff and Students
<b>SSS05</b>	Student to Student Harm in Schools (HOT10)

### STUDENT FINANCIAL

<b>SF01</b>	Apprenticeship Program
<b>SF02</b>	Student Financial Assistance - Non-Traditional Programs
<b>SF03</b>	Yukon Excellence Awards
<b>SF04</b>	Yukon Grant

### ADULT EDUCATION

<b>AE01</b>	Adult Learners - Supports
<b>AE02</b>	SOVA – School of Visual Arts
<b>AE03</b>	Yukon University
<b>AE04</b>	Yukon University Varsity Sports Feasibility
<b>AE05</b>	International Student Cap (EDU-EcDev)
<b>AE06</b>	Private Training Institutions

### YG CORPORATE NOTES

<b>YG01</b>	Budget Highlights (FIN)
-------------	-------------------------

# Education Briefing Note Index Spring Session 2024

## Table of Contents

### YG CORPORATE NOTES

YG02	2023-24 Supplementary Overview (FIN-HPW)
YG03	Carbon Pricing (ENV-FIN)
YG04	Inflation and Affordability (FIN)
YG05	Our Clean Future (ENV)
YG06	Housing Issues (YHC)
YG07	Truth and Reconciliation Commission – Update on Calls to Action (ECO)

### Early Learning and Child Care

- Public engagement for the review of the Child Care Act, which ran from November 27, 2023 through February 29, 2024, received several hundred responses from parents, early childhood educators, operators of family day homes and early learning and child care centres, First Nations governments, education partners and interested stakeholders.
- The first “Understanding the Early Years” course rolled out in Dawson City on September 11, 2023, with 14 early child educators participating from the three local child care programs. A second course was offered in Watson Lake from November 6-8, 2023 to five people, including a local high school student interested in a career in early learning. The course will also be offered in Haines Junction and Old Crow in late spring 2024.
- April 2023 - signed three-year transfer payment agreement with Yukon First Nation Education Directorate and the Early Years Program to design, develop and deliver a culturally rich “Understanding the Early Years” course.
- August 9, 2022 – Online resource and professional development hub is released for Early Childhood Educators.
- Spring 2022 – signed agreement with Yukon University to implement the Professional Diploma Pathway program so that early childhood educators holding a level three equivalent certificate could work towards a full level three certificate through flexible course offerings and practicum placements in their existing workplaces.

- As of January 2024, 51 educators have benefitted from the PDP program.
- December 2021 - launched funding for licensed early learning and child care programs to provide access to extended health benefits.
- Fall 2021 – Launched enhanced early kindergarten and full-day kindergarten in most rural communities.
- April 1, 2021 – Universal Child Care Program is launched.
  - This program reduced parent fees to less than \$10 per day on average.
  - 367 new licensed child care spaces were created between April 2021 and September 2023, including 93 spaces in rural Yukon.
  - Implemented a wage scale for early childhood educators.
  - Funding is provided to all licensed programs for wage enhancements and operational and administrative expenses.
- April 1, 2021 – the responsibility for early learning and child care transferred from the Department of Health and Social Services to the Department of Education in response to recommendations in the Putting People First Report.

### K-12 and Schools

- August 17, 2023 – Sexual Orientation and Gender Identity (SOGI) policy is updated and training for school staff and school administrators starts. A three-year partnership with ARC Foundation was made to support the implementation of SOGI inclusive education and practices in all of Yukon's K-12 schools.
- August 17, 2023 - Ready-to-Learn Schools program launched in additional Yukon Schools



- This program supports schools to affect positive social change and well-being for all students and staff. It is based on the understanding that children can only be ready to learn when they feel safe and calm.
- August 2023 – FNSB is managing and operating 11 schools throughout the Yukon.
- July 2023 - Collaborated with CSFY and TH to offer a French First Language program of instruction in Dawson City starting August 2023 that recognizes the TH Self Government Agreement.
- June 27, 2023 - Families began to be able to confirm enrolment interest for the new Whistle Bend Elementary School.
  - Whistle Bend Elementary School will welcome students in August 2024 for the 2024-25 school year.
- June 20, 2023 - The 23 action items in the Safer Schools Action Plan are fully implemented.
- May 31, 2023 - Celebrated Kêts'ádań Kù site clearing with the school community.
  - Kêts'ádań Kù meaning “House of Learning” was selected by KFN citizens as the name for the new school.
- July 2023 - the first phase of the N'tsaÜw Chu' Kedts'edán Kù Traditional Camp, at Porter Creek Secondary, the fire pit, was completed and is ready for use for the 2023-2024 school year.
- April 3, 2023 - \$35M funding agreement to support the First Nation School Board is approved.
- Spring 2023 – Shared access to a new data dashboard with Yukon First Nations and YFNED that provides better access to some types of student data.

## Accomplishments

Education

- March 1, 2023 – Released progress report to the Standing Committee on Public Accounts.
- February 14, 2023 – First Nation School Board is officially established.
- September 2022 - Student Protection Policy v.1 and related procedures is finalized and implemented.
- Ongoing - Working with Yukon First Nations to develop and implement curriculum, resources, and training to support localized and culturally inclusive school programming and learning about Yukon First Nations.
- February 2020 – Created a student data sharing Memorandum of Understanding and data working group with Yukon First Nations.

## First Nations Initiatives

- Each year the department provides \$735,000 to the Yukon First Nation Education Directorate to implement the Joint Education Action Plan and related collective education priorities.
- Each year the department provides \$1.19 million in support of language First Nations Language revitalization through the Yukon Native Language Centre. We are proud to see students of Youth Today, Language Leaders Tomorrow program complete placements to support community language initiatives.
- August 2023 – signed an Education Agreement with Ta'an Kwäch'än Council that identifies joint education priorities and supports implementing the priorities of the Joint Education Action Plan.
- May 2023 – the First Nations Education Commission and the department established next steps for implementation of the

Collaboration Framework and will report back to the Commission at each quarterly meeting to track progress of implementing education initiatives and the priorities of the Joint Education Action Plan.

- Spring 2023 – work continuing on Yukon First Nations credit policy to support development and deliver of local culturally relevant curriculum for credit.
- April 2022 signed three-year Transfer Payment Agreements with each Yukon First Nation to support education initiatives and implementing the priorities under the Joint Education Action Plan
- February 2022 – the First Nations Education Commission approved the Collaboration Framework with Yukon First Nations.

### Human Resources

- Under the Confidence and Supply Agreement the Yukon government has committed to increasing the number of Educational Assistants and Learning Assistance Teachers. The department has made a significant investment of 81 new full-time positions over the next three years along with an additional \$1 million in funding for student supports.
- Streamlining how educators are hired while improving the recruitment experience for applicants, the department has transitioned to e-recruitment for hiring Teachers on Call and will transition for all other educators – teachers and educational assistants as of September 18<sup>th</sup> – using the same system as all other Yukon government departments.

#### Adult Learners

- In May of 2023, a new Territorial Trades and Technology Committee was formed to identify and address gaps in the support system for apprentices. This group is a partnership between Yukon First Nation Education Directorate, Yukon Skills Canada, Yukon Women in Trades and Technology, Yukon University, and the Apprenticeship Unit at the Department of Education.
- On November 23, 2023, Apprenticeship Unit resumed holding the Apprenticeship Excellence Awards to celebrate the outstanding achievements of apprentices and graduates.
- August 1, 2023 - Introduction of a new online student financial assistance application portal.
  - Post-secondary students from the Yukon can apply for grants and loans, check the status of their applications and view funding decision letters online.

Approved by:

Mary Cameron

2024-03-18

Deputy Minister, Education

[Date approved]

#### Value:

- We continue to help adult learners and post-secondary students to access financial support and find summer employment opportunities.

#### Recommended response:

- We provide individual adult learners with flexible support that best meets their needs.
- We recognize that every individual's journey and needs are different and encourage interested Yukoners to connect with the Training Programs team to discuss the support available to them.
- The intake for summer 2024 has included a record number of applications by students and employers for the Student Training Employment Programs, known as the STEP Program, and I look forward to sharing an update on successful employment placements soon.
- Students applying for the Yukon Grant, Student Training Allowance and Canada Student Financial Assistance Loans and Grants can now apply via the new and streamlined online student financial assistance portal.
- We're aware that Canada's General Education Development (GED) high school equivalency tests will no longer be available after March 31, 2024. This will have no impact on Yukon adult learners. Adults will continue to have access to the BC Adult Graduation Diploma, which was introduced in the 1960's under BC's Adult Basic Education program.
- We are aware that the 2024 Federal budget resulted in \$625 million in cuts to Provincial and Territorial Labour Market Transfer Agreement

funding across Canada. We are determining how this will impact Yukon.

### **Additional response: funding programs**

- The following programs are available at the Department of Education to support adult learners:
  - Student Financial Assistance, which includes the Canada Student Financial Assistance program, Yukon Grant, and Student Training Allowance. As of February 26, 2024, more than 1300 funding assessments for the 2023-24 academic year had been completed by the Student Financial Assistance Team.
  - Yukon Apprenticeship - in addition to financial support and paid-for training, Yukon apprentices have access to the Virtual Learning Strategy program for learning, tutoring and exam preparation support. There were 126 apprentices registered in 2023.
  - The Working Up program, which provides broad financial support for individuals to advance towards their career goals is also offered through the Training Programs Unit. Since April 1, 2022, there have been more than 450 individuals supported through this program.
  - Summer Career Placement and Student Training Employment Programs both provide work experience opportunities for students. Work is underway for summer 2024 positions. We are delighted there has been record high applications from both employers and students this intake. There were 164 positions created in summer 2023 through both programs.

- We will continue to work with adult students, Yukon First Nations, Economic Development, and other partners to adapt and develop initiatives to support the needs of Yukon post-secondary students and adult learners.

---

#### Context—this may be an issue because:

- There may be questions around funding support for adult learners and the status of the online portal implementation.
- 

#### Background:

##### 2024 Federal budget cuts to Labour Market Transfer Agreements

- The LMTA supports various organizations and individuals to advance Yukon's labour market goals, such as:
  - Yukon University seat fees for trades training
  - Alberta seat fees for trades training
  - Skills Canada Yukon
  - Individual funding to apprentices attending training
  - Funding to individuals who need support to enter into the labour market
- We are working with Economic Development to determine the impact the budget cuts will have on our programs.

##### Funding application processing challenges

- Contractor and system development challenges in fall 2023 impacted assessment timelines for processing completed Canada Student Financial Assistance Loans/Grant applications and Canada's funding disbursement.
- Student Financial Assistance unit communicated the delays directly with students to provide them information on next steps and status, including issuing approval letters to outline their funding amounts from Canada. Post-secondary institutions were asked to extend timelines for Yukon students to pay their fees.
- System improvements are ongoing, but there are no current impacts on processing or response times.

##### Training Programs funding supports for adult learners.

- Yukon Grant:

- Funding is available for eligible Yukon students enrolled in full time post-secondary studies. As of February 23, 2024, 732 Yukon Grants have been issued.
- As of January February 23, 2024, there were 100 Yukoners currently attending Yukon University who were receiving the Yukon Grant.
- Students cannot receive Yukon Grant and the Student Training Allowance at the same time; however, they may be able to access both at separate times while completing their studies. Students must choose the funding that best suits their current circumstances. Student Financial Assistance Officers support students to understand their options.
- Student Training Allowance:
  - Funding is available to eligible Yukon students attending Yukon University or Alkan Air as a full-time student in a program that is at least three weeks long.
- Canada Student Financial Assistance Program Loans and Grants:
  - Yukon residents can apply for the Canada Student Financial Assistance Program Loans and Grants for both full-time and part-time post-secondary studies.
  - As this is a national program, funding for approved Yukon students is paid directly through the National Student Loans Service Centre.
- Apprenticeship:
  - The Apprenticeship Unit in Training Programs provides administrative and operational support for Yukon apprentices and their employers. This includes guidance, advice, and support to register in the program, assistance with enrolling in technical training at Yukon University and at various trade institutions in Alberta.
  - In addition to financial support, Yukon apprentices have access to the Virtual Learning Strategy program for learning, tutoring and exam preparation support.
- Working Up:
  - This funding supports individuals seeking upgrading, formal vocational training (including apprenticeship), foundational and essential skills, accommodations for persons with disabilities, and may cover training costs for programs that are not covered by the other programs.
  - Financial support includes payment of tuition costs and seat fees, funding for travel, commuting, second residence, and child care costs.



- Registered Yukon apprentices can receive financial support through the Working Up program for the duration of their 8 to 12 week technical training portion of each level of their apprenticeship.

### Employment Programs

- Student Training and Employment Program (STEP):
  - STEP offers wage subsidies to hire post-secondary students for summer jobs. The subsidy is \$7.20 per hour for 450 to 600 hours of employment.
  - A record of almost 200 student and 52 employer applications were received during the summer 2024 intake. Placement work is upcoming.
  - You can apply for funding if you are a: private-sector employer; non-government organization or agency; First Nation government; municipal government; or Government of Yukon department.
- Summer Career Placement:
  - Provides a wage subsidy of \$8.25 to employers to create summer jobs for students and youth for a maximum of 600 hours between May 1 and Sept 1.
  - Employers must operate for at least one year in the Yukon before applying to the program. Eligibility includes private businesses; municipalities; First Nations governments; and non-profit organizations.

### Labour Market transfer to Economic Development

- On April 1, 2022, the labour market component of the Post-Secondary Labour Market Unit moved from Education to Economic Development. Individual supports for adult learning remained with the Department of Education.
- 7 FTEs moved from Education to Economic Development, including one director, five labour market development officers and one admin staff.
- Education retained the administration of apprenticeship, training and student financial assistance, and \$3,876,044 of O&M in 2022-23 to deliver the programs.

### High School Equivalency

- Adult learners in the Yukon studying for high school equivalency have access to the BC Adult Graduation Diploma, which was introduced under BC's Adult Basic Education program.
- The BC Adult Graduation Diploma has been available as an option for Yukon learners since the 1960s.

**Adult Learners - Supports**

---

- The end of Canada’s GED high school equivalency tests after March 2024 will have no impact on Yukon adult learners.

**Approved by:**

**Mary Cameron**

**2024-04-24**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Value

- The Apprenticeship Program provides flexible support and training opportunities for Yukoners pursuing in-demand, diverse and meaningful careers in skilled trades and technology.

### Recommended response

- I was excited to hear that in 2023, 126 new apprentices signed up and 56 journeyperson certificates were issued. This is unprecedented and welcome program growth.
- In November 2023, I was delighted to bring back the Apprenticeship Excellence Awards to celebrate the outstanding achievements of 116 apprentices and 141 graduates.
- The Department of Education budgets over \$2.5 million toward supporting apprentices annually.
- The Yukon Apprenticeship program continues to support registered Yukon apprentices to complete their program requirements in partnership with Yukon University and Alberta Apprenticeship.
- I encourage anyone interested in pursuing training and careers in the trades, or employers who are interested in working with an apprentice, to contact the Training Program Branch.

### Additional response: Regulations and board

- The Yukon apprenticeship staff are in the process of moving forward with work that initially began in January 2019, which involves the recommendations made by the Apprenticeship Advisory Board.

## **Apprenticeship Program**

---

- I wish to acknowledge the important role of the board and welcome their advice in respect to the delivery of Yukon's apprenticeship program.
- Specifically, thank you to the board for their valuable input on the interim level evaluation process.

### **Additional response: new interim level evaluation process**

- To support apprentices on their learning path, while also upholding high standards in the trades, a new interim level evaluation process was introduced.
- The interim change is needed because many of the level exams Yukon uses include some outdated questions connected to practices no longer taught. It is important to provide some consideration for this while exams are updated.
- Test scores above 60% will now be considered, alongside technical in-school training marks and workplace performance, to determine if an apprentice will advance to the next level.
- Apprentices can ask for a re-evaluation of exam marks back to January 1, 2022. As of April 4, 2024, 28 apprentices have advanced levels under this new process.

### **Additional response – Apprentices working for YG:**

- Most Yukon apprentices are employed by Yukon's private sector, with 5 apprentices employed as of February 26 of this year currently employed by Yukon government.

- While the Yukon government employs journeypersons in various trades, sometimes the positions available within the Yukon government may not offer the scope of work required for apprentices to meet the training requirements for certification.

### **Additional response – Apprentices not eligible for Yukon Grant:**

- While apprentices are not eligible for the Yukon Grant, Yukon apprentices have access to a robust and comprehensive support program. These supports include:
  - Covered tuition and seat fees through Yukon government's agreements with Yukon University and Alberta Apprenticeship.
  - Funding supports through Yukon government's Working Up program to cover the costs not eligible under Employment Insurance while taking technical training, which may include funding for travel, books, commuting, a second residence, living allowance and daycare costs.
  - Eligibility for Employment Insurance through the Government of Canada.
  - Loans and grants to support all stages of the apprenticeship journey, including equity-deserving groups and Red Seal completion.
  - And, in addition to the financial support, Yukon apprentices have access to the Virtual Learning Strategy program to support their diverse learning needs, tutoring and exam preparation.

### **Additional response – Dual Credit:**

- The Department of Education is currently updating the Dual Credit program, where high school students can take post-secondary courses and receive credit for them.

## Apprenticeship Program

---

- This will help create more options for high school students to partake in pre-apprenticeship and other apprenticeship programs to advance their careers at an earlier age.
- High school students also have opportunities to take trades courses at school and participate in exploratory programs offered by partners such as Skills Canada Yukon.

---

### Context—this may be an issue because:

- There has been an interest in what supports are available to apprentices and adult learners and how many apprentices YG employs.
- A new interim process for evaluating Yukon apprentices was introduced in September 2023.

---

### Background:

- As of April 4, 2024, there were 138 Yukon apprentices registered for training at Yukon University, another 156 registered in various institutions in Alberta and an additional 5 apprentices attending institutions in other areas of Canada for the 2023-24 academic year.
- There was an increase of 126 new apprentices in 2023.
- As of April 4, 2024, there has been an increase of 27 new apprentices in 2024.
- As of April 4, 2024, Yukon has 497 active registered apprentices. The program area recently completed a file review and identified 105 inactive apprentices (inactive for more than 2 years). Communication went out to apprentices to verify their status. Files can be reactivated at any time.
- As of April 4, 2024, First Nation apprentices make up 114 of the 494 apprentices and there are now 65 apprentices that identify as a woman.
- A total of 56 journeyperson certificates were issued in the 2023 calendar year. As of April 4, 2024, there were 12 journeyperson certificates issued this year.
- On November 23, 2023, the Apprenticeship Until resumed the Apprenticeship Excellence Awards. This is an event where we celebrate graduates as well as apprentices with outstanding achievement in their level exams. Since the event

## Apprenticeship Program

---

was paused during the pandemic, this year apprentices from 2019/20, 2020/21, 2021/22 and 2022/23 were recognized.

- The Federal government announced a new support program called Apprenticeship Service geared to increase new apprenticeship hires. This program supports employers to hire first-year apprentices in 39 Red Seal trades by providing \$5000 for each eligible new first-year apprentice hired, \$10,000 if the apprentice is from an equity-deserving group.

### Dual credit high school program

- Yukon students in grades 11 and 12 are eligible to receive credits through the dual credit program.
- The dual credit program allows students to enroll in a university course that leads to a post-secondary credential and receive credits for both high school and university.

### Apprenticeship new interim level evaluation process:

- The new interim level evaluation process (until 2026) applies to apprentices who attend school in Yukon and Alberta. If a student attends school outside Yukon and Alberta, they will continue to be evaluated using the process that is used by that jurisdiction.
- The new interim level evaluation process supports apprentices working to achieve their Red Seal; allow more input from employers; and provide more emphasis on the importance of good marks in the technical in-school training.
  - Process snapshot: If an apprentice does not achieve 70% on a level exam (previously required), but scores between 60-69%, they will be further evaluated. Consideration for the following will determine if an apprentice moves to the next level.
    - level exam mark;
    - technical in-classroom training (school) grades; and
    - whether the employer recommends they pass the level (this may involve a conversation with Yukon Apprenticeship, the employer,

## Apprenticeship Program

---

and apprentice. This is appropriate as 80% of an apprentice's learning is on-the-job).

- The Director of Training Programs will make the final decision based on the above factors, with the employer's recommendation having significant bearing.
- An apprentice can appeal this decision to the Apprenticeship Advisory Board.
- Yukon Apprenticeship will apply this new process back to January 1, 2022, to retroactively re-evaluate apprentices that were not able to move on to their next level.
- Since September 2023, 28 apprentices have advanced levels under the interim level evaluation process.
- Alberta resumed level exams in fall 2023 and activities to update curriculum, exams, and other apprenticeship-related products after suspending both activities during the pandemic. Yukon was invited in December and is participating in the process.

### Boards and Committees

- This past year, a new Territorial Trades and Technology Committee was formed to identify and address gaps in the support system for apprentices. This group is a partnership between Yukon First Nation Education Directorate, Yukon Skills Canada, Yukon Women in Trades and Technology, Yukon University, and the Apprenticeship Unit at the Department of Education.
- The Apprenticeship Advisory Board meets a minimum of 4 times per year. An application intake occurred in fall of 2023 and reappointment process for members is complete.

**Approved by:**

**Mary Cameron**

**2024-04-08**

Deputy Minister, Education

[Date approved]



## Attendance Areas

---

### Value:

- Attendance areas support both the governance and operation of schools and the School Council election process.

### Recommended response:

- When a new school or residential area is approved for construction or expansion, or a school joins a school board, we review attendance areas and consult with any impacted neighbouring schools.
- The new Whistle Bend Elementary School attendance area is based on the city boundaries for the subdivision, plus portions of the previous Takhini Elementary School attendance area.
- This new school attendance area will help address student enrollment growth at north-end elementary schools when the school becomes operational.

### Additional response:

- Attendance areas were dissolved last year for the communities that voted to join the First Nation School Board: Eliza Van Bibber School, Ghùch Tlâ Community School Council, and Kluane Lake School.

---

### Context—this may be an issue because:

- The department made changes to attendance areas in the Yukon in 2023 to deal with schools moving under the operation of the FNSB.

---

### Background:

- The Education Act requires that every school be assigned to an attendance area (for school councils) or an education area (for school boards). Students may be resident in multiple attendance or education areas since the areas can overlap.

## Attendance Areas

---

- Any school joining the First Nation School Board (FNSB) requires the dissolution of its attendance area, and in Whitehorse that area needs to be redistributed to the remaining attendance areas.
- Parents registering their children for school can find the attendance areas on Yukon.ca.
- Prior to the current Whitehorse areas being finalized in 2022, Whitehorse school attendance areas were last reviewed and changed for the 2008-09 school year. At that time, some residential areas of Whitehorse were not officially included in an attendance area.
- The Whistle Bend Elementary School Council was elected at the same time as the November 2022 School Board Elections were held.
- The adjustments to attendance areas in 2022 included:
  - Responding to the creation of the FNSB and the referendums that were passed in rural Yukon and at Takhini Elementary and Grey Mountain Primary by dissolving the attendance areas of the now FNSB schools.
  - Establishing an attendance area for the new Whistle Bend school, based on the city boundaries for the subdivision, and arranging an election for a School Council. Jack Hulland Elementary school will remain the “in area” school for Whistle Bend elementary age students until the new school is operational.
  - Adding the Mt. Sima subdivision to the Golden Horn Elementary attendance area, which reflects current practice.
  - Adding the Marwell subdivision to the Selkirk Elementary attendance area, which reflects current practice.
  - Reassigning Lobird and Valleyview subdivisions to the Elijah Smith Elementary attendance area. Both subdivisions were previously assigned to Takhini Elementary, which is now governed by the First Nation School Board.
  - Splitting the old Takhini Elementary attendance area between Elijah Smith and Jack Hulland.
  - Cleaning up boundaries between areas to eliminate gaps in coverage.

# Session Briefing Note

**TAB#SP01**  
**Spring 2024**

## Attendance Areas

Education

Approved by:

Mary Cameron

2024-01-31

Deputy Minister, Education

[Date approved]

## Auditor General - 2019 Audit and Public Accounts Committee Update

---

Education

### Value:

- Together with our partners in education, we are reimagining the Yukon school system. We cannot undertake this transformative work without the trust of our partners – educators, students, and families who are at the heart of our work.

### Recommended response:

- We are working with our partners and stakeholders to reimagine education and create school environments that are safe, inclusive, and build on student strengths. We are working to ensure that every child feels connected and supported to thrive.
- We remain focused on the important work of responding to the Auditor General of Canada's Review of Kindergarten to Grade 12 education in the Yukon, and the 2021 Review of Inclusive and Special Education.
- Over the past several years, we maintained student learning during a global pandemic and we continue to make progress on various initiatives to address system inequities, including:
  - Launching the Universal Child Care model;
  - Launching enhanced early kindergarten and full-day kindergarten in rural communities;
  - Working with the Chiefs Committee on Education to establish the First Nation School Board;
  - Finalizing a Collaboration Framework with Yukon First Nations;

## Auditor General - 2019 Audit and Public Accounts Committee Update

---

Education

- Completing the Review of Inclusive and Special Education and advancing the Reimagining Inclusive and Special Education workplan developed with Yukon First Nations and education partners;
- Launching the Ready-to-Learn Schools initiative, based on the ground-breaking work of Dr. Bruce Perry's Neurosequential Model;
- Creating a data sharing Memorandum of Understanding with Yukon First Nations and releasing publicly available student data reports; and
- Engaging on the development of a 10-year Integrated Outcome Strategy for Yukon Learners.

### Additional response:

- We are unwavering in our commitment to implement all the recommendations contained in the 2019 Auditor General's report.
- In February 2023, we welcomed the opportunity to provide the Standing Committee on Public Accounts, and the Office of the Auditor General, with an update on our work.
- We are working with partners and taking informed actions that come from our diverse perspectives rather than making unilateral decisions on changes to education.

---

### Context—this may be an issue because:

- The Department continues to implement programs and services in response to the Auditor General's 2019 report on K-12 education in the Yukon.

## Auditor General - 2019 Audit and Public Accounts Committee Update

---

Education

### Background:

- Some of our actions since the release of the audit report include:
  - Education agreements with all Yukon First Nations.
  - A student data sharing Memorandum of Understanding and data working group with Yukon First Nations.
  - We are providing \$735,000 in 2023-24 in funding to implement the Joint Education Action Plan and related collective education priorities.
  - In 2023-24, we committed to providing funding as follows:
    - \$1.83 million to support community-level education agreements with the 14 Yukon First Nations;
    - \$1.4 million to Yukon First Nation organizations to support other education initiatives, including language learning, cultural activities and Elder programming in schools;
    - \$2.6 million to specifically support language initiatives within the schools;
    - \$1.2 million to the First Nation School Board (FNSB) for language teachers in the schools; and
    - \$6.8 million in additional funding to support the First Nation School Board initiatives around student supports, culture/language/heritage, indigenization of the curriculum and community committees.
  - The Department is in preliminary discussions for the renewal of JEAP which will include funding discussions
  - The funding agreement with the FNSB expires on June 30, 2024 and the Department will be working to obtain a negotiation mandate
  - Working with Yukon First Nations on a new teacher resource and professional learning tool for Yukon First Nations languages, cultures,

## Auditor General - 2019 Audit and Public Accounts Committee Update

---

Education

histories and ways of knowing, doing and being in all grade levels and subject areas.

- Implementing a collaboration framework with Yukon First Nations.
- The launch of the Ready-to Learn Schools initiative in fall 2022 in schools across the Yukon. This program is based on the ground-breaking work of Dr. Bruce Perry's Neurosequential Model and supports schools to affect positive social change and well-being for all students and staff. It is based on the understanding that children can only be ready to learn when they feel safe and calm.
- Working with First Nation governments and other partners to deliver and enhance early learning child care program in the Yukon.
- Working with Yukon First Nations to develop and implement curriculum, resources and training to support localized and culturally inclusive school programming and learning about Yukon First Nations.
- Finalizing engagement on, and are currently finalizing the Integrated Outcome Strategy for Yukon Learners.
- Providing all students in need of special education with the option of an Individualized Education Plan (IEP).
- 2019 Office of the Auditor General (OAG) recommendations:
  - 42: The Department of Education should develop and implement a strategy to improve student outcomes, particularly for Yukon First Nations and rural students, including:
    - analyzing the root causes of poor student outcomes;
    - defining performance targets;
    - actions to reach these targets; and
    - evaluating the effectiveness of these actions.

## Auditor General - 2019 Audit and Public Accounts Committee Update

---

Education

- 47: The Department should implement its required oversight mechanisms to provide summary reports to the Minister and complete teacher evaluations.
- 70: The Department should conduct a full review of its services and supports for inclusive education, including how best to:
  - evaluate its approach to inclusive education;
  - determine effectiveness of services and supports;
  - determine whether sufficient resources are in place to support inclusive education;
  - prioritize students for specialized assessments;
  - assess and track specialist recommendations; and
  - assess and track teachers' use of recommended strategies.
- 89: The Department should complete and implement its policy to collaborate with Yukon First Nations to meet the Education Act's requirements, and a strategic action plan with specific, measurable actions and timelines.
- 93: The Department of Education should meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete them.
- 99: With Yukon First Nations, School Boards, and School Councils, the Department of Education should develop policies and guidelines to support First Nations language learning, including:
  - determining the language goals for individual schools;
  - considering a range of approaches for the specific language, student population density, and community interests; and
  - identifying options to support Yukon First Nations languages both during regular school hours and outside of school.
- 109: The Department of Education should determine the human resources and training required to develop sufficient classroom support and materials to help



# Session Briefing Note

**TAB#DPT02**

**Spring 2024**

## **Auditor General - 2019 Audit and Public Accounts Committee Update**

---

Education

teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages.

**Approved by:**

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Hidden Valley School-Supports, Reviews-Investigations, Legal: refer to SI06

#### Value:

- The 2019 Audit and the final Report of the Review of Inclusive and Special Education have inspired us to re-vision how we are supporting students and delivering timely, effective supports for their learning needs.

#### Recommended response:

- There is a growing need for specialized programming support for students on the autism spectrum across the territory.
- The position for Itinerant Teacher for Autism had been posted three times with no candidates meeting the essential qualifications.
  - The Department of Education is actively exploring strategies on how we can fill this position.
- For the 2023-2024 and 2024-2025 school year, we have dedicated an FTE specifically to Hidden Valley Elementary School to continue neurodiverse programming.
- The purpose of this position is to support the students who have been successful in this program and will help the school and teachers develop and deliver inclusive programming in all schools.

#### Additional response:

- We intend to work with parents and partner organizations – such as Autism Yukon – to help us in the development and implementation of

neurodiverse programming to better support all teachers and support staff in a school to increase inclusive practice.

- This Itinerant Teacher for Autism position stems from requests from a school with a proportionately high number of students with autism.
- This is a new and creative programming approach in providing support in line with the recommendations from the final report of the Review of Inclusive and Special Education.
- We want to be responsive to the growing number of Yukon students who are being diagnosed through the Child Development Centre (Pre-school Diagnostic Clinic) and Health and Social Services, Disability Services (School-aged Diagnostic Clinic).

---

### Context—this may be an issue because:

- The Child and Youth Advocate, MLAs and families at Hidden Valley Elementary School (HVES) previously called for more EAs and specialized programming support.
- Autism Yukon has raised concerns about the under reporting of the prevalence of autism spectrum disorder in the territory based on the National Survey Report published in 2018.

---

### Background:

- For years we have offered ongoing training for teachers and schools supports (EAs) on Supporting Students with Autism Spectrum Disorder (ASD).
  - For 2023/24 school year we held four in person training sessions for school staff across the territory, (two offerings in November 2023 and two offerings in January 2024).
  - This training has also been recorded and available online to all teachers and school support staff

- A member of the Student Support Services team is attending a National Autism Strategy Conference in Ottawa from April 16 – 19, 2024 to work with other jurisdictions, researchers and advocates in the field of special education.
- There is a recognition of the increasing prevalence of students in the Yukon with a diagnosis of autism spectrum disorder.
- Some parents are concerned that when support personnel, who have been successfully working with their child, change positions there is a lack of well documented programming and strategies that enable continued success for their child.
- For the 2022-2023 school year HVES was able to hire within their teacher FTE a Learning Assistance Teacher that is supporting the development and implementation of programming for students on the spectrum, as well as students with other neuro diverse needs.
- 2023-2024 school year HVES was able to continue this programming and to staff appropriately.
- An evaluation framework for neurodiverse programming will be established. The Department of Education is working with the school and effected families to create the framework.

**Approved by:****Mary Cameron****2024-04-15**\_\_\_\_\_  
Deputy Minister, Education\_\_\_\_\_  
[Date approved]

**Session Briefing Note****Spring 2024****Corporate Note – Budget Highlights**Finance

---

**Recommended response:**

- The Government of Yukon is committed to supporting Yukoners and communities while delivering strong, sustainable fiscal management.
- The Yukon's economy is returning to normal with inflation falling, tourism rebounding, and growth in wages leading to higher consumer spending.
- This budget will benefit all Yukoners by providing significant investments in health care, education, and housing, and will ensure that Yukoners have opportunities to thrive in a vibrant and sustainable economy:
  - An additional \$15.3 million in funding is included to support the operations of the Yukon Hospital Corporation and another \$30 million is directed towards our Insured Health services system.
  - \$4.4 million will help increase the number of educational support staff and wellness professionals in our schools and create a learning environment that is inclusive and responsive to the diverse needs of our students.
  - \$101 million in capital is dedicated for land development, housing, education and health care.
  - This year's budget also delivers on our commitment to environmental stewardship, demonstrated through more than \$55 million allocated to support existing and new actions identified in *Our Clean Future*.

**Session Briefing Note****Spring 2024****Corporate Note – Budget Highlights**

Finance

- 
- Through Budget 2024-25, the government will continue to lay the foundation for the territory's new health authority. We will also provide funding to implement the *Substance Use Health Emergency Strategy* in coordination with our partners.
  - This budget includes strategic investments in infrastructure, particularly in housing for the most vulnerable. Investments in housing include projects in Watson Lake, Mayo, Faro and Dawson City and funding support for various affordable and community housing projects.
  - Like in previous budgets, Budget 2024-25 continues to build relationships and further reconciliation with Yukon First Nations.
  - Revenue growth continues to accelerate alongside record levels of recoveries. The Yukon's strong financial position continues to improve as we look towards the future.

**Additional response:**

- The Yukon government is delivering on its commitment to grow a strong and resilient economy while ensuring robust, sustainable fiscal management.
- A strong surplus will serve as a prudent fiscal management tool and demonstrates the ability of the government to address unforeseen events without going into a deficit.

**Session Briefing Note****Corporate Note – Budget Highlights**

Finance

- 
- The fiscal summary includes a \$50 million contingency for unforeseen pressures and emergencies. Including a contingency has been a proven method to offset the cost of expected but undefined expenditures that arise throughout the fiscal year while limiting their impact on the territory's fiscal position.

---

**Context—this may be an issue because:**

- The 2024-25 Main Estimates will be debated during the March 2024 legislative session.
- 

**Background:**

- The 2024-25 Main Estimates include a projected surplus of \$119 million and net debt of \$488.8 million.
- Total revenue is expected to be \$1.69 billion in 2024-25. This is an increase of \$115.8 million, or 7.4 per cent, from the 2023-24 Main Estimates.
- Gross O&M spending is forecast at \$1.6 billion, reflecting a \$141.4 million or 9.7 per cent increase over 2023–24 Main Estimates. Approximately 12 per cent is recoverable from Canada and other partners, making the net impact \$88.6 million, or a 6.7 per cent net increase over 2023–24 Mains.
- Forecast capital expenditures total \$484.0 million with recoveries of \$171.3 million. Although gross capital expenditures are consistent with the previous year (\$483.8 million in 2023-24) increased recoveries result in a 2.1 per cent decrease in net capital expenditures from the 2023-24 Main Estimates.

**Session Briefing Note**

**Spring 2024**

**Corporate Note – Budget Highlights**

Finance

- 
- There are 5,484.5 FTEs in the 2024-25 budget, which is an increase of 152.8 FTEs from 2023-24. Growth primarily for CASA Education commitments (61.0) and Health Human Resources commitments (11.5) as well as Putting People First (28.5).

**Approved by:**

February 28, 2024

\_\_\_\_\_  
Deputy Minister, Finance

\_\_\_\_\_  
Date Approved



### Building Schools – 5-year Capital Plan

---

Education

#### Value:

- We continue to work with school communities on planning for their short, medium, and long-term facility needs.

#### Recommended response:

- The Government of Yukon's Five-Year Capital Plan includes school replacement and renovation projects to ensure all buildings are safe and suitable for many years to come.
- We are pleased that work is underway and on track for new schools in Whistle Bend and Burwash Landing, and planning has started for the replacement of École Whitehorse Elementary School.
- The Government of Yukon's Five-Year Capital Plan also includes Experiential Learning Spaces. In the 2023-24 fiscal year, Experiential Learning Spaces are being constructed at St. Elias Community School, J.V Clark School, Tantalus Community School, and Jack Hulland Elementary School.
- Capital planning decisions are made based on current information and facility assessments, supplemented with education programming needs and emerging enrolment trends and pressures.
- Engagement with the broader Whitehorse community and partners took place spring of 2023. The public had access to an online survey between Tuesday, March 14 and Monday, May 15, 2023. Public open houses were held throughout April 2023.
- Additionally, direct emails and letters were sent to all Whitehorse school councils inviting them to meet with the public engagement specialist to hear their feedback and participate as part of the Whitehorse School Capital Planning public engagement.

### Building Schools – 5-year Capital Plan

---

Education

- Seven school councils accepted the invite, including: Christ the King Elementary School Council joint with St. Francis of Assisi Catholic Secondary School Council; Golden Horn Elementary School Council; Hidden Valley Elementary School Council; Holy Family Elementary School Council; Jack Hulland Elementary School Council; Porter Creek Secondary School Council; and Selkirk Elementary School Council.
- The results of the public engagement are available on [Yukon.ca/engagements](https://Yukon.ca/engagements) in a What We Heard Report.
  - Feedback was collected with a focus on:
    - connection to the outdoors
    - cultural, inclusive and accessible spaces
    - modern learning environments
  - Under the theme of connection to the outdoors, participants commented on the importance of access to green spaces, transportation infrastructure and safety, outdoor cultural activities, access to outdoor spaces and infrastructure, playground space, recreational activities and storage.
  - Under the theme of cultural, inclusive and accessible spaces, participants expressed the importance of meeting the needs of neurodivergent students and of integrating First Nations cultural teachings, language and ceremony, along with providing safety and choice for washrooms, spaces for gathering and for mental health and spaces for all cultures.
  - Under the theme of modern learning environments, participants talked about the importance of classroom design, applied technology in learning, space for music, arts and drama, mental

### Building Schools – 5-year Capital Plan

---

Education

health-related programming, food and nutrition opportunities, the importance of school gyms, having hands-on learning for trades and schools being a community hub.

- The feedback received from this public engagement will inform future planning for Whitehorse school renovations and replacements.
- We will continue to have conversations with Yukon school communities and Yukon school boards about facility needs as we plan for future school projects.

#### **Additional response:**

- We completed a generic design, or functional plan, that can be used to scale the design of multiple types of schools.
- This is referred to as the Yukon Schools Functional Program and outlines consistent standards for school design and construction that are scalable, based on school population, grades, and urban and rural contexts.
- This plan was used as the basis for design and planning for the Whistle Bend and the eng Landing schools. With each school design, we expect a certain amount of customization to ensure that the school meets the needs of the community.

---

#### **Context—this may be an issue because:**

- Many school communities are advocating and lobbying for capital projects for various reasons (e.g. enrolment increases, facility upgrades, aging buildings, etc.).
-

## Building Schools – 5-year Capital Plan

---

Education

### Background:

- All approved school construction and renovation projects are prioritized and managed through the 5-Year Capital Plan.
- School projects in the 2023-24 five-year capital plan include:
  - A new elementary school in Whistle Bend.
  - The replacement of an existing aging Whitehorse school has been identified as École Whitehorse Elementary School.
    - École Whitehorse Elementary School was identified for replacement on the Takhini Educational Land Reserve in 2022.
    - A project advisory committee has been established to facilitate collaboration and the exchange of ideas between key partners, stakeholders and the Government of Yukon.
    - It is too early to signal a timeline for the construction and occupancy of the school.
    - In August 2023, Kobayashi + Zedda Architects Ltd. was awarded the prime consultant contract for the École Whitehorse Elementary School replacement project through a public tender.
      - The prime consultant will conduct a preliminary site assessment and will continue on through design and warranty phase oversight.
  - Modular Classrooms for short and medium-term school needs:
    - In 2022-23 Selkirk Elementary added a modular addition rather than a third portable. This freed up an additional classroom in the school and is now being used for school programming.
    - We are working with Highways and Public Works on a multi-year procurement and placement program to place new and replace aging modulares at Yukon schools.

### Building Schools – 5-year Capital Plan

---

Education

- Site feasibility studies have been conducted to confirm the ability to place modulars at schools with emergent enrolment pressures.
- With respect to F.H. Collins, site feasibility studies have been conducted and two portable classrooms will be placed at the F.H. Collins campus.
- Work is underway to supply and deliver portable classrooms to the territory with intent of having them ready for occupancy by the start of the 2025-26 school year. A public tender will be issued for the procurement of two portable classrooms.
  - It is anticipated that the public tender will be issued May 7, 2024.
  - Each modular classroom will represent an additional instructional space to accommodate up to 28 students.
- Working with Kluane First Nation to relocate Kluane Lake School to Burwash Landing.
- Ongoing stabilization work for Ross River School.
  - The approved budget for 2023-24 is \$3.6 million for the mechanical work and re-leveling.
  - Prior to 2019-20, the budget and actuals were included in the Department of Highways and Public Works.
  - For the period from 2019-20 to 2022-23, there has been \$6,377,931 spent towards this project.
  - Actuals in 2023-24, up to the end of December, are \$1,615,961.
- The generic school design project was completed in the 2018-19 budget. We now have a completed Yukon Schools Functional Program that is designed to create consistent standards for school design and construction, covering all room types for schools with small conceptual drawings that can be scaled.
- The Yukon Schools Functional Program is not a full school design, but rather the conceptual design of individual spaces that make up parts of a school. We also

## Building Schools – 5-year Capital Plan

---

Education

have a replicable list of specifications that can be used. These two documents are intended to reduce the front-end design time when we are planning schools and make the process more efficient.

- Education staff communicate regularly with school principals to identify projects that would enhance programming.

Approved by:

Mary Cameron

2024-04-29

Deputy Minister, Education

[Date approved]

**NOTE: Questions about tendering and build are for HPW.**

**Value:**

- As part of our commitment to reconciliation and long-term capital planning for Yukon schools, we are pleased to be working in partnership with Kluane First Nation on Kêts'ádań Kù [KEht-sah-dun KOO].

**Recommended response:**

- Moving the current Kluane Lake School from Destruction Bay to Burwash Landing has been a longstanding request of Kluane First Nation.
- The Governments of Yukon and Kluane First Nation continue to uphold the Memorandum of Understanding, which outlines a shared commitment to plan and construct a new school in Burwash Landing, to be known as Kêts'ádań Kù - meaning "House of Learning".
- Kêts'ádań Kù is a priority as it will support Kluane First Nation citizens to learn and thrive in their community.
- Regular meetings of the bipartite oversight committee and the project management team continue.

**Additional response:**

- In July 2022, a Yukon Asset Construction Agreement was signed with Kluane First Nation that will provide benefits to the community through the construction of the school.
- I was delighted to travel to Burwash Landing in September 2022 for the Infrastructure Canada's funding announcement under the Investing in

## **Burwash - Kluane Lake School - Kêts'ádañ Kù**

---

Education

Canada Infrastructure Program and visit the new school site with Chief Dickson and I visited again in June 2023 for a community celebration of the site clearing.

- The construction tender was issued on April 4, 2024.
- The project completion date will be confirmed, as we move forward with the project planning process.

---

### **Context—this may be an issue because:**

- This project is important to the Kluane First Nation and is a high-profile school project that is mentioned in the Minister's mandate letter.

---

### **Background:**

- Kluane Lake School has been located in Destruction Bay since 1961. Most of the students reside in or around Burwash Landing and Destruction Bay.
- This project received Implementation Phase Approval for a target cost of \$29.7M in August 2023.
- The 2023-24 Main Estimates include \$3.5 million in design work and project activities.
- Due to timing of expenditures during 2023-24 for this project approximately \$1.5M of the 2023-24 budget will be deferred to future budget years.
- NOTE: 2024-25 main estimates will be added when available.
- In YG's 2022-23 Five-Year Capital Plan an estimated budget of \$20 – 28 million was included for a new school in Burwash Landing.
- The school is a priority for renovation or replacement on the government's School's Seismic Mitigation Program.
- On November 13, 2015, the Department of Education and KFN entered an 'Agreement Respecting the Provision of the Public School Education Program in Destruction Bay and Burwash Landing' to identify and implement a three-year plan to provide options and planning for the establishment of a school in the community of Burwash Landing.



### Burwash - Kluane Lake School - Kêts'ádań Kù

---

Education

- In April 2016, the department began working with KFN on the planning of a new school in Burwash Landing, including site visits to determine suitable locations on non-settlement land.
- In October 2016, the firm Urban Arts was contracted by the Yukon government, in consultation with KFN, to develop a Functional Plan for a new school in Burwash Landing. Work to revise this functional plan was undertaken in 2018.
- In January 2019, the Minister of Education met with the Chief to discuss next steps on the school and discuss the budget / project scope. On Jan 18, 2019, the joint working group met, led by the Deputy Minister of Education, and determined the three options for further exploration: retrofit, lease, build.
- In November 2019, the Minister met with the Chief to confirm a school would be built in Burwash Landing. Since then, technical officials have been meeting to move this project forward, including signing an MOU in 2019 outlining a commitment to plan and construct a new school in Burwash Landing.
- The MOU includes provisions to establish a KFN/YG Oversight Committee to oversee the implementation of the MOU with a commitment for the Minister of Education and Chief to meet quarterly to ensure the goals are being met and help move items forward as required.
- In January 2021, a tender for an Owner's Advisor to provide expertise and guidance on this new school project was posted. Taylor Architecture Group (TAG) was the successful proponent.
- In August 2022, KFN provided a submission to YG for naming the Burwash School. At the General Assembly in July 2022, Kêts'ádań Kù meaning "House of Learning" was selected by KFN citizens as the name for the new school. This name has been formally approved by Cabinet as per the corporate building naming policy.
- The site selected for the school is KFN settlement land.

**Approved by:**

**Mary Cameron**

**2024-04-04**

Deputy Minister, Education

[Date approved]

### Special Needs Transportation: refer to TAB SO14

#### Value:

- The Department of Education provides school busing, city transit passes, and transportation subsidies to families to support students travelling safely and effectively to and from school.

#### Recommended Response

##### Registrations:

- Work is ongoing to process any outstanding registrations and special requests.

##### Transportation subsidy:

- If families live more than 3.2 km from the nearest school bus stop and the student goes to the catchment area school, they may apply for a transportation subsidy to offset the cost of driving.
- We are reviewing the student transportation program and subsidy level to ensure it supports the needs of families and those eligible for transportation allowances.
- We recognize that students with exceptional needs may require additional support and we make every effort to accommodate students' transportation needs.

##### Cancellations:

- Standard Bus is responsible for notifying schools and families when there are bus route cancellations. We work with Standard to ensure notifications are sent out as early as possible.

- In some instances, routes may be cancelled for the day due to extreme weather conditions, unsafe road conditions, or driver shortages.
- Families can sign up for “My School Bus Monitor” to receive email updates. They can also sign up for text notification with Standard Bus.
- We acknowledge the impact cancelled bus routes can have on families and are working with Standard Bus to find solutions whenever possible.
- There are 43 routes that run daily in Whitehorse.
  - The school bus cancellation rate in Whitehorse for September 2022 was 2.5% compared to a rate of 2.99% in September 2023.
  - The school bus cancellation rate in Whitehorse for December 2023 was 0.6%.

**Driver shortages: (Note: The information on service disruptions will be updated periodically as the semester continues)**

- Like many other jurisdictions, the Yukon is facing a driver shortage and we are working with the contractor, Standard Bus, to support them in their recruitment efforts.
- Eleven new school bus drivers have been successfully tested for their Class 2 license since the fall of 2023.
- All Whitehorse routes were staffed for the start of the 2023-24 school year, while the two routes in Dawson were combined and the route in Mayo was not operational due to a lack of drivers.
  - Both Dawson and Mayo routes are now staffed and operational.

- Standard Bus continues to recruit and staff retention and recruitment has become more stable.
- Driver recruitment efforts continue in Pelly Crossing where service was suspended in October 2023. We will be supporting Standard in their recruitment efforts and hope to have the route staffed soon.
- Efforts will be made to limit any service disruptions in Whitehorse, and we will continue to work with Standard Bus to develop contingency plans, which may include bringing in out-of-territory drivers and combining routes where possible.

#### **Discipline and Behavior Management on Buses:**

- The rules of the school apply while on the school bus and school Principals determine if an incident warrants suspension or expulsion from the bus.
- Standard Bus has a process to report incidents to schools when they happen on the bus.
- There may be occasions when drivers decide operationally, for health and safety reasons, to remove a student from the bus prior to leaving the school ground or on route.
- When behavioral issues persist, schools work with Standard bus and Education staff to come up with a solution. An example would be developing a seating plan.
- Any suspensions for behavioral issues on the school bus will be handled and issued by the school Principal in alignment with the school disciplinary policies.

#### Context – this may be an issue because:

- Busing is a challenging topic as the department often receives a high volume of late registrations which make it difficult to accommodate. Additionally, routes are sometimes cancelled throughout the school year due to driver shortages, creating challenges for caregivers.
- 

#### Background:

- The Department of Education works with the School Busing Committee on matters affecting the delivery of shared busing services.
- There are 43 active bus routes in Whitehorse and 12 in the communities, including Ross River.
- As of the start of the 2023-24 school year there were 2,102 registered riders for the school bus in Whitehorse.
- Since the start of the school year the department has received over 500 late registrations and/or special requests which impacted our ability to respond in a timely manner.
- For the beginning of the 2023-24 school year, Standard Bus reported that all rural community routes were staffed until unforeseen circumstances led to the two Dawson routes being combined and the Mayo route without a driver.
- For the 2023-24 school year families were required to submit a registration for the school bus.
  - The deadline for registrations was June 20th.
  - Registrations received up to August 15th were processed and seats assigned for the start of the school year.
  - Due to an influx of late registrations some families received late notifications of seat assignments.
  - Additional communications were sent out to families notifying them of these communication delays.
- The bus registration awareness campaign for 2024-25 will start on May 6, 2024

#### Act and Regulations

- The Education Act and the Student Transportation Regulations outline the Department of Education's responsibilities for student transportation.
- Transportation subsidies are mandated under s. 47 of the Education Act.
- If a student's home is more than 3.2 km by the nearest passable road from the school the student attends, the Minister must either provide transportation (i.e., busing) or an 'allowance for transportation and accommodation.'
- The Department of Education supports Yukon students by providing busing services (in all Yukon communities) including families that do not meet the eligibility requirements under the Education Act.
- Under the Student Transportation Regulations (O.I.C. 1991/069) the amount of the transportation allowance (limited to one per family) shall equal the Government of Yukon car mileage rate payable to public servants to a maximum amount prescribed by the Minister.
- Under Ministerial Order 2004/10, the maximum transportation allowance payable is \$13 per day.

#### Special requests

- In keeping with the Education Act and Student Transportation Regulations, student riders are first assigned a seat for transportation from home to school, and back.
- Transportation to locations other than home is beyond the criteria for school busing and are considered special requests and are considered at the beginning of the school year based on available space and existing bus routes.
- The Student Transportation Ridership Guidelines outline how we consider accommodating students travelling to locations other than their home, for example to after-school activities or daycare.

#### Contract

- Standard Busing was awarded the Student Transportation school bus contracts for both Whitehorse public schools and community public schools for 2021-22, 2022-23, and 2023-24
  - These contracts went to public tender in 2021, and Standard was the successful bidder for both contracts. (Whitehorse: \$7.395 million, Community \$2.898 million; does not include field trips and non-scheduled transportation).

# Session Briefing Note

**TAB#HOT02/SO03**

**Spring 2024**

## Busing – General

Education

- Tender documents will be published in early 2024 for the provision of these services beyond June 2024.

**Approved by:**

**Mary Cameron**

**2024-03-28**

Deputy Minister, Education

[Date approved]

### Transportation Safety Plans: refer to SO15

#### Value:

- The health, safety, and wellbeing of students and staff is our top priority.

#### Recommended response:

- School buses are one of the safest modes of transportation available.
- In our current contract with Standard Bus, we have additional safety features such as strobes on the top of the vehicles and dash cameras on some vehicles.
- The Government of Yukon participates in a Transport Canada National Task Force on School Bus Safety, as Yukon's school buses must meet all the Transport Canada requirements for buses.
- At this time, installing seat belts on buses is not recommended or required by the task force.
- The contractor ensures that evacuation drills are practiced twice per school year.

#### Additional response:

- We work with Standard Bus, the RCMP, and communities to promote safe driving near school buses and to reduce risks along bus routes.
- In an emergency on a bus, the first priority is to ensure the safety of students and staff.
- Information is shared with families as soon as it is safe to do so.



- If parents have any concerns, they can contact their school, the Student Transportation Officer, or Standard Bus.

### **Additional response**

#### **Transportation Safety Plans:**

- Infrastructure and parking lot access points are an important factor in ensuring students and school community members can navigate school campuses safely.
- We are working with Highways and Public Works' Road Safety Unit on a Transportation Safety Plan initiative.
- We have made many on-campus improvements to student safety around traffic. Some of these improvements come from recommendations outlined in the 2018 Whitehorse School Mobility Report.
- The department hired a contractor to do a follow up assessment to the 2018 report and will be working to implement any further improvements that are recommended.
- The department has been working with Highways and Public Works to develop safety materials for students and parents.
- The rollout of the materials is being coordinated with the RCMP traffic division who will be the lead in presenting the materials to Yukon schools who commit to taking part.
- I would like to remind drivers that you are required under the law to stop when a school bus is letting children on and off the buses. Please make sure you do this for the safety of our children.

## Busing – Traffic Safety

---

### Context—this may be an issue because:

- There has been media attention, public discussion, MLA correspondence and debate in the Legislature about school bus safety.

---

### Background:

- The regulations for physical safety requirements on school buses, including school bus seating, are set by the Government of Canada. Yukon school buses are required to meet national standards.
- All bus routes and stops are assessed on an ongoing basis.
- The Government of Yukon increased fines and demerit points for infractions, and the department is piloting the use of dashboard cameras on certain bus routes.
- The Departments of Education, Justice, Highways and Public Works, RCMP, Standard Bus and school communities have worked, and continue to work, to address concerns about bus safety on the highways.
- The Department of Education works with the School Busing Committee to address issues that affect shared busing services in Whitehorse.
- The RCMP continues to pay close attention to areas of concern, including the Alaska Highway.

### Motion 332 and 2020 Report from the Task Force

- Motion 332 was passed in October 2019: THAT this House urges the Minister of Education, in partnership with all appropriate stakeholders, to participate in the recently announced Transport Canada assessment of seatbelt safety and continue to review school busing in Yukon, including but not limited to: (1) bus capacity and assigned seating; (2) whether the wearing of seat belts by passengers should be mandatory; (3) registration process; (4) behavioural and disciplinary policies; (5) emergency procedures; and (6) service areas and standards.
- In June 2019, the federal Standing Committee on Transport, Infrastructure and Communities published a report on bus passenger safety, which noted that buses - particularly school buses - are among the safest modes of transportation available.
- The Government of Yukon is part of a national committee (Task Force) to identify measures to further improve school bus safety in Canada.

- The HPW Director of Transport Services has been part of the national Task Force and updates the EDU Director of Operations periodically.
- The February 2020 report from the Task Force recommended 4 additional safety measures, but did not recommend 3-point seat belts in buses for passengers. The 4 recommendations are:
  - i. Infraction Cameras, to help prevent dangerous incidents caused by passing motorists;
  - ii. Extended Stop Arms, to further deter motorists from passing while children are entering or leaving the bus; (Transport Canada proposed this regulation which would apply only to newly manufactured/imported buses)
  - iii. Exterior 360° Cameras, as a means of better detecting and protecting children and other vulnerable road users around the exterior of the bus; and
  - iv. Automatic Emergency Braking, to help reduce the severity of a collision or avoid it entirely. (As of February 2023, Transport Canada continues to conduct research and testing of automatic emergency braking to inform a proposed regulatory package.)
- The task force is working with partners in BC and Ontario to carry out school bus seatbelt projects.

### Operational procedures

- Following incidents, the bus drivers first work with the RCMP on scene, and submit company incident reports, which are then shared with the department.
- The department and Standard Bus then work together on specific responses such as outreach with the RCMP.
- The department coordinates with the school, Standard Bus, and RCMP to ensure the safety of students and to share current information with parents as it becomes available.
- School buses regularly stop on highways to pick up and drop off students at designated locations. By stopping on the highway, other drivers can see the bus and flashing red lights from a distance, and all vehicles are required to stop. This allows the bus to take control of the roadway, stopping vehicles in both directions so it is safe for children to cross the road.

# Session Briefing Note

**TAB#SO04**  
**Spring 2024**

## Busing – Traffic Safety

Education

Approved by:

Mary Cameron

2024-01-31

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

**Session Briefing Note**

**Carbon Pricing  
(Corporate Note)**

Environment & Finance

---

**Recommended response:**

- Since its introduction in 2019, the Government of Yukon has been supportive of carbon pricing as a policy to help us reduce emissions and move toward our ambitious climate targets.
- The Department of Environment and the Department of Finance work closely to ensure that we take a balanced approach to carbon pricing in the territory, one which considers the need to reduce emissions as well as the fair return of carbon pricing revenues to Yukoners.
- Our two departments work together to coordinate with our federal counterparts to assess the implications of carbon pricing in the territory and to ensure the needs of the territory are recognized in national policy.
- This includes retaining control over how revenues are distributed back to Yukon individuals, municipal governments, Yukon First Nations and businesses.
- It also includes excluding carbon price from electricity generation or aviation, in recognition of the unique constraints of our northern jurisdiction.

## **Session Briefing Note**

**Spring 2024**

### **Carbon Pricing (Corporate Note)**

Environment & Finance

---

#### **Additional response:**

- Carbon pricing is just one tool in our toolkit to address the climate emergency.
- We continue to implement Our Clean Future to reduce the Yukon's greenhouse gas emissions and, more broadly, to reduce the impact of the carbon levy on Yukoners.
- In December of last year, we announced 42 new actions under Our Clean Future as part of the third Our Clean Future annual report outlining the progress we have made on the strategy.
- Although we have made progress on many of our commitments, there is still significant work required to meet our target of reducing our emissions by 45 per cent by 2030
- Our government continues to stand by carbon pricing as sound, evidence-based policy on climate change, but we share concerns about equity; specifically, for those Yukoners who do not use heating oil for their homes.
- The policies in Our Clean Future, as well as carbon pricing, are intended to incentivize Yukoners to make the switch to low carbon energy sources, like electric heating or heat pumps. Despite this change to the federal carbon levy, Yukoners continue to lead the way to support this low carbon transition.

## **Session Briefing Note**

**Spring 2024**

### **Carbon Pricing (Corporate Note)**

Environment & Finance

---

- Ensuring that we utilize every policy lever at our disposal, including carbon pricing, is essential to meet our goals.
- Together, we are finding solutions to reduce our emissions while strengthening our economy and supporting our industry partners.

#### **Third response:**

- The Yukon's carbon rebate is revenue-neutral. We are committed to both reducing carbon emissions in the territory and to returning all the federal government's revenues to Yukoners.
- Returning proceeds to individuals, municipal governments, Yukon First Nations, and businesses is a critical part of our approach to carbon pricing in the Yukon.
- We are returning 100 per cent of the federal carbon levy to these four rebate groups who receive more, on average, than they pay in carbon pricing levies.

---

#### **Context—this may be an issue because:**

- In October 2023, the federal government announced a temporary 3-year exemption for home heating oil from the federal carbon price, with the intention of helping Atlantic Canada in particular.
- While Atlantic Canada welcomed this change, the exemption has received considerable backlash. Most provincial governments (except for British Columbia) have called for extending the carbon price exemption to all home-heating fuels (including natural gas).

## **Session Briefing Note**

**Spring 2024**

### **Carbon Pricing (Corporate Note)**

Environment & Finance

- Critics also argued that the exemption undermines the credibility of the carbon tax, and may weaken the incentives to switch to lower carbon heating options.

#### **Background:**

- The federal Draft Regulations Amending the Fuel Charge Regulations stipulate that all heating oil will be exempt from the fuel charge starting November 8, 2023, until April 2027.
- This means that light fuel oil consumption in all buildings, including residential, commercial, and institutional, will be exempt from the fuel charge.
- Nearly half (49.2% in 2022) of Yukon homes use oil-based heating.
- In Yukon, individuals, businesses, placer/quartz mining operations, Yukon First Nations governments and municipal governments are all eligible for a rebate for carbon pricing.
  - Individuals who live outside of Whitehorse receive a remote supplement, which was recently increased from 10 to 20% (and is now in line with the federal remote supplement for backstop jurisdictions including Alberta, Manitoba, Ontario, and Saskatchewan).

#### **Approved by:**

\_\_\_\_\_  
Michael Prochazka, Deputy Minister of  
Environment

\_\_\_\_\_  
March 1, 2024

\_\_\_\_\_  
Date approved

\_\_\_\_\_  
Deputy Minister of Finance

\_\_\_\_\_  
February 26, 2024

\_\_\_\_\_  
Date approved

Prepared for Premier Pillai, Ministers Clarke and Silver  
Departments of Environment and Finance

Date prepared: January 8, 2024

Last Updated: February 22, 2024

Page 4 of 4



### CASA Agreement - Education Commitments

---

Education

**School Staffing Concerns – Recruitment, TOCs, Vacancy: refer to HR03**

**Formal Assessments: refer to RI02**

**Comprehensive Mental Health Approach: refer to RI01**

#### Value:

- The 2023 Confidence and Supply Agreement sets out a new relationship between the Yukon Liberal Caucus and the Yukon NDP Caucus, founded on the principle of “good faith and no surprises”, in order to improve the lives of Yukoners.

#### Recommended response:

- The opposition NDP shares the Yukon government’s desire to improve the Yukon’s education system. To this end, the 2023 Confidence and Supply Agreement contains several specific actions for the Department of Education and identifies funding commitments over three fiscal years.
- These actions include:
  - support for recruitment and retention of rural education professionals;
  - increased allocation of educational assistants and Learning Assistance Teachers;
  - a service standard of six months from the time of referrals for completed psychoeducational assessments;
  - provide a 1-year training plan for educational assistants and teachers on call;
  - create dedicated wellness counsellors or a similar position; and
  - increase funding to improve mental health outcomes for youth.
- Progress on this work is already happening through the ongoing efforts of the Reimagining Inclusive and Special Education initiative.

### **CASA Agreement - Education Commitments**

---

Education

- We have engaged with our education partners, including the Yukon Association of Education Professionals, Autism Yukon, the Learning Disability Association of Yukon, and the Yukon First Nation Education Directorate on these actions.
- In addition, we continue to work with Yukon University to implement the 2021 CASA commitment to support members of Yukon communities to pursue careers in health and social services programs.
- We continue to work through many details in the implementation of these commitments, and I will be happy to bring forward more information as I am able to.

#### **Additional response – Recruitment and Retention:**

- This is a three-year commitment. We have undertaken several activities to improve recruitment and retention for 2023-24 and future years.
- Education has \$1.0 million dedicated to this initiative.
- Actions implemented to date include:
  - enhanced marketing for recruitment;
  - posting jobs earlier;
  - participating more widely at job fairs;
  - enhanced onboarding and training for staff; and
  - examining the potential for a bursary incentive for Yukon students to pursue post-secondary programs in the professional education field.

### **CASA Agreement - Education Commitments**

---

Education

#### **Additional response – Educational Assistants, Learning Assistance Teachers and wellness specialists:**

- The Yukon government has committed to 81 new positions over the next three years, including school wellness specialists, educational assistants and learning assistance teachers.
- For the 2023-24 school year we have hired (as of April 29, 2024):
  - 13 Educational Assistants;
  - 15 Learning Assistance Teachers; and
  - 7 School Wellness Specialists positions. They are to begin work in the coming months. We are continuing to work with our partners to fill these positions.
- We have created a school wellness specialist position. This position is identified as a Yukon Employees' Union (YEU) bargaining unit position.
- The job description for the School Wellness Specialist role was developed through working with Executive Directors of the School Boards, Superintendents, and our partners at Mental Health and Substance Use in 2023.
- The role of a school wellness specialist will be to provide a variety of direct supports to students, families, educators, and the community, which may range from assessments, counselling, consultation, programming, case management, and education, depending on the specific needs of individual schools and communities.
- The job advertisement for the school wellness specialist was first posted on Yukon.ca in fall 2023 and recruitment continues.

### **CASA Agreement - Education Commitments**

---

Education

- We have also identified an additional \$1 million in funding, which can be used for other types of services to support students if required.
- We are working with superintendents and school board executive directors to prioritize the school wellness specialist implementation over the next two years.
- We are also working with school board executive directors and superintendents on additional educational assistants and learning assistance teachers in schools. The success of this work relies in part on how effective recruitment efforts are for these positions.

### **Additional response - Training for Educational Assistants and Teachers on Call:**

- Staff have met with Autism Yukon, the Learning Disability Association of Yukon, the Yukon First Nation Education Directorate and the Yukon Association of Education Professionals to discuss this commitment multiple times over the past year.
- Meetings were also held with each stakeholder to gather input in the spring of 2023.
- No meetings were held over the summer to respect YAEP's regular seasonal operational pause. In the Fall of 2023, meetings resumed by bringing together Autism Yukon, LDAY Centre for Learning and YAEP as well as inviting the Yukon First Nations Education Directorate to include their valuable perspective.
- Although the formal training plan is being developed with stakeholders, we are continuing to provide training to educational assistants.

### **CASA Agreement - Education Commitments**

---

Education

- On November 24, 2023, Student Support Services partnered with Yukon First Nation Education Directorate to provide a day of training to educational assistants. The invitation for this training was shared with First Nation education partners. This included discussion about the EA role and training.
- We have an updated training plan timeline to move this work forward, which has recently been shared with our partners. We have been consulting and collaborating with our partners and education stakeholders, and we will continue to do so.
- We are dedicated to doing this right; for both Yukon learners and for Yukon educators. This includes hearing diverse perspectives, considering research and best practices, and exploring different opportunities while considering the needs of Yukoners. We are committed to getting this work done.
- This is important work to ensure that educators and learners alike are supported in a good way. We are happy to be hearing from our partners and education stakeholders that they, too, want to continue to collaborate and consult.
- The Department of Education provides \$475,000 in annual funding to the Yukon Association of Education Professionals to provide training and professional development activities related to professional growth, curriculum implementation, and other priorities.

#### **Additional response – Psychoeducational Assessments:**

- The Department of Education is working on a number of initiatives related to psychoeducational assessments.

### **CASA Agreement - Education Commitments**

---

Education

- We are working on improved communications with parents and school-based staff; clarifying the processes for assessments, school-based team meetings and referrals; updating Individualized Education Plans; and ensuring strategies from assessments are implemented.
- We have set a service standard, to complete assessments within six months. If this work cannot be done within the department, we will contract this work out or we will reimburse parents to have the assessment done privately.

#### **Additional response – IEP Reinstatement:**

- We have committed that all students in need of special education have the option of an Individualized Education Plan.
- We are communicating with, and educating, parents, school staff, partners, stakeholders and families about the process for Individualized Education Plans and learning plans.
- At any time, parents and guardians can, and are encouraged to, bring forward concerns to their school to ensure a student is being effectively supported.
- Individualized Education Plans are, and will continue to be, a legislated support for students in need of a special education program.
- We are strengthening the implementation of Individualized Education Plans to foster a more inclusive and supportive learning environment.

#### **Additional response – Mental Health Outcomes for Youth:**

- Under the Confidence and Supply Agreement the Yukon government has

### **CASA Agreement - Education Commitments**

---

Education

committed \$500,000 annually to the Department of Education to improve mental health outcomes for youth.

- The Department of Education is developing a Comprehensive Mental Health and Wellness Approach. This is an important part of the overall work we are doing to reimagine inclusive and special education.
- Our Comprehensive Mental Health and Wellness Approach will include prevention and promotion of positive mental health, as well as intervention supports and responses in and out of school.
- The approach will be developmentally and culturally responsive.
- It will align with Yukon's Forward Together: Mental Wellness Strategy and be guided by the recommendations from the Yukon Youth Calls to Action 2023 Youth Summit, which brings forward important perspectives from youth on supports that work for them.
- The draft comprehensive mental health and wellness approach is going through internal review processes.
- We will be collaborating with our education partners to gather their important input over the spring and summer, with a draft to share more broadly in fall 2024.
- Implementing the school wellness specialist position will also help to support and improve student mental health outcomes in schools and classrooms.

### **Additional response – 2021 CASA, Careers in Health and Social Services:**

### CASA Agreement - Education Commitments

---

Education

- The Yukon government continues to support Yukon University to assist Yukoners to pursue careers in health and social services.
- The Department of Education provided the university with \$170,000 to support this commitment in the first Confidence and Supply Agreement (April 28, 2021, to January 31, 2023).
- We also provided \$85,000 to support a proposal between Yukon Hospital Corporation and the First Nations Youth Internships program to promote health careers and engage 32 participants over 3 years to be mentored while working in areas of medical and acute care environments.
- In addition, we provide the university with \$740,780 in ongoing funding for the Practical Nurse program.
- This program now provides annual opportunities for up to 18 new students to pursue healthcare careers. The graduates of this program provide much needed talent to fill vacancies in this important healthcare role in the Yukon.

---

#### Context—this may be an issue because:

- On January 31, 2023, the Yukon Liberal Caucus and the Yukon NDP Caucus signed a Confidence and Supply Agreement in which they agreed to advance a number of proposals during the term of the agreement.

---

#### Background:

- From the 2023 CASA agreement: To improve the Yukon's education system, the Government of Yukon will:
  - Allocate an additional \$1 million in each of the next three budgets to enhance recruitment and retention of new rural education professionals across the Yukon.



### CASA Agreement - Education Commitments

---

Education

This may include a program aimed at supporting Yukon students pursuing studies in educational fields who commit to working in the Yukon after graduation.

- Increase the allocation of Educational Assistants and Learning Assistance Teachers starting in the fall of 2023.
- Provide a one-year training plan program for Educational Assistants and Teachers on Call by 2024 in collaboration and consultation with the Yukon Association of Education Professionals, LDAY Centre for Learning, and Autism Yukon.
- Provide, complete, and deliver the final report for psychoeducational assessments necessary to obtain an Individualized Education Plan (IEP) within six months of referrals from teachers, administrators or physicians. If the Government is unable to provide the assessment directly within this timeframe, it shall cover expenses incurred by parents to obtain the assessment externally.
- Provide all students in need of special education with the option of an IEP.
- Create dedicated wellness counsellors or similar positions in all schools specifically dedicated to addressing the need for comprehensive mental health and wellness.
- Commit to an additional annual investment of \$1 million for mental health outcomes for youth.
- Over three fiscal years, the department is allocating 81 FTEs to meet the government's commitment to increase the allocation of Educational Assistants and Learning Assistance Teachers starting in the fall of 2023 as follows:

Fiscal Year	FTEs
2023-24	Additional allocation of 40 FTEs: <ul style="list-style-type: none"><li>• 13 EAs</li><li>• 15 LATs</li><li>• 12 school wellness specialists<ul style="list-style-type: none"><li>• 7 hires (1 CSFY, 6 Areas 1&amp;2)</li><li>• 5 vacancies remaining, currently in the hiring process to fill vacancies</li></ul></li></ul>
2024-25	Additional allocation of 21 FTEs: <ul style="list-style-type: none"><li>• 10 EAs</li></ul>

### CASA Agreement - Education Commitments

Education

	<ul style="list-style-type: none"> <li>• 8 LATs</li> <li>• 3 school wellness specialists</li> </ul>
2025-26	Additional allocation of 20 FTEs

- An updated proposed timeline for the CASA commitment on EA and TOC training plans has been developed and shared with the involved partners as follows:

<u>Action</u>	<u>Estimated Timeline</u>
Continue to offer specific training for EAs (SSS has several ongoing trainings online and in person)	Ongoing
Defining the EA role	Summer/Fall 2024
Review/update and align the EA Moodle course with YGLearn	Summer/Fall 2024
Research the PD training opportunities across Canada (preference online and in-territory in-person sessions)	Fall 2024
Continue the conversations with Yukon University to explore partnership opportunities	Ongoing
Develop EA training	Fall/winter 2024

- From the 2021 CASA Agreement:
  - The recent cancellation of IEPs for children with special learning and neurodiverse needs will be reversed. Those IEPs that were cancelled will be reinstated within 30 days, and any future changes to policies or processes in respect of IEPs will only be made following meaningful consultation with stakeholders. This is complete.
  - The government will immediately begin developing a plan to support members of Yukon communities to pursue careers in health and social services program delivery in partnership with First Nations, Yukon University and the Government of Canada. Project development funds will be allocated in the 2012-22 budget and implementation will receive dedicated funding in the 2022-23 budget.
    - Under the first CASA agreement the Department of Education earmarked \$255,000 to support members of Yukon communities to pursue careers in Health and Social Services:
    - Education provided \$170,000 in planning dollars for this initiative to the University in 2022-2023 fiscal.

### CASA Agreement - Education Commitments

---

Education

- The remaining \$85,000 supported a proposal between Yukon Hospital Corporation and the First Nations Youth Internships program to promote health careers and engage 32 participants over 3 years to be mentored while working in areas of medical and acute care environments. Education and Economic Development are working together to support this program.
- We continue to provide funding to Yukon University to support the Licensed Practical Nurse program.
- Meetings with stakeholders on the EA and TOC training have been held since spring 2023 including the following:
  - March 1, 2023, with Autism Yukon
  - March 15, 2023, with LDAY Centre for Learning
  - April 12, 2023 with YAEP
  - June 16, September 8 and October 19, 2023, with all three organizations mentioned in the CASA agreement and YFNED
  - Training was held in November 2023.

**Approved by:**

**Mary Cameron**

**2024-04-30**

---

Deputy Minister, Education

---

[Date approved]

#### CYAO referenced in the Jack Hulland note – refer to SI07

##### Value:

- The Department of Education recognizes the Child and Youth Advocate's valuable role of advocacy and support on behalf of Yukon children and youth.

##### Recommended response:

- We appreciate the 2022-23 Annual Report of the Child and Youth Advocate Office, which outlines work undertaken by the Child and Youth Advocate in the areas of access to mental health supports, student attendance, safety in schools (including responding to sexualized abuse in Yukon schools), and education and behavioural supports for students with special needs.
- We are pleased to be working with the Child and Youth Advocate and taking action on many fronts to address all of these important issues.
- As outlined in the Advocacy Protocol Agreement between our two organizations, building and maintaining relationships through cooperative information sharing is a priority.

##### Systemic Racism Review:

- The Yukon Child and Youth Advocate Office and the Yukon First Nation Education Directorate recently announced a collaboration on the review systemic of discrimination and racism in education. We acknowledge that barriers exist in the Yukon's education system and we have started the work to remove these barriers.

- Education's Deputy Minister has met with the Yukon Child and Youth Advocate and the Yukon First Nation Education Director's Executive Director learn more about this review.
- We continue to have regular meetings with the Child and Youth Advocate to discuss matters of shared interest and to find solutions to individual and systemic advocacy matters.
- Regular meetings offer an opportunity to collaborate with the Child and Youth Advocate on individual advocacy matters along with broader initiatives, including student safety, attendance and reducing barriers to student success.
- The Department of Education recognizes the Child and Youth Advocate's valuable role in advocacy and support on behalf of Yukon children and youth.
- We acknowledge that barriers exist in our education system – these have been highlighted in many reviews and reports, including - Dr. Nikki Yee's *Review of Inclusive and Special Education Report*, the 2019 Auditor General's *Kindergarten Through Grade 12 Education in Yukon* report and the Child and Youth Advocate's *Review on School Attendance in the Yukon*.
- For over three years, the Department of Education has been actively collaborating with our educational partners to implement the recommendations in these reports.
- We have numerous initiatives underway aimed at building inclusive, holistic education and reducing barriers, which is the essence of Reimagining Inclusive and Special Education (RISE).

- I do want to emphasize that we value all of our educators and their tireless work to support all Yukon students and overcoming these challenges requires collective effort and systemic reform.
- As we move forward, we will work with the Child and Youth Advocate on this review. Our commitment to ongoing improvement, collaboration, inclusivity and fostering belonging for all our learners remains unwavering.
- We acknowledge the need to work nation-to-nation with our First Nations governments to learn more from them on the approach and outcomes for this review.

#### Hidden Valley Report:

- We value the work of the Child and Youth Advocate to review and report on sexualized abuse in Yukon schools.
- We accepted the report recommendations in principle, and a detailed formal response from the Department was provided directly to the Child and Youth Advocate in 2022.
- Many of the recommendations in the report closely align with the work currently underway as a part of Reimagining Inclusive and Special Education (RISE) and the Safer Schools Action Plan. We committed to providing a progress report within one year on the government's actions to date.
- We provided a progress report on October 12, 2023, detailing the progress that the Government of Yukon has made in implementing the recommendations put forth by the Child and Youth Advocate's Office.
- Our progress reflects that the work of the Safer Schools Action Plan has been fully implemented and integrated into the department and

across the Yukon government. We will continue our efforts to make schools safer and more inclusive environments for all students.

- We have taken significant action and will continue to address the issues that have been identified in the reports we have received.

#### **Student Attendance Report:**

- We received the report on student attendance from the Child and Youth Advocate in May 2021, and acknowledged it in ceremony alongside the Review of Inclusive and Special Education report in June 2021.
- We accepted the report recommendations in principle, and a detailed formal response from the Department has been provided directly to the Child and Youth Advocate.
- Many recommendations in the attendance report overlap with those from the Review of Inclusive and Special Education. We worked in partnership with the First Nation Education Commission and the Advisory Committee on Yukon Education to develop and finalize a work plan to guide our joint response to the Review of School Attendance and the Review of Inclusive and Special Education.
- Through regular online reports to partners and the public, we will share progress on this work.

---

#### **Context—this may be an issue because:**

- The Child and Youth Advocate has undertaken two Education-related, systemic reviews (Attendance and Hidden Valley Elementary School) and has advised the department that she is undertaking a systemic review of the use of holds and confinement at Jack Hulland Elementary School.
-

### Child and Youth Advocate Office (CYAO)

---

Education

#### Background:

##### 2024 Review of Systemic Discrimination and Racism

- On December 15, 2023, the office of the Yukon Child and Youth Advocate (YCYA) indicated in writing their intention to conduct a review of systemic racism in the Yukon education system, which the Executive Director of the Yukon First Nation Education Directorate (YFNED) announced at an event on March 20, 2024.
- On March 27, 2023, the Deputy Minister and a number of Department of Education officials met with officials from the YCYA and YFNED to have an initial discussion on the terms of reference and next steps regarding the review.

##### 2022-23 Annual Report of the Child and Youth Advocate Office

- The annual report of the CYAO includes activities of its office for the 12 months ending March 31, 2023. The report is provided to the Speaker of the Legislative Assembly.
- The report references Education numerous times and cites Education as highest for advocacy issues (103 new issues, compared to 83 for HSS Family and Children Services).
- It also references that the Child and Youth Advocate has dealt with the following number of Access to Education issues: Attendance (39), Safety in School (29), Educational Supports (21), and Behavioural Supports (11).

##### The CYAO

- The Child and Youth Advocate operates under the authority of the Child and Youth Advocate Act (2009).
- As an independent office of the Legislative Assembly, the Advocate is accountable to children and youth in Yukon. Their role is to ensure children and youth's views, rights and interests are upheld. The Advocate serves children and youth who are eligible, or currently receiving government services and programs.
- Work of the CYAO is guided by: the Yukon Child and Youth Advocate Act, the UN Convention on the Rights of the Child, the Truth and Reconciliation Commission's



### Child and Youth Advocate Office (CYAO)

---

Education

94 Calls to Action, the UN Declaration on the Rights of Indigenous Peoples, and the Missing and Murdered Indigenous Women, Girls and 2S+ Calls to Justice.

#### Hidden Valley Elementary School Systemic Review

- The CYAO has completed its review of policies, protocols, and actions to ensure student safety and supports. The final report was released in October 2022. Education provided a formal response on November 23, 2022.
- The CYAO made 8 recommendations to the Department of Education, which were all accepted in principle.
- On October 12, 2023, we provided the Child and Youth Advocate's Office with our promised one-year response report detailing the progress that the Government of Yukon had made in implementing their recommendations.
- On January 25, 2024, the Yukon Child and Youth Advocate provided the Minister of Education with a document titled *YCAO Progress Tracker re. Yukon Government's 2023 update on Responding to Sexualized Abuse in Yukon Schools: Review of Policies and Procedures*.
  - This "progress tracker" is a newly developed tool that the YCAO is using to monitor implementation of its recommendations for systematic and policy reviews.
  - Of the 8 recommendations in the 2022 report:
    - 6 have a rating of "some progress". Work has started but is not complete.
    - 1 has a rating of "significant progress". Extensive progress has been made, but the work is not complete.
    - 1 has a rating of "fully implemented".

#### Jack Hulland Elementary School Systemic Review

- On November 21, 2021, the CYAO notified the department of a systemic review regarding the Yukon government's response to reports of restraints and seclusion at Jack Hulland Elementary School.

### Child and Youth Advocate Office (CYAO)

---

Education

- It was clarified between CYAO and ADM of Schools and Student Services at the time that ongoing updates and meetings were satisfactory and a review of services and supports to families may come after the RCMP completes their investigation.
- On July 14, 2022, the CYAO requested disclosure of a summary and select records provided to the RCMP as per their criminal investigation. The RCMP confirmed that the information requested is evidence in a law enforcement matter and/or criminal proceeding and release will obstruct the matter proceeding. The request may be reviewed at a future date.
- In December 2022, the CYAO met with deputy ministers from Education, Health and Social Services, Justice and the Executive Council Office to provide a one-year update.
- In July 2023, the CYAO met again with deputy ministers from Education, Health and Social Services, Justice and the Executive Council Office to discuss updates.
- The Advocate reported promising practices such as interdepartmental meetings with CYAO, RCMP interview process and a parent therapeutic support group, as well as areas for further improvement such as communication with students and families at other Yukon schools, those no longer in school and also between the CYAO.

#### Meetings

- The ADM of Schools holds regularly scheduled monthly meetings with the CYAO and her team to address student and systemic advocacy issues.
- Members of the CYAO staff meet frequently (sometimes weekly) with branch staff and, in particular, the Director of Student Support Services to work on individual advocacy issues.
- In meetings with departmental staff, the CYAO has signaled that they will be conducting a systemic review of racism, although this has not been formally initiated.

#### Child and Youth Advocate Attendance Review

- The Government of Yukon requested the Advocate's independent review be conducted under Section 15 of the *Child and Youth Advocate Act* to ensure the Child and Youth Advocate can work with partner groups that have perspectives as well as roles and responsibilities to support student attendance, including Yukon First Nations.
- Terms of Reference for the review were established. They incorporated the department's requests that the review have broad engagement, examine root causes, and provide a report tabled by the Speaker of the Legislative Assembly.
  - The review focused on children 16 years and under; and included discussions with a number of partners. The CYAO made 14 recommendations to the Department of Education.

#### Child and Youth Advocate Systemic Advocacy- Community Safety

- On December 4, 2023, the CYAO requested information from the Departments of Justice, Health and Social Services and Education on:
  1. Which YG departments address community safety within their mandate and/or are leading the interagency response to community safety? What are the roles of the relevant departments in addressing safety and protection issues for children and youth throughout the Yukon?
  2. What collective measures are being taken to assess risk and increase safety in schools and the broader community? What is VG doing to coordinate a response to the issue of community safety, particularly as it pertains to children and youth?
  3. What communication and interagency protocols are in place for sharing information between agencies and with children, youth and families?
  4. How is YG assessing and tracking information regarding trends in youth violence?
  5. What is VG doing to assess and reallocate resources for youth impacted by community violence? How are facilities, programs and services being evaluated?

# Session Briefing Note

**TAB#HOT14/SI01**

**Spring 2024**

**Child and Youth Advocate Office  
(CYAO)**

Education

Approved by:

Mary Cameron

2024-04-11

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## ***Child Care Act Review***

---

**Child Development Centre Funding: refer to EL02**

**Early Learning and Child Care Initiatives: refer to EL03**

**Teen Parent Centre and Onsite Child Care: refer to EL04**

**Universal Child Care: refer to EL06**

**Yukon Child Care Board: refer to EL07**

### **Value:**

- We value the importance of early learning and child care for Yukon families and the need to continue to improve children's learning opportunities and outcomes.

### **Recommended Response:**

- The Government of Yukon is committed to high-quality, affordable, accessible, and inclusive early learning and child care.
- To support high quality early learning and child care, we are following through with our commitment to review the Yukon's *Child Care Act*, which is a priority in my mandate letter.
- On November 20, 2023, we announced the review of the *Child Care Act* and we launched the public engagement on November 27<sup>th</sup>.
- We are working with First Nations governments, the Yukon Child Care Board and stakeholders to modernize the Act. We also heard from Yukon families through a survey conducted in December and January.
- I look forward to sharing information about this work as it progresses.

## ***Child Care Act Review***

---

### **Additional Response:**

- We began this work by reviewing feedback from engagements with First Nations governments, the Yukon Child Care Board, and stakeholders since early 2021.
- On March 27, 2023, we released a report based on feedback that outlines themes that can shape the review of the *Child Care Act* and a summary of possible amendments.
- We have acted on many of the priorities we heard in these engagements. Since April 2021, we have made changes to policies and implemented new programs.
- In addition to affordability for families, partners and stakeholders asked us to specifically look at quality and wages for educators.
- We have followed through by increasing wages for early childhood educators to some of the highest in Canada, as well as offering access to funding for a comprehensive health insurance benefits program. In 2022/23 we invested just over \$7.5 million in wage enhancements and benefits.
- We are investing in continuing education for educators and providing funding for operators to enhance their early learning programs.

---

### **Context—this may be an issue because:**

- The mandate letter directs the Minister of Education to continue to work to review the *Child Care Act*.
-

## ***Child Care Act Review***

---

### **Background:**

- The *Child Care Act* came into force on July 1, 1990.

### **Review of *Child Care Act***

- On November 20, 2023, Minister McLean announced the review of the *Child Care Act* and the public engagement was launched on November 27<sup>th</sup>.
- On February 9, 2024, the public engagement originally scheduled to end on January 30, 2024, was extended to February 29, 2024.
- Engagement sessions were held December through February with First Nations government officials, early childhood educators, owner/operators, early learning advocates, and others.
- The project team travelled to Dawson City, Yukon, during the week of February 26, 2024, to meet with Tr'ondëk Hwëch'in Government officials, citizens, early childhood educators and other community members.
- A survey directed at families (but open to all Yukon residents to complete) was also available. As of February 16, 2024, 403 families/individuals have completed the survey.
- In Spring 2024, a "What We Heard" report will be ready for release.

### **What We Heard / Potential *Child Care Act* amendments**

- Based on the engagement feedback, the report highlights several potential *Child Care Act* amendments that could, if passed, strengthen and legislate improvements already implemented through the new universal child care system, including where government funding has reduced rates for families to below \$10 per day on average, increased minimum wages for early childhood educators to some of the highest in the country, and enhanced program quality.
- The report also includes potential amendments that could:
  - improve inclusive supports,
  - simplify subsidy processes for families and operators,
  - modernize credentialing and licensing requirements for educators,
  - support continued professional development for educators, and
  - update the role and powers of the Yukon Child Care Board.

## ***Child Care Act Review***

---

### Actions informed by Engagement

- Many of the items heard through various engagements were actionable through amendments to policies, and development and implementation of new programs.
  - A partnership with the Yukon First Nation Education Directorate and their Early Years Program that supports the design and delivery of a First Nations “Understanding the Early Years” course.
    - This course will be offered up to six times a year and is free of charge for participants. To date courses have been held in Watson Lake and Dawson City.
  - A Professional Diploma Pathway (PDP) program was developed with Yukon University, and implemented in 2022, to provide an accelerated pathway for educators with a level 3 equivalency to receive full certification as a level 3 early childhood educator.
    - The PDP program is flexible on when courses are being held and offers innovative practicum placements for early childhood educators (ECEs) working in the field.
  - Investment in bursaries was increased for ECEs, for both post-secondary study and other learning and development opportunities.
  - Wages for educators were substantially increased, with fully certified ECEs in Whitehorse now earning \$32.08 an hour and ECEs in rural communities earning \$33.88. As of April 1, 2024, the wage for level 3 educators will increase to \$32.90 in Whitehorse and \$34.70 in rural communities.
  - Access to funding for comprehensive health insurance benefits for staff of licensed early learning and child care centres was introduced.

**Approved by:**

**Mary Cameron**

**2024-02-27**

Deputy Minister, Education

[Date approved]



**Highways and Public Works will respond to building and lease questions.**

**Child Care Act Review: refer to EL01**

**Early Learning and Child Care Initiatives: refer to EL03**

**Teen Parent Centre and Onsite Child Care: refer to EL05**

**Universal Child Care: refer to EL06**

**Yukon Child Care Board: refer to EL07**

## **Value:**

- Education works collaboratively with partners, including the Child Development Centre, to improve ways to provide the best services and supports to Yukon children and families.

## **Recommended response:**

- We acknowledge and very much appreciate the Child Development Centre's important work helping families and young children access inclusive early learning and therapeutic services.
- In 2023-24, we provided approximately \$4.6 million in funding. The funding allowed the CDC to move forward with their renewal plans that addressed the waiting list, provided additional support to Yukon families, and provided funding for their new lease.
- In 2024/25, we will be signing a two-year transfer payment agreement for a total value of \$9,638,764 to cover operational expenses. That agreement, combined with a three-year agreement signed in July 2023 for \$1,336,155 to cover the costs of their new space, provides more certainty to the program and to Yukon's families depending on their services.

## **Child Development Centre Funding**

---

Education

- This dedicated funding allows the CDC to provide services to children and families in every Yukon community.
- The CDC moved into their new location at 206 Hanson Street in August 2023. This new space accommodates all CDC programs and staff, including their therapeutic preschool.
- Additionally, in 2023-24 we were happy to provide \$2.685 million in funding for the renovations and fit up for the new space.

---

### **Context – this may be an issue because:**

- The CDC operated out of temporary spaces until they moved into their permanent home in August 2023.
- The move was postponed from October 2022, due to delays in construction.

---

### **Background:**

#### Space

- The CDC was temporarily located out of three spaces (Waterfront Place, Industrial Road, and Alexander Street) until August 2023 when they moved into their new space at 206 Hanson Street.

#### Cost of new space

- The total cost of renovations and fit up was \$2,685,005, including \$125,000 in fit up costs.
- The lease cost for 2023-2026 is \$501,058 annually or \$39.50 per square foot, prorated for 2023-24.
- The renovation and fit up cost was a one-time expense whereas the lease cost is an annual expense. The lease will increase by 2.25% annually starting in year 4.

#### Organizational review and structural renewal

- In 2021-22, the department funded the CDC to undertake a review of services and they have since shared two reports: Yukon Child Development Centre

# Session Briefing Note

**TAB#EL02**  
**Spring 2024**

## Child Development Centre Funding

---

Education

Strategic Planning and Structural Renewal report, and Summary of Funding Requests: Structural Renewal and Collective Bargaining.

- The Early Learning and Child Care unit continues to work with and support the CDC in identifying their future needs.
- The structural renewal recognizes the need for a new approach to service delivery that addresses the increasing number and complexity of children waiting for services. This new approach is dependent on strengthening organizational support and shifting administrative duties to others to maximize therapists' time with children and decrease waiting lists.
- In 2023-24, additional funding was provided for continuation of phase one, which included increased funding for administrative support and funding for phase two of their renewal which includes funding for program support and to pilot a family partners project that provides much needed therapeutic and coordination support.
- Total funding for 2024/25 is \$5.3 million, an increase of approximately \$600,000, which funds the lease and support the renewal for the entire year.
- In 2023/24, funding for the lease was prorated and only provided for a partial year.

**Approved by:**

**Mary Cameron**

**2024-04-08**

---

Deputy Minister, Education

---

[Date approved]

### Value:

- All K-12 students benefit from our modern curriculum that follows best practices from across Canada and the world and incorporates the Yukon's context and Yukon First Nations ways of knowing, doing, and being.

### Recommended response:

- Current assessment and reporting expectations are based on research and leading teaching practices that confirm students need to understand learning as a lifelong process.
- Educators involve parents and students in the learning process by using ongoing, meaningful feedback to support student growth.
- Students in Grades 10 to 12 continue to receive percentage scores and transcripts for post-secondary school. Grade 12 students also receive percentage scores at the mid-point of their course for pre-admission to post-secondary schools.
- All school authorities - Yukon Education, the Commission scolaire francophone du Yukon (CSFY), and the First Nation School Board, follow the same K-12 curriculum and reporting structure. However, how learning objectives are met and assessed in the classroom may vary.

---

### Context—this may be an issue because:

There continue to be varying reactions to Yukon's decision to adopt standards-based assessment, grading, and reporting.

---

### Background:

- Assessment changes are based on the collaborative work and recommendations of the Education Assessment Committee, a group of 40 Yukon educators and partners in education, who researched best practices in student-centered assessment and reporting to update reporting procedures and guidelines for Yukon schools.
- Assessment and reporting procedures and guidelines require teachers to collect evidence of student learning, evaluate achievement on the learning standards for each grade and subject, and provide descriptive feedback on students' strengths, areas for further development, and next steps for learning.
- The main changes to the student assessment and reporting procedures and guidelines were:
  - Moving from letter grades to proficiency levels for Grades 4-9, with a chart that schools can make available to show parents and caregivers how the proficiency levels may correspond to letter grades.
  - Proficiency levels and descriptive feedback and comments provide parents and caregivers with more helpful information on their child's learning, so they know how their child is progressing in their learning and how they can help support that learning process.
  - Communicating student learning in report cards is based on the most recent and consistent demonstration of learning to best reflect students' understanding and skills.
  - Teaching students how to self-assess their strengths and areas for improvement for core competency skills in communication, thinking, and personal and social, are noted on their final report card.
- These changes have been in place in Yukon schools since 2019.
- The Yukon student assessment matrix for Yukon Education Authority operated schools was updated in September 2022 to align with the Education Recovery plan.
- The updated matrix includes updated literacy assessments for both English and French Immersion students.
- There is criticism to the updated Matrix with respect to Literacy assessments.

- The recommendations from the Culturally Responsive Literacy Strategy include a continuation of the working group to explore literacy interventions and inclusion of Indigenous ways of teaching literacy.
- This work is currently underway.
- These further developed recommendations are likely to impact current assessments of literacy in the future.
- The assessment matrix does not include formalized assessments completed by Student Support Services specialists.
- The main features of the modernized assessment and reporting guidelines and procedures are:
  - Flexibility to increase parent and student involvement in the learning process using ongoing, meaningful feedback in conversation with parents/students and examples of student work to show learning progress to parents and caregivers and students.
  - More informal communication options with parents.

**Approved by:**

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Collaboration – Advisory Committee for Yukon Education**

---

Education

### **Value:**

- The Department of Education is committed to enhancing community involvement in our work to ensure we are supporting Yukoners on their learning journey – from cradle to career.

### **Recommended response:**

- The Advisory Committee for Yukon Education provides advice on system-wide education matters, and we value the input we receive.
- With advice of the committee, we recently enhanced membership to include service providers such as the LDAY Centre for Learning. and Autism Yukon; youth-serving organization such as the Boys and Girls Club of Yukon, Communities Building Youth Futures, and the Bringing Youth Toward Equality – Empowering Youth Society; as well as organizations advancing the interests of learners including the Child Development Centre, Child and Youth Advocate's Office and l'Association franco-yukonnaise.
- The Committee last met on April 25, 2024 and we continue to seek their perspectives and advice on educational initiatives as we develop our path forward.

### **Additional response:**

- The Advisory Committee for Yukon Education typically meets quarterly, and committee information is available on Yukon.ca.

---

### **Context—this may be an issue because:**

- The committee is expanding its advisory group.

---

### **Background:**

---

## Collaboration – Advisory Committee for Yukon Education

---

Education

- The committee's work during the previous school year focused on the Integrated Outcome Strategy, the Numeracy and Literacy Strategies, and Reimagining Inclusive and Special Education.
- The committee, as of April 2024, includes (31 representatives):
  - Educators (4; 1 vacancy),
  - Yukon Association of Education Professionals (1)
  - Association of Yukon School Administrators (1)
  - School Council Chairs (3)
  - First Nations Education Commission (2; 2 vacancy)
  - Yukon First Nation Education Directorate (2)
  - Association of Yukon School Councils, Boards & Committees (1)
  - Catholic Education Association of Yukon (1)
  - CSFY (1)
  - First Nation School Board (1)
  - Yukon University (1)
  - Child Care Board (1)
  - Child Development Centre (1)
  - Child and Youth Advocate Office
  - Association franco-yukonnaise (1)
  - LDAY Centre for Learning (1)
  - Autism Yukon (1)
  - Boys and Girls Club (BGC) (1)
  - BYTE – Empowering Youth Society (1),
  - Communities Building Youth Futures (CBYF) (1)
  - Yukon Parent Advisory Committee (1 vacancy)
  - Youth Representative (2 vacancies)
  - Education officials, including the Deputy Minister (chair) and ADMs

### Approved by:

**Mary Cameron**

**2024-04-29**

Deputy Minister, Education

[Date approved]



## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

### Value:

- We are working with Yukon First Nations to ensure that all schools meet the needs of Yukon First Nations students and offer all students opportunities to learn about Yukon First Nations ways of knowing, doing, and being.

### Recommended response:

- We work with Yukon First Nations:
  - On a government-to-government basis;
  - At the community level, on education for their citizens and on their Traditional Territory; and
  - Collectively, at the Yukon-wide level with:
    - all Yukon First Nations governments and the Council of Yukon First Nations, including through the Yukon Forum;
    - the Yukon Native Language Centre;
    - the Chiefs Committee on Education;
    - the Yukon First Nation Education Directorate;
    - the First Nations Education Commission;
    - the First Nation School Board; and
    - the Data Working Group.
- We will continue to work in partnership with First Nations governments to improve educational outcomes for students through:
  - Community-level Education Agreements;
  - The Joint Education Action Plan;
  - Responding to the 2019 audit, including the work to Reimagine Inclusive and Special Education;

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

- A Memorandum of Understanding and Transfer Payment Agreement with the Yukon Native Language Centre;
- Implementing the Joint Collaboration Framework, which outlines how the department and Yukon First Nations will collaborate to address their joint education priorities; and
- Other initiatives, such as, working towards a Yukon First Nations Credit Policy, implementing the Ready-to-Learn schools initiative, and the Dashāw K'e (Indigenous Academy) at F.H. Collins.

### **Additional response:**

- As of the start of the 2023-24 school year, 11 schools across the Yukon are operated by the First Nation School Board.
- This is an historic step where Yukon First Nations and their citizens are reclaiming greater responsibility for the administration and management of education programs for students in their communities – a path that started 51 years ago, on the foundation of *Together Today for our Children Tomorrow*.
- It is also an example of effective collaboration between Yukon First Nations and the Government of Yukon to advance reconciliation, support First Nations students, and ensure all Yukon students benefit from learning about Yukon First Nations ways of knowing, doing, and being.
- We recognize the value the Yukon First Nation Education Directorate adds in its administrative role for the Chief's Committee on Education and the First Nations Education Commission, and we will continue to combine our efforts to meet the needs of Yukon First Nations students.

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

---

### **Context—this may be an issue because:**

- The 2019 audit from the Auditor General of Canada found that the Department of Education has not done enough to collaborate with Yukon First Nations. During the Public Accounts hearing in January 2022, the Chief's Committee on Education said Education needs to collaborate more effectively.
- 

### **Background:**

- In 2019, the Office of the Auditor General of Canada recommended that the Department of Education complete and implement its policy to collaborate with Yukon First Nations as well as a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations.
- In February 2022 department officials and members of the First Nations Education Commission finalized the Yukon First Nations Education Collaboration Framework.
- The Yukon First Nations Education Collaboration Framework was developed in partnership between Department of Education officials and the members of the First Nations Education Commission (FNEC) and is organized with the same priority areas identified and agreed to in the Joint Education Action Plan:
  - Yukon First Nations Cultures and Languages,
  - Authority, Control and Responsibility,
  - Sustainability, Supports and Success,
  - Closing the Academic Achievement Gap, and
  - Data and Student Information.
- The Collaboration Framework includes opportunities for collaboration, description of action taken and timelines.
- Next steps for implementation include ensuring all department staff are aware of and understand the purpose of the Collaboration Framework, what their role is and what implementation looks like.
- There are many ways to implement the Collaboration Framework, such as:

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

- The work we do with the Yukon Native Language Centre to support the revitalization of Yukon First Nations languages in Yukon;
- Negotiating and implementing joint priorities in Education Agreements with Yukon First Nations;
- Implementing 17.7 provisions under the five Self-government Agreements (Tr'ondëk Hwëch'in, Selkirk First Nation, Little Salmon/Carmacks First Nation, Ta'an Kwäch'än Council, Carcross/Tagish First Nation),
- Ensuring all students have opportunities to learn about Yukon First Nation language, culture, and traditions in Yukon schools;
- Supporting the First Nation School Board and schools operating under the First Nation School Board;
- Working with Yukon First Nations to build resources for teachers to support their work to bring First Nations ways of knowing, doing and being into their lessons;
- Developing a Learner Outcome Strategy; and
- Implementing the Data Sharing MOU.
- The First Nations Education Commission has provided direction for the department to work in collaboration with Yukon First Nations and report back on implementation of the Collaboration Framework at each quarterly First Nations Education Commission meeting.
- In response to feedback from many Yukon First Nations partners about allocation of credits for Yukon First Nations led cultural experiences, a draft Yukon First Nations credit was developed and shared with members of First Nations Education Commission (FNEC) in May 2023, in Dawson City.
  - The Education Act s.43 allows a locally developed course of study to be used in an educational program if the course has been approved by a School Board or Council and the Minister.
  - These credits will be counted as locally developed electives within the Dogwood Graduation Program.
  - FNEC members were in support of the idea of having a credit policy; however, further discussion is needed on how the policy may impact each First Nation.

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

- The Indigenous Academy (Dashāw K'e) at F.H. Collins, in operation since 2021, explores learning through Yukon First Nations ways of knowing, doing and being with an experiential approach.
  - Students participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local culture while making a positive contribution to the community.
  - Students are involved in a half day program where they participate in credit courses through languages and connections with Elders, Knowledge Keepers, and respected Indigenous leaders in the community.
  - Upon successful completion students receive grade 10 credits for, English First Peoples, Leadership, Social Studies, and Career Life Education.

### **Yukon First Nation Education Directorate**

- Created by the Chiefs Committee on Education (CCOE) in 2020, the Yukon First Nation Education Directorate (YFNED) is a stand-alone entity. The Yukon government provides \$735,000 per year which covers a portion of administrative and Joint Education Action Plan costs and represents 4% of their total annual budget. A substantial portion of their total funding is through Jordan's Principle, other federal and private funding sources. The Directorate has received funding for several initiatives to form a wraparound service to Yukon First Nations students.
- YFNED programs include:
  - Mobile Therapeutic Unit: Indigenous allied health services for all Yukon communities, cultural mental wellness services, speech and language pathology, occupational therapy, education psychology, optometry, and audiology. This was launched in January 2021.
  - Nutritional Programs: Hot breakfast and lunch, traditional food, and community feasts. This has been offered in rural First Nation communities, and in Whitehorse.
  - Early Childhood Education/Maternal Child Health: Early Child Visiting Program in rural communities and Whitehorse.

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

- Yukon First Nation Education Advocates: Aim to provide support and advocacy for individual Indigenous students, support culturally inclusive programming, work with school to improve the academic achievement of Indigenous students, increase a sense of belonging, self-respect, and place in heritage for all Indigenous students, and connect Indigenous students to services and supports and ensure recommended services and supports are provided.

### **Yukon Native Language Centre**

- The Government of Yukon provides the Yukon Native Language Centre, or YNLC, with approximately \$1.19 million each year, part of which is to support planning for more First Nations language teacher training.
- To support revitalizing Yukon First Nations languages and restoring First Nations' responsibility for their languages, the Government of Yukon transferred full authority and control of the Yukon Native Language Centre to the Council of Yukon First Nations in 2018.
- The Council of Yukon First Nations conducted a review of Yukon First Nations (YFN) languages, which included the YNLC, to determine how to meet the urgent need to restore and revitalize First Nations languages in the Yukon. The YNLC is now focusing on supporting First Nations community-based language initiatives, including creating fluent speakers.
- The Education Act requires the Minister of Education to employ YFN language teachers to provide language instruction in the schools; establish policies and guidelines on the amount of and timetabling for the instruction of YFN languages in the schools; and provide for the development of instructional materials for the teaching of YFN languages and the training of YFN language teachers.
- In February 2021, the First Nations Education Commission passed a resolution for the Department of Education to work with the YNLC to support: YFN languages curriculum development, language teacher training, and language proficiency and fluency development. The resolution will help to guide the development of the YNLC's workplan.

# Session Briefing Note

**TAB#FN01**  
**Spring 2024**

## **Collaboration with Yukon First Nations - Yukon Wide Initiatives**

---

Education

Approved by:

Mary Cameron

2024-02-29

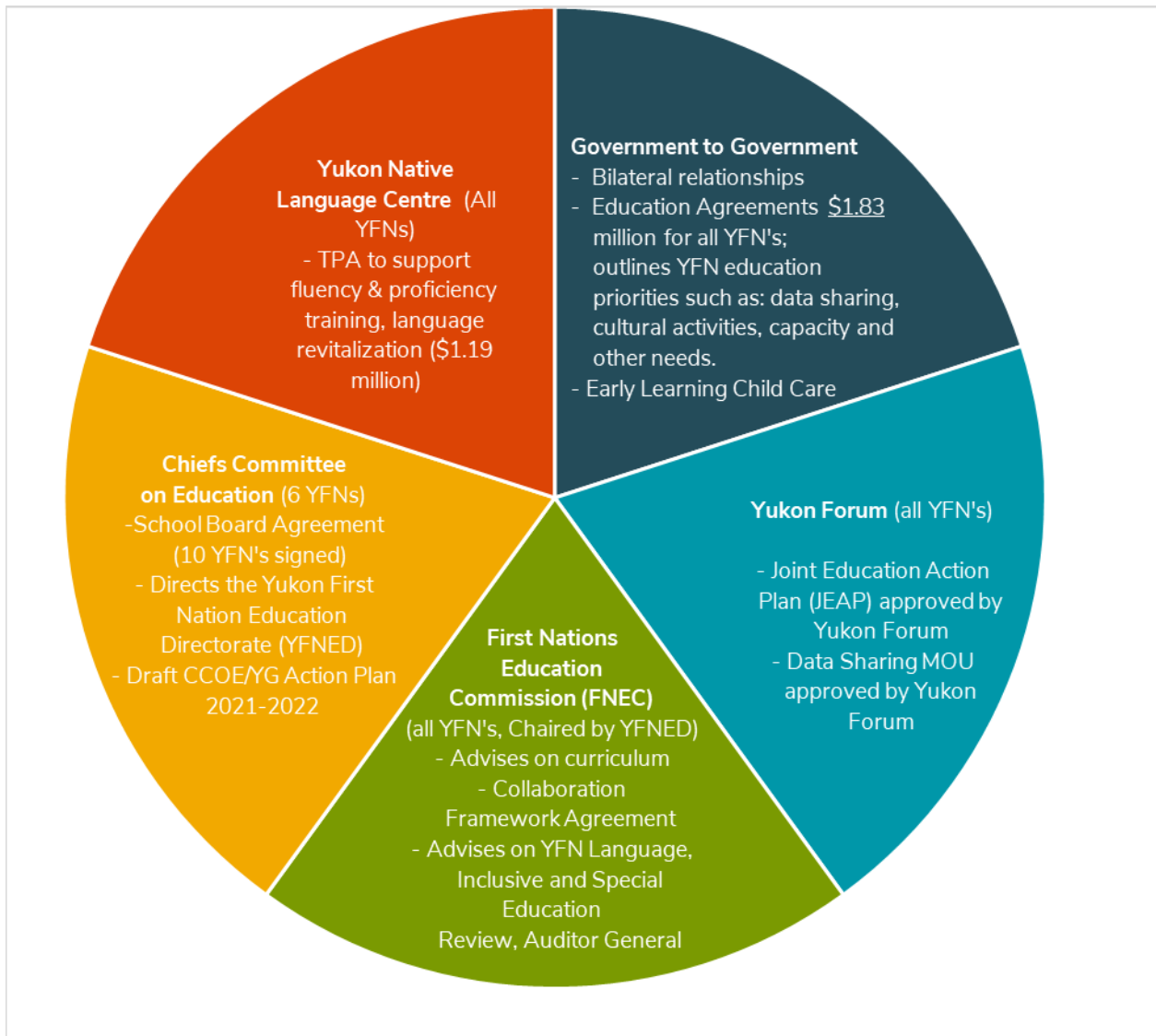
\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## Collaboration with Yukon First Nations - Yukon Wide Initiatives

---

Education





## **Communicable Disease in Schools**

---

### **Value:**

- We are committed to providing safe and healthy learning environments that foster student success – especially for those who depend on a school as a reliable safe space.

### **Recommended response:**

- The Department of Education follows the advice and guidance of the Chief Medical Officer of Health and maintains a close collaboration with their office.
- We continue to recommend that children who are ill – regardless of symptoms – stay home to rest, recover, and avoid infecting others.
- We will continue to employ established processes for monitoring and reporting communicable diseases.
- As mandated by the *Education Act*, schools are required to report suspected communicable diseases to Yukon Communicable Disease Control.
- Yukon Communicable Disease Control, along with the Chief Medical Officer of Health, provides recommendations on school operations, including decisions on notifying others about suspected outbreaks.

---

### **Context—this may be an issue because:**

- Communicable diseases and their transmission continue to be an issue at Yukon schools.

---

### **Background:**

- Schools have contingency plans in place when there are high numbers of absentee rates among staff and/or students.

# Session Briefing Note

**TAB#SI02**  
**Spring 2024**  
Education

## Communicable Disease in Schools

---

### Measles in Yukon schools

- As of March 14, 2024, there are no known cases of measles in the Yukon.
- The Department of Education will continue to monitor the situation and will work with the Department of Health and Social Services if further action is needed to support Yukon schools.

### School Ventilation

- Prior to the start of the school year, all school ventilation systems are inspected, and preventative maintenance work is completed, which includes replacing filters. Filters are then changed every three months, or more often if required.
- All Yukon schools started the 2023-24 school year with HEPA air purifiers for each classroom-sized space.
- Replacement filters for all the HEPA air purifiers have been distributed to schools.

### Joint Use Agreement

- The after-hours use of Whitehorse school facilities is managed by the City of Whitehorse and CSFY, through a Joint Use Agreement (JUA) with the government.
- The facility booking documents have been updated to meet the necessary health and safety guidelines.

#### **Approved by:**

**Mary Cameron**

**2024-03-20**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Comprehensive Mental Health Approach**

---

Education

**Mental Health Supports for School Staff and Students: refer to SSS04**  
**New CASA Agreement Education Commitments: refer to DPT08**

### **Value:**

- The health, safety, and wellbeing of students and staff is our top priority.

### **Recommended response—Mental Health and Wellness Approach**

- The Department of Education is developing a comprehensive mental health and wellness approach. This is an important part of the overall work we are doing to reimagine inclusive and special education.
- We're taking a holistic approach to mental health and wellness, focusing on preventing issues and promoting mental health. Additionally, the approach will provide support and interventions both in and out of school when needed.
- The mental health and wellness approach will be developmentally and culturally responsive.
- The approach will align with Yukon's Forward Together: Mental Wellness Strategy and is guided by the recommendations from the Yukon Youth Territorial Strategy from the 2023 Youth Summit, which shares important perspectives from youth on supports that work for them.
- The draft comprehensive mental health and wellness approach is going through internal review processes.
- We will be collaborating with our education partners to gather their important input over the spring and summer, with a draft to share more broadly in fall 2024.

## **Comprehensive Mental Health Approach**

---

Education

- We are working to enhance the links between mental health and wellbeing resources available within the community, provided by partners and stakeholders, with resources accessible within the school environment.
- We are proud to be doing this important work, and we look forward to sharing it.

### **Additional response—counsellors:**

- As we know, clinical counselling support is important; however, it is only one aspect of the comprehensive mental health approach we take in Yukon schools.
- We are working toward establishing School Wellness Specialist and First Nation wellness support roles (both formerly referred to as wellness counsellors) as a key commitment of CASA.
- These positions will be served by two specific roles, with each school having access to choose from: a School Wellness Specialist – the minimum requirement is a Bachelor of Social Work – and a First Nations wellness support, which we are developing in collaboration with First Nation governments – this could be an Elder, traditional knowledge keeper, or a traditional healer.
- The job description for the School Wellness Specialist role was developed through working with Executive Directors of the School Boards, Superintendents, and our partners at Mental Health and Substance Use in 2023.
- We have started initial conversations with First Nation governments to develop the First Nations wellness support role. The role will take time to

## **Comprehensive Mental Health Approach**

---

develop in a good way as it will be specific to the needs of each individual First Nation and the school community. These positions will be culturally responsive and developed in collaboration with each First Nation government.

- The job advertisement for the School Wellness Specialists was first posted on Yukon.ca in fall 2023 and has been re-posted until all positions are filled.
- As the School Wellness Specialist positions are hired, they will work across schools based on student need, rather than being assigned specifically to one school.
  - The intent is that all schools will have access to a school wellness specialist as part of the broader support team for Yukon learners.
- The success of these new roles is dependent on thoughtful, purposeful, and comprehensive planning.

---

### **Context—this may be an issue because:**

- \$500k was in place in Education's budget beginning April 1st, 2022-2025, to support mental health and wellness for Yukon students and schools.
- CASA: commits to an additional annual investment of \$1 million (across YG) for mental health outcomes for youth and to create dedicated wellness counsellors or similar positions in all schools specifically dedicated to addressing the need for comprehensive mental health and wellness (of which Education will receive \$500k). This funding is available until fiscal 2025-26 as part of the Confidence and Supply Agreement and is subject to appropriation.

---

### **Background:**

- 2023/24 Budget Allocation \$500k breakdown:

# Session Briefing Note

**TAB#RI01**  
**Spring 2024**

## Comprehensive Mental Health Approach

---

Education

Ready to Learn (implementation and training)	\$280,000.00
Education and Awareness	\$130,000.00
Youth Summit 2023 (BGC Yukon)	\$40,000.00
Comprehensive Mental Health and Wellness Approach document	\$20,000.00
Research	\$10,000.00
Mental Wellness Kits for Youth	\$20,000.00
Total	\$500,000.00

- There is public demand for more mental health support – especially for youth – response to the pandemic and the substance use health emergency. The Yukon Association of Education Professionals and Child and Youth Advocate Office have been advocating for clinical counsellors in each Yukon school.
- For acute mental health challenges, school-based staff help students and families connect with the most appropriate supports that are available within a community, including clinical counselling services (supported through Health and Social Services' Mental Wellness and Substance Use branch).
- The school counsellor plays a role in supporting the wellbeing of students. We continue to hear that the duties of this role need to be more flexible to reflect a school community's needs and to address staffing challenges when filling these positions.
- The School Wellness Specialist position will be another role in supporting the wellbeing of students. The position is classified as an SS15, the range can be from \$89,704 to \$104,043, which is in-line with other social work positions across Yukon government and is determined by the Public Service Commission's classification process.
  - Classification for other mental wellness related roles across Yukon government include:

## Comprehensive Mental Health Approach

---

Education

- School counsellors (YAEP): These roles are performed by teachers (20.0 FTEs assigned), meaning that the pay range is informed by years of work and levels of education. The range can be from \$79,142 to \$126,510.
- Clinical Counsellors (YEU, Health and Social Services): the position is classified as an SS16, the range can be from \$94,501 to \$109,661.
- We will partner with Yukon First Nation governments and organizations to ensure that student support is culturally responsive and include coordinated work with students and families through First Nation advocates, Education Support Workers, Community Education Liaison Coordinators, and the new First Nation wellness support roles.
- Over three fiscal years, the department is allocating 81 FTEs to meet the government's commitment to increase the allocation of Educational Assistants and Learning Assistance Teachers starting in the fall of 2023 as follows:

Fiscal Year	FTEs
2023-24	Additional allocation of 40 FTEs: <ul style="list-style-type: none"><li>• 13 EAs</li><li>• 15 LATs</li><li>• 12 school wellness specialists<ul style="list-style-type: none"><li>• 7 hires (1 CSFY, 6 Areas 1&amp;2)</li><li>• 5 vacancies remaining, currently in the hiring process to fill vacancies</li></ul></li></ul>
2024-25	Additional allocation of 21 FTEs: <ul style="list-style-type: none"><li>• 10 EAs</li><li>• 8 LATs</li><li>• 3 school wellness specialists</li></ul>
2025-26	Additional allocation of 20 FTEs

# Session Briefing Note

**TAB#RI01**  
**Spring 2024**

## Comprehensive Mental Health Approach

---

Education

Approved by:

Mary Cameron

2024-04-30

---

Deputy Minister, Education

---

[Date approved]



**Value:**

- We work collaboratively with the commission scolaire francophone du Yukon (CSFY) to support the learning needs of French First Language students and the path for the administration of French First Language education in the territory.

**Recommended response:**

- I am happy to report that this school year, French First Language students have access to an in-person French-language program of instruction in Dawson.
- This was a priority for the Francophone school board and Francophone parents in Dawson.
- We are continuing to work with the CSFY and Tr'ondëk Hwëch'in, as the CSFY moves forward with their implementation of the French First Language program in Dawson.

**Additional response:**

- The CSFY, the Department of Education, and the Tr'ondëk Hwëch'in have established an effective working relationship and officials will continue to navigate and approach the work ahead in a good way.

---

**Context—this may be an issue because:**

- There is currently an in-person French First Language program of instruction being offered in Dawson.

---

**Background:**

- The name of the program is Programme francophone de Dawson.
- The CSFY is currently renting space located at 486 King Street in Dawson City for the Programme francophone de Dawson. The parties are currently reviewing the possibility of moving the program into Robert Service School in the future.

- As of February 22, 2024, 7 students were enrolled in the program; pre-K to grade 6.
- Under the terms of the agreement, the CSFY will provide an in-person French First Language instruction program in Dawson City for the period 2023-2024 to 2025-2026.
- As it is a program rather than a school, it is a scaled down model including two teachers and 2 EAs.
- The program is funded as part of a Transfer Payment Agreement with the CSFY in the amount of \$763,000 for the 2023-24 fiscal year.
  - This amount includes \$367,008 in personnel costs, \$375,992 in operating costs and \$20,000 for Francophone Recognition.
- The government is not constructing a school facility for the CSFY in Dawson City as part of the agreement.
- This program will run for a minimum of three years, during which time an assessment will be undertaken of the ongoing need and suitability of the program.
- Department officials continue to meet with Tr'ondëk Hwëch'in and CSFY officials regularly.

## History

- On February 28, 2022, CSFY requested the establishment of a French First Language School in Dawson for the 2022-2023 school year.
- In May 2023, the Department of Education and CSFY engaged in a mediation process regarding the establishment of an in-person French language program of instruction in Dawson for the 2023-24 school year.
- On May 8, 2023, Dawson francophone parents filed an injunction to the Supreme Court of Yukon to approve and fund the establishment of a full-time, in-person French as a first language program in Dawson for the 2023-2024 school year.
- On July 10, 2023, a mediation agreement was reached and the Dawson's parents' injunction has been formally discontinued.

# Session Briefing Note

**TAB#EP02**  
**Spring 2024**  
Education

**CSFY**

---

Approved by:

Mary Cameron

2024-02-27

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

**Emergency Procedures and Public Notices: refer to SP03**

**Safer Schools Policies and Procedures: refer to DPT14**

**Value:**

- The health, safety, and well-being of students and staff is our first priority.

**Recommended response:**

- For the 22/23 school year we worked closely with the Yukon Workers' Safety and Compensation Board to determine how our program was working overall and how it could be more effective.
- The Department of Education met the inspection report timelines for submitting information about Joint Health and Safety Committees at Yukon schools. We are pleased to note that we are in compliance with the requirements for departmental workplaces.
- For the 23/24 school year, the Department of Education continues to support schools in developing their Joint Health and Safety Committees by ensuring the appropriate training is provided and that schools have access to all the tools required.
- Throughout the school year, the department submits all worksite Joint Health and Safety Committee documentation to the Health, Safety, and Wellness Division with the Public Service Commission.

**Additional response:**

- We continue to work with schools to ensure that their Joint Health and Safety Committees have the proper training and resources to function and conduct their important work.

## Department of Education Health and Safety Investigation

---

Education

---

### Context—this may be an issue because:

- Schools continue to update their processes for providing documentation such as meeting minutes and worksite inspections.
- 

### Background:

- The health and safety requirements for individual workplaces are based on staff size. These requirements are outlined in *Yukon Workers' Safety and Compensation Act*.
- Where required, all Department of Education worksites have functioning Joint Health and Safety Committees. This includes the central administration building.
- As the employer, we will continue to provide training and orientation for health and safety representatives in workplaces with under 20 staff, as per *Yukon Workers' Safety and Compensation Act*.
- In January 2022, Education received notification that the Yukon Workers' Safety and Compensation Board was conducting an investigation to determine the current state of Joint Health and Safety Committees in schools.
- Education provided all available documents within the requested timeframe.
- In August 2022, the Yukon Workers' Safety and Compensation Board published an inspection report that outlined gaps and inconsistencies in the department's health and safety program. The department responded by the requested October 7, 2022 date, and is now in compliance.
- Education has developed a framework to ensure all the necessary training and resources are available, to ensure that all worksites are adhering to the *Yukon Workers' Safety and Compensation Act*.
  - The framework consists of continuous monthly communication with the schools on upcoming training opportunities.
  - Education is working with PSC to create a new format to deliver training so that training will be more accessible.

# Session Briefing Note

**TAB#DPT03**

**Spring 2024**

## Department of Education Health and Safety Investigation

---

Education

Approved by:

Mary Cameron

2024-01-31

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Dispute Resolution Process for Yukon schools**

---

Education

### **Education Appeal Tribunal: refer to SI05**

#### **Value:**

- The health, safety, and well-being of students and staff is our first priority.

#### **Recommended response:**

- The Safe and Caring Schools Policy applies to all staff of Yukon Education, school councils and school boards, and all other members of the school community.
- The purpose of this policy is to promote the safety of people in the schools, and to ensure that all members of the school community are treated with respect and dignity.
- Our dispute resolution process encourages collaborative and restorative dispute resolution. Most disagreements or issues that arise in school communities can be resolved through courteous and respectful discussion.

#### **Additional response:**

- Under the Education Act, and informed by the School Council Dispute Resolution Policy, school councils work with their school community to establish a specific dispute resolution process for their school.
- We encourage all members of our school community to first resolve the dispute with the people who are directly involved, before escalating the issue to higher levels.
- Information on the dispute resolution process for Yukon schools and relevant policies is available online at Yukon.ca.

## **Dispute Resolution Process for Yukon schools**

---

Education

---

### **Context—this may be an issue because:**

- Disputes arise in schools and issues become public via social media.
- 

### **Background:**

- The Education Act requires each school board or council to (in consultation with the superintendent or director, school administration, and teachers of the school) establish a procedure for resolving disputes within the school community.
- Under the Department of Education's School Council Dispute Resolution Procedure Policy, school administrators are responsible for resolving disputes between the school, parents, and teachers.
- There is an expectation that everyone involved will make every reasonable effort to resolve issues in an effective and timely manner and in the best interests of all students at all times.
- In some instances, a parent may file an appeal with the Education Appeal Tribunal.
- Student and staff privacy is legally protected. If a problem involves the behaviour of another student, teacher or staff member at the school, there are limits in what information is available.
- Yukon.ca website information about dispute resolution in schools contains the following on basic dispute resolution process:

*To resolve problems in school communities, it's important to take these steps.*

- a. Speak with the teacher or staff member involved.*
  - b. If the problem is not resolved, you can raise your concern with authorities in this order:*
    - i. principal or vice-principal;*
    - ii. superintendent or school council (to contact a superintendent phone the office of the superintendents 867-667-5068 or find contact information for your school council on your school's website);*
    - iii. Assistant Deputy Minister of Schools and Student Services (Email the Assistant Deputy Minister of Schools and Student Services at [publicschools@yukon.ca](mailto:publicschools@yukon.ca)).*
-



# Session Briefing Note

**TAB#SI03**  
**Spring 2024**

## Dispute Resolution Process for Yukon schools

---

Education

Approved by:

Mary Cameron

2024-01-31

---

Deputy Minister, Education

---

[Date approved]

### **Smoking and Vaping in Yukon schools: refer to SI12**

#### **Value:**

- The health, safety and wellbeing of students and staff is our top priority.

#### **Recommended response:**

- The opioid crisis in the Yukon and the declaration of a health emergency is a serious concern that impacts us all; our hearts are with the families and communities who continue to grieve.
- Students learn age-appropriate information and decision-making skills about drugs, alcohol, safety and risky behaviours as part of the school curriculum, including learning about fentanyl and cannabis.
- Our schools have a strong partnership with the Department of Health and Social Services' Mental Wellness and Substance Use Services branch. We can connect students who are at particular risk of harm from substance use with effective and qualified therapeutic practitioners.

#### **Additional response:**

- We strive to make schools places of positive connections for students, and for students to know that school staff care for and believe in them.
- The Government of Yukon's Opioid Action Plan sets out how we will keep students safe. We will continue to work with students, staff and their families to educate them about the dangers of illicit drugs, like fentanyl.
- The Department of Education expects all schools to have updated naloxone kits and staff trained in using them in case of an overdose at school.

## Drugs in Yukon schools

---

### Context—this may be an issue because:

- On August 23, 2023, Health and Social Services released the Yukon's Substance Use Emergency Strategy, containing several recommendations where the Department of Education could partner with Health and Social services on implementation.
  - At times concerns arise about young people using cannabis, sometimes prompted by specific school or media incidents.
- 

### Background:

- The Yukon's curriculum has learning outcomes from kindergarten to Grade 12 related to harmful substances such as poisons, prescription medications and drugs; starting in Grade 5 for illegal drugs.
- All Yukon high schools offer counselling at the school with support from Mental Wellness and Substance Use Services (HSS).
- The Department of Education has developed a unit on substance use for grades 8-12 teachers to support them in delivering the Physical and Health curriculum.
- When substances are discovered in schools, the school works with the RCMP to investigate and send communications out to parents and guardians advising what supports are available and the importance of having conversations with their kids about drug usage.
- Naloxone training and kits were first made available to principals in spring 2017. In spring 2021, administrators were provided with additional naloxone training and new kits.

#### Approved by:

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

### Value

- Our goal is to provide support and interventions for students to better meet their learning needs.

### Recommended response

- Through the Reimagining Inclusive and Special Education (RISE) initiative, we are examining how we allocate educational assistants and other resources for students.
- We are considering individual student needs, as well as looking at classroom composition, universal design for learning, and small group supports.
- Enhanced professional development and learning opportunities for teachers and educational assistants are linked to this work.
- Under the updated Confidence and Supply Agreement, the Yukon government committed to increasing the number of educational assistants and learning assistance teachers, or LATs, in schools in the 2023-24 school year.
- For the 2023-24 school year, 40 new positions were added. These positions include educational assistants, learning assistance teachers and school wellness specialists. We are excited to be able to provide additional supports that will have direct benefits to our students and learner outcomes.
- For the 2024-25 school year, 21 positions will be added.
  - 10 educational assistants
  - 8 learning assistance teachers
  - 3 school wellness specialists
- 20 positions will be added in the following year, 2025-26.

- We proactively recruited and increased the number of educational assistants and learning assistance teachers for the 2023-24 school year. Recruitment is challenging across Canada, and many provincial and territorial jurisdictions are experiencing similar challenges.
- For the 2023-24 school year, as of January 31, 2024, there are a total of 316.79 FTEs for learning assistance teachers and educational assistants and hires have been completed across all schools in the Yukon.
  - This breaks down as 53.16 FTEs for learning assistance teachers and 263.63 FTEs for educational assistants.

#### **Additional response - Updates to EA allocation process for 2024-25 school year and next steps:**

- Over the past year, the department has met both individually and with groups of educators and partners, including superintendents and school board executive directors, to inform the EA allocation process. This good work was undertaken to create a more open, transparent and objective EA allocation process in the long-term.
- I would like to take a moment to emphasize that the department is not reducing access to EAs. The total number of EAs is not decreasing as part of our work. Instead, the total number of EAs is increasing through our CASA agreement.
- We agree that EAs are one important part of broader supports for Yukon learners, and we are working to ensure that appropriate wrap-around supports are available across the territory.
- We have undertaken all of these efforts with the goal of meeting the needs of children – this is at the heart of all the work we do.
- We are in a formal consultation process with the Yukon Association of Education Professionals.

- The department is collaborating with the Public Services Commission to determine appropriate timelines for this consultation going forward. Timelines may vary due to the nature of the stakeholder meeting and the grievance process.
- Additionally, we have moved forward with important conversations on this topic with our trusted stakeholders.
- On April 25, 2024, a facilitated conversation was held to understand and discuss concerns, and to collectively discuss a path forward.
- The department is in the process of reviewing the input gathered from this conversation. There will be more to share on this as we work with our stakeholders on immediate next steps and on how we will continue innovating together.
- We strongly value the input of our partners and the relationship we have developed. We will be considering how best to continue these and other conversations on shared priorities in a good way.
- To respectfully address these concerns, we have taken a pause from the EA Allocation process to gather and better understand our partners' feedback in a productive, forward-leaning way. We look forward to being able to resume the process so that it can continue in a timely fashion for the upcoming school year.
- The department additionally continues to meet with the association to discuss shared priorities and initiatives.

#### **Additional response - Fall 2023 work:**

- Partners and stakeholders asked us to take urgent action to implement the RISE agenda and this included conducting a review of the current EA allocation process.
- In Fall 2023, we utilized and abided by the Yukon government procurement policies to secure an external consultant, with a proven track record of working in the Yukon.

- ENGAUGE Consulting was contracted to facilitate and gather diverse perspectives about the current EA allocation process, which included individual, confidential interviews with approximately 30 individuals (including educators, administrators and YAEP representatives). The report was shared with stakeholders on April 22, 2024 and publicly released on April 24, 2024.
- The consultants also hosted a two-day session and information gathering process in fall 2023, where many partners, including the Yukon Association of Educational Professionals, provided their perspectives on the overall EA allocations and offered concrete solutions.
- The fall 2023 work was the very beginning of our efforts to improve the process, as such invitations included partners who are currently involved in the process.
- Updates to the current process include:
  - Better sharing of information with educators and administrators, including increased transparency in the EA allocation form by clearly noting how the wholistic needs of the students are being considered. This includes the safety of the child, independence, communication, academics, and socio-emotional skills.
  - Our updates to the base calculation were informed by conversations with stakeholders in fall 2023 and are in line with recommendations from the subsequent report.
- Any substantial changes to the EA allocation process will take time. We are committed to working with our education partners, including the Yukon Association of Education Professionals, on any substantive changes.

- The department will continue monitoring the results of these updates and, where necessary, make further adjustments to the process as we analyze the report's recommendations and work with our partners.

#### **Additional response – EnGauge Consultants' report:**

- From the initiation of this work, the department has communicated that the outcome of the fall 2023 conversations will be shared. Staff have not wavered from that commitment.
- The EnGauge Consultants report was shared with stakeholders on April 22, 2024 and publicly released on April 24 and was discussed at an April 25<sup>th</sup> meeting with stakeholders.
- The report itself contains short, medium, and long-term goals. Part of the work that we will do with our partners includes analyzing and considering these recommended goals.
- This is very exciting work linked to our goal of providing support and interventions for students to better meet their learning needs.
- Work on the EA allocation process is one of the tangible ways that we are moving forward the RISE agenda. We are proud of our progress towards providing support and interventions for students to better meet their learning needs.
- Transformation does not happen overnight. We appreciate that we are in a time of change and that it can be challenging. We are here to work through these challenges with all of our partners and stakeholders who join us at the table to move Yukon education forward for the benefit of Yukon learners and educators, today and tomorrow.

#### **Additional response – grievance:**

- The Public Service Commission has received a grievance, and this grievance will be managed through the grievance process. Additional



details cannot be provided as the grievance process must be respected. Consultation timelines may be impacted as we work through the grievance process.

- While the grievance process is underway, we must respect the process and are unable to speak to specific documents requested through this process.
- The department of Education is working in collaboration with the Labour Relations branch of the Public Service Commission on responding through the agreed upon grievance process.

---

#### Context:

- The Department has seen a significant increase in EA requests from schools.
- CASA commitment to increase EAs and learning assistance teachers in school for the 2023-24 school year.

---

#### Background:

- Educational assistants are one of several resources that a school has to support students' learning. These resources include:
  - inclusive classroom practices implemented by classroom teachers to provide learning activities that support students with diverse or exceptional needs;
  - school counsellors and learning assistance teachers (LATs);
  - supports from the department's Student Support Services branch, the Curriculum and Assessment branch, the First Nations Initiatives branch
  - First Nations Education Support Workers, and Community Education Liaison Consultants; and
  - community-based supports, such as those provided by Health and Social Services.

- Allocation numbers for schools can vary each year as school and students' needs and school enrolments change.
- When appropriate, we support students with developing independence and self-advocacy skills. When progress is made, the need for EA support may be reduced after evaluating their successful skill development.
- School administrators are responsible for determining day-to-day EA schedules to maximize meeting both individual and shared needs of students, when appropriate.
- There is an increase in EA allocation requests from schools. Schools are focused on recovery from the pandemic and working to better understand the needs of students and how best to support their educational programming.
- A community of inquiry examined better ways to align funding models and staffing allocations with student needs. Draft recommendations have been submitted to the department.
- In the fall of 2023, Student Support Services contracted an external consultant to interview stakeholders on the current EA allocation process. Through this work recommendations have been put forward on possible changes to the process. Engagement will continue over the 2024-2025 School Year.
- Starting in the fall of 2023, over three fiscal years, the department is allocating 81 FTEs to meet the government's commitment which includes increasing the allocation of Educational Assistants and Learning Assistance Teachers:

Fiscal Year	FTEs
2023-24	Additional allocation of 40 FTEs: <ul style="list-style-type: none"><li>• 13 EAs</li><li>• 15 LATs</li><li>• 12 school wellness specialists<ul style="list-style-type: none"><li>○ 7 hires (1 CSFY, 6 Areas 1&amp;2)</li><li>○ 5 vacancies remaining, currently in the hiring process to fill vacancies</li></ul></li></ul>
2024-25	Additional allocation of 21 FTEs:

# Session Briefing Note

TAB#HOT03/HR01

Spring 2024

## EA Allocation in Schools

Education

	<ul style="list-style-type: none"><li>• 10 EAs</li><li>• 8 LATs</li><li>• 3 school wellness specialists</li></ul>
2025-26	Additional allocation of 20 FTEs

### Request increase

- There has been a steady increase in the request for EA support for students entering into Kindergarten who have been followed by the CDC.
- Each year, there is also an increase in the requests for support for academics, behaviors, and social emotional supports. The most important criteria will remain student safety at school.

### Educational assistant allocation

	Budget FTE EA Allocation	Budget \$	Note:
2023-24	264.40	\$18.6M	Includes CSFY, FNSB and 13 for CASA commitments
2022-23	250.9	\$17.3M	Includes CSFY and FNSB
2021-22	248.4	\$16.2M	Includes CSFY
2020-21	245.4	\$15.6M	Includes CSFY
2019-20	245.4	\$15.1M	Includes CSFY

### Educational assistant allocation process

- In 2015-16, an 'Educational Assistant Allocation Advisory Committee' recommended a needs-based allocation process. Within this process:
  - Each school assesses its needs and submits a request for educational assistants to the Schools and Student Services Branch.
  - The Student Support Services staff review the schools' requests and use a needs-informed formula to initially allocate educational assistants.

Adjustments may be made if the assessed request total exceeds the number of EA positions available.

- Educational assistants are allocated to schools in the spring, and the principal assigns them within the school to best meet student needs.
- At the beginning of the new school year, adjustments are made to the allocations based on actual student enrolment, needs at each school, the number of applications received and positions filled.
- Allocations may be further adjusted during a school year as needs change.
- We receive more requests for EAs from schools than we have in FTEs, and Student Support Services is looking at different ways we can meet a student's unique needs as part of the work in Reimagining Inclusive and Special Education.

**Approved by:**

**Mary Cameron**

**2024-04-29**

Deputy Minister, Education

Date approved

## EA-LAT Allocation in Schools - Chart

<i>School</i>	<i>2023-24 EA FTE allocation (includes CASA)</i>	<i>EA FTEs hired as of January 3, 2024</i>	<i>2023-24 LAT allocation</i>	<i>LAT FTEs hired as of January 3, 2024 (includes CASA)</i>
<b>Yukon Education Schools</b>				
Aurora Virtual School	0.00	0.00	0.00	0.40
Christ the King Elementary	14.75	16.03	3.91	4.00
Del Van Gorder School	3.50	3.90	0.93	0.50
École Whitehorse Elementary School	11.00	10.65	3.14	2.50
Elijah Smith Elementary School	15.75	18.40	2.19	2.30
F.H. Collins Secondary School	17.50	17.46	4.60	2.00
Golden Horn Elementary School	5.50	8.55	3.78	3.90
Hidden Valley Elementary School	13.50	12.75	4.02	4.40
Holy Family Elementary School	9.25	12.40	1.80	1.80
Individual Learning Centre	1.50	1.00	0.00	0.00
J.V. Clark School	3.00	2.00	1.50	1.50
Jack Hulland Elementary School	16.75	20.05	5.45	5.60
Khâtinaxh Community School	4.00	3.90	0.84	0.80
Porter Creek Secondary School	15.50	14.65	4.43	3.43
Robert Service School	4.75	9.90	2.00	2.00
Selkirk Elementary School	14.75	15.50	2.74	2.50
St. Francis Secondary School	12.75	12.95	3.00	3.00
Tantalus Community School	7.50	8.00	1.04	0.50
Teen Parent Centre	1.00	0.00	0.00	0.00
<b>First Nation School Board Schools</b>				
Chief Zzeh Gittlit School	3.00	0.90	1.16	0.50
Eliza Van Bibber School	4.75	3.00	0.92	0.50
Ghùch Tlà Community School	3.75	5.00	0.83	0.50
Grey Mountain Primary School	4.00	5.00	0.82	0.90
Johnson Elementary School	7.75	8.87	1.55	1.50
Kluane Lake School	1.00	1.00	0.50	0.50
Nelna Bessie John School	1.00	1.00	0.50	0.50
Ross River School	4.50	5.50	1.07	0.80
St. Elias Community School	11.00	10.60	1.21	0.00
Takhini Elementary School	10.00	11.5	1.26	1.50
Watson Lake Secondary School	3.50	4.00	1.56	1.00
<b>CSFY Schools</b>				
École Émilie-Tremblay	13.00	13.00	2.70	2.70
CSSC Mercier and École Nomad	4.00	4.00	1.43	1.43
<b>Central Administration Supports</b>				
Student Support Services	22.90**	7.62	0.00	0.00
<b>Total</b>	<b>265.40</b>	<b>269.08*</b>	<b>60.25</b>	<b>52.86*</b>
<b>NOTE: Numbers change frequently as EAs and LATs move into other positions</b>				

\*Actual hours worked and budget is being utilized to support additional hiring based on needs of students.

\*\*CASA EA allocation included in Student Support Services and reassigned to schools to support additional needs of students.

## **Early Kindergarten in Rural Schools**

---

Education

### **Value:**

- Our goal is to ensure rural schools have the resources and training they need to deliver enhanced early kindergarten, which supports a child's transition to kindergarten programs through a literacy-rich, play-based early learning environment.

### **Recommended response:**

- We continue to work with rural school communities, Yukon First Nations and the First Nation School Board to enhance Early kindergarten programs in their communities.
- For the 2023-24 school year, all Yukon Education Authority operated rural schools offered optional Early kindergarten programming, except for Robert Service in Dawson.
- The Department of Education is prepared to support Early kindergarten programming in Dawson when there is community readiness and will continue to work with Tr'ondëk Hwëch'in and Robert Service School on this matter.
- All rural Yukon schools offer full-time optional kindergarten programs.

### **Additional response:**

- Early kindergarten is intended to provide students with more time engaging in the kindergarten curriculum for critical skill development, supporting a successful transition into the school years.

## Early Kindergarten in Rural Schools

---

Education

- Early kindergarten follows the same class size maximums as kindergarten, 18 students per 1 teacher, as outlined in the Yukon Association of Educational Professionals collective agreement.
- When more student support is required, early kindergarten classrooms also have the support of an Educational Assistant and/or an Early Child Therapy Assistant (ECTA).
- The department is currently conducting a review of the early kindergarten policy.

---

### Context—this may be an issue because:

- Watson Lake (under the First Nation School Board) was offering early kindergarten until this school year as they had difficulty staffing for the program.
- Enhanced early learning and child care programs were key areas identified during the Standing Committee on Public Accounts hearing on the Office of the Auditor General's report on K-12 education in January 2022 as supporting better student outcomes.
- YAEP continues to question whether an Early Childhood Therapy Assistant (ECTA) should be replaced with EAs as ECTAs are not part of the YAEP collective bargaining agreement.

---

### Background:

- The Early kindergarten policy requires a review of the policy after the first year of implementation.
  - The Department has gathered input from educators, administrators, YAEP, and First Nations Partners on the Early kindergarten policy.
  - This information is in the process of being reviewed to inform update to the early kindergarten policy.
- A working group to provide recommendations for assessment practices for Early kindergarten was formed in January 2023.

## Early Kindergarten in Rural Schools

---

Education

- The group consists of members from Kwanlin Dün First Nation, Early Learning and Child Care, Curriculum and Assessment, rural teachers, Child Development Centre, Carcross/Tagish First Nation, and Champagne and Aishihik First Nations.
- The group has provided recommendations for the review of the early kindergarten policy and is currently working on measures for assessment of the early kindergarten program.
- Following this, the group will develop assessment practices for teachers to use in the early kindergarten classroom.
- Kindergarten and early kindergarten programs are both optional for parents. Early kindergarten programs are for children four years of age as of December 31st for that year.
- Full-day or half-day early kindergarten programming is now available in all rural schools except Robert Service School in Dawson City. Half-day Early kindergarten was implemented in Watson Lake in the 2022-23 school year.
- In 2022-23 we allocated 5.5 FTEs, based on community needs, to rural schools to support enhancing and expanding Early kindergarten programs.
- Depending on enrolment, classes at a school may be early kindergarten, Kindergarten, or a split combination.
- We engaged with Yukon First Nations, school councils, YAEP and child care providers to establish the next steps for enhancing all early learning programming in rural communities, including Early kindergarten programs.
- Engagement covered developing an Early kindergarten program policy, as well as professional learning opportunities, curriculum, and reporting requirements.
- During engagement, we were advised that a 'one size fits all' approach would not work for all communities, given the differences in available pre-school programming across rural communities and Yukon First Nations.
- An early kindergarten program policy was approved in 2021 that:
  - Provides guidelines that support high quality EK programming in all rural schools in Yukon.
  - Establishes parameters for EK programs in order to ensure consistency in programming.
  - Allows for flexibility to accommodate local needs.



# Session Briefing Note

**TAB#SP02**  
**Spring 2024**

## Early Kindergarten in Rural Schools

---

Education

- YAEP has questioned whether an Early Childhood Therapy Assistant (ECTA) should be replaced with EAs as ECTAs are not part of the YAEP collective bargaining agreement.
- In the longer term, we will explore the feasibility of offering early kindergarten programming at schools in Whitehorse.

**Approved by:**

**Mary Cameron**

**2024-04-29**

---

Deputy Minister, Education

---

[Date approved]

## **Early Learning and Child Care Initiatives**

---

Education

**Child Care Act Review: refer to EL01**

**Child Development Centre Funding: refer to EL02**

**Teen Parent Centre and Onsite Child Care: refer to EL05**

**Universal Child Care: refer to EL06**

**Yukon Child Care Board: refer to EL07**

### **Value:**

- We continue to work with Yukon First Nations governments and stakeholders to enhance early learning and child care programming in the Yukon, as we move toward a future where all families have access to high-quality early learning and child care that is affordable, accessible, and inclusive.

### **Recommended response:**

- We have clearly heard during engagements on universal child care that in addition to affordability and accessibility for families, we needed to address quality.
- We have made great strides in addressing quality by:
  - increasing wages for educators to some of the highest in Canada;
  - increasing bursaries available for educator learning and development;
  - introducing funding for operators to access comprehensive health insurance benefits; and
  - increasing our funding for programs and cultural supports to enhance early learning programs.

## **Early Learning and Child Care Initiatives**

---

Education

- We are pleased to be planning a fall conference in September 2024 for early childhood educators.
  - We will be collaborating with educators to ensure that the conference includes their areas of interest and supports high quality early learning in Yukon.
- We are investing in professional learning and development opportunities. This includes innovative and flexible training options for early childhood educators to receive full certification while continuing to work.
- Investing in early childhood educators is one way we continue to support the growth and expansion of high-quality early learning and child care in the Yukon.

### **Additional response**

#### Partnerships

- On April 5, 2023, we signed a three-year funding agreement to cover 2023 to 2026, with the Yukon First Nation Education Directorate and the Early Years Program to offer a First Nations designed “*Understanding the Early Years*” course. Once successfully completed, participants receive a level one early childhood educator certificate.
  - The course supports culturally competent educators with an understanding of Yukon First Nations, and culturally inclusive programs. Partnerships such as these are critical for reconciliation.

## **Early Learning and Child Care Initiatives**

---

Education

- Between Spring 2022 and April 2024, we partnered with Yukon University to offer the Professional Diploma Pathways Program, where early childhood educators assessed as “level 3 equivalent” could complete the requirements for a level 3 Early Childhood Educator certificate.
- We continue to fund Yukon University to provide enhanced course offerings in rural Yukon communities.
- We are providing education bursaries for post-secondary study, as well as an enhanced bursary, up to \$500, for educators to access other learning and development opportunities. We continue to contract with individuals and organizations to create and deliver workshops and training opportunities.

### Advisory committee

- To support and develop high-quality early learning and child care programs, the Early Learning and Child Care branch has established a program-level advisory committee.
- This committee is made up of early learning representatives from Yukon First Nation governments, Whitehorse, and rural communities who provide their advice and feedback on policy and programming.

---

### **Context—this may be an issue because:**

- As we create new licensed spaces and improve quality in programming the cost of delivering universal child care will increase.

## Early Learning and Child Care Initiatives

---

Education

### Background:

#### Infrastructure Funding

- Yukon signed an infrastructure agreement with Canada on March 31, 2024. Under the agreement Yukon will receive \$7,689,753 over three years with a fourth year of funding anticipated.
- The ELCC Infrastructure Fund will support exclusively not-for-profit and public early learning and child care providers in creating new spaces and mitigating aging infrastructure.

#### Federal announcements

On March 28, 2024 Canada announced:

- \$1 billion in low-cost loans and \$60 million in non-repayable grants to public and not-for-profit child-care providers, so they can build or renovate care centres. There was no mention of infrastructure funding already in the works.
- An additional \$48 million for the next four years to extend student loan forgiveness - similar to the program offered to health professionals- to early childhood educators, to incentivize them to work in smaller, remote, or northern communities.
- \$10 million over the next two years to train more early childhood educators.

#### Quality Enhancement Funding, including cultural and inclusive supports

- Licensed programs and early childhood educators have access to develop high-quality and culturally rich early learning programs and environments.
- In 2024/25, \$100,000 is budgeted to plan and host an early learning gathering.
- \$400,000 is budgeted annually to support culturally rich programming.
- \$100,000 is budgeted annually for ECE bursaries and an additional \$100,000 for professional development organized by ELCC.
- \$255,892 is available annually to Dusk'a Head Start Family Learning Centre, owned and operated by Kwanlin Dün First Nation, for a cultural connector program.

## **Early Learning and Child Care Initiatives**

---

Education

### Funding to increase wages and benefits for early childhood educators

- Wages for early childhood educators employed in licensed early learning and child care programs increased effective April 1, 2021, and are adjusted annually by the increase to Yukon's minimum wage under the *Employment Standards Act*
- On April 1, 2024, the Yukon's minimum wage increased from \$16.77 to \$17.59 and level three educator wages will be increased to a minimum of \$32.90 in Whitehorse and \$34.70 in rural communities.
- In 2024/25, Yukon will be contributing 47% of the wages in Whitehorse and 49% in rural Yukon for level 3 educators.
- We continue to provide 100% of the wages for supported child care educators.
- Funding includes an additional payment of 14% of wage costs to operators for mandatory employment-related costs (e.g., CPP, EI, and WCB contributions).
- As of March 2024, approximately 92% of licensed centres are taking advantage of comprehensive health insurance benefit funding.
  - In Whitehorse, 95% of child care centres (42 of 44 programs) and 18% of family day homes (three of 17 programs) are accessing the funding option.
  - Many family day homes are staffed solely by the operator and we are not seeing a high uptake.
  - In rural Yukon, nearly 77% of all programs (10 of 13 programs) have accessed this option.

### Learning and development

- ELCC has a three-year TPA to cover 2023-2026, valued at \$925,802 with YFNED and the Early Years Program to deliver the "Understanding the Early Years" course that will support the development of culturally competent educators and culturally rich programs.
  - The first course rolled out in Dawson City on September 11, 2023, with 14 early child educators participating from the three local programs.
  - The second course was offered in Watson Lake from November 6-8, 2023, to five people with one of them being a local high school student interested in a career in early learning.

## **Early Learning and Child Care Initiatives**

---

Education

- The course was offered in Old Crow from April 22 -26, 2024, with five Old Crow residents completing the course – four Vuntut Gwichin citizens and a longtime resident originally from NWT.
- The course will also be offered in Haines Junction and Whitehorse in late spring 2024.
- By signing on to universal child care, all ELCC providers have committed to collaborating on all improvement activities such as quality measurement, professional development for their staff, and collaboration with early learning specialists.
- ELCC launched the online early childhood educators learning hub on August 9, 2022. We continue to develop and update this resource.
- Beginning in late August 2022, the ELCC branch began hosting open houses and professional development opportunities for educators and operators, both in person and online.
- In 2024-25, there will be a continued focus on professional development and supporting quality in programs, including strategic investments to offer leadership training to owner operators.
- ELCC funds Yukon University to offer early learning courses in rural communities. In winter 2024, we have 26 students from 8 rural communities taking early learning classes. This funding will continue in 2024-25.

### Bursaries

- Funding is directed towards a bursary program for students enrolled in early learning studies. Full-time bursaries are awarded for \$2,000 per term, and part-time bursaries are awarded for \$500 per course.
- In 2023-24, 83 bursaries (85 part-time and 2 full-time) were awarded. Of the full-time bursaries, one recipient was from a rural community and one from a Whitehorse French-language program. Twenty-three of the part-time bursaries went to recipients in rural Yukon.

### Professional Diploma Pathways (PDP) Program

- As of January 2024, 51 educators have benefitted from the PDP program. The program ends in April 2024.

## Early Learning and Child Care Initiatives

---

Education

- In addition to the partnership with Yukon University, the ELCC branch is partnering with La Garderie to support their French speaking level 3 equivalent educators to receive full certification.

### Other initiatives

- We are continuing to work on the development of a robust data management system to support high-quality early learning and child care in the Yukon. ELCC completed the business requirements for the system in December 2023. An RFI (Request for Information) was prepared in December 2023, for publication in January 2024, to obtain information from potential suppliers on whether they could meet ELCC data system needs.
- The review of the ELCC supported child care program began in September 2022 with a local consultant contracted to undertake an independent review. The final report was received in February 2024. As part of the review, ELCC engaged an expert in the field to review the findings and write an executive summary with recommendations. ELCC anticipates sharing the report more broadly in April 2024.

### Technical advisory committee

- The technical advisory committee was established in September 2022 to satisfy Canada's requirement to have an advisory committee and to address an internal need to invite others into our work in a formal way.
- The advisory committee includes representatives from First Nations governments, rural and urban operators, French language programs, early childhood educators, Child Care Board, Yukon First Nation Education Directorate (Early Years Program) and the Child Development Centre
- Including First Nation governments and stakeholders through a more formalized process allows the ELCC branch to collaboratively engage on an ongoing basis and transparently shape the direction of the Yukon early learning and child care system.
- The inclusion of First Nations government, francophone, and rural operators was prioritized as these groups have unique needs and offer perspectives that help Yukon's child care system be more responsive and meet the needs of all families.



# Session Briefing Note

**TAB#EL03**  
**Spring 2024**

## Early Learning and Child Care Initiatives

---

Education

Approved by:

Mary Cameron

2024-04-30

---

Deputy Minister, Education

---

[Date approved]

### Value:

- We are working with First Nations and educational partners to improve educational programs, services, and outcomes for all Yukon students.

### Recommended response:

- Yukon First Nation governments are essential partners in supporting First Nations students and in teaching all Yukon students about Yukon First Nations ways of knowing, doing and being.
- We will continue to work with individual Yukon First Nation governments on community-level education and funding agreements to improve educational outcomes for their citizens and learners on their traditional territories at local schools.
- The Government of Yukon has committed to allocating \$1.83 million for Yukon First Nation governments to use toward joint education priorities at the community level, and we are working to renew agreements that expired in 2023.

### Additional response:

- This community-level collaboration reflects our government-to-government relationships and commitment to reconciliation.
- It also reflects our commitment to working closely with Yukon First Nations to support First Nation students and respond to the recommendations from the 2019 Audit and the priorities under the Joint Education Action Plan.

- Funds that flow to the First Nation School Board are separate and distinct from the funds designated for Education Agreements.
- 

### **Context—this may be an issue because:**

- The 2019 audit found that the Department of Education has not done enough to collaborate with Yukon First Nations. The Chiefs Committee on Education said Education needs to collaborate more effectively during the Public Accounts hearing in January 2022.
- 

### **Background:**

- The formula for allocating funding varies from nation to nation based on criteria such as number of students, number of schools and targeted projects.
  - We currently have education funding agreements with twelve Yukon First Nations. Officials from the Department of Education have been meeting with Yukon First Nations officials to discuss government-to-government education priorities.
    - Carcross/Tagish First Nation
    - Champagne & Aishihik First Nations
    - First Nation of Nacho Nyak Dun
    - Kluane First Nation
    - Kwanlin Dun First Nation
    - Little Salmon/Carmacks First Nation
    - Ross River Dena Council
    - Selkirk First Nation
    - Ta'an Kwäch'an Council
    - Teslin Tlingit Council
    - Tr'ondëk Hwëch'in
    - White River First Nation
  - Department officials continue to work with Liard First Nation and Vuntut Gwich'in First Nation to finalize their funding agreements.
-

- Department of Education officials will initiate discussions with Yukon First Nations throughout winter 2024 to discuss joint education priorities and Education Agreements.
- There are regular meetings with each Yukon First Nation throughout the year and the ADM and Director of First Nation Initiatives are available when any concerns or questions come up.

Other examples of local collaboration:

- We have worked collaboratively with Yukon First Nations on a number of programs, units, camps, and resources for Yukon schools, including Yukon First Nations Credit policy to support credits for on the land and locally delivered education programs:
  - Dooli: traditional knowledge resources with the Northern Tutchone nations for schools in Pelly Crossing, Mayo and Carmacks and teacher training.
  - External credits with Tr'ondëk Hwëch'in: First Fish, First Hunt, and Moose Hunt as part of their 17.7 education agreement.
  - Spring culture and trapping camps for Chief Zzeh Gittlit School with the Vuntut Gwitchin Government, and for Kluane Lake School with Kluane First Nation, amongst others.
  - Carcross/Tagish First Nation and Ghùch Tlâ School established curriculum on first fish, hunt, or trapping.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

### Dispute Resolution Process for Yukon Schools: refer to SI03

#### Value:

- The Education Appeal Tribunal plays a critical role in giving parents and guardians the ability to appeal certain education decisions such as those related to a suspension or an individualized education plan.

#### Recommended response:

- I would like to thank the members of the Education Appeal Tribunal for their hard work to resolve issues that may arise.
- I appreciate all opportunities for parties to work together to find mediated solutions. Mediation has been used to successfully resolve most disputes and appeals.

#### Additional response:

- I am not able to comment on the details of a specific student's file. The tribunal process respects and upholds the confidentiality and privacy rights of students and their families.

---

#### Context—this may be an issue because:

- There may be interest in the status of current appeals.

---

#### Background:

- The Education Appeal Tribunal is a quasi-judicial body established by the *Education Act* in 1991 to hear appeals on issues related to decisions made by the department, school councils or schools.

#### Authority

- The Education Appeal Tribunal has statutory authority to hear appeals pursuant to section 157 of the *Education Act*. The Tribunal functions as a quasi-judicial board

## Education Appeal Tribunal

---

and operates at arms-length from the government. Pursuant to the legislation, the Tribunal can hear appeals in four areas:

1. Special Needs (section 17.1)
2. Student Records (section 20.6)
3. Suspensions (section 41.7)
4. Locally Developed Course of Study (section 43.5)

### Membership

- Pursuant to the *Education Act*, the Minister is responsible for appointing “a chair, a maximum of nine other members and a secretary to the Education Appeal Tribunal”.
- Members are appointed to a length of term specified by the Minister. Currently, members are being appointed to three-year terms.
- The option exists for the Minister to appoint two rural Yukon representatives to the Tribunal.
- In November 2023 Cabinet confirmed the appointment of a new chair for a three-year term.
- Current members of the Education Appeal Tribunal are:
  - Janet Moodie, member from November 16, 2023, to November 16, 2026
  - Gwyneth Kovachik-McNeil, member from April 13, 2022, to April 12, 2025
  - Janet Van Bibber, member from April 13, 2022, to April 12, 2025
  - Josefine Leideritz, member from April 13, 2022, to April 12, 2025
  - Kimberley Hardacker, member from April 13, 2022, to April 12, 2025
  - Margaret Webb, member from April 29, 2021, to April 28, 2024
  - Paula Pasquali, member from April 13, 2022, to April 4, 2025

### Delays

- Following the resignation of a previous Chair there was a period during the fall of 2023 when the Education Appeal Tribunal was not able to deal with appeals received.
  - The department reached out to those who filed appeals during this interim period and offered to engage in mediation to help resolve concerns.
  - With the November 2023 appointment of a new Chair, all appeals are being processed.

- As of February 2024, there were three appeals before the Education Appeal Tribunal.
- Normally, when the Tribunal receives an appeal, it offers mediation to try to resolve the issue.

### Appeal Hearings

- The Tribunal may hear appeals arising from departmental, school or school council decisions, including those affecting special needs students, suspensions, student records and locally developed courses of study.
- On average, the Tribunal receives between 0-3 appeals annually.
- Once it receives an appeal, the tribunal:
  - Confirms it is a valid appeal under the provisions of the Education Act;
  - Provides a copy of the written appeal and a summary to all parties, including the Department of Education within five days;
  - Provides the Department an opportunity to respond in writing to the appeal within seven days.
  - Determines a date and time for a pre-hearing conference within 30 days of the appeal.
- During a pre-hearing conference, the tribunal:
  - Confirms the tribunal's jurisdiction to hear the appeal; and
  - Determines if there is an opportunity for resolution before a formal hearing. This may include a mediator.
- In cases where a mediator facilitates a decision between parties, the Chair of the tribunal makes sure any decisions and/or agreements, including commitments and follow-up steps are written and signed by all parties.
- If no agreement is reached, the matter will proceed to a formal hearing. Decisions made during a formal hearing of the Education Appeal Tribunal are binding and are filed in the Yukon Supreme Court.

**Approved by:**

**Mary Cameron**

**2024-02-27**

Deputy Minister, Education

[Date approved]

## **Emergency Procedures and Public Notices**

---

Education

**Safer Schools Policies and Procedures: refer to DPT14**  
**Department of Education Health and Safety Investigation: Refer to DPT03**

### **Value:**

- The health, safety, and well-being of students and staff is our first priority.

### **Recommended response:**

- Each school is required to have its own Emergency Response Plan, with detailed procedures for emergencies and other unforeseen events.
- School staff are trained and prepared to care for students in the event of an emergency.
- When safety issues arise, the department works closely with the RCMP and other agencies to ensure the safety of students and staff.
- As a key action in the Safer Schools Action Plan, we have updated communication guidance for when and how schools are to communicate to parents, internal staff and other agencies such as the RCMP about incidents that occur at school.

### **Additional response:**

- The first priority during an emergency is to secure the safety of students and staff. Once this has been attended to, communicating with parents and guardians becomes a priority.



## **Emergency Procedures and Public Notices**

---

Education

- Schools practice emergency drills on a regular basis. This includes fire drills, earthquake drills, and lockdown procedures, among others.
- The Department of Education has several communication platforms to communicate quickly with families by email, text message, or telephone using the contact information that is on each student's record.
- We also remind parents that they should tune in to the radio rather than try to contact the school should an emergency arise to keep phone lines available for emergency use at the school.

---

### **Context—this may be an issue because:**

- There is often public and media attention on school safety issues.

---

### **Background:**

- Each fall, school principals prepare their School Emergency Response Plans, which include coordination with the RCMP and other agencies, evacuation routes and alternate sites, and security protocols, so that they can quickly respond to unforeseen events and emergencies.
- Schools provide an updated plan to their Superintendent, or School Board Executive Directors by October 15th. A hard copy of each plan is filed with the administrative assistant for the Superintendents and executive directors.
- Examples of drills commonly practiced at schools include fire drills, earthquake drills, lockdown procedures, and other evacuation drills.
- The department offers training for school staff to identify risks, signs of trauma, unhealthy social and bullying behaviours, and how to provide effective supports, and redirect behaviours, including: Nonviolent Crisis Intervention; Positive Behaviour Intervention Supports; and Violence Threat Risk Assessment.

## Emergency Procedures and Public Notices

---

Education

- If an incident does occur, we support school staff through critical incident debriefing; the Family Services Employee Assistance Programs; restorative approaches (with emphasis on addressing harm and building relationships after an incident); and support and collaboration from the RCMP, medical and other government and non-government agencies.
- The department has licensed a unified communication platform (School Messenger) that automates contact with parents about emergencies via text, voice and email.
- Schools may also use the Aspen student information system to share information to parent/guardian email addresses only.
- In the fall of 2021, guidelines for communications were developed to assist school administrators to respond to minor, concerning, major, and incidents or allegations of assault/abuse/ criminal behaviour.
  - This tool was used to respond to the Faro shooting and the Jack Hulland RCMP investigation.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

### Building Schools – 5-year Capital Plan: refer to SO01

#### Value:

- The Department of Education monitors student enrolment to help school administrators and school communities plan for changing trends and meet their short, mid, and long-term needs.

#### Recommended response:

- The Yukon's population is increasing and anticipated to continue growing over the years to come.
- We are prioritizing work on long-term capital planning, including the recently announced replacement of Whitehorse Elementary School.
- The new Whistle Bend Elementary School will help address enrolment growth in the north end of Whitehorse, and we have added portables at Hidden Valley Elementary, Selkirk Elementary, and Golden Horn Elementary.
- As of April 2, 2024 the new Whistle Bend Elementary School projected enrollment for September 2024 is 170 students with 16.0 teacher FTEs. These numbers are anticipated to change as enrollment is completed.
- With respect to F.H. Collins, site feasibility studies have been conducted and two portable classrooms will be placed at the F.H. Collins campus.
- Work is underway to supply and deliver portable classrooms to the territory with intent of having them ready for occupancy by the start of the 2025-26 school year.

- Each modular classroom will represent an additional instructional space to accommodate up to 28 students.

### **Additional response:**

- If enrolment at a school nears program capacity, we work with the school administration and council to find ways to accommodate all students.
- If needed, we work with families on a case-by-case basis to place students at other schools where space is available.
- The Department of Education works with the two Yukon school boards – the First Nation School Board and the Commission scolaire francophone du Yukon – to assess their enrolment pressures and determine their long-term school capacity needs.

---

### **Context—this may be an issue because:**

- Concerns have been raised about schools perceived to be overcrowded, portable procurement, and long-term capital planning for schools.

---

### **Background:**

- The population growth in Whitehorse and the changing demographics of Whitehorse neighbourhoods affect enrolment in Whitehorse schools.
- The number of students that can be enrolled in a school is based on the number of classroom spaces and classes at each grade at the school, and the maximum class size allowed for those grades.
- School administrators manage their school's spaces on an ongoing basis by maximizing the use of classroom-sized spaces as classrooms, reorganizing students into split-grade classrooms, and increasing the class size beyond the

maximum classroom size; all in accordance with the requirements of the collective agreement.

- Education and the First Nation School Board have clarified enrollment processes for students who wish to attend schools under the First Nation School Board or transfer to another school (e.g., in Whitehorse).
- The department is working with the First Nation School Board and the Commission scolaire francophone du Yukon on their vision and requirements for facilities.
- The department is working to address both short, mid, and long-term student enrolment growth by taking the following actions:
  - **In the Short-term:** By consistent use of our new attendance areas and sending students to other area schools if their grade level is full. In such a case, transportation support is provided with busing, or as a subsidy if busing is not available.
  - **In the Mid-term:** By adding portables to increase the number of classroom-sized spaces available, and by monitoring attendance areas and the number of students who live in a school's attendance area to align with the school's enrolment capacity.
  - **In the Long-term:** By confirming approved projects through the Government of Yukon's 5-year capital plan and continued long-term facilities planning for schools through the capital planning process.

	May 2022	May 2023	Dec 2023	Change (+/-) Since May 2023
All Yukon Schools	5799	5872	5973	101
Rural Schools	1110	1083	1057	-26
Urban Schools	4689	4789	4916	127

# Session Briefing Note

**TAB#SP04**  
**Spring 2024**

## Enrolment at Yukon Schools

Education

	May 2022	May 2023	Dec 2023	Change (+/-) Since May 2023
Elementary Students	3656	3706	3704	-2
Secondary Students	2143	2166	2269	103
First Nation School Board	648*	668*	839**	171**
Commission scolaire francophone du Yukon	352	345	379	34
Yukon Education Schools	4799	4859	4755	-104

Approved by:

Mary Cameron

2024-04-02

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

# Session Briefing Note

TAB#DPT04

Spring 2024

## Figures at a Glance

Education

### FINANCE

#### O&M BUDGET (000's)

	23-24 Supp#2	23-24 Supp#1	23-24
Education Support Services Deputy Minister's Office \$785/\$1,497/\$1,469 Communications \$890/\$890/\$836 Human Resources \$3,176/\$3,176/\$3,070 Finance \$1,686/\$1,686/\$1,585	\$6,537	\$7,249	\$6,960
School Authorities K-12 \$116,835/\$114,004/\$113,280 (includes FNSB) CSFY \$10,991/\$10,792/\$9,968	\$127,825	\$124,796	\$123,248
Administration & Support Administration \$333/\$333/\$323 Student Support Services \$3,992/\$3,190/\$3,021 Technology & Student Information \$1,923/\$1,923/\$1,856 Facilities and Transportation \$8,525/\$8,525/\$8,251	\$14,774	\$13,972	\$13,451
Policy & Partnerships Administration \$493/\$493/\$486 Strategic Support \$3,685/\$3,685/\$3,674 Curriculum & Assessment \$3,841/\$3,714 French Programs \$2,525/\$2,525/\$1,571 Training Programs \$10,770/\$10,770/\$10,684 Early Learning and Child Care \$43,565/\$43,565/\$43,443	\$64,879	\$64,879	\$63,572
First Nations Initiatives Administration \$358/\$358/\$350 First Nations Program Delivery and Curriculum Development \$881/\$971/\$916 First Nations Language Initiatives \$2,626/\$2,626/\$2,784 First Nations Education Agreements \$3,776/\$3,581/\$3,581	\$7,641	\$7,536	\$7,631
Yukon University	\$30,375	\$29,293	\$29,293
<b>Total</b>	<b>\$252,031</b>	<b>\$247,725</b>	<b>\$244,155</b>

### FTEs by Location

	School based*	Central Administration-school based**	Central Administration ***	Total
2023-24 budgeted FTEs (Mains)	1,025.08	18.50	144.30	1,187.88
2023-24 budgeted FTEs (Supp 2)	1,057.70	29.71	146.09	1,233.50
2024-25 budgeted FTEs (Mains)	1,076.78	32.00	144.70	1,253.48

\*School based includes all three school authorities and only includes those based at a school.

\*\*Central administration-school based includes superintendents, wellness specialists, and consultants (such as curriculum and experiential consultants) whose home base is at Central Administration, but their primary function is to support schools?

\*\*\*Central administration includes all three school authorities but does not include central administration - school based staff. Includes staff whose primary job function is not school specific or that is administrative or supports the overall department examples include but not limited to ADMs, DM, Executive Assistants, Advisors, finance, policy, data analytics, training programs, communications, human resources and Early Learning and Child Care.

### HUMAN RESOURCES

As per Main Estimates		2024-2025	2023-2024
1	Teachers	587.3 FTEs (includes all school authorities)	560.1 FTEs (includes all school authorities)
2	Paraprofessionals (EAs and Remedial Tutors)	Budgeted 275.4 FTE (includes all school authorities)	Budgeted 251.4 FTE (includes all school authorities)

Note: Approval was given to hire an additional 40 FTEs effective July 2023 + 20 FTEs for 2024-25



### EARLY LEARNING & CHILD CARE

The Yukon Universal Child Care commitment is to ensure that all families have access to an average of \$10 a day out-of-pocket parent fees for full-time regulated early learning and child care spaces for children under age six

2023-24 Average daily rate with universal child care: **\$8.48**

Category	Parent Pays Monthly 2022-23	Parent Pays Monthly 2023-24
Infant	\$183.67	\$194.16
Toddler	\$150.36	\$167.26
Preschool	\$135.28	\$156.96

2024-25 average fees will be available on April 30

# of licensed spaces (0 - 12)	# of children enrolled	# of early childhood educators
March 2021: 1,869	March 2021: 1,467	March 2021: 333
March 2024: 2,253	March 2024: 1,877	March 2024: 610

### STUDENT SUPPORT SERVICES

2023-2024			2022-2023
1	Students on IEPs (includes CSFY and FNSB)	345 (as of Jan 2024)	393 at the end of the 2021/22 school year
2	Student Support Plans	938	N/A
3	Behaviour Support Plans	58	N/A
4	Safety Plans	31	N/A

#### Educational Psychological Assessments

Completed since January 2023	135
Waitlisted	24

## TRAINING PROGRAMS

### ADULT LEARNERS

### 2023-2024 Forecast

### 2022- 2023 Actuals

1	Registered Apprentices	590 (in 2024 calendar year)	574 (as of December 31, 2023)
2	Trade (Journey person) Certifications issued	65 (in 2024 calendar year)	50 (in 2022 calendar year) 56 (in 2023 calendar year)
3	STEP program positions created	110 (summer 2024)	78 (summer 2023)
4	Summer Career placements created	35 (summer 2024)	21 (summer 2023)
5	Post-secondary student funding (including Canada Student loans and grants) expenditures (Academic Year - August 1 to July 31)	\$8,370,000	\$7,047,856

## OVERALL ENROLMENT COUNTS IN YUKON SCHOOLS

	May 2022	May 2023	Dec 2023	Change (+/-) Since May 2023
All Yukon Schools	5799	5872	5973	101
Rural Schools	1110	1083	1057	-26

# Session Briefing Note

TAB#DPT04

Spring 2024

## Figures at a Glance

Education

	May 2022	May 2023	Dec 2023	Change (+/-) Since May 2023
Urban Schools	4689	4789	4916	127
Elementary Students	3656	3706	3704	-2
Secondary Students	2143	2166	2269	103
First Nation School Board	648*	668*	839**	171**
Commission scolaire francophone du Yukon	352	345	379	34
Yukon Education Schools	4799	4859	4755	-104

\* The Yukon First Nation School Board was established in February 2022 and included 8 schools.

\*\* Starting in the 2023-24 school year the Yukon First Nation School Board started to operate and manage an additional 3 schools.

## GRADUATION RATES IN YUKON SCHOOLS

### 2022-23 School Year

	Student Counts	Ratio
Grade 12 Students	462	100%
Dogwood Diploma	373	80.7%
Adult Graduation Program	72	15.6%
Other*	17	3.7%

\* School Completion Certificate Program (Evergreen Certificate) and other completion paths

Approved by:

Mary Cameron

2024-04-15

Deputy Minister, Education

[Date approved]

## **First Nation Programming in Schools**

---

Education

### **Value:**

- We work to ensure all Yukon schools are meeting the needs of Yukon First Nations students and offer all Yukon students opportunities to understand Yukon First Nations' ways of knowing, doing, and being.

### **Recommended response:**

- Culturally inclusive and welcoming learning environments help to support student success at school.
- The Yukon's Kindergarten to Grade 12 curriculum is designed to allow for localizing the local context of each community.
- All Yukon schools also work with the "Cultural Inclusion Standards in all Schools" that were developed by the First Nations Education Commission.
- We continue to work with Yukon First Nations on an ongoing basis to develop additional materials, resources, and supports for culturally inclusive school programming.

### **Additional response:**

- Ensuring Yukon educators have the professional learning opportunities and resources they need to include this learning in their class lessons is a priority for the department and a key to successfully delivering the modernized curriculum.
- On April 18<sup>th</sup>, Yukon Education hosted a celebration of learning event that showcased how professional learning and collaboration with

## **First Nation Programming in Schools**

---

Education

partners and colleagues are working to improved outcomes for Yukon students.

- This celebration showcased creative ways for integrating YFN languages into the classroom, and partnerships between the school and local YFN.
- We also have several education consultants available to schools with information on how to localize resources to reflect Yukon First Nations ways of knowing, doing, and being.
- The First Nation School Board will also guide us on new and culturally rich ways to deliver the K-12 curriculum and programming that can be used in all Yukon schools.

---

### **Context—this may be an issue because:**

- The Office of the Auditor General of Canada's 2019 audit report recommended that the department do more to support the inclusion of Yukon First Nation cultures and languages in schools.

---

### **Background:**

- Recommendation #109 from the 2019 audit: "The Department of Education should determine the human resources and training required to develop sufficient classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages."
- The First Nations Initiatives branch and the Curriculum and Assessment unit have worked with Yukon First Nations to develop curriculum materials and deliver training and support to Yukon educators relating to how students learn about Yukon First Nations cultures, languages, and histories, such as:
  - New grade 5 unit about residential schools (currently field testing); and
  - Draft sample units for K-12 educators, integrating Yukon First Nations ways of knowing, doing and being.

### First Nation Programming in Schools

---

Education

- Grade 10 Residential School Unit undergoing graphic design.
  - Many approved locally developed courses that give value to the local context of communities.
- The Cultural Inclusion Standards in all Yukon Schools are being integrated into School Growth Plans.
  - They were developed at the 2016 Yukon First Nation Education Summit and approved by the First Nation Education Commission (FNEC) in April 2016 and have been introduced to school principals. School principals participated in discussions and planning for the standards at the 2017 Yukon First Nation Education Summit.
- The First Nations Education Council (FNEC) has worked with the department over the past few years on several initiatives related to the Joint Education Action Plan (JEAP), including these standards.
- In September 2021, a new Indigenous Academy started operating out of FH Collins Secondary – a cooperative effort between the school, school council, First Nations, and the Yukon First Nations Education Directorate.
- The Academy is based on a similar program from School District 23 in British Columbia and is a "learning community" where several core subjects are taught through a primarily Indigenous worldview with wrap-around supports provided for students.

**Approved by:**

**Mary Cameron**

**2024-04-29**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### CASA Agreement – Education Commitments: refer to DPT08

#### Value:

- We are actively enhancing student learning experiences by providing timely and effective support to meet students' diverse needs comprehensively.

#### Recommended response:

- Student Support Services has enhanced its service delivery model for psychological assessments and consultations, thereby providing more accessible and efficient support for students.
- In the 2023-2024 school year, regular training is being provided for Learning Assistance Teachers and other school team members. This training covers the school-based team process, collaboration with Student Support Services, and the assessment referral procedure.
- The time required for assessments varies based on factors like the complexity of the student's needs and assessment type. It also depends on the availability of the professional conducting the assessment.
- If an assessment is needed, Student Support Services will make sure it is completed within six months. If this work cannot be done within the department, we will engage with external contractors to complete the assessment.
- Student Support Services has contracted additional psychologists to help minimize wait times. Currently we have standing offer arrangements in place with four private educational psychology providers.

- While a student is waiting for a formal psychological assessment, there are many steps school staff can take to address the student's learning needs and support their success at school. Staff can implement many strategies, supports and accommodations recommended by the school-based team or Student Support Services staff during the consultation process.

### **Additional response:**

- When an educator or parent has concerns about a student's learning, the first step is to request that a school-based team meeting be called to discuss the student's needs and collaborate on what strategies or interventions should be implemented to support the student.
- If a referral is received from the school-based team, Student Support Services staff determine the type of consultation or assessments needed. They make this determination by reviewing the information presented by the school-based team and in the student's file.
- The Department of Education's Educational Psychologists work with each school to determine the need for a formal assessment. Best practice recommendations include that universal design learning strategies be tried first. The student's response to these strategies will help to inform any future assessments.

---

### **Context—this may be an issue because:**

- In their 2019 report, the Auditor General of Canada made a recommendation that the Department of Education prioritize students for specialized assessments (part of Recommendation #70).
- CASA commitment: to provide, complete, and deliver the final report for psychoeducational assessments necessary to obtain an Individualized Education Plan (IEP) within six months of referrals from teachers, administrators, or physicians. If the government is unable to provide the assessment directly within



## Formal Assessments

---

this timeframe, it shall cover expenses incurred by parents to obtain the assessment externally.

---

### Background:

- As of April 3, 2024, there are 374 students on an Individualized Education Plan (IEP).
- Student Support Services completed 151 psychological educational assessments between January 2023 and April 3, 2024.
  - There are 9 students currently awaiting assessments. Work continues to complete the assessments for students on the waitlist.
- To date, Education has reimbursed two families for private assessments. These assessments were completed in 2022.
- External stakeholders were invited to a spark session focused on assessments in July 2021. CBC aired a story about parents saying assessments were taking 2-3 years and that they had to pay for their own private assessments.
- Students do not have to have a formal assessment to receive learning supports at school.
- The Education Act provides the framework for special education programs, including an Individualized Education Plan (IEP).
- Under the Act, school administration, in consultation with professional staff and parents, determines whether a student has special educational needs, and the appropriate special education program to meet those needs.
- School-based teams (SBT) are made up of the school principal, learning assistance teacher, classroom teacher, other school staff and staff from Student Support Services (if invited). Parents are also valued members of the SBT. Other professionals may also be invited.
- A parent may request a school-based team meeting at any time for their child through their school.
- Sometimes the department/school is unable to obtain parent consent or a student's low rate of attendance may complicate the assessment process.

## Formal Assessments

---

### Current referral process for formal assessments

1. A concern is identified by the educator or parent.
2. The school-based team collects and reviews the relevant information and provides any universal support that are available.
3. If universal support doesn't seem to provide adequate support, the school-based team invites relevant Student Support Services staff to participate, based on the nature of the concern or issue that has been identified. This includes consultation as well as dynamic and informal assessments where specific interventions may be recommended before a formal assessment is requested.
4. If consultation with Student Support Services about a specific student becomes necessary, guardians must be informed, and a Consent for Referral for Consultation with Student Support Services must be signed.
5. Upon consultation, Student Support Services staff and the school-based team may make recommendations for a formal educational psychology assessment. Guardian consent is required for formal assessments, and a Consent for Formal Educational Psychology Assessment form must be signed.
6. Based on the referral, Student Support Services staff respond by providing the services needed to support the student.
7. Student Support Services staff continue to work with school staff to support the student's learning by collaborating with educators to implement recommended learning strategies.

### Speech language pathologists

- There are 4.0 FTEs allocated in Student Support Services for Speech Language Pathologists. As of April 2024, 2 of the FTEs are vacant.
- Students with speech needs will be prioritized over students with language needs.
- Student Support Services also contracts private Speech Language Pathologists to assist with SLP supports.

# Session Briefing Note

**TAB#RI02**  
**Spring 2024**  
Education

## Formal Assessments

---

- We collaborate with the Child Development Centre, Yukon First Nation Education Directorate's Mobile Therapeutic Unit and Health and Social Services to provide additional Speech and Language Pathologist services.

**Approved by:**

**Mary Cameron**

**2024-04-22**

---

Deputy Minister, Education

---

[Date approved]

## **French Immersion – Programming, Enrollment and Staffing**

---

Education

### **Value:**

- The Department of Education offers excellent French second language programs to students, and we work with our partners and school communities to address the long-term needs of these programs.

### **Recommended response:**

#### Programming

- Currently, the overall student demand for French Immersion programming is being met.
- The Government of Yukon plans to continue École Selkirk Elementary School as a 'dual track' English program/French Immersion school.
- We have committed to long-term planning for French as a second language programs.
- In Spring 2023, I approved a vision statement created in collaboration with the French Second Language Advisory Committee that will enable graduates to be inspired, proud and confident to live, learn and work in French.
- The French Second Language Advisory Committee includes representation from the Department of Education, School Councils, Canadian Parents for French, school administrators and teachers.

#### Early French Immersion (Kindergarten):

- Early French Immersion is a popular program in Whitehorse, offered at Whitehorse Elementary school and Selkirk Elementary school.

## **French Immersion – Programming, Enrollment and Staffing**

---

Education

- For the 2024-25 school year we committed to offer 18 Kindergarten seats at Selkirk Elementary school and 54 seats at Whitehorse Elementary school, for a total of 72 seats.
- For the current school year, 2023-24, we have capacity to accept additional applications if needed.

### French Immersion teacher recruitment:

- We continue to monitor and plan for enrolment in French Immersion including the recruitment of qualified French language teachers. French language teachers are in high demand across Canada. Recruiting for these positions remains a challenge.
- We continue to attend job fairs both in person and virtually at post-secondary institutes where we know there are qualified French language teachers, to help with targeting our recruitment efforts.
- We are pleased to be a partner with L'Association Franco-Yukonnaise (AFY) and Commission scolaire francophone du Yukon (CSFY) on a recruitment initiative, and we thank AFY for its initiative in applying for this funding.
- We have also increased advertising on job boards in post-secondary institutions that offer French language education programming.
- We have continued with pooled competitions and early posting for teaching positions in French Immersion Elementary schools for the 2023-24 school year, thanks to the dedication of our school administrators and superintendents.

## **French Immersion – Programming, Enrollment and Staffing**

---

Education

---

### **Context—this may be an issue because:**

- There is considerable interest in French second language programming.
- 

### **Background:**

#### Programming

- All Yukon schools under all school authorities, including those offering French Immersion, are expected to follow BC curriculum and graduation programs.
  - French Immersion Elementary schools have different philosophies for reading, however, they are both expected to follow BC Curriculum.
  - The balance of instructional time between the two languages may differ at Selkirk versus Whitehorse Elementary, but the long-term outcomes are the same.
  - The additional funding for French as a Second Language reflected in the Fall 2023 Legislative Assembly was provided by the Government of Canada through the Canada-Yukon Agreement on Minority Language Education and Second Official Language Instruction for the 2021-22, 2022-23 and 2023-24 school years. This \$899,000 funding is 100% recoverable.
  - The Explore program is an intensive, immersion program for 13-18 year olds, offered during the spring and summer in locations across Canada. The sessions are taught at Universities/Colleges, and students live on campus or with local host families. This \$28,000 funding is 100% recoverable.
  - The total French Language Programs funding debated in the Legislative Assembly in Fall 2023, including for the French Immersion program and the increase in the Explore program was \$927,000.
  - French Immersion is a popular program in Whitehorse, and is offered at Whitehorse Elementary School, Selkirk Elementary School and F. H. Collins Secondary School.
  - Whitehorse Elementary School is a 'single track' school offering only French Immersion programs. Selkirk Elementary School and F. H. Collins Secondary
-

## **French Immersion – Programming, Enrollment and Staffing**

---

Education

Schools are 'dual track' schools meaning that both French Immersion and English language programs are available.

### Early French Immersion (Kindergarten) registration for 24-25 school year:

- The Kindergarten registration information night was held virtually on January 24, 2024 for the 24-25 school year.
- Kindergarten French Immersion registration was open from February 1st to February 18, 2024.
- A lottery system was held on February 20, 2024, because the demand for Early French Immersion (Kindergarten) registration exceeded capacity.
- As of April 12, 2024, there are 5 students on the waitlist for the Kindergarten for the 2024-25 school year.

### Early French Immersion 23-24 school year:

- For the 23-24 school year, French Immersion seats are still available to families wishing to enroll their child at the Kindergarten or Grade 1 levels.
  - As of April 12, 2024:
    - Whitehorse Elementary School has 3 seats available in Kindergarten and 3 seats in Grade 1.
    - Selkirk Elementary School has 5 seats available in Kindergarten and 4 seats in Grade 1.
- Since 2015-16, when the demand for Early French Immersion registration exceeded capacity, the department has used a lottery system for admission to these programs, run with Canadian Parents for French, a national network of parents, volunteers, and advocates dedicated to the promotion and creation of French-second-language learning opportunities for young Canadians.
- Every year since the lottery process has been in place, all students have been able to enroll in French Immersion in Kindergarten or Grade 1.

## **French Immersion – Programming, Enrollment and Staffing**

---

Education

### French Immersion teacher recruitment

- Part of the hiring process includes language testing by the French Language Services Directorate. They work closely with the Department of Education to ensure this testing is prioritized.
- As of February 22, 2024, we have 1.0 French Immersion teacher vacancy at F. H. Collins Secondary School. This teaching assignment is being covered by other staff on a temporary basis.
- Retention in French Immersion drops in high school, so the demand for French Immersion is currently forecasted to be met by the program at F.H. Collins Secondary.

### French Second Language Advisory Committee:

- The French Second Language Advisory Committee was formed in 2010 to strengthen French as a Second Language education in Yukon.
- This advisory body includes representation from the Department of Education, School Councils, Canadian Parents for French, school administrators and teachers.
- Education has committed to long-term planning for French as a second language programs and a vision statement has been created in Spring 2023 in collaboration with the French Second Language Advisory Committee.

#### **Approved by:**

**Mary Cameron**

**2024-04-17**

---

Deputy Minister, Education

---

[Date approved]



### Value:

- The Department of Education offers various supports to families when students leave their communities to attend school.

### Recommended response:

- The Department of Education works with staff and the Gadzoosdaa Advisory Committee to provide a safe, caring and enriching living environment for rural students in grades 10 to 12 who are pursuing learning opportunities in Whitehorse.
- We are committed to ensuring the program is effectively resourced and meeting today's needs and values – with a student-centered focus.
- In July 2023, the *Renewal Results and Recommendations* final report was presented to the Gadzoosdaa Advisory Committee and the Department of Education staff. A working group is currently actioning the presented recommendations.

### Additional response:

- To support relationships and stability for students and staff, staffing and recruitment is a key pillar of the program renewal.
- Staff positions have been filled as one-year term positions for the 2023-24 school year, to support stable positions for eligible candidates while having flexibility to address recommendations from the renewal. Other positions will be considered as part of the renewal working group.

## **Context—this may be an issue because:**

- Concerns have been raised about staffing levels and student safety at the residence.
- 

## **Background:**

### Staffing concerns

- In the fall of 2023, some staff at Gadzoosdaa felt that there was not an adequate staffing allotment to support programming for students in residence. Concerns related to permanent staff were covered with casual staff in the short term.
- In the fall of 2023, the department received concerns with regards to staffing and programming.
- Departmental staff subsequently met with Gadzoosdaa Residence staff and the Advisory Committee to better understand their challenges with service delivery and resourcing.
- Additional staff supports were immediately put in place to ensure effective program delivery. These additional supports will remain in place until the program renewal is completed.
- A program renewal, led by IRP Consulting with input from the Advisory Committee, Yukon First Nations, and the Department of Education was completed July 2023. It looked at areas such as the mandate of the residence, staffing, culturally relevant programming and student transportation.
- The annual operating budget of \$1.39 million has not been reduced and there is no intent to close the residence.
- Financial and human resource allocations at Gadzoosdaa have been and continue to remain stable.
- Budget staffing levels have been as follows:
  - 11.8 FTEs – 2019 to 2024
  - 10.8 FTEs – 2012 to 2018

### Gadzoosdaa Student Residence

- Students who are required to live outside their home community to attend school in Whitehorse may be provided with:
  - accommodation at the Gadzoosdaa Student Residence in Whitehorse, which includes a travel subsidy; or
  - certain travel subsidies to help offset travel costs to and from home communities during the school year.
- We are guided by the requirements of the *Education Act* and regulations, and we ensure that students receive the support they need in a fiscally responsible and equitable way.
- In January 2024, 28 students were registered for the second semester of 23-24 school year:
  - Atlin - 3
  - Beaver Creek – 1
  - Carcross/Tagish – 7
  - Carmacks – 3
  - Dawson – 4
  - Faro – 3
  - Ross River - 1
  - Teslin – 6

### Transportation allowances for rural students attending high school in Whitehorse

- Over the years, certain practices developed similar to 'transportation allowances', where rural students coming to Whitehorse to attend high school are reimbursed for the cost of travel to and from their home communities during the school year.
- The department clarified its legislated responsibilities in order to ensure consistent application of the requirements of the Student Transportation Regulations. The maximum amount payable prescribed in M.O. 2004/10 must be adhered to in all circumstances.
- The following principles are now being applied to travel subsidy requests:
  - Students staying at Gadzoosdaa Student Residence because a specific secondary school program is not available in their community, will be entitled to a travel subsidy for expenses they incur for travelling to and

from their home community during the school year, up to the maximum amount payable under M.O. 2004/10, or \$13.00 per day.

- Students moving to Whitehorse and staying in a private residence because a specific secondary high school program is not available in their community, and they were not able to stay in the Gadzoosdaa Student Residence are entitled to a travel subsidy. This does not apply if students are living with one or both parents in Whitehorse.
- Students who choose to come to Whitehorse to attend high school when a high school program that is appropriate to their needs is available in their community will not be entitled to a travel subsidy.

**Approved by:**

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Gender Identity and Health Curriculum**

---

Education

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation: refer to SSS03**

#### **Value:**

- It is a top priority to support healthy, active, safe, and caring learning environments in all Yukon schools.

#### **Recommended response:**

- Yukon's Physical and Health Education curriculum includes age-appropriate learning standards on physical literacy, health and active living, social and community health, and mental wellbeing.
- We work with educators, health experts, and community members to ensure we use up-to-date practices to create an inclusive school environment for all students.
- We appreciate the need for families to be aware of curriculum topics and invite parents to discuss the curriculum topics with their child's teacher or school principal.

#### **Additional response:**

- Students start to learn about sexual identity in Grade 4. Lessons include information about the physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.
- Teachers are provided with resources and professional learning about appropriate language and best practices to teach these learning standards inclusively.

## **Gender Identity and Health Curriculum**

---

Education

- Yukon's curriculum, resources, and professional learning for educators follow the department's Sexual Orientation and Gender Identity Policy, or SOGI policy, which promotes appropriate, respectful behaviour for all students, including 2SLGBTQIA+ students.
- To further support 2SLGBTQIA+ students, the Department of Education updated its Sexual Orientation and Gender Identity (SOGI) Policy, as outlined in the LGBTQ2S+ Inclusion Action Plan.
- We will continue to engage with students, educators and other members of the 2SLGBTQIA+ community as we work to implement and evaluate the updated SOGI Policy.
- The department has recently partnered with ARC Foundation, a charitable foundation supporting SOGI-inclusive educational practices in K-12 school settings, to implement the tools and resources of the SOGI 1 2 3 program to create more inclusive schools for students.
- Grade 4-7 Better to Know resources, previously known as SHARE, were previously reviewed. The revised resources were available to teachers beginning in the 2022-23 school year.
- We have implemented new training, developed through work on the Safer School Action Plan, in all schools to enhance student safety and raise awareness about appropriate adult behaviour.

---

### **Context – this may be an issue because:**

- Questions about the recently updated SOGI Policy are expected.
-

## **Gender Identity and Health Curriculum**

---

Education

### **Background:**

- Yukon government initiatives relate to gender identity and safety in schools. These include:
  - The LGBTQ2S+ Inclusion Action Plan committed the Department of Education to updating the Sexual Orientation and Gender Identity Policy.
  - The Yukon Strategy on Missing and Murdered Indigenous Women, Girls and Two-spirit+ People aims to address violence against Indigenous women, girls and Two-Spirit+ People.
  - The Department of Education's current work to update its policies and processes on safe and caring schools.
  - The work of the Communities of Inquiry in response to the Review of Inclusive and Special Education and the Review on School Attendance are creating new definitions of Inclusive and Special Education.

### Curriculum

- Content related to sexual health begins in kindergarten when students learn the proper name of all their body parts.
- With younger students, sexual health topics focus on general health and safety. In later grades, this content expands to include content such as topics related to pregnancy, the prevention of sexually transmitted infections and overall healthy sexual decision making.
- Topics related to sexual identity begin in Grade 4 where students learn about the physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.
- In grades 4-10, Physical and Health Education curriculum includes strategies for students to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings.

### Resources

- All schools are provided with the Better to Know resources.
- Video and teaching resources for Grades K to 3 are available for use in Yukon Schools.

## Gender Identity and Health Curriculum

---

Education

### Professional learning

- All Yukon Education schools that had a Professional Development Day on August 17, 2023 received professional development in Sexual Orientation and Gender Identity (SOGI) Inclusive educational practices to support their roles and responsibilities in the Sexual Orientation and Gender Identity (SOGI) Policy.
- The Departments of Education and Health and Social Services follow best practices in comprehensive sexual health education as taught by Options for Sexual Health (OPT BC) in Vancouver. Health and Social Services employs Certified Sexual Health Educators who have been trained through OPT BC. Many Yukon educators have received training for teaching classroom lessons from Certified Sexual Health Educators.
- Since September 2017, Education and Health and Social Services have held workshops at the majority of Yukon schools. Topics included:
  - Better to Know, or BTK (previously SHARE);
  - Comprehensive sexual health curricular competencies for various elementary grade levels; and
  - Grade K-12 comprehensive health learning standards.
- We have organized and delivered (and continue to do so) professional development workshops open to all Yukon teachers on sexual health education in collaboration with Health and Social Services. We have also worked with Health and Social Services to deliver professional development workshops to the nursing community who are closely involved in K-12 education.
- Teachers most recently engaged in professional development on sexual health resources in January 2024.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]



### Value

- We continue to work with school communities on planning for their short, medium and long-term facility needs.

### Recommended response:

- The Department of Education recognizes the importance of outdoor play and experiential learning opportunities.
- I recognize that the current state of the multi-use field presents challenges to accommodating the type of outdoor physical activities the school community wants.
- Following my site visit with the school council on June 14, 2023, the Department of Education and the Department of Highways and Public Works have identified the need for a feasibility study, which would determine what options would be available to transform the field to a more usable state for the students of Golden Horn.
- The feasibility study will be initiated this spring 2024.
- Once that report is finalized it will assist us in mapping out our next steps. In the meantime, the Department of Education has been working on additional projects to meet the school's needs.
- Outdoor educational opportunities and connection to outdoor spaces are an integral component of a child's education and we are committed to ensuring there are opportunities for outdoor learning and play at all Yukon schools.

**Additional response:** Additional projects at Golden Horn Elementary include the following:

- The accessibility bathroom has recently been completed.
- The health and safety concerns about the front landing of portable number one have been mitigated.
- A Stantec report identified several upgrades to the parent drop-off area, and at this time two of the projects have been completed, which include installing a speed table and signage.
- The damaged basketball hoop has been replaced.
- The asphalt repair in the basketball area has been completed.
- New flooring was installed in a portion of the school over the 2023 summer.

---

### **Context—this may be an issue because:**

- Members of the GHES school community and the opposition have expressed concerns about the state of the school's multi-use field.

---

### **Background:**

- Minister McLean and other Government of Yukon officials attended a walk through with the School Council to discuss concerns around the multi-use purpose field on June 14, 2023.
- Larger projects such as these are identified through a process with HPW and delivered through the Property Management Division Capital Development unit.
- Currently Education has confirmed school education infrastructure upgrade projects in the next few years that include a parking lot reconfiguration at École Émilie-Tremblay, site works and field drainage at Robert Service School, parking lot resurfacing at Saint Francis of Assisi, and parking lot improvements at Gadzoosdaa.

# Session Briefing Note

**TAB#SO05**  
**Spring 2024**

## Golden Horn Multi-Use Field

Education

Approved by:

Mary Cameron

2024-01-31

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Language, Culture and Heritage Revitalization in Yukon Public Schools: refer to FN03

#### Value:

- Our goal is to ensure all Yukon students have the skills and knowledge necessary for their transition into higher education, training, or the workforce – whatever their path may be.

#### Recommended response:

- All Grade 10-12 students follow the British Columbia (B.C.) Graduation Program requirements, including the requirement to complete four-credits in an Indigenous focused course.
- This Indigenous focused course graduation requirement came into effect in the 2023-24 school year. All Yukon schools are ensuring students have access to course offerings to meet this requirement.
- Another key graduation requirement for all Yukon students is completing the B.C. literacy and numeracy assessments in grades 10 and 12.
- These assessments demonstrate overall skills in literacy and numeracy, rather than the student's proficiency in a specific course.

#### Additional response:

- Students are required to earn a minimum of 80 course credits and complete the B.C. Provincial Graduation Assessments in numeracy and literacy to graduate.
- The BC government is committed to broadening the scope of the required Grade 10 social studies curriculum. This will ensure that when learning about discriminatory policies and injustices in Canada and around the world, all students in B.C. will also learn about the Holocaust as of 2025-26 school year.

- In alignment with BC, Yukon will also implement the updates to the scope of the required Grade 10 social studies curriculum to include explicitly teaching about the Holocaust.
- All Yukon School Authorities, including the First Nation School Board (FNSB), Commission scolaire francophone du Yukon (CSFY) and Yukon private schools must meet the same graduation requirements.

---

### **Context—this may be an issue because:**

- Completing 4 credits in an Indigenous focused course is a graduation requirement for students. There may be questions around how to meet this requirement, specifically regarding Indigenous languages.
- Questions may be asked about if there are differences between the graduation programs for Yukon public and private schools as well as between the school authorities – Yukon Education, CSFY or FNSB. There are no differences.

---

### **Background:**

- Students must earn at least 80 credits and complete the Graduation Assessments to graduate with a Dogwood Diploma - B.C.'s high school graduation diploma. Included in these 80 course credits is required 4 credits in an Indigenous focused course.
- Of the 80 credits required to graduate, 52 are required credits and 28 are elective.
- There are several ways for students to earn the 28 elective credits. These include:
  - External Credentials (credits earned through approved external bodies such as dance classes affiliated with Royal Academy of Dance)
  - Dual Credits (grade 11 and 12 students can take a post-secondary course and earn credit at their high school level and earn credit at that post-secondary institution towards a credential (i.e. a university degree))
  - Independent Directed Studies (students initiate their own area of learning expanding upon a Ministry-approved course, and receive credit.)
  - Locally developed courses (courses developed by a school and approved by a committee and taught by a Yukon certified teacher)

- In addition, a First Nations credit policy is currently being explored as an additional option for Yukon students to earn elective credits and to meet the Indigenous focused course graduation requirement.
- There are many ways for students to meet the requirement for Indigenous focused credits including B.C. curriculum Indigenous focused course offerings, Indigenous focused locally developed courses, or Indigenous languages at grades 10 –12 level,
- BC Indigenous languages are offered to students in grade 10-12 to meet the Indigenous focused course requirement. The importance of developing and implementing Yukon language courses that can also meet this requirement aligns with the Yukon First Nation K-12 Language Action plan developed by Yukon First Nations Education Directorate (YFEND) and First Nations Education Commission (FNEC); and also aligns with the Language and Culture pillar of Joint Education Action Plan (JEAP).
- The graduation assessments include a grade 10 numeracy assessment, a grade 10 literacy assessment and a grade 12 literacy assessment.
- French Immersion students and Francophone students must complete additional assessments to graduate with Dual Dogwood Diplomas.
- French Immersion students must complete a grade 12 French immersion literacy assessment and Francophone students must complete a Francophone literacy assessment at both the grade 10 and grade 12 level.
- Grade 10-12 classes have ongoing classroom assessments, such as final projects, learning portfolios, and exams. These are determined at the school level.
- No changes have been made to the requirements for the Adult Dogwood Diploma or Diplôme de fin d'études secondaires en Colombie-Britannique, both of which the Yukon follows.

**Approved by:**

**Mary Cameron**

**2024-02-29**

Deputy Minister, Education

[Date approved]

**Safer Schools Action Plan: refer to DPT13**

**Safer School Disclosures: refer to SPT12**

**Emergency Procedures and Public Notices: refer to SP03**

**Safer Schools Policies and Procedures: refer to DPT14**

**Autism Specialist Project: refer to SSS01**

**Child and Youth Advocate: refer to SI01**

## **Value:**

- There is nothing more important than the safety and protection of students when they are in our care.

## **Recommended response:**

- We have taken significant action with the Safer Schools Action Plan and will continue to address the issues that have been identified in the reports that we have received to date.
- We appreciate the work of all the organizations that have reviewed, reported, or made recommendations on the Hidden Valley School situation: the Child and Youth Advocate, the RCMP, the Ombudsman, and the department's independent reviewer.
- We also appreciate the involvement of our education partners and the education community to advocate for and help us to bring about changes.
- We have accepted all of the various report recommendations in principle and are committed to continuing system-wide corrective action.

## **Additional response:**

- We will continue to ensure the wellbeing of Yukon children remains at the centre of our decision-making and actions.
- The reports' recommendations have helped us re-examine, refine and enhance our existing commitments to ensure a strengthened student and child-centred approach.
- I continue to hold up the dedicated staff and parents at Hidden Valley Elementary School who are ensuring children feel connected, supported, and safe at school.
- A range of supports, including access to counselling, will continue to be available; no family will be left behind.

## **Additional response – Ombudsman Report:**

- We have accepted in principle the recommendations of the February 27, 2024 Ombudsman's Report regarding the Safer Schools Action Plan and will work towards continuous improvement with respect to communicating critical matters with school communities.
- We also agree with the conclusions of the September 2023 Ombudsman report about the communication failures in the government's initial responses to the 2019 incident at Hidden Valley Elementary School.
- The Government of Yukon and the RCMP acknowledged that mistakes were made in the response. We have apologized to parents at Hidden Valley Elementary and acknowledged that steps could have been taken to better inform and support parents following the incident.



## **Additional response – Child and Youth Advocate Report:**

- In November 2022 the department accepted in principle all of the recommendations in the Child and Youth Advocate Report.
- On October 12, 2023, we provided the Child and Youth Advocate's Office with our promised one-year response report detailing the progress that the Government of Yukon had made in implementing their recommendations.
- Our progress reflects that the work of the Safer Schools Action Plan has been implemented and integrated into the department and across the Yukon government. We will continue our efforts to make schools safer and more inclusive environments for all students.
- We appreciate the work of all the organizations that have reviewed, reported, or made recommendations on the Hidden Valley Elementary School incident. We have accepted all the various report recommendations in principle and are committed to continuing system-wide improvements.

## **Additional response – William Auclair-Bellemare court matter:**

- We are aware of the verdict for the current court matter regarding former Educational Assistant, William Auclair-Bellemare was delivered on October 13, 2023. In this court matter, William Auclair-Bellemare has been found not guilty of the charges for sexual offences against a student and acquitted on charges of invitations to sexual touching and forcible confinement.
- We will not be commenting further on these court matters and our priority remains on providing support for students, families and staff.

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

- We thank the dedicated staff at Hidden Valley Elementary School who are ensuring children feel connected, supported and safe at school.
- 

### **Context—this may be an issue because:**

- Part 1 of the report from the Ombudsman was publicly released September 7, 2023, and part 2 was publicly released February 27, 2024.
  - The Yukon government provided a one-year progress report to the Child and Youth Advocate on October 12, 2023.
- 

### **Background:**

#### Supports for families and staff

- We are working closely with the Hidden Valley administration and school community on their needs for the 2023-24 year.
  - The response to the school community is intentionally dynamic, as all children and families are unique in how they react to various experiences. We listen to the concerns to respond in an appropriate manner with the best direct supports.
  - Families and staff were provided information reminding them of the supports available on February 15, 2023.
    1. Each time court matters progress, or a report or response to a report is issued, such as the Rogers, Child and Youth Advocate Office, and Ombudsman reports, the Department notifies families and staff of the report and reminds them of supports available.
  - Supports continue to be available to families and staff. Examples include:
    1. Supports coordinated as needed via the School Community Consultant, school administration and staff to services through Family and Children's Services, Mental Wellness and Substance Use Services, and Victim Services.
    2. Staff presentations on services and supports available to them, including crisis counselling services through LifeWorks and information on the broader Employee and Family Assistance program.
-

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

- Staffing support was strengthened starting in 2021, and we've continued to provide this support in how we schedule, assign and support staff in their learning.
- We currently have a full-time Principal and a full-time Vice-Principal at the school.
- In the 2022-23 school year, we hired a dedicated Learning Assistance Teacher to serve students with neuro-diversity in a dedicated classroom, and to provide programming and direct teaching in collaboration with Educational Assistants, Administrators, families and fellow staff members.
  1. This teacher develops and implements Individual Educational Plans (IEPs) and ensures inclusion within the school community while facilitating ongoing communication with families.
  2. The department committed to continuing this program in the 2023-24 school year, and we are finalizing a commitment to its continuation for an additional two years.
- A clinical counsellor continues to be available to support students on an ongoing basis. Supports and referrals from the Child and Youth and Family Treatment Team can be available at the school and outside the school.
- Clinical counselling support is important; however, it is only one aspect of the comprehensive mental health approach we take in Yukon schools.

### Past Supports

- Mental Wellness and Substance Use facilitated a 6-session parent support group that involved evening sessions with a clinical counsellor and an outreach worker. This was held off-site to best accommodate the requests and privacy of families.
- Supports were available directly from Whitehorse-based private practitioner, Marie Fast who provides emotional support and counselling for families, helps participants to focus on self-care and well-being of their families, and helps parents to find ways to discuss relevant issues with their children.
- The Child and Youth and Family Treatment Team attending the school to monitor the needs of staff, students and families; providing service to parents and families; and delivering sessions on resilience and social-emotional skills for grade 5, 6, and 7 students.

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

### RCMP Report

- The Yukon RCMP requested a complete review of their investigation by the BC RCMP E Division Major Crimes Unit after acknowledging mistakes were made in their initial investigation. The RCMP's preliminary findings were distributed to all Hidden Valley parents and guardians, current and former.
- Under the Safer Schools Action Plan, the Yukon government committed to working with the RCMP to create a new inter-agency agreement for the investigation of child abuse and provide training for those responsible in each department. This work is complete.

### Safer Schools Action Plan

- For the Department of Education, key initiatives include:
  1. enhancing our screening and hiring processes;
  2. partnering with the Canadian Center for Child Protection for training on their Commit to Kids program that focuses on building awareness and response of adults working with children and youth on child sexual abuse prevention;
  3. partnering with Family and Children's Services to provide training to school staff on their Duty to Report;
  4. a new Student Protection Policy and procedures; and
  5. Post-Incident Communications Guidance, which outlines expectations for ongoing communication with families in various scenarios.
- In the 2022-23 and 2023-24 school years, we trained all school administrators and teaching staff on these policies and procedures and have built safer schools training into onboarding of new staff.
  6. In 2022-23 the Student Protection Policy training was provided to school staff on a professional development day. In this first year, over 800 educators, including administrators, teachers, Learning Assistance Teachers, school counselors, and educational assistants were provided orientation.

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

7. In addition, over 940 adults, who by virtue of their role, interact with students through school related activities, also completed the Commit to Kids Training, which focuses on the prevention of and response to child sexual abuse.
8. For the 2023-24 school year, school administrators have been provided training support to ensure that annual training occurs for all new and existing school-based staff.
9. Teachers on Call will be provided training on the Student Protection Policy and related procedures by March 31, 2024.
10. Further training is planned for all school community members working in school settings, including school councils and school boards during the 2023-24 school year.

### CYAO Report

- The CYAO released its Hidden Valley Elementary School Systemic Review of policies, protocols, and actions to ensure student safety and supports in October 2022. Education provided a formal response on November 23, 2022.
- The CYAO made 8 recommendations to the Department of Education, which were all accepted in principle.

### Independent Review

- Generally, the report finds the response from the government inadequate, and that communication should have been sent earlier.
- The report of the internal review from Amanda Rogers was delivered on January 31, 2022, and the Department and parents/guardians received the report at the same time as Amanda Rogers walked through the report and her recommendations.
- Recommendations (all accepted):
  - Implement a policy/process for interdepartmental cooperation for significant events and provide appropriate training.
  - Implement an Education policy for addressing school incidents including criminal allegations against employees.

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

- Provide better training for School Administrators and better onboarding of Education employees.
- Ensure computerized databases in all Yukon schools are capable of easily identifying families of students both past and present and information about EA assignments.
- Ensure School Administrators, Teachers and Staff are provided training in respect of their duty to report and document suspected abuse on an annual basis
- Develop and implement a policy in cooperation with the RCMP Re: information sharing and setting out the process for working together in the event a serious allegation of criminal conduct is levelled against an employee arising from or with a sufficient nexus to their employment.
- Fully implement the recommendations set out in the 2019 June Report of the Auditor General of Canada to the Yukon Legislative Assembly, especially those in respect of inclusive education for students who have special needs.

### Ombudsman Report: Part 1

- The Ombudsman released Part 1 of its report on September 7, 2023. The report agrees with the Independent Review that there was a communication failure and that the delay in informing parents about the sexual abuse allegations was “unwarranted, and unfairly denied the Parents any opportunity to take immediate and appropriate steps to help their children.”
  1. The Ombudsman concludes that the Department had a legal and policy obligation to report the matter to the Parents and that neither the Access to Information and Protection of Privacy Act, or the publication ban to protect the identity of the child victim, prevented the Department from informing the Parents at any point.
  2. The Ombudsman concludes that the Department only began sharing information with the parents because the matter became public through the media and the Department found itself having unexpectedly to respond.

### Ombudsman Report: Part 2

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

- The Ombudsman issued a report on February 27, 2024 that examined whether the Safer Schools Action Plan adequately addresses the issues identified in the first report.
- Hidden Valley Investigation Report Part 2 made eight recommendations. Recommendations (accepted in principle):
  1. Revise the 'Yukon School Post-Incident Communication Guidance and Procedures' (Post-Incident Comms Guide) to make clear its relationship to the 'Student Protection Policy: Preventing and Responding to Harm by Adults' (Student Protection Policy), the '9.11 Procedures for Preventing and Responding to Harm by Adults' (9.11 Procedures) and the 'Critical Incidents Response Guidelines' (CIR Guidelines), especially:
    - a) Their respective authorities, applications, purposes, principles, roles and responsibilities, and accountabilities;
    - b) How they interact and what their precedence is in respect of the Post-Incidence Comms Guide following the occurrence of an incident, and
    - c) What training is attached to this.
  2. Revise the Post-Incident Comms Guide by recasting part of it as a set of checklists outlining the steps that an individual in a school or within the Department must take to report an incident/allegation and communicate effectively with families after it occurs. These checklists should include:
    - a) A 'master' checklist for quickly determining the type of incident/allegation at hand
    - b) A set of 'incident/allegation' checklists, each addressing a particular type of incident/allegation;
    - c) A list of 'what information to include' on the reverse of each checklist; and
    - d) Concise information on where/how to hand-off to an interdepartmental responsibility (e.g., CIR Guidelines).
  3. Revise the Post-Incident Comms Guide to Include:
    - a) timelines of decisions and actions;

- b) a communications message example to parents that responds to an incident/allegation of sexualized abuse or other violent incidents involving a student at a school;
  - c) continuous improvement mechanisms and timelines (e.g., review on a regular basis, debrief after situations that have used it, etc.); and
  - d) a training regimen to learn about and apply it in crisis situations, including 'practice scenarios' to test its application and effectiveness.
- 4. Revise the Student Protection Policy, with appropriate revisions to the 9.11 Procedures and Post-Incident Comms Guide to:
  - a) designate someone, such as the ADM of Schools & Student Services, to be accountable for keeping the communications purpose on track (in respect of informing/not informing parents of an affected school) and actively report to the Department DM on its status, whether the consultation is at the Department or 'Critical Incident Group (CIG) level; and
  - b) require the Department DM to sign off on a final communications decision (to inform/not inform parents of an affected school) about an incident/allegation of abuse/harm to a student by an adult.
- 5. Work with the Executive Council Office Deputy Minister to revise the CIR Guidelines to provide for final approval by the lead' department deputy minister of the communications decision about a critical incident if the CIG is convened.
- 6. Revise any Action to include a list of relevant documents associated with that Action, and briefly explain how they tie together for purposes of operational priority and cross-referencing.
- 7. Identify a senior Department official whose authority is to ensure that the Action Plan is implemented, followed, and, periodically reviewed for effectiveness.
- 8. Develop and implement a comprehensive training regime for the purpose of addressing serious incidents and communicating with families that includes:
  - a) The Post-Incident Comms Guide (including its partial recasting as a set of checklists);



# Session Briefing Note

**TAB#SI06**  
**Spring 2024**

## **Hidden Valley School – Supports, Reviews-Investigations, Legal**

---

Education

- b) Associated legislations, policies, procedures and guidance documents; and
- c) Table-top exercises (e.g. practice scenarios, case studies) to test and validate policies, procedures and capabilities by identifying resource requirements, capability gaps, strengths, areas for improvement and potential best practices.

### William Auclair-Bellemare Charges

- In 2020, William Auclair-Bellemare was convicted of sexual interference in relation to a 2019 incident with a student at Hidden Valley Elementary.
- In October 2023, William Auclair-Bellemare was found not guilty of sexual abuse involving another student.
- The Crown stayed 4 additional charges against William Auclair-Bellemare for sexual offences against a student in February 2023.

#### **Approved by:**

**Mary Cameron**

**2024-03-18**

Deputy Minister, Education

[Date approved]

## **Hidden Valley School Playground**

---

Education

### **Value**

- We continue to work with school communities on planning for their short, medium, and long-term facility needs.

### **Recommended response:**

- Of significant importance to me is ensuring that all those who support the school community are working well together to ensure a great learning environment for students and staff, and that facility and outdoor needs are addressed.
- It is a priority of the Yukon government to continue to invest in school infrastructure and ensure our schools meet the demands of the unique school communities they serve.
- Over the 2023 Thanksgiving long weekend, the Department of Education installed new playground equipment that the school council purchased.
- A public tender was published and closed on January 24<sup>th</sup> for the supply and delivery of a larger playground structure at Hidden Valley School for the 2024-25 school year.
- The new equipment will be installed over the 2024 summer break and will augment the equipment purchased by the school council and installed by the Department of Education in 2023.
- Safe outdoor learning and play is an integral component of a child's education, and we are committed to ensuring these opportunities are available for students.

## **Hidden Valley School Playground**

---

Education

### **Additional response:**

- Work over the summer break in 2023 also included procuring a Gaga-ball court for the school grounds and upgrades to the Porcupine Neurodiversity Room to meet programming needs for the school.
- Yukon government is a proud supporter of Victoria Gold Yukon Student Encouragement Society's Every Student, Every Day funding program, and I look forward to hearing about how the Gaga-ball court supports the school.
- Yukon government performs periodic assessments of all play structures with the most recent being completed in fall 2022.

---

### **Context—this may be an issue because:**

- Two of the three wooden structures at Hidden Valley Elementary School were deemed in need of refurbishment and removed on July 2, 2023.
- The department worked with the school principal and determined that removing the two wooden climbing structures at the front of the school was the best option at the time.
- The superintendent works closely with the principal at Hidden Valley Elementary School to plan capital priorities for the school.

---

### **Background:**

- School council sent letters on this issue on June 16, 2023, July 17, 2023 and July 21, 2023.
- The superintendent met with the school principal and school council on July 13, 2023.
- The Assistant Deputy Minister spoke with school council chair on July 25, 2023 to let them know the department would fund the installation of the procured

# Session Briefing Note

**TAB#SO06**  
**Spring 2024**

## Hidden Valley School Playground

---

Education

playground equipment for the 2023-24 school year, as well as the playground and installation for the following year.

- On July 28, 2023, Education's Health and Safety Management Coordinator met with a school council member to discuss installation logistics for the playground. Together they mapped out where the new playground equipment would go and they included room for expansion in summer 2024.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

## **Housing for Teachers (in Communities)**

---

Education

### **Value:**

- The Government of Yukon recognizes that staff housing has a role in supporting the recruitment and retention of teachers in Yukon communities.

### **Recommended response:**

- Within available resources, we are continuing to assist staff in rural communities in meeting their housing needs.
- This is challenging and complex work as housing supply is limited, especially in rural communities.
- Currently there are 52 Yukon Housing Corporation units in the communities leased to teachers.
- An additional three units are leased by the department and sublet to teachers in a rural community.
- As well, three additional units are leased by the department from Yukon Housing Corporation for short-term accommodation needs in Pelly Crossing, Ross River and Old Crow.
- All other staff have private housing, which they either rent or have purchased themselves.
- Teachers' ability to receive extensions on staff housing gives them security and confidence.
  - The Department of Education, Yukon Housing Corporation, and the Public Service Commission created a solution in alignment

## **Housing for Teachers (in Communities)**

---

Education

with policy, where the department will recommend extensions annually on behalf of any teachers subject to renewal.

- This solution ensures that teachers will not receive notices of term end and supports the department's rural recruitment and retention strategy.

---

### **Context—this may be an issue because:**

- Teachers have expressed concerns around communication from YHC/PSC on the policy and process to request extension.
- Not all communities have housing options through Yukon Housing Corporation and have limited private housing options, such as Carcross. Some teachers have expressed concerns about having to commute long distances to attend work at their expense.
- Yukon Association of Education Professionals has voiced concerns publicly that housing is impacting the department's recruitment potential.

---

### **Background:**

- The Yukon Housing Corporation (YHC) manages Yukon government staff housing units in accordance with GAM Policy 3.30 Staff Accommodation.
- The policy for staff housing was revised in May 2019 with respect to eligibility, tenancy agreements and duration, rental rates, and assignment.
- In communities outside Whitehorse, there may be staff units provided by YHC. If this is not available, staff are required to find their own private accommodation.
- For communities that do have private market housing, we work with the school principal and contacts in that community to refer staff to available private housing.
- When YHC staff housing is not available in a community the department may provide an employee with improvements on terms and conditions of employment for a specific period (i.e., rent subsidy or additional relocation assistance). The department agrees to consult with the Yukon Association of Education Professionals.

# Session Briefing Note

**TAB#HR02**  
**Spring 2024**

## Housing for Teachers (in Communities)

---

Education

Approved by:

Mary Cameron

2024-01-31

---

Deputy Minister, Education

---

[Date approved]

## Housing Issues

## Yukon Housing Corporation

---

### Recommended response:

- Yukoners continue to face challenges across the housing continuum, including:
  - homelessness and a lack of access to housing with services;
  - a lack of affordable rental supply; and
  - high house prices and mortgage rates.
- Exceptionally high building costs and rising interest rates are creating significant challenges for new housing projects, for both Yukon Housing Corporation and its partners.
- The corporation's new strategic plan, Creating Home, will help transform affordable housing service delivery through the adoption of a more client-centred and collaborative approach that integrates supports and leads to better outcomes for Yukoners.

### Additional response:

- Across government, we are working with stakeholders to develop new land parcels, increase housing stock while also responding to the findings of the 2022 Office of the Auditor General Report on Housing.
- We continue to move projects forward that provide housing that meets Yukoners' needs.

---

### Context:

- The combination of high rental costs, limited affordable housing options, and difficulties in securing mortgages, continue to be a challenge for Yukoners.
- 

### Background:



## Housing Issues

## Yukon Housing Corporation

### General housing information in the Yukon

#### Homelessness

- At least 197 people were experiencing homelessness in the 2023 Whitehorse Point-in-Time Count. This included: 58% men; 38 % female; 4% other

#### Rental pricing

- As of April 2023, the median rent for units in Whitehorse buildings with 3 or more rental units was \$1,234. This is 2.8% higher than it was in October 2022. For rental units in all types of buildings, the median rent was \$1,353, and the vacancy rate was 2.0%. Within the renter population in Whitehorse:
  - 22.7% live in unaffordable housing;
  - 17.9% live in unsuitable housing; and
  - 10.5% live in inadequate housing.

#### Rental and vacancy rate, Yukon (YBS)

	<a href="#">April 2022</a>	<a href="#">April 2023</a>
Median rent (all types)	\$1,300	\$1,325
Vacancy rate (all types)	1.6%	2.2%

#### Housing Construction

- Residential building construction declined by 19.3% over the same period. Recent data indicate that there has been \$90.5 million in residential building construction in Yukon in 2023 (January to July). This figure represents a 13.6% decline from the same period in 2022.
- Labour shortages contribute to higher construction costs and are leading to lower residential construction output.<sup>1</sup>

#### House prices

- Yukon Bureau of Statistics real estate reports show that average house prices for single detached and condos have fallen for three consecutive quarters; however, house prices remain high and Yukoners face affordability challenges due to rising mortgage rates.
- Average House Prices (YBS)

---

<sup>1</sup> Northern Housing Report, 2023

## Housing Issues

## Yukon Housing Corporation

Type	Whitehorse Average House Prices		
	<a href="#">2022 Q3</a>	<a href="#">2023 Q3</a>	Change
Single-detached house	\$701,200	\$664,600	(-5.2%)
Condominium	\$459,400	\$426,600	(-7.1%)

### Yukon Housing Corporation Accomplishments

#### Creating Home – YHC new strategic plan

- Creating Home is the corporation's new 5-year strategic plan that will transform affordable housing service delivery through the adoption of a more client-centred and collaborative approach that integrates supports and leads to better outcomes for Yukoners and communities.
- The plan draws on a recognized framework intended to re-design and transform health care delivery, called the Quadruple Aim, and adapts it to housing.
  - This innovative approach to housing delivery will lead to better outcomes by:
  - improving the client and provider experience
  - strengthening community wellbeing; and
  - contributing to a sustainable future
- Creating Home represents a significant shift in how Yukon Housing Corporation operates and delivers housing services.

#### Capital builds recently completed by YHC or partners:

- 60 units completed between 21/22 and 22/23 by YHC
- **January 2024** – 3-unit mobile home delivered and prepared for occupancy for RRDC staff to help improve social conditions in the community.
- **August 2023** – two accessible, affordable duplexes in Mayo and Carmacks, YHC
- **July 2023** – a 12-bed men's shelter, Jëje Zho, in Dawson City, Tr'ondëk Hwëch'in
- **May 2023** – 9 unit Elders' complex, Vuntut Gwitchin First Nation
- **January 2023** – 87unit rental development in Whitehorse by Boreal Commons
- **January 2023** – 47unit build for in Whitehorse YHC
- **December 2022** –84-unit Seniors' Supportive Housing Facility, Normandy Living.
- **July 2022** –45-unit multi-use building, Cornerstone: Opportunities Yukon
- **June 2022** – triplex in Whitehorse, YHC
- **Summer 2022** –20-unit, Whistle Bend: Champagne and Aishihik First Nations

## Housing Issues

## Yukon Housing Corporation

---

- March 2022 – triplexes in Mayo and Watson Lake, YHC

### Underway or Upcoming housing capital projects for YHC and partners

#### YHC- Underway (24 units)

- 10 units in Old Crow (with HPW)
- 10-unit Watson Lake Housing First building
- 2-unit affordable duplex in Dawson
- 2-unit accessible duplex in Faro

#### YHC – Upcoming (118+ units)

##### Community housing:

- 34-unit building with 8 accessible units in Dawson
- 45+ unit building with 9 accessible units on 6<sup>th</sup> Avenue in Whitehorse (formerly Ryder Apartments)
- 10 units in Mayo
- 6-plex in Teslin
- 6-plex in Carcross
- 6-plex Haines Junction
- Accessible triplex in Whitehorse
- Accessible duplex in Ross River

##### Staff housing:

- Accessible duplex in Destruction Bay
- Accessible duplex in Pelly Crossing
- Duplex in Burwash Landing

### Rent subsidy programs to make life more affordable for renters and seniors:

- July 2023, the corporation acquired an additional 16 units for lease from Normandy, for a total of 26 units to lease to YHC clients through its rent supplement program.
- Since 2020, the corporation has supported over 300 households pay rent through the Canada-Yukon Housing Benefit. As of January 2024, 168 clients are receiving monthly support.

### Housing Issues

### Yukon Housing Corporation

---

#### Support for homeowners:

- June 2023 the Yukon government launched an \$8.25M flood recovery program for residents and businesses affected by flooding in the Klondike Valley. (Tab #19)
- April 2023, YHC launched the expanded Yukon Home Ownership Program which provides mortgages for qualified households to build and buy their homes across the territory, including Whitehorse.
  - The program is currently under review and scheduled for revision in the coming year.
- In 2020, YHC launched the revised Home Repair Program to support low to moderate-income Yukon homeowners to remain in their homes and age in place by providing funding to address mobility requirements, repairs, or core housing needs.

#### Support for new residential land development 2023:

- June 2023, the Government of Yukon partnering with the Government of Canada and the City of Dawson to develop [four new residential lots in Dawson City](#).
- February 2023 – 120 lots, including single family, multi-family and townhouse lots in Whistle Bend made available through public lottery.
- March 2023 Government of Yukon partnered with Liard First Nation on developing 43 new residential lots on Frances Avenue in Watson Lake.
- March 2023 – 74 residential lots in [Logan, Mayo, and in Whitehorse's Whistle Bend](#) made available through public lottery.
- November 2022, signed a loan agreement with Kwanlin Dün First Nation's (KDFN) arm's-length development corporation Chu Níkwän Limited Partnership (CNLP) for a new residential land development project at [Copper Ridge West in Whitehorse](#), the first large-scale residential land development on settlement land in the Yukon. An amended loan agreement was signed August 2023 with Chu Níkwän for the same development.

#### Approved by:

\_\_\_\_\_  
President, Yukon Housing Corporation

February 1, 2024  
Date approved

## **Session Briefing Note**

### **Inflation and Affordability**

#### **(Corporate Note)**

---

Finance

#### **Recommended:**

- Inflation has continued to improve in recent months, but all Yukon households continue to see their budgets stretched by elevated prices, with lower-income households often feeling the worst effects.
- The Government of Yukon continues to track inflation and its impact on Yukoners, so that we can take steps to ease the burden.
- As inflationary pressures continue to lessen, efforts to make life more affordable for Yukoners and to help industry are shifting from short-term assistance to measures with the potential to provide longer-term benefits, such as actions to improve home affordability.

#### **Additional response:**

- This year's Budget continues to support Yukoners by making sure they can access essential services at prices they can afford.
  - The Budget includes massive investments to advance affordable housing projects across the Yukon. From the Housing First Project in Watson Lake, the Ryder Apartments in Whitehorse, and the Korbo Multiplex in Dawson, the Yukon government will be taking action to build more affordable homes for Yukoners, especially those in vulnerable situations.
  - There is also over \$42 million in continued funding for early learning and child care in this Budget. This includes funding for the universal child care program, which has reduced child care fees to less than \$10 per day on average.

## **Session Briefing Note**

### **Inflation and Affordability**

#### **(Corporate Note)**

---

- o We are also making life more affordable and leading the nation with our Yukon-wide dental program, which will see \$5.4 million in continued funding for 2024-25.
  - o To make sure that more people have the option of staying home when they are sick, we have extended the Temporary Paid Sick Leave and included the necessary funding to do so in this Budget. We have also extended the Interim Electrical Rebate, which will provide welcome relief from power bills to Yukoners across the territory.
- These are just a few examples of the many programs and initiatives that will continue to support Yukoners this year.
- The Yukon's minimum wage has also been responsive to price changes, as its annual change is tied to inflation in the year prior. After growing 6.8 per cent in 2023, the minimum wage is scheduled to grow a further 4.9 per cent to \$17.59 per hour as of April 1, 2024. The new minimum wage would represent the second highest wage in Canada, behind only Nunavut's minimum wage of \$19.00 per hour.
- Higher inflation impacts various Government of Yukon programs through indexation, including:
  - o Subsidies for medical travel
  - o The Yukon Child Benefit
  - o Social Assistance Payments
  - o Student Financial Assistance
  - o Seniors' benefits
  - o The Pioneer Utility grant

## **Session Briefing Note**

### **Inflation and Affordability**

#### **(Corporate Note)**

---

- o The Comprehensive Municipal Grant Regulation
- o The minimum wage
- o Residential rent caps
- o The tobacco tax rate

#### **Context—this may be an issue because:**

- Inflation has fallen from historical highs but remains elevated in Canada and in the Yukon.
- While improved, energy prices remain elevated, and food and shelter costs continue to be prominent drivers of overall inflation. These are all areas where higher prices are more obvious to consumers.
- Housing affordability has been a concern in the Yukon for several years.
- After more than a year of local inflation being among the highest in Canada, growth in the Whitehorse CPI trended down throughout 2023 and was once again below the national inflation in the last three months of 2023.
- Higher earnings were reported across most industries in 2023, and several industries reported earnings growth more than 2023's average inflation of 4.9 per cent. Even as some industries had earnings gains outpace inflation, earnings growth of 2.8 per cent in the industry total fell short of the overall increase in prices in 2023.

---

#### **Background:**

##### **Inflation – Recent performance and outlook**

- Early in the recovery from the COVID-19 pandemic, some price pressures were slower to materialize in the Yukon than in other parts of the country, as inflation for Whitehorse was amongst the lowest in Canada in the first half of 2022.

## Session Briefing Note

### Inflation and Affordability (Corporate Note)

---

- Robust price growth in the CPI components of food, shelter and recreation, education and reading material were key drivers of overall inflation in 2023.
- Actions taken by the Bank of Canada to rein in inflation by cooling the Canadian economy appear to be having the desired effects. The national labour market has softened, consumer spending has slowed, and real GDP has leveled out. Following ten increases in the overnight rate since March 2022, discussion among many analysts has shifted towards the timing of rate cuts.
- The Bank's efforts to tame inflation look to have set the stage for a soft landing for Canada, as inflation is trending down without an accompanying sharp downturn in economic activity. Weaker energy prices and improving supply chains have also helped contribute to a much-improved national inflation picture.
- Prior to the recent period of elevated inflation, prices in the Yukon had generally tracked close to the national trend. After averaging 3.9 per cent in 2023, the Bank expects national inflation to fall to 2.8 per cent in 2024 and 2.2 per cent in 2025. As price pressures continue to recede, a similar story is expected locally with growth of the Whitehorse CPI forecast to fall from 4.9 per cent in 2023 to 3.0 per cent in 2024 and 2.5 per cent in 2025.

#### PROGRAMS AND OTHER MEASURES THAT SUPPORT AFFORDABILITY

Projects under the Five-Year Capital Plan supporting housing affordability (Yukon Housing Corporation)

- The **Old Crow 10-Plex Mixed-Use Housing** facility will be completed and will be ready for residents to start moving in by March 2024.
- Construction of the **10-plex Housing First Project in Watson Lake** began in the summer of 2023. It is scheduled to be completed in the fall 2024.
- Construction of the **Faro and Dawson Duplex** projects started in summer 2023 and are scheduled to be complete in early 2024.



## **Session Briefing Note**

### **Inflation and Affordability**

### **(Corporate Note)**

---

- The **Korbo Multiplex in Dawson** is in the design phase. This project will deliver approximately 34 new housing units.
- The old **Ryder Apartments in Whitehorse** was demolished in December 2023 and plans are underway to replace it with a new multi-family affordable housing complex. The project is in the design phase and is anticipated to deliver over 45 new units.

#### Universal Child Care Program (Education)

- Universal child care is available to all Yukon families using licensed child care spaces. The universal child care program has reduced fees to less than \$10 per day on average for families across the Yukon.

#### Dental Care program (Health and Social Services)

- The Yukon's Dental Program was launched in 2023 and provides \$1,300 per year in dental benefits to Yukoners without dental coverage. The program will cover dental treatments necessary to relieve pain and infection, prevent disease, treat cavities, and restore chewing and social function. It will also offer full coverage for preventive care, such as routine dental cleaning.

#### Paid sick leave program (Economic Development)

- On April 1, 2023, Economic Development launched the Paid Sick Leave Rebate. The program will run for two 12-month blocks:
  - April 1, 2023 to March 31, 2024; and
  - April 1, 2024 to March 31, 2025
- The Paid Sick Leave Rebate is a temporary program that offers up to 40 hours of paid sick leave to employees and self-employed Yukoners that earn less than the average private-sector wage of \$33.94/hour. The program includes all illnesses (and injuries not covered by any other Act, benefit, or program). The program is available to employees regardless of whether their employer offers paid sick

## Session Briefing Note

### Inflation and Affordability (Corporate Note)

---

leave, though employees must use all paid sick leave available to them through their employer before they are eligible for the Paid Sick Leave Rebate.

#### Yukon Child Benefit (Finance)

- The Yukon Child Benefit provides monthly payments to modest and low-income households who have children under 18. The maximum benefit per child is now tied to inflation, starting in the 2023–24 budget year.

#### Yukon Seniors' Income Supplement (Health and Social Services)

- The Yukon Seniors' Income Supplement provides a monthly income supplement for eligible Yukoner senior's receiving Old Age Security (OAS) and the Guaranteed Income Supplement (GIS) from the federal government. This amount is adjusted for inflation in October each year.

#### Inflation Relief Rebate and Interim Electrical Rebate (Yukon Development Corporation)

- The Inflation Relief Rebate, a \$50 rebate that is automatically applied to electrical customers' bills, was a temporary measure to address inflation. The Inflation Relief Rebate was most recently applied to all ATCO Electric Yukon and Yukon Energy bills for November and December 2023 and January 2024.
- The Interim Electrical Rebate continues to provide residential electrical customers with a maximum rebate of \$22.62 per month based on the electricity they consume, up to 1,000 kilowatt hours (up to \$271.44 per year). This affordability measure has been extended to March 2025.

### Other Government initiatives

#### Initiatives under Health and Social Services:

- Engagement on the Yukon's Social Assistance rates started in late summer 2023 with clients on Social Assistance.
- While the review is underway, the department is providing a \$100 monthly increase to eligible Social Assistance recipients.

# Session Briefing Note

## Inflation and Affordability (Corporate Note)

---

- To offset inflationary cost of living increases and provide sufficient financial resources to meet the needs of children placed in their care, the department is providing a 10 per cent increase to monthly payments to caregivers of children in out of home care, on top of the annual indexed increase.
- During the 2023-24 fiscal year, a 16.46 per cent rate increase for community and extended family caregivers was provided. The rates are as follows:
  - o Whitehorse: \$46.86 per day
  - o Rural Communities: \$50.16 per day
  - o Old Crow: \$86.40 per day

### Comprehensive Municipal Grant (Community Services)

- The Comprehensive Municipal Grant is how the Government of Yukon directly funds municipal governments. This core funding supplements municipal resources and pays for vital services, like the provision of fresh drinking water, the collection of solid waste and recycling, recreation programming and other services as required under the Municipal Act and other legislation.
- The high inflation seen in 2022 (6.8 per cent) will increase the grant payments to be provided in April 2024. This will result in a \$2.3 million increase for Yukon municipalities with overall contributions of over \$24.5 million for fiscal year 2024/25.

### Energy retrofits and funding to improve efficiency and offset costs (Energy, Mines and Resources)

- Our energy programs are successfully encouraging Yukon residents and local businesses to reduce their energy use, save money and choose low carbon options to live and move.
- Energy efficiency rebate programs are available for the transportation sector, renewable heating sector, and the construction sector focusing on high efficiency buildings.

## **Session Briefing Note**

### **Inflation and Affordability**

### **(Corporate Note)**

---

- For existing homes, the Energy Branch offers the Good Energy rebate program for high performance heating systems and upgrades to thermal enclosures including insulation and windows, and high-performance new homes. Taking these measures will save homeowners money on their energy costs.
- Between January 1, 2018, and December 31<sup>st</sup>, 2023, 221 high-performance retrofits to residential, commercial and institutional buildings have been completed across the territory.
- Innovative programs like the Better Buildings Program that offer up-front funding, combined with our Good Energy rebates, make energy retrofits more accessible and affordable for Yukoners.

#### Support to the forestry industry (Energy, Mines and Resources)

- To help increase the supply of firewood, over the past two years the Yukon government has offered an incentive to timber harvesters. In 2022-23, the Government of Yukon distributed \$315,000 to 33 Yukon businesses. The program has contributed to an increase in timber harvest volumes.
- In fall 2023, the Government of Yukon and the Canadian Northern Economic Development Agency combined financial contributions to launch the \$200,000 Forestry Support Program. The program is helping to enhance operational safety and resilience by allowing commercial harvesters and retailers to purchase or repair things like harvest equipment, vehicles, trailers, and personal protective equipment.
- We have distributed over \$170,000 through this program and anticipate exhausting the funds by the application deadline of March 31, 2024.

#### Temporary Landlord Assistance Program (Economic Development)

- Vacancy rates in the local rental market remain very low. The Government of Yukon is committed to encouraging landlords to remain in the residential market. To help support this, the department of Economic Development introduced a temporary Landlord Assistance Program in November 2023.

# Session Briefing Note

## Inflation and Affordability (Corporate Note)

---

- The program is available to all Yukon residential landlords who rent out accommodations to which the Yukon's Residential Landlord and Tenant Act applies and who rented out accommodation in 2023. The program provides a one-time, per-unit payment of \$338 for 2023.

### Government initiatives indexed to inflation

- Higher inflation impacts various Government of Yukon programs through indexation, (indexation is updated each April unless otherwise noted), including:
  - o Comprehensive Municipal Grant Regulation (with a one-year lag)
  - o The minimum wage
  - o Subsidies for medical travel
  - o Pioneer Utility grant
  - o Residential rent caps
  - o Seniors benefits (updated each October)
  - o Social Assistance Payments (updated each November)
  - o Student Financial Assistance (updated each school year)
  - o Tobacco Tax is updated each January
  - o Yukon Child Benefit (July)

### **Covid-19 and other temporary inflation relief measures no longer in place:**

#### **Tourism and Culture:**

##### **COVID-19 Business Relief Programs**

- In response to the COVID-19 pandemic, the Government of Yukon acted quickly and decisively by implementing one of the most robust business relief programs in the country. This began with the Yukon Business Relief Program (YBRP) in 2020, which was open to any business from any sector that experienced at least a 30 per cent revenue loss due to the pandemic.

## Session Briefing Note

### Inflation and Affordability (Corporate Note)

---

- In that same year, Tourism and Culture (T&C) also launched the Tourism Relief and Recovery Plan (TRRP), which was reviewed and endorsed by the Yukon Tourism Advisory Board (YTAB) and industry.
- The Tourism Relief and Recovery Plan committed \$15 million over 3 years to support the tourism sector and was focused on 4 key themes:
  - Providing tourism sector leadership;
  - Rebuilding confidence and capabilities for tourism;
  - Supporting the recovery of tourism industry operators; and
  - Refining the brand and inspiring travelers to visit.
- Through the TRRP, various financial support programs were rolled out during the course of the pandemic to sustain the tourism industry and prepare it for the eventual reopening of borders, including:
  - Tourism Accommodation Sector Supplement (TASS);
  - Tourism Non-Accommodation Sector Supplement (TNASS);
  - Culture and Tourism Non-profit Sector Supplement;
  - Great Yukon Summer (GYS) program;
  - Great Yukon Summer Freeze program;
  - ELEVATE program; and
  - A top-up to the Tourism Cooperative Marketing Fund (TCMF).

#### **Health and Social Services:**

- a one-time \$150 payment to social assistance recipients;
- a one-time payment of \$150 to Yukon Seniors Income Supplement recipients;
- a one-time 10 per cent additional payment to Pioneer Utility Grant recipients;

**Session Briefing Note**  
**Inflation and Affordability**  
**(Corporate Note)**

---

- a 6-month extension of \$500 per month to caregivers of children in out of home care; and
- a commitment of \$100,000 to Yukon Anti-Poverty Coalition to continue to support food security across the territory.

**Approved by:**

February 28, 2024

\_\_\_\_\_  
Deputy Minister, Finance

\_\_\_\_\_  
Approved

## Integrated Outcome Strategy for Yukon Learners Development

---

Education

### Values

- We continue to work with Yukon First Nations and partners to monitor and improve student outcomes by identifying and analyzing root causes that can negatively impact a student's learning.

### Recommended response:

- The Department of Education is in the process of developing a 10-year Integrated Outcome Strategy for Yukon Learners.
- We are engaging with our partners, in particular with the First Nation Education Commission and the Advisory Committee on Yukon Education, prior to finalizing the strategy, in order to ensure we are taking the time to do this work in a good way.
- The Integrated Outcome Strategy for Yukon Learners will help us better understand what students need to thrive. It will also help us make better decisions based on facts and current data.
- Over the past year, IRP Consulting led an extensive engagement with Yukon First Nations and the broader education community. The feedback from this engagement forms the foundation of our strategy.
- The strategy aims to address the longstanding gaps in student performance and improve outcomes for Yukon students, including First Nations students, rural students, and students with diverse learning needs.



## Integrated Outcome Strategy for Yukon Learners Development

---

Education

### Additional response:

- The strategy will help us develop a deeper understanding of how we can best support students and make evidence-based decisions that ensure all students have an opportunity to succeed.
- Education staff are committed to doing this work in a good way: with kindness and supportiveness, taking the time to listen, learn, and understand.
- All initiatives in Education - including in schools and in our central services - will align with the values and intentions of the strategy.
- We highly value our collaborative work with Yukon First Nations, the First Nation School Board, the Chiefs Committee on Education and the Yukon First Nation Education Directorate to improve outcomes for Indigenous students.

---

### Context—this may be an issue because:

- In the 2019 audit, the Auditor General identified achievement gaps between rural and urban students, as well as Yukon First Nations and non-First Nations students.
- The 2023 Mandate letter states the Minister of Education's work includes "... [f]inalizing the development of a Student Outcome Strategy for implementation to address the long-standing gaps in student performance and improve outcomes for students in the Yukon, including First Nations students, rural students, and students with diverse learning needs."

---

### Background:

- Recommendation #42 from the 2019 audit, states "The Department of Education should develop and implement a strategy to address the long-standing gaps in

### Integrated Outcome Strategy for Yukon Learners Development

---

Education

student performance and improve student outcomes, particularly those of Yukon First Nations and rural students.”

- In response, the Department of Education committed to “collaborate with Yukon First Nations governments... to develop and implement an outcome management improvement strategy for the Yukon education system.”
- The Yukon First Nation Education Commission (FNEC) provided a clear preference for the department to work on a government-to-government basis with individual First Nations.
- The Department of Education continues to work with FNEC and the Advisory Committee on Yukon Education on the Integrated Outcome Strategy for Yukon Learners, which is expected to be finalized for the 2024-25 school year.

**Approved by:**

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## Value

- International students are an important part of Yukon's diverse social and economic fabric, and we will continue to support our Designated Learning Institutions who offer quality learning opportunities.

## Recommended response:

- Yukon University and Alkan Air Flight School, Yukon's two Designated Learning Institutions, offer high-quality opportunities for international students to study.
- We have finalized the process to meet the new operational requirements under the International Student Program in collaboration with both organizations.
- As of April 8, 2024, the Department of Education has issued 31 attestation letters. These letters are sent to the applicant's Designated Learning Institution, who then provide the letter directly to the student.
- Yukon's allocation meets our international student objectives and positions the territory for measured and sustainable growth, to ensure a diverse student population of Yukoners, out-of-territory, and international learners.

## Additional response: Attestation letters and ongoing process

- Taking a client-centered approach, the Department of Education will issue the required attestation letters to Yukon University and Alkan Air Flight Academy on behalf of students and be the primary intermediary with the Government of Canada and institutes in respect to reporting requirements.

## **International Student Cap (EDU/EcDev)**

---

Education

- To ensure the safety of any additional personal information collected throughout this new process, a Privacy Impact Assessment has been completed and Information Sharing Agreements between the Department of Education and the Designated Learning Institutions have been signed.
  - Education will continue to participate in meetings with provincial and territorial counterparts as the new requirements are implemented, ensuring Yukon's unique interests are brought forward.
- 

### **Context—this may be an issue because:**

- There will be questions about Yukon's allocation and potential impacts on the international student body.
- 

### **Background:**

- Immigration, Refugees and Citizenship Canada (IRCC) announced changes on January 22, 2024, to the International Student Program (ISP) that would cap to the number of international student permits issued to provinces and territories for 2024 and 2025 (two-year temporary measure).
- The cap is based on a zero net-growth model. To achieve this target, the national cap was set on study permit applications at approximately 600,000, resulting in about 360,000 study permits approved in 2024, a 35 percent reduction from 2023, at current approval rates.
- The goal of assigning a cap is to help manage volume growth and improve the integrity of the International Student program.
- IRCC has stated that they will allocate a portion of the cap to each province and territory based on population.
- In addition to the cap, each study permit application will require an attestation letter from the province or territory in which they will be studying. Provinces and territories are expected to establish a process for issuing these attestation letters

## **International Student Cap (EDU/EcDev)**

---

Education

and for distributing the allocation among its designated learning institutes (DLIs) by March 31, 2024. Yukon went live on this process March 28, 2024.

- Canada has proposed Yukon's allocation target at 417 study permit applications, which could result in up to 250 study permits issued based on current approval rates. This is in addition to those international students exempted from the allocation (K-12, family members of study- and work-permit holders, and those studying at the masters or doctoral levels).
- The Number of Study Permit Applications received by IRCC and Canada Border Services Agency between January 1, 2023, and December 31, 2023, was 135 international students and therefore our allocation exceeds current enrollment.
- Students apply directly to IRCC for study and work permits. Under the new requirements, a student must provide a letter of acceptance from an institute and a provincial [territorial] attestation letter at the time of applying for a study permit thereby confirming they are within the jurisdiction's cap.
- Many international students hold jobs on and off campus, supporting Yukon's local labour market. The new changes in respect to spousal work permits are not anticipated to negatively impact Yukon's workforce as most international students are single.

**Approved by:**

**Mary Cameron**

**2024-04-09**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

Education

#### **Value:**

- All students and staff have the right to a safe and inclusive learning environment.

#### **Recommended response:**

- In the fall of 2021, allegations were raised about the use of holds, restraints and seclusion at Jack Hulland Elementary School.
- We continue to communicate to families, caregivers and staff a wide range of free-of-charge supports, as we navigate these complex matters.

#### **Investigations and legal matters—holds and restraints:**

- As an employer, we have an obligation and are committed to learning more about the conduct of our employees and what happened.
- We fully cooperated with the RCMP's criminal investigation, which has been completed, pending their final report being shared with the Public Prosecution Service of Canada.
- We are also working with the Department of Justice on the civil lawsuit. Given this is an ongoing matter before the courts, we will not be commenting on the specific allegations outlined in the statement of claim.
- These matters are complex and of a most serious nature and will take time to complete.

#### **Managing student behaviour:**

- We have trained all Yukon administrators, teachers and staff on new policies and procedures for preventing harm to students as part of the Student Protection Policy.

### **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

Education

- We will continue to offer regular training sessions on non-violent crisis intervention, which is the standard for managing student behaviours in a positive manner.
- We have clarified expectations for staff at Jack Hulland Elementary School about the use of holds, restraints and seclusion when managing student behaviour. The use of seclusion is unacceptable and physical holds or restraints are to be used only by persons trained and certified in non-violent crisis intervention (module 6) and only when there is imminent risk or serious physical harm to students and others.
- In addition, we have increased oversight on Workplace Risk Assessments (WRAs). A Workplace Risk Assessment must be completed any time a hold occurs.
- We have made a commitment to significantly increase school-level supports to strengthen student learning and wellbeing. This includes the addition of 81 new full-time student support positions over the next three years, subject to legislative approval, and a \$1 million investment in student support initiatives.
- We will ensure both students and staff are supported to uphold safe and inclusive learning environments.

#### **Requests for student records:**

- The Department of Education fully cooperated with the RCMP during their investigation and preparation of their final report.
- All student record requests that were on hold due to the RCMP investigations have been completed.

### **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

- Any further questions regarding the concluded RCMP investigation should be referred to the RCMP.

#### **Administration / supporting staff:**

- There is a dedicated team of teachers and staff at Jack Hulland school, and the administrative team is focused on moving the school forward in a good way.
- Since November 2021, we've maintained communication with the school community, providing regular updates and sharing information when we are able.
- We've provided information on support and encouraged families to reach out to the RCMP with any information that may be relevant to their investigation.
- A range of free-of-charge and confidential support continues to be available to the school community.
- We will continue to work with the school administration and school council on staff support and initiatives.

#### **Communications:**

- We will continue to communicate information as it becomes available and where we are able to.
- We continue to remind and encourage families and staff of the resource support available to them, including a dedicated support person that is available to help families navigate the information and support that is available.



### **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

Education

#### **Child and Youth Advocate Office:**

- We are working with the Child and Youth Advocate on a case-by-case basis to directly support past and present students and families of Jack Hulland School.
- We will continue to provide updates to the Child and Youth Advocate on the government's ongoing response.

---

#### **Context—this may be an issue because:**

- On September 11<sup>th</sup>, 2023 the RCMP informed the JHES School community they have concluded their investigation and will forward their final report to the Public Prosecution Service of Canada when it is complete.
- A statement of claim was filed on October 31, 2022, naming the Yukon government and JHES School Council as defendants. The JHES School Council was subsequently dropped from the claim.
- A decision released September 6, 2023, certified the claim as a class action.

---

#### **Background:**

- In November 2021, the Area Superintendent received information from the acting school principal that there could be school-wide physical abuse of students through inappropriate use of holds and isolation rooms as a means to restrain and address student behaviour.
- Violence at the school has previously been described as student-to-student and/or student-to-teacher and largely focused on a shared resource program that supports students with behavioural needs (Grove Street program).

### **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

Education

- RCMP and Family and Children's Services were engaged on November 19, 2021. Production orders for records were completed to RCMP's satisfaction.
- A law group was engaged to conduct the employer's fact-finding investigation using duplicate copies of all the same materials that were disclosed to the RCMP, including Workplace Risk Assessments and other reports involving the use of holds and isolation rooms produced over the last 5 years. A Workplace Risk Assessment must be completed and submitted to the Student Support Services Unit when students demonstrate escalated behavior that may be harmful to others.
- The initial findings from the law group received in April 2022, suggested concerns that holds, restraints and seclusion were not used as a last resort or in situations of imminent danger, but rather for matters of non-compliance or not following the direction of staff.
- As the employer, we have an obligation to learn more and will do so.
- Education provides Nonviolent Crisis Intervention training – an industry standard training – to school staff to provide them with the tools to de-escalate situations and protect themselves and others from student outbursts.
- In May 2022, the Deputy Minister of Education provided staff at Jack Hulland Elementary School with a letter clarifying the employer's expectations of Educators in respect to managing student behavior.
- On May 5, 2022, information was also shared with families, and a meeting was held with participation from Victim Services, Family and Children's Services, Family Resource Unit, and Mental Wellness and Substance Use Services.
- A statement of claim was filed on October 31, 2022, to the Yukon Supreme Court by two plaintiffs and their guardians against the Department of Education and Jack Hulland Elementary School Council for holds and involuntary seclusion by school staff.

# Session Briefing Note

**TAB#HOT04/SI07**

**Spring 2024**

Education

## **Jack Hulland – Grove Street Concerns and Investigation around Holds, Restraints and Seclusion**

---

- Legal counsel for the Department of Education has filed a defense to the class action lawsuit that was submitted in mid-February 2023.
- In May 2023 the Yukon Supreme Court agreed to dismiss the action against the school council.
- June 26 – 29, 2023 a hearing was held to determine if the lawsuit should be a class action.
- September 6, 2023, the lawsuit was certified as a class action on behalf of all students "who were subject to holds and restraints and who were locked in a room and/or placed in seclusion" at the school between Jan. 1, 2007, and June 30, 2022 except for individual accusations of assault and confinement.
- The RCMP have concluded their investigation and are in the process of preparing a final report to be filed with the Public Prosecution Office of Canada.

**Approved by:**

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### **JEAP Implementation and Agreement Renewal**

---

Education

#### **Value:**

- We want to ensure that Yukon schools are meeting the needs of Yukon First Nations students and offering all students opportunities to learn about Yukon First Nations ways of knowing, doing and being in all Yukon schools.

#### **Recommended response:**

- We continue to collaborate with Yukon First Nations to implement actions that support the priorities of the Joint Education Action Plan 2014-2024. The four priority areas include
  - K-12 Culture and Language;
  - Authority, Control and Responsibility;
  - Sustainability, Supports and Success; and
  - Closing the Academic Achievement Gap.
- The Government of Yukon is committed to the implementation of the Joint Education Action Plan, some actions to date include:
  - continuing to work with Yukon First Nations on a government-to-government basis at the community-level to address education priorities in their Traditional Territory, often through an education or funding agreement. In 2023-24 we committed \$1.83 million to support this work with 14 Yukon First Nations.
  - continuing work with the Yukon Native Language Centre, providing \$1.19M in funding to support the revitalization of Yukon First Nation languages and provide training and supports for Yukon First Nation language teachers in Yukon schools.

## **JEAP Implementation and Agreement Renewal**

---

Education

- allocating \$2.6 million to specifically support language initiatives within the schools in 2023-24.
- Finalizing a student data sharing Memorandum of Understanding and data working group with Yukon First Nations and currently working on updating this work.
- providing \$735,000 to the Yukon First Nation Education Directorate to support their work on JEAP and administering the First Nation Education Commission
- working with First Nation governments and other partners to deliver and enhance early learning child care program in the Yukon.
- launching the Ready-to Learn Schools initiative in Fall 2022 in schools across the Yukon,
- working with Yukon First Nations to develop and implement curriculum, resources and training to support localized and culturally inclusive school programming and learning about Yukon First Nations.

### **Additional response:**

- The establishment of the First Nation School Board with eleven schools now operated by the First Nation School Board is a key example of Yukon First Nations reclaiming authority and control over education, a key commitment of JEAP.
- The First Nation School Board is provided the following funds to support the implementation of JEAP:
  - \$1.2 million for language teachers in the schools; and

### JEAP Implementation and Agreement Renewal

---

Education

- \$6.8 million in additional funding to support the First Nation School Board initiatives around student supports, including culture, language, heritage, indigenization of the curriculum and community committees.
- The Government of Yukon looks forward to working with Yukon First Nations and Canada as partners in the joint renewal of JEAP.
- It's an exciting time in education, the past few years we have seen unprecedented change, and I look forward to seeing where we can go next.

---

#### Context—this may be an issue because:

- The 2019 audit recommended that the Department of Education should meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete those that remain.

---

#### Background:

- The four priority areas in the Joint Education Action Plan, or JEAP, remain relevant, and they will continue to be prioritized and addressed through collective and community-level agreements. Those priority areas are:
  - K-12 Culture and Language;
  - Authority, Control and Responsibility;
  - Sustainability, Supports and Success; and
  - Closing the Academic Achievement Gap.
- We combined the two previous Transfer Payment Agreements with CYFN (one for Education Initiatives, one for FNEC) and added more resources for JEAP for a one-year term agreement for \$735,000 (up from \$435,000 combined annual

## JEAP Implementation and Agreement Renewal

---

Education

amount from the two previous 3-year agreements). This now flows to YFNED as per CCOE and CYFN request, instead of CYFN.

- Senior Officials agree that the four priority areas in the JEAP should continue to be pursued through collective and community level agreements and initiatives.
- Work continues in this regard, for example:
  - Signed Agreement Respecting Education and the Establishment of a First Nation School Board in Yukon with 10 Yukon First Nations in March 2021.
  - Transfer Payment Agreements with Yukon First Nations, allocating over \$1.83 million among the 14 Yukon First Nations.
  - Signed a Memorandum of Understanding in February 2020 with the Chiefs Committee on Education. The Data Working Group was formed to collaborate and establish arrangements to enable and expedite the sharing of Yukon First Nation student aggregated data for the purpose of improving the delivery of education programs and improving student outcomes.
  - Increased funding in 2021 to Council for Yukon First Nations for the Yukon Native Language Centre, to support language revitalization and planning for more First Nation Language teacher training.

### Student performance data reporting

- The Data Sharing MOU between CCOE and Yukon Education has established a Data Working Group. This group has representation from Yukon First Nations, Yukon Education and CCOE technical staff. The purpose of the group is to allow for the sharing of aggregated YFN student performance data and to ensure a role for YFNs in the review and quality assurance process for such data.
- In the past, there have been issues in producing relevant reports on Yukon First Nations student performance data and sharing this data with Yukon First Nations.

# Session Briefing Note

**TAB#DPT06**

**Spring 2024**

## **JEAP Implementation and Agreement Renewal**

---

Education

- To address these issues and more effectively support Yukon First Nations data requests, the department has developed a YFN dashboard containing various datasets. This dashboard has been provided to YFNs and YFNED.
- The department is working collaboratively with the Data Working Group and YFNs, within the ATIPP Act to develop solutions for sharing data with Yukon First Nations while respecting privacy laws.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]



### Value:

- The Department of Education is continually working to integrate educational technology into school programming and ensure that it is secure, reliable, and equitably accessible.

### Recommended response:

- Online and digital learning technologies and resources are a key part of modern, blended, and flexible learning.
- The Government of Yukon has budgeted \$2.524 million for education technology for Yukon students in 2023-24 and there is \$2.547 million in the 2024-25 budget, subject to appropriation.
- The school IT budget is a five-year plan that fluctuates annually, based on the projects in that fiscal year.
- The Department of Education continues to invest in modernizing school cybersecurity, access to computing devices, IT infrastructure and bandwidth access to meet modern learning requirements.

### Additional response:

- Students who do not have access to a personal device can access a school device as needed for their learning.
- We continue to donate some retired computing devices to the Computers for Schools Yukon recycling program for K-12 students.
- The growing availability, popularity and utility of Artificial Intelligence (AI) is a learning opportunity for us. While there is much to consider, we can embrace the benefits and stress focus on transparency and academic integrity.

- Education is focused on learning more about AI and we are working internally and with HPW to develop a plan on how AI will be used in the classroom.
- 

### **Context—this may be an issue because:**

- There has been a significant increase in student's use of technology and devices as a result of the pandemic and increased access to technology.
- 

### **Background:**

- The department budgeted \$2.524 million in education technology to modernize learning in Yukon schools for 2023-24, including investing in upgrading school computing devices, infrastructure, and bandwidth access. Subject to appropriation the Department has earmarked \$2.547 million in 2024-25 to further advance these initiatives in the school
- There is an anticipated increase of \$23,000 in 2024-25, this complements the increase in the IT capital budget by \$350 thousand in 2023-24.
- Online and digital learning technologies and resources are part of a blended learning approach for students and teachers.
- With increased enrollment, new schools being built and an increase in the overall demand for technology, the department continually assesses technological needs, including the provision of computing devices.
- During the summer of 2023, department IT staff visited 31 locations across the territory to perform technical maintenance and IT support. This annual maintenance prepares the hardware, infrastructure and systems that support over 7,100 students and staff.

### Mobile devices for students

- The department is using a phased approach to implement network improvements that will advance the connectivity of education-owned and personal computing devices in order to enhance learning.

- In 2020-21, the department partnered with Yukon First Nation governments for the purchase of 712 laptops to support First Nations students. These devices were delivered to participating First Nation governments and to student citizens.

### Connectivity, wireless and bandwidth

- Students have internet access when at school through school wireless networks. For those students who do not have internet access at home, school administrators can consider arranging other options, either within the school or elsewhere in their community when face-to-face learning is interrupted.
- The department continues to work to improve bandwidth via network upgrades. Education's service standard is one megabit per second (Mbps), per student.
- The department continues to enhance and modernize school networks and wireless capacity each year to ensure they have the capability to meet demands.

### Learning technology

- The Information Technology and Support Services branch continues to develop and enhance a robust suite of web-based learning tools to support blended learning.
- The Department of Education continues to develop and enhance K-12 cybersecurity for students and their personal information.
- Classrooms are embracing new and robust modern learning tools. However, the K-12 cybersecurity technology may block untested technology and devices when at the school.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

**French Immersion Programming, Enrollment and Staffing: refer to SP05**

#### Value:

- We work with families and school communities to ensure we are effectively managing student enrolment, teacher allocations, and learning spaces, starting with the kindergarten registration process.

#### Recommended response:

- Families begin to register for kindergarten each year in February, and registration is finalized in September.
- Families can register for kindergarten in schools operated by Yukon Education, the First Nation School Board, or the Commission scolaire francophone du Yukon.
- Each year, we allocate spaces for kindergarten students based on student enrolment forecasts, staffing allocations, and enrolment trends.
- If the number of students exceeds the number of spaces available at a school, we work with the school authority to determine next steps and contact families to discuss options to meet their needs.

---

#### Context—this may be an issue because:

- French Immersion (FI) programming continues to be in high demand in particular for FI kindergarten.
- Questions may arise about enrolment in First Nation School Board (FNSB) schools across the Yukon.

#### Background:

- Children are expected to attend their attendance area schools.

- In recent years there has been growing enrolment in kindergarten in north end Whitehorse schools. We work with the school administration to determine steps to address increases.
- After processing student enrolment forms, the department contacts parents in March to confirm school assignments for their children. Parents then fill out additional forms at that school to finalize registration, including showing proof of their child's age.
- Registration is first-come, first-serve for schools with fewer available spaces than students enrolling. The exception to this is for French Immersion, where a lottery will be completed if necessary.
- If we cannot accommodate all in-area students at an attendance area school, we work with the school authority to determine next steps and contact families to discuss options to meet their needs.
- We may adjust classes to accommodate more students at the school (for example, adding an additional student to a class or making a Kindergarten/Grade 1 combined class), or work with the family to assign their child to another school with space.
- Parents in Whitehorse register online or by contacting the Department of Education. We continue to work with the FNSB to ensure processes are clear for kindergarten registration.

### Out-of-attendance area requests:

- Parents are asked to register their child in their attendance area school before making a request to have their child enrolled in a different school.
- To attend a school outside their attendance area, students must receive written permission from the Superintendent or Executive Director.

### Catholic school programs

- Catholic students are prioritized for registration in the three Catholic schools.
- Both Catholic elementary schools have a separate attendance area to determine which school students should register for based on their residence.

# Session Briefing Note

**TAB#SP08**  
**Spring 2024**

## Kindergarten Registration

Education

### French Immersion programs:

- For the Early French Immersion programs at Selkirk Elementary and Whitehorse Elementary, registration is open for two weeks, and when demand is high for these programs, the department may run a lottery to fill the programs.
- If neither school fills up, we continue to take registrations after the opening week on a first-come, first-serve basis until space is filled.

### Approved by:

**Mary Cameron**

**2024-01-31**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Language, Culture and Heritage Revitalization in Yukon Public Schools**

---

Education

**Yukon Native Language Centre – First Nation Language Programs: refer to FN01**

### **Value:**

- Safer, healthier, and thriving communities are inherently linked to re-building First Nation identity and connection to heritage. We also need to focus on leadership, education, and training programs that are grounded in culture and language.

### **Recommended response:**

- Yukon First Nation languages are in critical condition with a number of dialects down to only a handful of speakers.
- The Department of Education is working with individual Yukon First Nations on bilateral government-to-government Education Agreements, which include discussions on allocations for Indigenizing education and language, culture, and heritage programming in schools.
- The Yukon government continues to provide \$1.19 million per year to the Yukon Native Language Centre, to support First Nations language revitalization. Through this partnership, our Yukon First Nations language teachers have access to language resources and courses to support their own fluency and better support Yukon students.
- We are also supporting professional development and fluency of our Yukon First Nations language teachers through a pilot program, whereby two teachers can apply for full time study to increase their

## **Language, Culture and Heritage Revitalization in Yukon Public Schools**

---

Education

language fluency. This program will enrich the learning environment for our children.

### **Additional response:**

- A specific priority for the Government of Yukon is to work towards a shared commitment with Yukon First Nations and the Government of Canada to address and take meaningful steps to revitalize Yukon First Nations languages, culture, and heritage.
- The Government of Yukon is interested in continuing with the work of the Joint Education Action Plan to which all Yukon First Nations and Canada are partners, as well as advancing specific funding conversations with Yukon First Nations and Canada, on how to advance language, culture, and heritage priorities in public school settings.
- The Yukon government continues to explore other options for sharing existing capacity and resources for Yukon First Nation language programming with Yukon First Nations governments to support their language revitalization initiatives, and to meet the department's obligation to provide Aboriginal language instruction to Yukon students.
- The Government of Yukon has received the Yukon First Nations K-12 Language Framework and Action Plan that was recently approved by the First Nations Education Commission. Language and Culture is a key pillar of the Joint Education Action Plan.



## **Language, Culture and Heritage Revitalization in Yukon Public Schools**

---

Education

- As we review the work completed by the Commission, we look for ways to align our shared efforts to revitalize Yukon First Nations Languages and build a love of language in the next generation of learners.

---

### **Context—this may be an issue because:**

- Enhancing language and culture educational programming is a high priority for Yukon First Nations and a key pillar of Joint Education Action Plan.
- 

### **Background:**

- There is an opportunity and expectation through JEAP renewal to discuss how YFNs would like to be engaged about funding for language, culture and heritage and conversations with federal ministers in Ottawa. This issue also aligns with discussions with interests from other provinces and territories.
- The Department is having distinct funding conversations related to Indigenous education, and will develop a funding strategy to address the recommendations, objectives and requirements (within the Minister's responsibility under the Education Act) of the:
  - Joint Education Action Plan,
  - Collaboration Framework,
  - Education Agreements with Yukon First Nations, and
  - Yukon First Nations Education Directorate.
- The Council of Ministers of Education of Canada (CMEC) met in July 2022. At this meeting Ministers discussed the “Framework for the CMEC Indigenous Education Plan, 2023-27. This framework was designed to ensure CMEC's Indigenous Education Plan continues to reflect CMEC members' respective commitments to advance progress on the Truth and Reconciliation Commission of Canada's Calls to Action. CMEC 2023 included discussions around provinces and territories' shared interest in increased federal funding support for Indigenous languages.

## **Language, Culture and Heritage Revitalization in Yukon Public Schools**

---

Education

- The Framework also seeks to support provincial and territorial education systems to recognize the historical impacts and unique cultures, and advance truth, reconciliation, and success for Indigenous students.
- The Government of Yukon transferred full administration and resources of the Yukon Native Language Centre to the Council of Yukon First Nations in 2018, for their important work to train language teachers and revitalize First Nations languages.
- The Yukon Strategy on Missing and Murdered Indigenous Women, Girls and Two-spirit+ People includes a foundational value: “Culture, Language, Spirituality and Relationship with the Land”, which guides our work in this area.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

#### Value:

- Our goal is to provide students with educational programs that meet their learning needs.

#### Recommended response:

- Individualized Education Plans, Student Learning Plans, and Behaviour Support Plans are all available to respond to student needs.
- Regardless of the type of learning plan a student has, educators are aware of the plan and the supports and strategies that the student requires.
- If school staff require any assistance to implement the strategies, they can seek help from the school administration, School-Based Team, and/ or the Student Support Services branch.
- At any time, parents and guardians are encouraged to bring forward concerns to their school to ensure a student is being effectively supported.
- An Individual Education Plan, or IEP, can be created for any student who requires special education (as outlined in the Education Act).
- Students on an IEP may graduate with a full Dogwood high school Diploma if they earn all the credits required to graduate.

#### Additional Response—RISE:

- We are reviewing all the services and supports for inclusive and special education, including the development and delivery of learning plans.
- The Department has received the recommendations of a Community of Inquiry, made up of our education partners and department staff, that is looking specifically at IEPs, as part of the work plan for

Reimagining Inclusive and Special Education. The recommendations were submitted in fall 2023 and the department is currently reviewing them.

### Types of learning plans

- There are three types of learning plans available in the Yukon: Individualized Education Plans, Student Learning Plans, and Behaviour Support Plans.
- All learning plans are designed to provide the learning supports individual students need to be successful in school.
- The type of learning plan a student has in no way limits the types of learning supports that are available to the student.
- We will provide all students in need of special education with the option of an IEP.
- Information about the supports for students with diverse abilities or special needs, and how they are provided, is available on Yukon.ca.
- We are working with our partners to create a booklet to share information and increase understanding about different assessments and learning plans.

---

### Context—this may be an issue because:

- Questions about IEPs were received during the Standing Committee on Public Accounts hearing in January 2022 and it was suggested regular meetings with families and plan updates are not happening.
-

### Background:

#### Student Learning Plans (SLPs) and Behaviour Support Plans (BSPs)

- These plans typically are for students who need 'adaptations' to their education programs in order to meet the learning outcomes of the prescribed curriculum.
- These adaptations are designed to 'level the playing field' for a student so that the student can successfully access the prescribed curriculum.
- BSPs set out the adaptations required for students who demonstrate behaviours that are not expected in the school environment.
- The supports and adaptations that are put in place through SLPs and BSPs depend on the specific needs of the student. Examples include: allowing additional time to complete tasks, allowing the use of a calculator in math to support numeracy, providing access to audio books to support literacy, or behaviour supports such as scheduled breaks throughout the day to help self-regulate.
- Students on these plans may also access other supports such as assistive technology or speech therapy, depending on what they need.
- Students with SLPs and/or BSPs have their plan documented in the Student Information System and their progress is reported.
- Students with SLPs and BSPs are generally expected to be able to graduate with a Dogwood diploma.

#### Individualized Education Plans (IEPs)

- IEPs are typically used for students determined to have special educational needs as outlined in the Education Act. IEPs can also be used for gifted students.
- Although a formal psychological assessment is not required for the creation of an IEP, an assessment should inform which supports are required. The updated CASA commits the department to provide, complete, and deliver the final report for psychoeducational assessments within six months of referrals from schools or physicians. If the Government is unable to provide the assessment directly within this timeframe, it shall cover expenses incurred by parents to obtain the assessment externally.

- IEPs state how the student will be supported and set out the student's goals. They can include modified or adapted approaches to the curriculum.
- Having an IEPs does not automatically mean a student will be assigned an Educational Assistant (EA). There is a separate process to request EA support.
- Principals are responsible for ensuring the learning goals of IEPs are being met, and that the plans are evaluated and updated at least three times a year.
- The Learning Assistance Teacher (LAT) case manages IEPs within the school, and tracks IEP progress as a student moves between different grade levels and teachers.
- Students with IEPs and their learning goals are tracked in the student information system.
- Teachers are responsible for the implementation of an IEP's goals and objectives and the supports and interventions.
- The central administration staff are monitoring that IEPs are being updated by each school. We are currently focused on using the data from the student information system to produce more relevant and meaningful reports on IEPs to help to monitor these updates.
- We continue to support and train teachers, LATs and administrators on how to communicate student learning for those students who are on an IEP.
- Each student is unique. Some students with an IEP are eligible to graduate with a Dogwood diploma, while others may receive another certificate.
- Communication with students and their parents/caregivers is key in determining graduation planning.

# Session Briefing Note

TAB#SSS02

Spring 2024

## Learning Plans (IEPs, SLPs, BSPs)

Education

- Number of Learning Plans:

Learning Plans	
Individual Education Plans (all school authorities)	374 as of April 3, 2024
Student Learning Plans	938* As of January 31, 2024
Behaviour Support Plans	58* As of January 31, 2024
Safety Plans	31* As of January 31, 2024

*\*The department is working with schools to make sure that they are accurately reporting this data. January information is the most recent.*

**Approved by:**

**Mary Cameron**

**2024-04-22**

Deputy Minister, Education

[Date approved]

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

#### **Gender Identity and Health Curriculum: refer to CU03**

##### **Value:**

- It is a top priority to support healthy, active, safe, and caring learning environments in all Yukon schools.

##### **Recommended response:**

- All students, staff, and parents have a right to feel safe, and to be safe, in Yukon public schools.
- All people have the right to be treated with respect and dignity regardless of their sexual orientation, gender identity, ancestry, place of origin, ethnicity, citizenship, religion, age, or ability.
- School authorities work with their entire school community to develop and implement proactive strategies that support the inclusion, respect and dignity of 2SLGBTQIA+ students and their families.
- The Department of Education values diversity in its school communities and wants to provide safe, welcoming, inclusive, and affirming learning environments for all students.
- Parents, guardians, and caregivers are encouraged to contact their child's school for information on how SOGI-Inclusive education is being implemented. This includes details about safe spaces, contacts, activities, and organizations that promote equality and non-discrimination in Yukon schools.



### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

#### **Action plan response:**

- To further support 2SLGBTQIA+ students, the Department of Education updated its Sexual Orientation and Gender Identity, or SOGI Policy, in August 2023, as outlined in the LGBTQ2S+ Inclusion Action Plan.
- When we released the SOGI Policy update, we committed to further work, including addressing gender identity inclusion in sports.
- Our updated SOGI policy notes:
  - “The SOGI policy has always applied to all school-sponsored activities, and trans students continue to be protected and entitled to support.”
  - “The next rounds of evaluation will include deeper discussions around how to better proactively foster inclusion, with consideration for the inclusion of trans students in sports.”
- In our work to implement and evaluate the updated SOGI Policy we continue to plan how to engage with students, educators, and other members of the 2SLGBTQIA+ community.
- As part of our continued SOGI policy review, we are looking at the best ways to support schools to implement the policy in schools, including the development of templates for school-based procedures and guidelines to support the implementation of the SOGI policy.
- In the fall of 2023, a partnership between the department and ARC Foundation, a charitable foundation supporting SOGI inclusive educational practices in K-12 school settings, has been established to implement the tools and resources of the SOGI 1 2 3 program to help bring awareness to practices to create more inclusive schools for students and to support educators to implement the SOGI policy.

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

- Schools, with the support of the Department of Education, school councils and school boards and guidance of best practice from the ARC Foundation, must develop school-based procedures and guidelines under the umbrella of the Department of Education's SOGI Policy, to ensure that 2SLGBTQIA+ students are treated with respect and dignity at all Yukon public schools.
- As Minister of Education and Women and Gender Equity Directorate, I am fully committed to the ongoing implementation the LGBTQ2S+ Inclusion Action Plan, and encouraging the two departments to collaborate on this priority.

#### **Catholic school parent concerns about textbook**

- While Catholic schools have the right to provide religious education programs and lessons that teach Catholic values to their students, they do not have the right to provide teachings about sexual orientation or gender identity that are inconsistent with Yukon's laws and Department of Education policies.
- We thank the concerned parents for bringing forward their concerns and we can confirm that the matter is being addressed at the school level.
- There is no place for homophobic or transphobic teachings in our public school system.
- Catholic schools in Yukon are public schools, and Catholic educators are Yukon public servants. All schools and teachers must adhere to all Government of Yukon laws and policies.

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

- The process of reviewing the textbook in question was underway prior to the concern being raised.
- Part of this review work includes working with the Catholic Episcopal Corporation and looking to other jurisdictions regarding appropriate resources for religious programming.
- We remain committed to working with the Catholic Episcopal Corporation to jointly review instructional resources and materials that uphold and teach Catholic values and align with Yukon law and Department of Education policies.
- We remain committed to ensuring that our schools are safe spaces for all students and staff.

#### **Education Act Amendments response:**

- In Spring 2022, the Government of Yukon was pleased to support amendments to the *Education Act* to promote equity and non-discrimination and to ensure that all Yukon schools have safe spaces for 2SLGBTQIA+ students in the form of activities or organizations.
- At the beginning of the 2023-2024 school year the Department of Education provided professional development training to administrators and teachers on the requirements of the *Education Act* and the SOGI and Safe and Caring Schools policies.
- School administrators have been provided with information about their legislative responsibilities, as well as reference materials and resources.

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

- Counsellors and administrators have been provided with local and national SOGI and Gender and Sexuality Alliance information.
- Several Yukon schools have Gender and Sexuality Alliances and other 2SLGBTQIA+ initiatives.
- We will continue to encourage and support schools to meet their legal obligations to support 2SLGBTQIA+ students.

---

#### **Context—this may be an issue because:**

- There is considerable interest in the Yukon on how Yukon schools are offering safe and inclusive environments to 2SLGBTQIA+ students including interests regarding the SOGI policy's statement that "Administrators, staff and students will recognize people's correct pronouns, as declared by the individuals themselves. This requirement applies to students who have not made official changes to their name or gender in school records."

---

#### **Background:**

##### LGBTQ2S+ Inclusion Action Plan and SOGI Policy

- There have been media requests, opposition questions and parental concerns regarding the SOGI policy's statement that "Administrators, staff and students will recognize people's correct pronouns, as declared by the individuals themselves. This requirement applies to students who have not made official changes to their name or gender in school records."
- Some people believe that a parent/guardian should be told by the school if their child is declaring to be called by the pronouns they choose to be recognized by. The policy does not speak to whether school staff must tell parents if a child wishes to use

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

different pronouns or a different name but states that the “Department of Education values diversity in its school communities and wants to provide safe, welcoming, inclusive and affirming learning environments for all students.”

- While we understand the importance of involving parents in the lives of their children, the issue at hand is a delicate one that must consider the human rights of students, particularly those who are transgender or nonbinary.
- The Department of Education has recently partnered with the ARC Foundation for their support with the implementation of SOGI inclusive practices in Yukon school through SOGI 1 2 3 and resources for teachers to implement more inclusive practices into their lesson plans and delivery of curriculum. SOGI 1 2 3 implementation in other provinces has been under increasing scrutiny.
- Training and resources shall be offered to all staff and further training to those identified staff members and counsellors to be sensitive and respond knowledgeably to 2SLGBTQIA+ students as well as students with 2SLGBTQIA+ family members. Identified staff and counsellors must receive training.
- We believe that schools should involve parents when there is a specific problem or issue that could impact the child's safety, wellbeing, or education.
- Yukon schools have a number of universal, stand-alone washrooms available, and we are working to ensure that all school facilities have stand-alone or gender-neutral washrooms. Building standards have now been updated to ensure new schools will include gender inclusive washrooms.
- In the LGBTQ2S+ Inclusion Action Plan, released in July 2021, the Department of Education made a number of commitments, including to update the SOGI Policy.
- The recent updates to the SOGI Policy, announced in August 2023, are intended to address issues such as use of a student's correct gender pronouns, update terminology to be trans-inclusive, address gender-identity inclusion in sports, and clarify points of contact and responsibilities at the department and school levels.

### **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Education

- On March 23, 2022, the opposition asked the Minister to commit to engaging with the school community to update the SOGI policy before the end of the current school year (June 2022).

#### Education Act

- Amendments to the *Education Act* make it a legal requirement for Principals to ensure that initiatives and activities in schools are inclusive of gender identity, gender expression, and sexual orientation.
- The funding agreement for Catholic schools in Yukon accommodates religious instruction while emphasizing that they are publicly supported schools with the same responsibilities as other schools, including following responsibilities outlined under SOGI Policy.

#### Christopher West

- The Department of Education did not, nor will we, invite and endorse Christopher West to speak to Yukon educators, at any school or professional development event.
- We do not support speakers for professional learning whose ideologies and positions do not uphold the principles in:
  - the *Education Act*;
  - the *Sexual Orientation and Gender Identity Policy*;
  - the *Safe and Caring Schools Policy*; and
  - the *Sexual Orientation and Gender Identity Protection Act*, which bans conversion therapy.

# Session Briefing Note

**TAB#HOT05/SSS03**

**Spring 2024**

Education

## **LGBTQ2S+ Inclusion Action Plan, SOGI Policy and Education Act Amendment Implementation**

---

Approved by:

Mary Cameron

2024-04-29

---

Deputy Minister, Education

---

[Date approved]

### **School staffing Concerns Recruitment, TOCs, Vacancy: HOT09/HR03**

#### **Value:**

- Developing and improving literacy skills throughout life is essential to an individual's right to an education and is a top priority for Education.

#### **Recommended Response:**

- Teaching literacy is complex and there is no single approach that works for all students. Educators need to have a well-developed 'toolbox' of strategies and approaches.
- The Culturally Responsive Literacy strategy announced fall 2023 on International Literacy Day aims to increase tools and resources for literacy instruction and increase student success in becoming literate citizens.
- Implementation of the strategy has begun this school year, and we are on target for meeting recommendations and timelines outlined in the strategy to date.
- We recognize the important recommendation of protecting the integrity of Learning Assistant teacher (LAT) roles to ensure students are accessing the support needed for success.
- This strategy along with teacher recruitment efforts are working toward solutions to protecting LAT positions in schools.
- A K-12 Literacy Consultant is focused on the important work of supporting the literacy strategy and educators in the classroom.
- Decodable books and other resources to support the strategy have been sent to schools; and we have been building literacy expertise within the Department of Education through various professional developments on structured literacy and the science of reading.



- Looking ahead to 2024/25 School year, the strategy indicates that school-based literacy support teachers for K-7 schools will be in place.
- We have been examining how to support these positions; however, there may be delays due to YAEP collective bargaining.
- We expect to have alternative solutions to ensure literacy support is available to K-7 classrooms in the 2024/25 school year.
- Integrating different approaches in classrooms takes time and the Department of Education is committed to supporting educators by continuing to provide training and resources to increase their instructional toolkit.
- Further to this, Yukon Association of Education Professionals is currently using part of their funding from Yukon Education to train existing literacy support teachers in schools.

#### **Additional Responses:**

- The Yukon Education Authority's Culturally Responsive Literacy Strategy working group is continuing to collaborate on providing further recommendations to its current strategy to strengthen Indigenous and culturally responsive approaches to teaching literacy and to examine current interventions and assessment tools.
- I am pleased that this group is co-led by a local First Nation Educator and Knowledge Keeper and Yukon Education's literacy consultant.
- The working group consists of members from a diverse audience that include Speech and Language pathologists, educators, and others who are highly invested and knowledgeable in literacy development.

#### **Response to December 1, 2023 statement from British Columbia Association of School Psychologists**

---

- The current B.C. curriculum used in Yukon schools does not limit the integration of evidence-based approaches including structured literacy.
  - The approved Culturally Responsive Literacy Strategy is supporting teachers to embed evidence-based approaches into current practices.
  - The working group that informed the strategy continue to work on further recommendations on assessments and interventions.
- 

#### **Context—this may be an issue because:**

- There are still differences with the FNSB's literacy plan including the use of Reading Recovery as one intervention tool for reading, and the use of Fountas and Pinnell literacy assessments.
  - Questions about Yukon's literacy approach have been raised in a Public Accounts hearing, due to a submission from Yukon Speech Language Pathology and Audiology Association, as well as in past budget debates.
- 

#### **Background:**

##### Development of the Culturally Responsive Working Group

- Yukon's data indicated a need for improving literacy skills for Yukon students.
  - The Yukon Culturally Responsive Literacy Strategy working group developed a literacy strategy for Yukon schools in alignment with BC's curriculum was launched early in 2023.
  - The working group is comprised of various parties, including Department of Education officials, Yukon First Nation Education Directorate, Yukon Speech Language Pathology and Audiology Association, LDAY, Boreal Clinic (speech pathologist), Teachers, Administrators, and Yukon Association of Education Professionals (YAEP) professional development (PD) chair. The Department of Education was actively recruiting Yukon First Nation members and was able to recruit a Yukon First Nations co-chair for the committee in this school year.
  - The working group met on February 16th, April 12<sup>th</sup>, May 4<sup>th</sup> and June 1<sup>st</sup> of 2023 and provided recommendations that informed the strategy and continue to meet.
-

- The recommendations were based on data and current research and included some recommendations for further work to be explored (as indicated in the [Culturally Responsive Literacy Strategy](#))
- 

### Literacy and Curriculum

- Data indicates that Yukon student literacy proficiency needs improvement.
- Yukon Education Authority's Culturally Responsive Literacy Strategy was announced on September 8, 2023, International Literacy Day, and implementation of this strategy has commenced.
- The Culturally Responsive Literacy Strategy for Yukon Education Authority operated schools has a phased approach, over the next three years that will include, but is not limited to:
  - Increasing learning opportunities for educators and implementing Literacy Support Teachers in schools to provide continued support to educators, guided by a Literacy Consultant.
  - Ensuring culturally inclusive materials and approaches to support Structured Literacy.
  - Using up-to-date evidence-based practices, meaningful consultation with partners, and frequent review and quality assurance processes to measure success and provide iterations of support where necessary.
- A current education consultant's portfolio has changed to K-12 Literacy Consultant.
- Implementing literacy support teachers for K-7 schools may have some interruptions as we now focus on collective bargaining with the Yukon Association of Educational Professionals (YAEP).
- Work is underway to ensure literacy support teachers are in schools teaching primary grades for the 2024-25 school year.
- The literacy strategy includes a recommendation to continue working on exploration of literacy interventions and Indigenous ways of teaching literacy. This work has

started and is likely to have an impact on current assessments and intervention methods in the future.

- The Department of Education has data from Reading Recovery that is supportive of student success. It is not, however, an intervention that some teachers and administrators view as the best intervention for reaching the most students. The working group is examining current interventions and assessments.
- Some administrators have asked to utilize a centralized Reading Recovery teacher positions to become a literacy intervention specialist.
- Updates to current literacy assessments mandated for Yukon Education schools are in effect in the 2023-24 school year. Fountas and Pinnell assessments replaced the previously mandated District Assessment of Reading Team (DART).

### Yukon Speech Language Pathology and Audiology Association (YSLPAA)

- YSLPAA sent an email and various letters to different parties in education, including the Deputy Minister, outlining concerns with respect to literacy approaches used in Yukon Schools. The email and accompanying letter was sent in March 2022.
- YSLPAA expressed a desire to build relationships and discuss gaps in the use of evidence-based practices as well as adoption of Right to Read report recommendations.
- The Director, Curriculum and Assessment and Director, Student Support Services met with a representative of YSLPAA on September 8, 2022.
- At this meeting, the representative was invited to join the Culturally Responsive Literacy Strategy working group once the committee was formed. This representative was part of the committee from the beginning and held a voice to the recommendations recently put forward for development into a strategy.

### Tracking literacy progress

- The BOEHM and Early Years Evaluation (EYE) assessments provide data on student's literacy at primary levels.
- Aspen, the Student Information System that the Yukon uses, allows teachers to upload all Fountas and Pinnell Benchmark Assessment results for each student.

# Session Briefing Note

**TAB#CU05**  
**Spring 2024**

## Literacy

Education

- Any teacher attached to a student can see the multiple assessments that can be inputted into the system each year.
- The principal and any Learning Assistance Teacher that works with the student can also access these results. They can track the literacy and comprehension progress of a student over time.

### Assessments and data.

- We assess reading and writing at key points during a student's education, including in Grades 4 and 7 through the Yukon Foundation Skills Assessments. In the past, these assessments were written late in the school year. They have now been moved to the fall of each school year so teachers can use the information from these assessments to adjust teaching instruction and provide support to students.
- At the high school level, students are assessed through Grade 10 and Grade 12 Literacy Assessments.

**Approved by:**

**Mary Cameron**

**2024-04-08**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Little Blue Early Care and Learning Centre expansion**

---

Education

### **Value**

- We continue to work with Yukon First Nations governments, partners, and stakeholders to enhance early learning and child care programming in the Yukon, as we move toward a future in which all families have access to high-quality early learning and child care that is affordable, accessible and inclusive.

### **Recommended response:**

- The Government of Yukon is committed to high quality early learning and child care that is accessible, affordable, and inclusive.
- We have a strong interest in supporting the sustainability and growth of early learning and child care in Yukon.
- Since the implementation of universal child care we have created 477 child care spaces in Whitehorse, Dawson City and Ross River. We also supported the reopening of the child care centre in Pelly Crossing.
- The Department of Education is actively working with other departments, and Little Blue and the Dawson Society for Children and Families, to support their expansion.
- In 2021, we provided funding for Little Blue to update their feasibility study, and in 2022 and 2023 we provided additional funding to support expansion planning and design.
- Officials are in regular contact with the Little Blue program, and we will continue to collaborate with them.
- I will share additional information as and when it becomes available.

### **Additional response:**

---

## Little Blue Early Care and Learning Centre expansion

---

Education

- We continue to support the child care centre financially by providing operational funding. In 2023-24, we had a transfer payment agreement for \$482,700. Apart from this, we provided additional funding for supported child care, health and safety enhancement, and learning and development.
- 

### Context—this may be an issue because:

- Universal child care has created increased demand for early learning and child care opportunities.
  - There are three programs operating in Dawson City. Each has a waiting list.
  - Little Blue confirmed on November 10, 2023, that they have 42 on their waiting list, with all of them being under school age and three of them not born yet.
  - Dawson City is the only community in the Yukon where the Department of Education has not implemented early kindergarten. Education is continuing discussions with Tr'ondëk Hwëch'in regarding the future of early kindergarten in the community.
- 

### Background:

- The director of ELCC met with Little Blue as recently as March 1 to discuss sustainability of the program and future plans.
- Yukon signed an infrastructure agreement with Canada on March 31, 2024. Under the agreement Yukon will receive \$7,689,753 over three years, with a fourth year of funding anticipated.
- The ELCC Infrastructure Fund will support exclusively not-for-profit and public early learning and child care providers in creating new spaces and mitigating aging infrastructure.

### Little Blue inspections

- Little Blue received a yearly inspection on September 19, 2023, which includes a requirement for an environmental health inspection and a fire safety inspection.
- Random inspections were conducted on March 1, 2023, June 29, 2023, November 28, 2023, and February 20, 2024.

### Health and Safety Enhancement Funding

---

## Little Blue Early Care and Learning Centre expansion

---

Education

- In March 2024 ELCC provided \$21,061 in funding to paint the exterior of the building and fence and make upgrades to the backyard.
- In July 2023 they were provided \$3,150 in funding to have three trees removed from the property that were leaning over buildings.
- In March 2023 they were provided \$6,899 for roof repairs.
- In November 2022 they received \$1,525 to replace their hot water tank.
- In March 2021 they received \$1,985 for a kitchen hood fan and mold removal.
- In November 2020 they received \$1,842 for safety upgrades.
- In October 2019 they received \$4,260 to complete a mold/moisture impact assessment
- In February 2018 they received \$4,830 to paint the child care centre
- In August 2016 they received \$5,000 to replace their oil tank.
- In July 2014 they received \$37,500 for building improvements.

### Current location

- Little Blue is currently housed in the Haldenby House constructed in 1903 with an addition built in 2008.
- In 2014 a structural assessment was completed and recommended several repairs with the biggest issue being the roof. The report also mentioned other repairs that were needed included levelling, replacement of the deck and stairs, repairs to joists, insulating the floor, and drywall repairs.

### Little Blue Expansion

- On December 15, 2015, MLA Silver stated during question period in the Legislative Assembly that “A Liberal government would fund this facility. When will the government be making a decision on this request, or should it be added to the ever-growing list of projects the next Yukon government is going to have to address?”
- In a Yukon Liberal Party release on October 12, 2016, it was announced that during the all party candidate forum “Silver also plans to remind Dawson residents of his long-standing commitment to find a permanent home for the Little Blue Day Care”.
- At an election forum in Dawson City on October 17, 2016, then MLA Silver said that “his government would find a permanent home for the Little Blue Day Care”.
- In 2021-22, the Society received \$5,400 from the Department of Economic Development and the Community Development Fund (CDF) to update its 2014



## Little Blue Early Care and Learning Centre expansion

---

Education

feasibility report. Additionally, the Department of Education (ELCC) provided \$16,030 in funding to offset the consultant fee for “Feasibility – Little Blue to Big Blue”.

- The Society engaged Klondike Development Organization (KDO) in October 2021, to update the 2014 report. In February 2022, KDO submitted their update, ‘Little Blue to Big Blue Feasibility Update’ with the following findings:
  - The update supports the need for an expanded program and states: “The funding of childcare has improved significantly since 2014.”
  - “Under the current funding and fees framework, the proposed Big Blue facility can be viably operated and maintained over the long term.” It is worth noting that KDO did not consider the capacity of the Society to acquire land and construct the new building.
- In 2022-23, the Society applied for and received CDF funding to advance the next step of their building project, which involved hiring a professional contractor for the blueprints/design and cost estimates.
  - This step cost \$102,000, of which the Society received \$75,000 from the CDF, committed \$12,500 of its own finances, and ELCC committed and paid \$14,500.
  - The Society hired ORO Enterprises Ltd., a local Dawson City business, to complete the blueprints/design.
- The Society is requesting land located at the former McDonald Lodge site (Block D).
- Education is working with the departments of Energy, Mines and Resources and Highways and Public Works on next steps.

### Other

- In July 2023, the Yukon Bureau of Statistics published updated population demographics. As of June 30, 2023, there were 254 children aged 12 and under in Dawson City. Early learning and child care is primarily for children aged 12 and under, with exceptions for children with diverse developmental needs, to age 16.

**Approved by:**

**Mary Cameron**

**2024-04-03**

Deputy Minister, Education

[Date approved]

### Value

- We value the importance of offering courses for students that respond to the local needs of the community and First Nation.

### Recommended response:

- Yukon's curriculum, which is based on British Columbia's, is specially designed to allow teachers to adapt and incorporate local and Indigenous content extensively, from Kindergarten through Grade 12.
- The Department of Education oversees a structured process to develop and approve locally developed courses for use across all Yukon schools.
- These courses are applicable towards elective graduation credits, and some can also meet the Indigenous studies graduation requirement and the grade 11 Arts Education or Applied, Design, Skills and Technology (ADST) requirement.
- The *Education Act* permitted the creation of "locally developed educational programs" for school use, limiting these to 20% of a student's overall education program to ensure a balanced curriculum.
- On April 17, 2024, the Act to Amend the Education Act (Bill No. 307) was passed by unanimous consent.
  - The Bill repealed Subsection 43(2) of the *Education Act* removing the 20% limit for Locally Developed Courses.

- The Department of Education, Curriculum and Assessment team will develop a communication plan to ensure partners and stakeholders are aware of this change and what this means for Yukon Education.

### **Additional response:**

- Under the *Education Act*, the Minister has the authority to “establish courses of study for the implementation of the goals of and objectives for the Yukon education system.”
- British Columbia's curriculum framework enables the creation and approval of Yukon-specific courses, which count towards graduation credits and are available in any Yukon school.
- The Department of Education is actively leveraging its authority to sanction these locally developed courses for use in Yukon schools.
- This recognizes the significant value of local and Yukon First Nations content in our students' education and supporting their access to these vital courses throughout their educational journey.
- Teachers are encouraged to use culturally inclusive materials and approaches in the instruction of their courses.

---

### **Context—this may be an issue because:**

- The New Democratic Party tabled Private Member's Bill Act to Amend the *Education Act* (# 307) on March 28<sup>th</sup> to repeal Subsection 43(2) and Bill #307.
- Letters were tabled on April 3, 2024 from Commission scolaire francophone du Yukon, First Nation School Board, Yukon First Nation Education Directorate and the Yukon Association of Education Professionals expressing support for Bill # 307.

### Background:

- Under the *Education Act*, the Minister has the authority to establish courses of study for use in the Yukon education system.
- The Act also allows for the use of 'locally developed courses of study' in a school if the course has been approved by the Minister and School Board or School Council.
- Locally developed courses are developed by Yukon teachers; often in collaboration with YFN.
- Resources to support the delivery of these courses are covered under the school's budget and/or the Curriculum and Assessment Resource Budget for Yukon Education Authority operated schools.
- FNSB and CSFY schools who develop courses will utilize their budgets to support the delivery of the course within their schools.
- The development of a locally developed course may vary in cost depending on the course; it also takes human resources and time.
- Locally developed courses include Ancestral Technology 10 & 11, First Fish 10, Climate Change 10 and 12, Yukon First Nation Leadership 10, and Outdoor Education 10, to name a few.
- The department encourages the localization of curriculum by teachers to meet the unique needs of students in each classroom.
- Approving locally developed courses of study for use in all schools is consistent with this approach.

### Approved by:

**Mary Cameron**

**2024-04-18**

Deputy Minister, Education

[Date approved]

### MAINS AT A GLANCE (original budget)

#### 2024-2025 O&M BUDGET (000's)

Education Support Services Deputy Minister's Office \$728 Communications \$953 Human Resources \$2,887 Finance \$1,736	\$6,305
School Authorities K-12 \$90,141 First Nations School Board \$26,356 Commission scolaire francophone du Yukon \$11,278	\$127,775
Administration & Support Administration \$338 Technology & Student Information \$2,025 Facilities and Transportation \$8,585	\$10,948
Corporate Services and Programs Administration \$410 Information Technology and Analytics \$2,379 Policy, Planning and Evaluation \$1,031 French Programs \$1,616 Training Programs \$10,811 Early Learning and Child Care \$42,500	\$58,747
Student Learning and First Nations Initiatives Administration \$351 Program Delivery and Curriculum Development \$3,906 First Nations Initiatives \$7,774	\$12,032
Student Well-being and Inclusion Administration \$114 Student Support Services \$3,332 Reimagining Inclusive and Special Education \$500 Student Well-being \$1,798	\$5,745
Yukon University	\$31,195
<b>Total</b>	<b>\$252,745</b>

# Session Briefing Note

**TAB#DPT07**  
**Spring 2024**  
Education

## Main Estimates

---

Approved by:

Mary Cameron

2024-03-07

---

Deputy Minister, Education

---

[Date approved]

## **Medication in Schools - Chronic Conditions**

---

Education

### **Value:**

- The health, safety, and well-being of students and staff is our first priority.

### **Recommended response:**

- Our schools accommodate students with a wide variety of chronic and severe medical conditions, such as diabetes or anaphylaxis, and who may require medication and other care while under school supervision.
- All Yukon schools follow the Administration of Medication to Students Policy, which requires planned care and support for students with various medical conditions, including diabetes.
- School staff have a duty of care to students who are at risk from medical conditions and require up-to-date information and guidance about their specific condition.
- These students require and receive planned care and support at school, on field trips, and while being transported to and from school to ensure their health and safety.
- A collaborative approach with each family is taken to develop a detailed and specific response plan to keep the student well.

### **Additional response:**

- We are working with Health and Social Services to review proposed changes to the existing *Administration of Medication to Students Policy* specifically for students with Type 1 Diabetes when in school, and will update the policy if appropriate.

## **Medication in Schools - Chronic Conditions**

---

Education

- The department and T1D Support Network worked together to review the existing policy and T1D protocols, which led to the proposed changes.
- Over the last two years, as of the end of April 2024, the Department of Education has met with the T1D Support Network eight times on how best to approach supporting students living with Type 1 Diabetes in the school setting. These conversations are ongoing.
- We remain committed to ensuring that both staff and students are supported in schools, and are taking the steps to do this properly in collaboration with the T1D Support Network and the Department of Health and Social Services.

---

### **Context—this may be an issue because:**

- The Legislative Assembly unanimously passed a motion in fall 2021 for the development of a Yukon diabetes strategy.
- The Yukon T1D Support Network (for type 1 diabetes) asked that a policy be written specifically regarding roles, responsibilities and supports for students with diabetes; this was echoed in a Public Accounts Committee submission for the 2022 hearing.

---

### **Background:**

- Recent meetings with the Department of Education and T1D Support Network have focused on creating a draft procedure for students with T1D in the school setting.
- Yukon T1D Support Network's concern is based on the fact that Yukon did not have a specific type 1 diabetes policy. The department clarified that this falls under the Administration of Medication to Students Policy, which includes a specific reference to students with diabetes.



## **Medication in Schools - Chronic Conditions**

---

Education

- The *Administration of Medication in Schools* Policy and related procedures outline roles and responsibilities among school staff, parents, and students regarding medical care and medication, including that:
  - These students require planned care and support at school to ensure their safety at school. This responsibility is shared among the student, their parents, school staff, and healthcare providers.
  - The parent of a child with a severe or chronic medical condition is required to inform the school of their child's condition and requirements, including providing any medication and medical devices that the student requires to the school.
  - All school staff identified to provide supervisory support to a student with a severe or chronic medical condition must be informed of the student's medical condition and the planned response to emergency situations, and must be provided with specific training and other support required to deal with medical emergencies and administer medication to the student.
  - The school bus registration form also contains information about medication and care that a student may require. This information is provided to Standard Bus, and they ensure that the student's bus driver is provided with information and training to support the student.
- The Government of Yukon was the first jurisdiction in Canada to provide permanent coverage for continuous glucose monitors (CGM) to youth 18 and younger with type 1 diabetes.

**Approved by:**

**Mary Cameron**

**2024-02-29**

Deputy Minister, Education

[Date approved]

## Mental Health Supports for School Staff and Students

---

Education

**Comprehensive Mental Health Approach: refer to RI01**

**CASA Agreement – Education Commitments: refer to DPT08**

### Value:

- The health, safety, and well-being of staff and students is our first priority. Supporting employee and student wellbeing is a crucial part of our work towards creating an engaging and inclusive educational environment.

### Recommended response:

- We are working to develop a Comprehensive Mental Health and Wellness Approach for students that:
  - Includes prevention as well as developmental, cultural, and clinical responses;
  - Creates connections to mental health and wellbeing activities provided by partners and stakeholders; and
  - Aligns with the Yukon's Forward Together: Mental Wellness Strategy.
- The draft comprehensive mental health and wellness approach is going through internal review processes.
- We will be collaborating with our education partners to gather their important input over the spring and summer, with a draft to share more broadly in fall 2024.
- We are proud to be doing this important work that, and we look forward to sharing it.
- The main estimates included \$500,000 for mental health supports in schools in 2023-24 and Education is committed to providing the same

## Mental Health Supports for School Staff and Students

---

Education

level of funding in 2024-25 for increased mental health and wellness needs of students.

- We have created a School Wellness Specialist position as committed to in the new CASA agreement. The role provides a variety of direct supports to students, families, educators and the community.
- These supports may range from assessments, counselling, consultation and programming, case management and education, depending on the specific needs of individual schools and communities. Positions will be filled between 2024-2026.
- We are currently at various stages of the recruitment process between the three school authorities. We have worked with executive directors and superintendents to identify priority schools for these initial positions.
- Meeting the mental health needs of students requires flexibility in how we approach meeting a range of needs.
- This can include raising awareness of mental wellbeing for all students through inclusive, culturally appropriate programs, to targeted services for acute mental health challenges.
- We will continue to work with School Boards and Councils, First Nation governments and other education partners, including youth, to determine how best to:
  - coordinate student supports and access to services;
  - provide additional training for school counsellors;
  - enhance student outreach and awareness; and

## Mental Health Supports for School Staff and Students

---

Education

- offer training and supports to school staff in developmentally responsive approaches to mental wellness and awareness of mental wellness needs.

### Additional response—Students:

- Conversations about mental health are important.
- We're working to help students and staff learn more about mental health, through increased awareness, our curriculum, and developmental supports.
- This includes teaching them the language to talk about it and where to seek support.
- School counsellors support students in achieving their personal, social, emotional, and academic development, and their career potential.
- Through the Yukon's school curriculum, students learn about social-emotional skills, decision-making about their health and safety, and strategies to strengthen their resilience and wellbeing.
- For acute mental health challenges, school-based staff help students and families connect with the most appropriate supports that are available within a community - including clinical counselling services.

### Staff:

- Ongoing training and supports are available for administrators and school staff to help recognize and respond appropriately when individuals or colleagues may be struggling with their mental health.
- During the 2023-24 School Year, all educators have the opportunity to complete a Certified Suicide Prevention training webinar as part of their professional development.

### Mental Health Supports for School Staff and Students

---

Education

- We offer all employees and their families a range of confidential and expert help and well-being services through the Employee and Family Assistance Program and through their extended health benefits as employees of the Yukon government.
- The Employee and Family Assistance Program provides counselling and critical incident services, as well as nutritional, financial and wellbeing services to get support to deal with life's challenging situations.
- When school staff are dealing with critical events, we work with LifeSpeak to help deploy counselling resources for support and debriefing of staff.

---

#### Context—this may be an issue because:

- There is constant public conversation and demand for more mental health supports – especially for youth – in light of the pandemic and the opioid crisis.
- There have been recent calls to staff a clinical counsellor in each Yukon school.

---

#### Background:

- 2023/24 Budget Allocation \$500k breakdown:

Ready to Learn (implementation and training)	\$280,000.00
Education and Awareness	\$130,000.00
Youth Summit 2023 (BGC Yukon)	\$40,000.00
Comprehensive Mental Health and Wellness Approach document	\$20,000.00
Research	\$10,000.00
Mental Wellness Kits for Youth	\$20,000.00

# Session Briefing Note

TAB#SSS04

Spring 2024

## Mental Health Supports for School Staff and Students

Education

Total	\$500,000.00
-------	--------------

- Education is working on initiatives that are focused on both prevention and intervention measures to support students and staff.
- Over three fiscal years, the department is allocating 81 FTEs to meet the government's commitment to increase the allocation of Educational Assistants and Learning Assistance Teachers starting in the fall of 2023 as follows:

Fiscal Year	FTEs
2023-24	Additional allocation of 40 FTEs: <ul style="list-style-type: none"><li>• 13 EAs</li><li>• 15 LATs</li><li>• 12 school wellness specialists<ul style="list-style-type: none"><li>• 7 hires (1 CSFY, 6 Areas 1&amp;2)</li><li>• 5 vacancies remaining, currently in the hiring process to fill vacancies</li></ul></li></ul>
2024-25	Additional allocation of 21 FTEs: <ul style="list-style-type: none"><li>• 10 EAs</li><li>• 8 LATs</li><li>• 3 school wellness specialists</li></ul>
2025-26	Additional allocation of 20 FTEs

- We are also working closely with Boys and Girls Club (BGC Yukon) Yukon to implement the recommendations from the Territorial Youth Strategy for the Yukon 2023.
- According to the *Health Behaviours of School-Aged Children Survey*, a significant proportion of Yukon students are feeling depressed or low at least once a week.

# Session Briefing Note

**TAB#SSS04**

**Spring 2024**

## **Mental Health Supports for School Staff and Students**

---

Education

- The Report on the results of the 2018 *Health Behaviour of School Aged Children* Survey was released to the public in Winter 2022 by the Department of Health and Social Services.
- The 3rd Learning During COVID-19 survey found almost half of student respondents said the pandemic had very negatively or negatively impacted their mental health and wellness.
- There is growing recognition within Canada of the critical nature of improving the mental health of young Canadians with a particular emphasis on building positive mental health, in contrast to historically focusing on mental illness.
- The Yukon is a member of the Pan-Canadian Joint Consortium of School Health, a partnership of 25 Ministries of Health and Education across Canada working to promote a Comprehensive School Health approach to student wellness/wellbeing and achievement/success for all children and youth.

**Approved by:**

**Mary Cameron**

**2024-04-29**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Value

- We work with school communities on ways they can organize their building's learning spaces to meet the needs of their students and programs.

### Recommended response:

- We monitor all schools to help administrators and school communities plan for enrolment and needs in the short, medium, and long-term.
- Modular classrooms are an option to address enrolment pressure in schools.
- Enrolment pressure is also a key element in the long-term capital planning process.
- We are working with Highways and Public Works on a multi-year procurement and placement program to place new and replace aging modulars at Yukon schools.
- With respect to F.H. Collins, site feasibility studies have been conducted and two portable classrooms will be placed at the F.H. Collins campus.
- Work is underway to supply and deliver portable classrooms to the territory with intent of having them ready for occupancy by the start of the 2025-26 school year.
- Each modular classroom will represent an additional instructional space to accommodate up to 28 students.
- For the 2024-25 there is \$1,200,000 allocated for Modular Classrooms.
- The department is working with Highways and Public Works on a multi-year procurement and placement program for Yukon schools.



- It is anticipated that the public tender for the Modular Classrooms will be issued May 7, 2024.

### **Additional response:**

- Prior to placing modulars at schools, enrolment and program offerings are reviewed to assist in decision making.
  - Market conditions have resulted in the procurement timelines for modulars impacting completion timelines.
- 

### **Context—this may be an issue because:**

- Schools such as FH Collins Secondary and Jack Hulland Elementary have requested modulars in recent years.
- 

### **Background:**

- In recent years, new modular classrooms have been placed at:
    - Golden Horn Elementary School (2),
    - Hidden Valley Elementary School,
    - Selkirk Elementary School (2), and
    - Robert Service School in Dawson (a 4-classroom annex to replace aged modulars).
  - Site feasibility studies have been conducted to confirm the ability to place modulars at schools with emerging enrolment pressures.
  - In addition to the new modulars, all existing modulars have been assessed for condition.
    - The Saint Francis of Assisi Catholic Secondary School and Porter Creek Secondary School modulars are at the end of their serviceable lifecycles and need replacement.
-

# Session Briefing Note

**TAB#SO07**  
**Spring 2024**

## Modular Classrooms

Education

Approved by:

Mary Cameron

2024-04-29

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### **School staffing Concerns Recruitment, TOCs, Vacancy: HOT09/HR03**

#### **Value:**

- Developing students' numeracy skills is a high priority for the Department of Education.

#### **Recommended Response:**

- Addressing student numeracy needs is a complex task, and no single approach or resource program is a solution for the many factors that influence student numeracy outcomes.
- On September 8, 2023, the Department of Education announced the newly developed Culturally Responsive Numeracy Strategy for Yukon Education Authority operated schools.
- Implementation of this strategy is underway with the planning of summer numeracy camps and the hiring of a numeracy consultant as two immediate actions.
- Numeracy camps are an experiential way for holistic numeracy instruction and will be piloted this coming summer.
- We have completed interviews and will be extending an offer for the position of Numeracy Education Consultant shortly. This position will support the important work outlined in the Culturally responsive numeracy strategy.
- Looking ahead to 2024/25 School year, the strategy indicates that school-based numeracy support teachers for K-7 schools will be in place.

- To initiate change and reform education practices, it is important to critically examine our current organization to ensure we are organized in a way that supports transformative change.
- We have been examining how to refocus and reprofile existing positions to support this recommendation; however, there may be delays due to YAEP collective bargaining.
- While collective bargaining takes place, we expect to have alternative solutions to ensure numeracy support is available to K-7 classrooms in the 2024/25 school year.
- Yukon Association of Education Professionals is currently using part of their funding from Yukon Education to train existing numeracy support teachers in schools.

### **Additional Responses:**

- The Culturally Responsive Numeracy Strategy working group has recommended strengthening the culturally responsive teaching of numeracy along with continuing to examine numeracy interventions and screeners that inform teaching practices.
- This working group includes representatives from Yukon First Nation Education Directorate and Department of Education staff, including educators and administrators and has recently found a Yukon First Nation citizen as a co-lead to support the group.

---

### **Context—this may be an issue because:**

- Data indicates that numeracy proficiencies need improvement for Yukon students.

## Numeracy

---

### Background:

- A Culturally Responsive Numeracy Strategy Working group was launched in January 2023:
- The Culturally Responsive Numeracy Strategy Working group met several times and provided recommendations for the strategy in the summer of 2023.
- The working group had representation from Yukon First Nation Education Directorate, teachers, administrators, Student Support Services and Curriculum and Assessment.
- The recommendations that informed the approved strategy contained recommendations to continue the working group on some key areas including culturally responsive assessments and the importance of the group being co-led by a Yukon First Nations knowledge keeper.
- We have recently recruited a local Yukon First Nation teacher and knowledge keeper to co-chair this working group.
- A culturally responsive numeracy strategy for Yukon Education operated schools was announced on September 8, 2023: [Yukon Culturally Responsive Numeracy Strategy](#)
- This strategy aligns well with the First Nation School Board numeracy strategy.
- A hiring process is underway for a Numeracy Consultant to support schools with the implementation of the numeracy strategy.
- Implementing new numeracy support teachers for K-7 schools may have some delays as we now focus on Collective Bargaining with the Yukon Association of Yukon Education Professionals (YAEP).
- Training and support for Mathology, a newer mathematics resource, has been ongoing, in collaboration with the First Nation School Board and the Commission Scolaire Francophone de Yukon. The working group supports the continued use of this resource.

### Tracking literacy and numeracy progress

- The BOEHM and Early Years Evaluation (EYE) assessments provide data on student's numeracy at primary levels.

- The new Mathology resource has built in assessments for teachers to use. These assessments include instructional supports to address any identified gaps.

#### Assessments and data

- Yukon teachers provide ongoing assessments of students to help students and parents focus on ways to support student growth.
- We assess numeracy at key points during a student's education, including in Grades 4 and 7 through the Yukon Foundational Skills Assessments. In the past, these assessments were written late in the school year. They have now been moved to the fall of each school year so teachers can use the information from these assessments to adjust and provide support to students.
- At the high school level, students write the Grade 10 Numeracy Assessment.

#### Approved by:

**Mary Cameron**

**2024-04-08**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Ombudsman Report on Safer Schools Action Plan

---

Education

**Safer Schools Action Plan – DPT13**

**Hidden Valley School – Supports, Reviews Investigations, Legal: refer to SO06**

**Safer Schools Policies and Procedures: refer to DPT14**

**Safer School Disclosures: refer to DPT12**

#### Value

- The wellbeing, safety, and protection of students when they are in our care is our top priority.

#### Recommended response:

- The Government of Yukon has received the Yukon Ombudsman's second report on its investigation into the 2019 Hidden Valley Elementary School incident. The Government of Yukon accepts, in principle, all eight of the Ombudsman's recommendations.
- We appreciate the work of all the organizations that have reviewed, reported, or made recommendations on the Hidden Valley Elementary School incident. We are committed to continuing system-wide improvements.
- While we have made significant positive changes through the Safer Schools Action Plan, we know there is still more work to do to improve safety and security in Yukon schools. We are committed to continuing this work and we appreciate the recommendations provided by the Ombudsman in this latest report.

#### Additional response:

- We accepted the Ombudsman's recommendations in principle - we agree with all the recommendations but have work to do on our end to

### Ombudsman Report on Safer Schools Action Plan

---

Education

determine specific details, and complete further analysis, adjustments, and planning.

- Accepting in principle allows us the flexibility we need in order to effectively implement and operationalize the recommendations. This flexibility is valuable, as there are different ways to achieve the desired outcomes while keeping the safety of our schools and the protection of students at the forefront.
- We thank the Ombudsman and his staff for collaborating with the Department of Education on this review and supporting us with our continuous improvement of processes to ensure the safety of our children.
- We will incorporate the recommendations from the Ombudsman into our continuous work to review and improve our policies and processes.
- The valuable insights provided by the Ombudsman will bring greater clarity to our policies and processes.
- We thank the Ombudsman for their thorough and careful investigation into this matter. Their work is appreciated and will significantly contribute to making our schools safer.

---

#### Context—this may be an issue because:

- The Ombudsman intends to table the report, released February 27, 2024, in the Legislative Assembly, which may lead to questions regarding the effectiveness of the implementation of the Safer Schools Action Plan and communications guidance documents.

---

#### Background:

##### Recommendations

- In the second report, the Ombudsman has eight recommendations that relate to:



### Ombudsman Report on Safer Schools Action Plan

---

Education

1. the authority, usability and understanding of policy, procedure and guidance documents
2. the documents needed to respond to serious incidents in school settings and interdepartmental cooperation;
3. the accountability for compliance and use of all guidance and procedures developed from the Safer Schools Action Plan; and
4. the training requirements, implementation and tracking of the legislation, policy, procedures and guidance documents that address serious incidents and communications with families.

#### Process

- The Office of the Ombudsman investigated a 2021 complaint that the inordinate delay by the Department of Education to inform the parents, guardians and caregivers of students at Hidden Valley Elementary School about 2019 allegation of sexualized abuse of a student by a staff member was unfair. This matter was the subject of four independent investigations.
- The Ombudsman issued findings in two parts: The first report was issued on September 7, 2023, examining:
  1. why the Department waited more than 19 months to inform parents,
  2. why the Department began sharing information following a CBC news story; and
  3. whether the Department had an obligation to communicate with the parents when it first became aware of the alleged abuse or whether it was prohibited from doing so by law.
- The Ombudsman concluded that the complaint about the communication failure was substantiated but did not make any recommendations at that time.
- The second preliminary report was issued on December 18, 2023, reviewing the Safer Schools Action Plan to determine if it is sufficient to avoid a reoccurrence of the communications failure that resulted in unfairness to the parents as reported in the first report.

# Session Briefing Note

**TAB#HOT07/DPT09**

**Spring 2024**

## **Ombudsman Report on Safer Schools Action Plan**

---

Education

- After the Office of the Ombudsman completes their preliminary investigation report, the authority is provided with the report to verify facts, consider the recommendations, and provide comments in relation to the preliminary report for consideration by the Ombudsman.
- The Office of the Ombudsman released their second report on February 27, 2024.

**Approved by:**

**Mary Cameron**

**2024-02-28**

---

Deputy Minister, Education

---

[Date approved]

# Session Briefing Note

## Our Clean Future Implementation

**TAB#YG05**  
**Spring 2024**

Environment and Energy,  
Mines and Resources

---

### Recommended response:

- We recognize the urgency of the climate emergency and launched Our Clean Future in September 2020 to map our route forward.
- The Government of Yukon continues to make significant progress on implementing Our Clean Future. In December 2023, we released the third Our Clean Future annual report outlining the progress we made responding to climate change in 2022.
- The report announced the addition of 42 new actions to help us reach our climate goals. These new actions are a product of the important work of the Yukon Climate Leadership Council, the Yukon Youth Panel on Climate Change, Navius Research and the findings in the Climate Risk Assessment report.
- The 42 new actions implement 15 recommendations from the Yukon Climate Leadership Council and three recommendations from the Yukon Youth Panel on Climate Change.
- Additionally, several of the new recommendations put forward by the Yukon Climate Leadership Council align with existing Our Clean Future actions.
- We will continue to work together to advance our efforts to reduce emissions as we assess our progress year-to-year, consider new research and the input of others, and increase our resilience to climate change.
- We have also revised 19 existing actions to better align with our efforts to reduce the Yukon's greenhouse gas emissions and build a climate resilient territory.

# Session Briefing Note

## Our Clean Future Implementation

**TAB#YG05**  
**Spring 2024**

Environment and Energy,  
Mines and Resources

---

### Additional response:

- As we continue to address climate change it is important for us to look back on our progress as we diligently work towards our objectives.
- We legislated greenhouse gas emissions targets and associated reporting through the Clean Energy Act in 2022.
- We installed electric vehicle chargers in every road-accessible community in the Yukon, enabling zero-emissions travel throughout the territory. (See EMR BN #29)
- We launched the five-year Sustainable Canadian Agricultural Partnership in 2023 which will enhance the agriculture sector's resiliency and adaptation to climate change.
- In collaboration with the Yukon's public utilities, we met our target to install seven megawatts of renewable electricity capacity through the Micro-Generation program by 2030. (See EMR BN #38)
- We launched the Better Buildings Program to offer affordable financing for energy retrofits to Yukoners' homes and buildings in 2022.
- We established a geohazard mapping program to understand risks from climate change to the Yukon's transportation corridors.
- We advanced emergency preparedness as we progressed the Community Wildfire Protection Plans for Dawson City, Mayo, Watson Lake, Beaver Creek, the Town of Faro and the Kluane Lake Region.
- We have begun work to develop flood hazard maps for all flood-prone Yukon communities. We expect to release flood maps for the Southern Lakes, Carmacks, and Teslin in 2024. Flood hazard mapping

## **Session Briefing Note**

### **Our Clean Future Implementation**

Environment and Energy,  
Mines and Resources

for Old Crow and Dawson and the Klondike Valley will begin in 2024 and 2025.

- In May 2023, we completed the installation of a biomass heating system at Elijah Smith Elementary School in Whitehorse.
- In January 2024, we passed an electric vehicle charging station regulation under the *Public Utilities Act* to allow First Nation governments, private businesses and municipalities to sell electricity through electric vehicle charging stations.

#### **Third response:**

- Of the original 136 actions released in Our Clean Future in 2020, we have completed 45 actions. Eighty-seven actions are in progress and four are yet to begin.
- The ambitious addition of 42 new actions in 2023 puts us on track to reduce the Yukon's emissions by 30 per cent by 2030; however, there is still significant work required to meet our target reduction of 45 per cent by 2030.
- We are working with industry to establish a path to implement the mining intensity target of a 45 per cent reduction in emissions per unit of production by 2035.
- We will continue to build on Our Clean Future as we learn more and implement new actions. This will be reflected in future annual reports.
- We will continue to find opportunities to reach our targets as we work with experts, stakeholders and partner governments across the territory and beyond.

# Session Briefing Note

## Our Clean Future Implementation

**TAB#YG05**  
**Spring 2024**

Environment and Energy,  
Mines and Resources

### Context — this may be an issue because:

- Climate change is of high interest to Yukoners.
- The government's progress in delivering on Our Clean Future commitments will be of interest.

### Background:

- Our Clean Future was released on September 14, 2020.
- Our Clean Future now has 178 actions, of which 136 are original actions and 42 are new actions. These actions seek to reduce greenhouse gas emissions and support the Yukon to be highly resilient to the impacts of climate change by 2030.
- The Government of Yukon reports annually on progress for the implementation of Our Clean Future. Three Annual Reports have been published to date, with the latest report released on December 20, 2023.
- The Our Clean Future website was launched in December 2023, allowing Yukoners to see our commitments and successes towards fighting climate change.

### Approved by:

\_\_\_\_\_  
A/Deputy Minister  
Department of Environment

2024-02-09

\_\_\_\_\_  
Date approved

\_\_\_\_\_  
Deputy Minister  
Department of Energy, Mines and Resources

February 12, 2024

\_\_\_\_\_  
Date approved

# Session Briefing Note

**TAB#SI09**  
**Spring 2024**  
Education

## Pest Control in Schools

---

### Value

- The health, safety, and well-being of students and staff is a top priority.

### Recommended response:

- Pest control mitigations are put in place when signs of pests are discovered in Yukon government workplaces.
- If there are signs of pests in schools, staff submit a pest control work order.
- The department works with schools to ensure attractants are minimized and additional custodial resources are made available if needed.

---

### Context—this may be an issue because:

- Many schools have food and nutrition programs that sometimes attract pests.
- It is common to see increased mouse activity in the fall season and/or when a building is undergoing renovations.

---

### Background:

- We work with school staff, Health and Safety Management Coordinator, Facilities Services Director and Environmental Health Services on response, prevention, and remediation.
- There has been an increase in food and nutrition programs being delivered at schools. This has resulted in more food stored in the schools and classrooms and increased compost, both of which are attractants for pests.

### Approved by:

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

### School Video Surveillance: Refer to SI10

#### Value:

- The Department of Education takes protecting the privacy of Yukoners' personal information very seriously.

#### Recommended response:

- Department staff have worked diligently to increase awareness of privacy requirements and best practices through training and information.
- The privacy awareness culture at Yukon Department of Education has seen a noticeable improvement.
- Steps have been taken to train managers and staff on the protection of privacy, and we are actively reviewing workflow processes and training opportunities to prevent privacy breaches.
- Training includes clarifying that secure file transfer tools, rather than email, must be used when transmitting personal information outside Yukon government's firewall.
- Department staff are ensuring contractors and service providers are aware of their obligations.
- Staff have been trained to identify, report, and mitigate risk of privacy breaches.
- In addition, we are documenting what personal information we collect and how we handle and safeguard that information for all program areas through the *Personal Information Map* project. This project is near completion.
- The department's privacy management policy and plan is being reviewed and updated.



#### Context—this may be an issue because:

- On March 25, 2024, the Yukon Ombudsman/Information and Privacy Commissioner tabled their 2022 Annual Report with the Yukon Legislative Assembly. This report featured two stories involving the access and privacy aspects of video surveillance at schools.
  - In 2022, a privacy breach occurred at the Department of Education involving the personal information of 537 individuals that had applied for the Yukon Grant.
  - The Information Privacy Commissioner Office completed a Breach Evaluation Report which was sent to the Department of Education in November 2022.
- 

#### Background:

- The department follows the Yukon Government Privacy Breach Protocols as set out by the government's Access to Information and Protection of Privacy office including notifying the Office of the Information and Privacy Commissioner of significant breaches.
- The 2022 Information and Ombudsman/Information and Privacy Commissioner Annual Report noted that of the 70 total privacy files opened that year, 30 files were related to the Department of Education.
- This report took special interest in video surveillance at schools. It described a complaint received in November 2021 about its use of video surveillance in Yukon schools. The Information and Privacy Commissioner conducted an investigation, and Annual Report noted that the Department of Education rejected its recommendations. The Department responded that use of the technology was justified.
- The report also described the Information and Privacy Commissioner's compliance audit to evaluate whether the use of video surveillance in schools adequately protects personal information. The Department of Education committed to ensuring that any new video surveillance technology in schools complies with the 24 recommendations.

# Session Briefing Note

**TAB#DPT10**

**Spring 2024**

## Privacy Awareness

Education

- In November 2022, the Department of Education accepted and started acting on the 4 recommendations in the Information and Privacy Commissioner's evaluation Report on the breach of Yukon Grant information.
  - Actions include:
    - Since January 1, 2024, 72 staff (approx. 50% of Main Administration building) have received annual privacy training.
      - Staff have been trained on:
        - When, why and how to use Secure File Transfer;
        - What is a privacy breach, staff's duty to report, and the process for reporting;
        - What is unauthorized collection, staff's duty to report, and the process;
        - Guidance on how to reduce risk of a breach through better email practices.

**Approved by:**

**Mary Cameron**

**2024-04-09**

Deputy Minister, Education

[Date approved]

### Value:

- The *Education Act* allows for a variety of learning environments, including private schools, to suit individual students' needs.

### Recommended response:

- The *Education Act* defines a private school as “a school, including a school operated by a religious denomination, other than a school operated by the Minister or a school board, that offers educational programs during school days to school-age children”.
- Private schools can operate in the Yukon if they meet the requirements of section 29 of the *Education Act* and the Private Schools Regulations.
- There are currently two private schools operating in Yukon: the Yukon Montessori School, which serves Grades 1 to 7, and the Yukon Wild School, which serves students in Grades Junior Kindergarten to 7.
- Private schools are required to:
  - Provide courses of study that meet the goals and objectives established by guidelines approved by the Minister;
  - Agree to regular evaluation and monitoring as determined by the Minister;
  - Meet all local and territorial health, safety, and building standards; and
  - Meet standards of student achievement, as measured by achievement testing, comparable to those of schools operated by the Minister or a School Board.
- The Department of Education works with private schools through the Aurora Virtual School to assess student achievement.
- Department officials are working with the private schools to ensure they are meeting their requirements under the Act and Regulations.

### **Additional response – private schools and IEPs:**

- Private schools charge fees for students to access programs and services offered by the school.
- The Yukon Education Act speaks to the right of students to receive an educational program appropriate to their needs, and to receive an educational program outlined in an IEP when they need special education programs.
- However, the Act speaks to students attending a school operated by the Minister or a school board. The Department of Education does not operate or manage private schools, nor does it provide staffing or funding to private schools.
- Further, the programming at private schools is the responsibility of the school and not the department.
- As such, the Department of Education is not responsible for providing support to students attending private schools, either in the Yukon or outside of the territory.

---

### **Context—this may be an issue because:**

- The Minister has a role in approving, monitoring and evaluating private schools.
- 

### **Background:**

- Under the *Education Act* ('the Act'), private schools may operate in the Yukon if they meet the requirements of s. 29 of the Act and the requirements of the Private Schools Regulations.

### Application Process

## Private Schools in Yukon

---

- An application for registration and accreditation as a private school needs to be submitted at least four months before the anticipated opening date of the school.
- As per subsection 1 of the regulations, the application for registration shall include:
  - a) the names of the owners or operators of the school,
  - b) the name of the school,
  - c) the location of the school,
  - d) proof of compliance with all municipal and zoning bylaws, and all applicable municipal and territorial health, safety and building standards requirements,
  - e) procedures for achievement testing for the students,
  - f) written consent of the owner or operator to such evaluations of the school as may be required by the Minister, and
  - g) such further information as may be required by the Minister under the Act.
- As per subsection 2 of the regulations, the application for accreditation shall include:
  - a) the information required in an application for registration under subsection 1, and
  - b) a list of the proposed instructional staff and proof that each instructor meets the certification requirements outlined in the Teacher Qualification Regulations.
- The Minister of Education is responsible for approving an application for registration or accreditation of a private school, and for regularly monitoring and evaluating the school.
- The Act states that no grants or contributions shall be made to a private school by the Minister, the Commissioner in Executive Council, a school board or a Council.
- Under the *Education Act*, only students at government-run schools, including those operated and managed by a school board, are entitled to IEP programming.

# Session Briefing Note

**TAB#EP03**  
**Spring 2024**  
Education

## Private Schools in Yukon

---

- In October 2023 a judicial review upheld the decision of the Yukon Cannabis Licensing Board denying an applicant a retail cannabis license because the proposed store was within 150 metres of a school.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

### Value

- Yukon will continue to ensure quality and enriching academic programs and experiences.

### Recommended response:

- Institutions that offer training of more than 45 hours in an occupation listed on the National Occupational Classification system can apply to be registered in Yukon as a private training institute.
- The application and review process is thorough and can take approximately one year to complete.
- A private training institute must be in operation for at least one year and graduate one domestic cohort before being considered for Designated Learning Institution status, which enables a school to host international students.
- To ensure quality and local oversight, a private training institute must be physically located in the Yukon, have a staff person physically located in the Yukon, and provide financial assurance.

### Additional response:

- Elements Esthetics Academy was registered as Yukon's newest private training institute at the end of January 2024 and is approved to offer an esthetics diploma program. We wish the institute success.

---

### Context—this may be an issue because:

- Government of Canada's messaging around changes to the International Student Program and enrollment cap includes addressing private training institutes or private career colleges in Canada that may prioritize financial gain and immigration pathways over the delivery of quality education.
-

- Some jurisdictions are increasing the length of time an institute must be in operation before they can apply for Designated Learning Institution status and thereby host international students.
- 

### Background:

- Yukon has 3 businesses registered as private training institutes: Alkan Air Flight Academy, Yukon Tourism Education Council and Elements Esthetics Academy.
- Private training institutes or trade schools are governed by the *Trade School Regulation Act* and *Trade School Regulation*. A trade school must be registered to operate in Yukon.
- The fee to register a private institution is \$100 per year. The initial payment is due at the time of 1st registration and annual payments to remain registered are due September 1 of every year thereafter.
- To register, a private training institution must:
  - offer training totaling more than 45 hours in an occupation that is listed on the National Occupational Classification system;
  - have the institution physically located in the Yukon;
  - have a person physically located in the Yukon while the school is registered;
  - provide a bond. The bond is a \$10,000 irrevocable letter of credit. It helps ensure that a school meets its contractual obligations and has the resources to deliver the programs; and,
  - contribute to a Training Completion Trust Fund to ensure students can complete their training elsewhere if a program or course ceases to exist or becomes insolvent.

### International Students:

- A Private Training Institute must be in operation for at least one year and graduate one domestic cohort before being considered for Designated Learning Institution (DLI) status. A DLI is a school approved to host international students.



# Session Briefing Note

**TAB#AE06**  
**Spring 2024**

## Private Training Institutions

Education

- The process to become a DLI is administered by the Government of Canada, Immigration, Refugees and Citizenship Canada.
- Currently, Yukon has two DLIs: Yukon University and Alkan Air Flight Academy.

### Degree granting:

- Should a private training institute or private career college or university wish to operate and offer degree-granting programs in Yukon, approval would be needed by the Commissioner in Executive Council.
- Yukon University's degree granting authority is governed by the *Yukon University Act*.

### Approved by:

**Mary Cameron**

**2024-02-28**

Deputy Minister, Education

[Date approved]

## **Public Announcement Systems in Schools**

---

Education

### **Value:**

- The health, safety, and well-being of students and staff is our first priority.

### **Recommended response:**

- Effective communication during emergencies and regular activities is crucial for our school staff.
- We completed upgrades on public announcement systems at:
  - Elijah Smith Elementary in the 2018-19 school year;
  - Grey Mountain Primary, St. Francis of Assisi Secondary, and Porter Creek Secondary School in 2019-20;
  - Holy Family School and Khàtinas.àxh (Kaw keen ah sa) Community School in the 2021-22 school year;
  - Del Van Gorder in the 2022-23; and
  - Ghùch Tlà Community School this school year (2023-24).
- The Department of Education has maintenance contracts in place to promptly address and repair any reported issues with public announcement systems in schools.
- A review of the current maintenance contracts scope of work is underway to ensure subsequent contracts can meet immediate or pressing issues more effectively.
- The Department of Education also works with schools that are having issues with their PA systems on modifying their school emergency plans to ensure there are methods for communicating in the school.

## **Public Announcement Systems in Schools**

---

Education

- We are actively working on addressing system concerns and sourcing necessary parts for Elijah Smith Elementary, Porter Creek Secondary, Selkirk Elementary, and Christ the King Elementary School.
- Issues with the PA system at Saint Francis of Assisi reported in late December were rectified in early January 2024.
- PA systems at the following schools are scheduled for replacement:
  - Hidden Valley Elementary School and École Émilie Tremblay 2024-25
  - Selkirk Elementary School 2025-26
  - Tantalus Community School 2026-27
  - Watson Lake Secondary School 2027-28
  - Eliza Van Bibber 2028-29
- Designs and requirements for new systems going forward will be standardized for efficiency in daily operation, maintenance, and repairs.
- As PA systems age and technology changes, they can become difficult to update and maintain.
- An inventory of current systems will be undertaken in summer 2024 to provide baseline information to expedite the ordering of parts for repairs.

## Public Announcement Systems in Schools

---

Education

---

### Context—this may be an issue because:

- There is limited availability of local contractors who can address public announcement system needs.
  - School Councils and school administrators regularly raise concerns about non-functioning PA systems.
- 

### Background:

- Schools with public announcement systems use them to make announcements to the entire school, make calls between school rooms, play signal bells and more, and sometimes as part of staff communication protocols.
  - For example, they may use them to communicate emergency codes to all staff and students at once or make calls from a classroom to request support from other staff.
- If a school's public announcement system is not available/functional, schools make alternative plans to communicate, such as deploying two-way radios to teachers, using megaphones or using cell phones in the interim.
- Replacement of broken or aging public announcement systems is managed and prioritized in the capital planning process. For example, broken public announcement systems would take priority over aging but functional systems.
- Public announcement systems are complex networks and take time to install and connect with phones and the internet.

<b>Approved by:</b>	
<b>Mary Cameron</b>	<b>2024-01-31</b>
_____	_____
Deputy Minister, Education	[Date approved]

### Value:

- The health and safety of students and staff is our first priority.

### Recommended response:

- The Government of Yukon's radon management guidelines follow Health Canada's recommended guidelines.
- Testing and remediation was completed at all schools in 2018 with the majority of schools having low radon readings.
- Schools with results that exceeded the recommended range were remediated and monitored until the levels were within the recommended range.
- Post-remediation testing was completed at Eliza Van Bibber, Christ the King Elementary, the Teen Parent Centre, and Holy Family Elementary School, and results indicate levels are now below Health Canada Guidelines.

---

### Context—this may be an issue because:

- The issue of radon levels in schools was raised in October 2019.

---

### Background:

- Radon is naturally occurring in Yukon. It does not pose an immediate danger to health and is only a concern if there is prolonged exposure to high concentrations over many years.
- Health Canada's recommended levels of radon concentration for acceptable indoor air quality are as follows: Below 200 Bq/m<sup>3</sup> – acceptable; Between 200 Bq/m<sup>3</sup> and 600 Bq/m<sup>3</sup> – remediate within two years; Above 600 Bq/m<sup>3</sup> – remediate within one year.

- All Yukon schools have been tested, and schools that showed results above the 200 Bq/m<sup>3</sup> have been remediated, with follow-up monitoring until the government is confident levels are within the recommended range.
- All Yukon school communities have been informed about the results and if any remediation is needed at their schools. The majority had low radon readings.
- Christ the King Elementary School and Eliza Van Bibber School tested above the parameters established by Health Canada guidelines. Remediation work has been completed, and long-term testing indicates levels are now below Health Canada guidelines.
- Remediation work was completed at Jack Hulland Elementary and Nelna Bessie John School, and long-term testing confirmed that radon levels at both schools are below Health Canada guidelines.
- The Teen Parent Centre and Holy Family Elementary School had remediation work in 2018-19. Follow-up testing indicates radon levels are below Health Canada guidelines.
- Unless there is a significant change to the physical structure of a school or Health Canada's recommended levels of radon concentration for acceptable indoor air quality change, there is no requirement or need for retesting.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

### Reimaging Inclusive and Special Education: refer to RI04

#### Value:

- The Department of Education is taking action to create safer and more inclusive schools where students are ready and supported to learn.

#### Recommended response:

- The Ready-to-Learn Schools (R2L) initiative was originally introduced by staff at Takhini Elementary and continues to be expanded to schools across the Yukon.
- In the 2022-23 school year, Ready-to-Learn Schools was implemented at Takhini Elementary, Selkirk Elementary, Jack Hulland Elementary, and Grey Mountain Primary, all in Whitehorse, Nelna Bessie John in Beaver Creek, and St. Elias Community School in Haines Junction.
- In the 2023-24 school year it was implemented at Hidden Valley Elementary, Holy Family Elementary, FH Collins Secondary, Porter Creek Secondary, St. Francis of Assisi Secondary, and Aurora Virtual School in Whitehorse, and at Robert Service School in Dawson City, and Tantalus School in Carmacks.
- Work is underway to prepare for implementation in the 2024-25 school year at Chief Zzeh Gittlit School in Old Crow, Ghùch Tlâ School in Carcross, Elijah Smith School in Whitehorse, JV Clarke school in Mayo, École Emilie Tremblay and CSSC Mercier in Whitehorse, the new French school in Dawson City, and at Gadzoosdaa residence. Eventually, these responsive instructional approaches will be implemented in all Yukon schools.
- Ready-to-Learn trains teachers and staff to be developmentally responsive and to recognize that a child's chronological age may not

match their emotional, cognitive, or social age.

- It also helps educators to understand brain development, functioning, and learning.
- Based on the groundbreaking work of Dr. Bruce Perry, the program is based on the understanding that children can only be ready to learn when they feel safe and calm.
- For 2023-24 school year we have two educators leading a *Neurosequential Model in Education* certification program for 20 educators. We have a further seven positions at the Department of Education being certified in the *Neurosequential Model of Therapeutics*.
- We developed a series of seven short videos designed to provide insights into various aspects of the R2L initiative, including its practical application, student brain development, the significance of relationships, and an overview of the *Neurosequential Model in Education*.
- These videos serve as a powerful tool to foster a deeper understanding of the R2L initiative among all school stakeholders, including administrators, teachers, and the broader school community.
- I'm also pleased to highlight the upcoming Ready to Learn symposium for educators on May 3, 2024, as part of this good work across the Department of Education's three school authorities.
  - This will be an opportunity for educators, who have committed to further knowledge, self-reflection and implementation of the Ready to Learn initiative, to gather and learn together.



## Ready to Learn Schools

---

### Additional response:

- There is an urgent need to build and implement a common understanding of how to take a positive behavioural and brain-based approach to working with students.
- Except in the rarest of cases, students do not come to school intending to be disruptive or harmful to others.
- Ready-to-Learn Schools is an approach that supports positive social change and wellbeing for all students and staff.
- We will continue to communicate information with school communities, offer training opportunities related to this program, and share progress on implementation.

---

### Context—this may be an issue because:

- This initiative is part of the department's response to the Review of Inclusive and Special Education and to the 2019 Office of the Auditor General Report on Kindergarten Through Grade 12 Education in Yukon.

---

### Background:

- This approach was developed by brain development and trauma expert, Dr. Bruce Perry, and is informed by more than 30 years of research. A key component of this initiative is teacher training in an evidence-based model called the Neurosequential Model in Education, or NME.
- The department continues to contract two professionals who have the expertise, experience, capacity, and capability to create a unified approach in schools across the Yukon.
- The initiative is expanding in a phased approach and will eventually be implemented in all Yukon schools.

# Session Briefing Note

**TAB#RI03**  
**Spring 2024**  
Education

## Ready to Learn Schools

---

- The Yukon First Nation School Board has stated its support for the Neurosequential Model in Education approach and has already implemented R2L in many of its schools.
- Staff development on positive approaches to managing student behaviours and supporting students with diverse and special educational needs is a priority for Education. The Yukon Association of Education Professionals has also communicated the need for training and resources to support teachers to create inclusive classrooms.
- Ready-to-Learn Schools was launched as a pilot project at Takhini Elementary School in 2020.

**Approved by:**

**Mary Cameron**

**2024-04-22**

---

Deputy Minister, Education

---

[Date approved]

### Value

- We understand the importance of transparency and accessibility when it comes to student records. It is vital for families to have access to this information, and we are committed to ensuring that these rights are upheld.

### Recommended response:

- Under the *Education Act*, Section 20, parents, caregivers, and students aged 16 or older have the right to examine and copy the student records of their children.
- We are committed to transparency, and to maintaining open and clear communication between schools and families.
- In managing these records, we strictly adhere to the *Access to Information and Protection of Privacy (ATIPP)* Act, ensuring robust student privacy and data protection.
- We encourage families seeking access to student records to collaborate with their school administrators for efficient and guided assistance.

---

### Context—this may be an issue because:

- Records management was discussed during the fall 2023 sitting of the Legislative Assembly.
- 

### Background:

- Records may be withheld when there is an ongoing RCMP investigation and/or civil lawsuit where legal holds of records are in place.

# Session Briefing Note

**TAB#DPT11**  
**Spring 2024**

## Records Management in Schools

Education

- During an RCMP investigation the RCMP may request that records provided as evidence be held in confidence for the duration of the investigation.
- When an investigation is closed, and the Department has final clearance to proceed, families who request access to these records will be provided with their documents.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

## Reimagining Inclusive and Special Education

---

Education

**Ready to Learn Schools: refer to RI03**

### Value:

- We are actively enhancing student learning experiences by providing timely and effective support to meet students' diverse needs comprehensively.

### Suggested response:

- We continue to work with our partners and stakeholders to reimagine and create schools that are safe, inclusive, and build on student strengths to ensure that every child feels connected and supported to thrive.
- This includes developing a Comprehensive Mental Health and Wellbeing Approach that aligns with the Yukon's Forward Together: Mental Wellness Strategy. The approach will include prevention, developmental and clinical responses. It will also aim to improve connections to mental health and wellbeing support provided by partners and stakeholders.
- The draft comprehensive mental health and wellness approach is going through internal review processes.
- We will be collaborating with our education partners to gather their important input over the spring and summer, with a draft to share more broadly in fall 2024.
- In November 2021, the First Nations Education Commission and the Advisory Committee on Yukon Education approved the "Reimagining Inclusive and Special Education Workplan", which addressed the Review of Inclusive and Special Education as well as the Yukon Child

## Reimagining Inclusive and Special Education

---

Education

and Youth Advocate Review on Attendance. The workplan is currently an internal document, once finalized it will be made publicly available.

- This workplan has helped guide our collective efforts to transform the education system. We look forward to continuing this work with our partners in a good way, as we aim to significantly improve educational outcomes for all students.
- We are also working with our education partners to support experiential learning opportunities in Yukon schools.

### **Additional response:**

- A key initiative that launched in fall of 2022 was Ready-to-Learn Schools, based on the ground-breaking work of Dr. Bruce Perry's Neurosequential Model.
- The program is grounded in the understanding that children can only be ready to learn when they feel safe and calm.
- This model trains teachers and staff to be developmentally responsive to recognize that a child's chronological age may not match their emotional, cognitive, or social age.
- Most importantly, it helps educators understand brain development, functioning and learning.
- This initiative empowers our teachers and school staff to understand, honour, support, and guide our children so they are ready to learn as they travel along their own unique path.

---

### **Context—this may be an issue because:**

- The Reimagining Inclusive and Special Education work plan addresses Yukon government's progress to implement recommendations from the audit and two reviews.

## Reimagining Inclusive and Special Education

---

### Background:

- Many recommendations in the Review of Inclusive and Special Education, and the 2019 Office of the Auditor General Report on Kindergarten Through Grade 12 Education in Yukon overlap with those from Child and Youth Advocate's Review on School Attendance. Therefore, they are both being addressed in the "RISE" work plan.
- Both reviews involved extensive engagement with students, parents, First Nations and other education partners and stakeholders.
- In November 2021, the department, in partnership with the First Nation Education Commission and the Advisory Committee on Yukon Education, approved the work plan that is guiding our collective efforts to transform the education system and address barriers to inclusion and improved education outcomes for all students.
- The department hosted an Educational Summit in November 2021 with an estimated 600 online participants, representing our education partners and stakeholders, as well as broad representation from the department.
- In May 2022, the department hosted a conference for members of the *Communities of Inquiry* (COI), the First Nation Education Commission, and the Advisory Committee on Yukon Education.
- The *Communities of Inquiry* have a variety of representatives from First Nations governments, non-governmental organizations such as the Child Development Centre, Autism Yukon and the LDAY Centre for Learning, school councils, and school-based and central administration staff. Membership varies by *Communities of Inquiry*.
- This *Communities of Inquiry* approach respects the collaborative nature of the inquiry process and ensures that Yukon context and Yukon First Nations' ways of knowing, being and doing are incorporated into all actions flowing from both reviews and the department is not making decisions without involving our partners and stakeholders in the process.
- The *Communities of Inquiry* addressing experiential learning has put forward recommendations and is currently working on further recommendations to address cultural camps and other experiential learning opportunities.

## Reimagining Inclusive and Special Education

---

Education

- Several Yukon schools offer experiential learning programs, including:
  - Golden Horn Elementary School's Great Outdoor Experiential School Philosophy (G.O.E.S.), which is a weekly class block dedicated to providing students with challenge and achievement through academic, athletic, cultural, and social endeavours.
    - G.O.E.S. encourages students to learn-by-doing, on the land, field trips or in the beautiful forest that surrounds the school. The experiential model of Golden Horn Elementary School is a long-standing approach to education that is also supported by Golden Horn's School Council and is part of a whole-school approach to outdoor experiential learning.
  - Each Spring, Elijah Smith Elementary School partners with the Yukon First Nation Education Directorate and the Kwanlin Dün First Nation to host an experiential culture-based week of activities.
    - Throughout the week, students can participate in various activities, led by Indigenous Knowledge Keepers, such as cutting and drying, creating button blanket dolls, caribou hide tanning, and hand games.
  - The Wood Street Centre, F.H. Collins and Porter Creek Secondary School offer a wide variety of experiential learning programs where academics are integrated with heritage, adventure, outdoors, skills, theatre, and art.
  - The Indigenous Academy at F.H. Collins is run from an Indigenous Learning approach.
  - Hidden Valley Students can access onsite camping, hiking, snowshoeing, kick-sledding, and cross-country skiing activities.
    - The intermediate grades are learning paddling, camping, and team-building skills, and participate in multiple trips throughout the year.
  - Robert Service School is running a pilot experiential program focused on land-based learning.
- To date the department has received final recommendations from 7 out of 8 Communities of Inquiry. Throughout the upcoming year, the department will focus



## Reimagining Inclusive and Special Education

---

on analyzing the recommendations and subsequently presenting them to our partners for approval and implementation.

### Ready-to-Learn Schools

- Ready-to-Learn Schools was launched as a pilot project at Takhini Elementary School in 2020.
- In the 2022-23 school year it was implemented at schools operated by Education and the First Nation School Board: Jack Hulland Elementary, Grey Mountain Primary and Selkirk Elementary School in Whitehorse, St. Elias Community School in Haines Junction and Nelna Bessie John School in Beaver Creek.
- In 2023-24 school year it was implemented in Hidden Valley Elementary, Holy Family Elementary, FH Collins Secondary, Porter Creek Secondary, Aurora Virtual Schools, and St. Francis of Assist Secondary in Whitehorse; and at Robert Service School in Dawson City, and Tantalus School in Carmacks.
- Pre-engagement work has also begun at Chief Zzeh Gittlit School (Old Crow), Ghùch Tlâ School (Carcross), Elijah Smith School (Whitehorse), J.V Clark (Mayo), Ecole Emilie Tremblay and CSSC Mercier in Whitehorse, the new French school in Dawson City, and at Gadzoosdaa residence in Whitehorse.
- Responsive instructional approaches will eventually be implemented in all Yukon schools.
- We have contracted two professionals who have the expertise, experience, capacity, and capability to create a unified approach across Yukon.
- We will continue to develop internal capacity. During the 2023-24 school year we have two Educators to lead an NME certification program for 20 educators. We also have seven positions at the Department of Education (SSS, RISE) being certified in NMT (neurosequential model of therapeutics).

# Session Briefing Note

**TAB#RI04**  
**Spring 2024**

## Reimagining Inclusive and Special Education

---

Education

Approved by:

Mary Cameron

2024-04-22

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Value:

- We continue to work with school communities on meeting their unique programming requirements while planning for their short, medium and long-term facility needs.

### Recommended response:

- I am pleased that the Robert Service School modular addition is fully operational for the 2023-24 school year.
- This addition has added more programming space for the school to enhance and support student learning.
- Additional projects in the coming fiscal year will see a new outdoor classroom built and the fuel tanks replaced.
- Site works to address the playfield drainage issues will occur in the 2025-26 fiscal year, and roof repairs and window replacement in the 2026-27 fiscal year.

---

### Context—this may be an issue because:

- The budget for this project increased to accommodate requests for increased classroom sizes.
- Delays were caused by supply chain issues.

---

### Background:

- Mould was found in the Robert Service School portables in July 2019.
- The portables were immediately closed, and all programming was moved to the main building. The old portables were decommissioned and removed.
- The final cost for this project was \$6.4 million, and Canada provided funding under the Investing in Canada Infrastructure Program.

# Session Briefing Note

**TAB#SO10**  
**Spring 2024**

## Robert Service School Expansion

Education

- Regular project meetings took place and updates were shared with the school administration.
- Substantial completion was achieved in January 2023.
  - The warranty portion of the contract lasts one year past the date of substantial completion, or to January 2024.
  - Site work to restore the grounds is ongoing and planning continues for future exterior projects.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

### Safer Schools Policies and Procedures: refer to DPT14

#### Value:

- It is a top priority to support healthy, active, safe, and caring learning environments in all Yukon schools.

#### Recommended response:

- All Yukoners have a legal duty to report suspected abuse, harm, or unlawful behaviour against children.
- The Student Protection Policy applies to all Yukon schools. This policy focuses on the conduct of adults who care for students while engaged in school activities. The policy outlines expectations for preventing, documenting, reporting, and communicating when allegations or reports of inappropriate behaviour or abuse are made.
- All allegations or reports of harm are taken seriously. When a disclosure is made and a child/youth may be in need of protective interventions, the disclosure is reported to Family and Children's Services or the RCMP so they can investigate incidents as per their respective mandates.
- When allegations or reports of harm are made, we offer support and resources to students, families, and staff, while protecting their privacy.
- At the beginning of each school year, school administration, teachers and other school staff are trained on the policy and its supporting materials. This includes the Yukon Schools Post-Incident Communications Guidance that outlines expectations for ongoing communication with families.

---

#### Additional response—Disclosures:

- Training staff on the new Student Protection Policy has increased their awareness and understanding of child abuse, harm or unlawful behaviour, and the legal duty of all Yukoners to report suspected incidents.
- The reporting of disclosures is a good indication the policy is providing the guidance needed, and that people are learning and using the policy and its procedures as intended. We will continue to handle all disclosures by following the Student Protection Policy and procedures.

---

#### Context—this may be an issue because:

- The school community will be interested to hear about the ongoing implementation of the Student Protection Policy and procedures and the implementation of the Safer Schools Action Plan.

---

#### Background:

- In September 2022, Education staff finalized the Student Protection Policy, version 1, along with associated procedures, which includes reporting inappropriate or concerning behaviour to the administrator, or if the administrator is the subject of the report, to the superintendent.
- During the 2022-2023 school year, all administrators, teachers, and EAs were trained in the requirements of the policy.
- For the 2023-24 school year, school administrators have been provided training support to ensure that annual training occurs for all new and existing school-based staff.

#### Approved by:

Mary Cameron

2024-02-28

---

Deputy Minister, Education

---

[Date approved]

**Hidden Valley School – Supports, Reviews Investigations, Legal: refer to SI06**

**Safer Schools Policies and Procedures: refer to DPT14**

**Safer School Disclosures: refer to DPT12**

**Ombudsman report on Safer Schools Action Plan DPT09**

### Value

- There is nothing more important than the wellbeing, safety, and protection of students when they are in our care, at any school across our educational system.

### Recommended response:

- All students, staff, and parents have a right to feel safe, and to be safe, in Yukon public schools.
- Since the Safer Schools Action Plan's release, we have dug in, done the work, and are delivering to support students, teachers, and families.
- The outcomes of this work are extremely important, and the Government of Yukon has advanced all 23 of the commitments in the Safer Schools Action Plan.
- While recognizing that the work to ensure students are safe at school will never end, the action items in the Safer Schools Action Plan emphasized creating safe and caring environments, transparency, accountability, victim-centered approaches, collaboration, and reconciliation in education settings.

- The Department of Education continues to prioritize the work under the Safer Schools Action Plan to improve the safety and wellbeing of students in our care.
- A few highlights of our ongoing work:
  - We have ongoing training of school-based staff in the requirements of safer schools, and are examining opportunities to bring in additional policies and procedures.
  - We will be forming a Yukon Parent Advisory Committee to support identification of safety and wellness issues in Yukon schools so we can continue to make well-informed decisions to improve safety for all students in Yukon Schools.
  - We are planning engagement with other government departments, partners, Yukon First Nations and other education partners to enhance prevention and response regarding peer-to-peer harm.
  - We are evaluating how to better support schools, students, families and our contracted school bus services to improve safety for all who ride school buses.
  - In 2023 we updated our Sexual Orientation and Gender Identity policy and are actively progressing work through our Reimaging Inclusive and Special Education initiative to ensure the creation of inclusive and welcoming learning environments for everyone.

#### **Additional response:**

- We continue to work on actions to build back trust and repair and restore confidence in our ability to respond to critical incidents and support school communities.
- We continue to take meaningful steps to improve government-wide coordination in response to critical incidents so that we ensure timely



and appropriate supports for children, their families, and the school community.

- We continue to work hard to address policy gaps and enhance safety and oversight mechanisms across all departments and with the Royal Canadian Mounted Police.

#### **Additional response – response to the HVES Report 2 from the Yukon Ombudsman:**

- The Government of Yukon has received the Yukon Ombudsman's second report on its investigation into the 2019 Hidden Valley Elementary School incident, released on February 27, 2024.
- The Government of Yukon is accepting, in principle, all eight of the Ombudsman's recommendations.
- We appreciate the work of all the organizations that have reviewed, reported, or made recommendations on the Hidden Valley Elementary School incident. We are committed to continuing system-wide improvements.
- While we have made significant positive changes through the Safer Schools Action Plan, we know there is still more work to do to improve safety and security in Yukon schools. We are committed to continuing this work and we appreciate the recommendations provided by the Ombudsman in this latest report.

---

#### **Context—this may be an issue because:**

- The Ombudsman's office released the second of its two reports on the Safer Schools Action Plan on February 27, 2024.

### Background:

- The guidelines for responding to critical incidents such as allegations of abuse by an adult are intended to serve as living documents, and they are revised as the Yukon government gains further experience responding to critical incidents using the new approach.
- The Safer Schools Action Plan was launched in February 2022 in response to the Hidden Valley Elementary School Independent Review Report. This was led by an oversight committee that included deputies from the departments of Education, Justice, Health and Social Services, the Public Service Commission, and the Executive Council Office.
- The action plan contained 23 commitments linked to the 7 recommendations in the independent review report and focused on improving the safety and wellbeing of students, and the government's ability to respond effectively to critical or serious incidents.
- On June 20, 2023, the Government of Yukon announced full implementation of the 23 action items.
  - A full listing of all actions can be found [online at Yukon.ca](#).

### History

- In October 2021, Minister McLean launched an independent review of the 2019 incident at Hidden Valley Elementary School.
- The Government of Yukon and the RCMP acknowledged that mistakes were made in the response to the 2019 incident at Hidden Valley Elementary School.
- Minister of Education Jeanie McLean and Minister of Justice Tracy-Anne McPhee apologized to parents at Hidden Valley Elementary and acknowledged that steps could have been taken to better inform and support parents following the incident.
- The report of the internal review from Amanda Rogers was delivered on January 31, 2022. The Department and parents/guardians received the report at the same time and Ms. Rogers walked through the report and her recommendations.
- The Yukon government released the Hidden Valley Elementary School Independent Review Report action plan on February 24, 2022.

- In September 2022, training was conducted with Education personnel on the Student Protection Policy, Procedures for Preventing and Responding to harm by Adults, and the Yukon School Post-incident Communications Guidance.
- In October 2022, the Yukon Child and Youth Advocate Office released its report Responding to Sexualized Abuse in Yukon Schools: Review of Policies and Governmental Response. Minister McLean responded to the report's recommendations in writing on November 22, 2022.
- On October 12, 2023, the Child and Youth Advocate's Office was provided with the one-year response report detailing the progress that the Government of Yukon had made in implementing their recommendations.
- On September 7, 2023, the Ombudsman publicly released Part 1 of its report, and on February 27, 2024 released Part 2 with recommendations.
- By November 2023, school administrators provided an annual training update to ensure all school personnel were informed on their roles and responsibilities within the Student Protection Policy and related procedures. 75 Teachers on Call received training in January 2024.
- On January 31, 2024, the Ombudsman was provided with a response to their reports accepting, in principle, all eight of the Ombudsman's initial recommendations.
- On February 27, 2024 the Ombudsman released their report, which outlined eight recommendations.

**Approved by:**

**Mary Cameron**

**2024-02-28**

Deputy Minister, Education

[Date approved]

### Safer Schools Policies and Procedures

---

Education

**Safer Schools Action Plan: refer to DPT13**

**Safer School Disclosures: refer to DPT12**

**Student to Student Harm in Schools: refer to SSS05**

**Emergency Procedures and Public Notices: refer to SP03**

**Department of Education Health and Safety Investigation: Refer to DPT03**

#### Value:

- It is a top priority to support healthy, active, safe, and caring learning environments in all Yukon schools.

#### Recommended response:

- The Department of Education promotes respectful and safe school environments in the following ways:
  - Working closely with government and non-government partners to promote safe schools and response to concerns of safety;
  - Safe and Caring Schools Policy(September 20, 2018);
  - Student Protection Policy (effective September 29, 2022);
  - Sexual Orientation and Gender Identity Policy (updated August 15, 2023);
  - Annual and ongoing training and supports for school staff to uphold the policies and procedures for student safety and inclusion;
  - Non-violent Crisis Intervention training and Violence Threat Risk Assessment Training; and
  - Prescribed curricular content that teaches students internet and social media safety and cyberbullying resources and presentations with guest speakers.

## Safer Schools Policies and Procedures

---

Education

- We take every allegation or report of harm seriously and are committed to protecting students from harm by adults during school activities.
- By law, all Yukoners must report suspected abuse, harm, or unlawful behaviour against children.
- Our *Student Protection Policy: Preventing and Responding to Harm by Adults* has been implemented in all Yukon public schools.
- The policy is a direct outcome of Action 6 of the Safer Schools Action plan, - *Update and consolidate policies and procedures under a stand-alone Policy on Prevention and Reporting of Serious School Incidents.*
- The *Student Protection Policy's* accompanying procedures provide clear guidance for staff on preventing, responding to, and reporting suspected harm or inappropriate behaviour by adults, and on communicating effectively with families and the school community.
- Our *Safe and Caring Schools Policy* clearly outlines expectations for all school community members to avoid bullying, abuse, or any unacceptable behaviour.
- We are actively reviewing and enhancing our policies and procedures to address student-to-student harm, ensuring our commitment to safer, more inclusive schools in Yukon.

### Additional response:

- Yukon schools develop and support positive behaviours through school values and related expectations.
- The values and related expectations are developed from the Education Act and the Safe and Caring Schools Policy.

## Safer Schools Policies and Procedures

---

Education

- School administrators approach discipline, for behaviours that do not follow the school's values and related expectations, by learning what led to the behaviour, how the students could be supported further, while keeping in mind the developmental age and grade of the students.
- School administrators have support through their superintendent, executive director, and staff from the Department of Education to evaluate the behaviour and how best to provide support for all that may be impacted.
- If a serious incident occurs at school, we follow emergency plans and response protocols. This includes working with the RCMP and other agencies as well as providing support to the families involved.
- The Department of Education has provided training support to school administrators to support their role in the orientation, training, and communicating of the Student Protection Policy and related procedures to the school community.
  - In 2022-2023, the Student Protection Policy training was provided to school staff on a professional development day.
  - In 2022-2023, over 800 educators, including school administrators, teachers, Learning Assistance Teachers, school counselors, and educational assistants were provided orientation.
  - In addition, over 940 adults, who by virtue of their role, interact with students through school related activities, also completed the *Commit to Kids Training*, which focuses on the prevention of and response to child sexual abuse.
  - For the 2023-24 school year, school administrators have been provided training support to ensure that annual training occurs for all new and existing school-based staff.

## Safer Schools Policies and Procedures

---

Education

- Teachers on Call (TOC) will be provided training on the Student Protection Policy and related procedures by March 31, 2024.
- To supplement this training, the Department of Education partnered with the Canadian Center for Child Protection to develop a training video that outlines prevention methods, including signs of grooming or abuse.
- We continue to review the Student Protection Policy and Post-Incident Communications Guidance with our education partners.

---

### Context—this may be an issue because:

- On June 20, 2023, the Government of Yukon announced full implementation of the 23 action items in the Safer Schools Action Plan, which focuses on improving the safety and wellbeing of students.
- The Department of Education implemented in full actions 10 and 13 of the Safer Schools Action Plan by providing system wide orientation and training in the Student Protection Policy.

---

### Background:

- The Student Protection Policy: Preventing and Responding to Harm by Adults came into effect on September 29, 2022.
  - As of the end of September 2022, all staff working at the time - school administration, teachers and educational assistants - were trained on the Student Protection Policy as well as Post-Incident Communications Guidance during a scheduled PD Day to ensure that this new policy and related procedures were communicated to all YAEP members.
  - During the first week of October 2023, Superintendents and Executive Directors shared with their school administrators an orientation package to support school administrators to communicate the Student Protection Policy and related procedures to their school community.

## Safer Schools Policies and Procedures

---

Education

- School administrators were asked to deliver the orientation package by November 15, 2023 to their staff. Staff also had to complete either the refresher Commit to Kids training (if they had completed the 9 module training in 2022) or the full 9 module Commit to Kids training if they were new staff or returning from leave.
- The Department of Education continues to support school administrators in their role and responsibility to communicate this policy and procedure to the school community.
- Engagement with schools and education partners regarding the Student Protection Policy and related procedures and the implementation of the policy, procedures and training occurred with:
  - First Nations Education Council – February 9, 2023 – ½ day engagements on review of the policy and procedure and a request for feedback.
  - School administrators – April 5 – April 28, 2023. The survey was advertised in administrator updates from April 5 - April 26.
  - Advisory Committee for Yukon Education – June 8, 2023. Overview of the policy and procedure with a request for feedback.
  - Family and Children's Services – July 27, 2023. Meeting to discuss the policy. Clarity was provided that the reporting is only for adults who work in the school setting.

### Key considerations – communications

- The Yukon School Post-Incident Communications Guidance is clear that for major incidents the Superintendent or Executive Director will notify School Council members or School Board Trustees.
- Examples of major incidents include police or the fire department attending the school, and lock downs or “hold-and-secure.”

### General

- In October 2021, the government launched an independent review of the 2019 incident at Hidden Valley Elementary School.
- The Government of Yukon and the RCMP acknowledged that mistakes were made in the response to the 2019 incident at Hidden Valley Elementary School. Minister of



## Safer Schools Policies and Procedures

---

Education

Education Jeanie McLean and Minister of Justice Tracy-Anne McPhee apologized to parents at Hidden Valley Elementary and acknowledged that steps could have been taken to better inform and support parents following the incident.

- The report of the internal review from Amanda Rogers was delivered on January 31, 2022, and the Department and parents/guardians received the report at the same time as Amanda Rogers walked through the report and her recommendations.
- As a response to the independent review findings, the Yukon government released the Hidden Valley Elementary School Independent Review Report action plan on February 24, 2022.
  - The committee overseeing the action plan response included Deputy Ministers from the departments of Education, Justice, Health and Social Services, the Public Service Commission, and the Executive Council Office.
  - The plan was renamed the Safer Schools Action Plan at the request of the Hidden Valley school administration; the new name reflects that the policies and changes in this plan will improve safety in all Yukon schools.
  - The government shared progress updates on the Safer Schools Action Plan in July 2022, October 2022, and June 2023.
- The Child and Youth Advocate Office released a report on student safety in October 2022.
  - The Department of Education responded to the Child and Youth Advocate, accepting all recommendations on November 22, 2022, and providing an update on progress to date.
  - On October 12, 2023, the Minister of Education provided a one-year update on work done to meet each of their recommendations.
- The Ombudsman's Office also investigated the department's response to the events at Hidden Valley Elementary School.
  - The department has reviewed the Ombudsman's first report on its and found it aligned with the assessment provided by the Independent Review Report.
  - The second part of the Yukon Ombudsman's report was released February 27, 2024 and the eight recommendations were accepted in principle. The department will

# Session Briefing Note

**TAB#DPT14**

**Spring 2024**

Education

## **Safer Schools Policies and Procedures**

---

incorporate these recommendations as we continue to review, improve and integrate the Safer Schools Action Plan.

**Approved by:**

**Mary Cameron**

**2024-04-15**

---

Deputy Minister, Education

---

[Date approved]

## **School Board and Council Elections and Referendums**

---

Education

**School Governance and Associations: refer to EP05**

**First Nation School Board: refer to FN04**

### **Value:**

- School council members and school board trustees play an important role in supporting student success, and the Government of Yukon is committed to enhancing community involvement in school governance.

### **Recommended response:**

- On January 4, 2024, Elections Yukon announced a by-election to fill one vacant trustee position on the board of the First Nations School Board.
  - On February 7, 2024, Mats'āsāna Mą (Sarina) Primozic of Haines Junction was declared elected by acclamation during the by-election process.
- I would like to recognize that, following a 2023 referendum process, the First Nation School Board is managing and operating the following three additional schools as of the start of the 2023-24 school year:
  - Eliza Van Bibber School in Pelly Crossing;
  - Ghùch Tlâ Community School in Carcross; and
  - Kluane Lake School in Destruction Bay.
- I would also like to recognize the Chief Electoral Officer, Max Harvey, and his team at Elections Yukon, who continue to work tirelessly to oversee the democratic process in communities across the Yukon.

## **School Board and Council Elections and Referendums**

---

Education

- Education officials are working with the First Nation School Board to ensure a smooth transition of these schools from the Department of Education to the school board.

### **Forming or Joining a School Board:**

- The *Education Act* outlines a process for school communities to decide whether to be governed by a school board. The Department of Education aims to increase awareness of this process, but it is up to each school community to decide whether they wish to join a board.
- I encourage any school councils considering forming a school board to reach out to the Department of Education, recognizing that the First Nation School Board took several years to establish.

### **School Board Elections:**

- In November 2022, the First Nation School Board and the Commission scolaire francophone du Yukon held trustee elections.
- I am excited to be working on the next chapter of the First Nation School Board with the trustees, Shadelle Chambers, Dana Tizya-Tram, Jocelyn Joe-Strack, Gillian Staveley and Mats'äsäna Mą (Sarina) Primožic.
- I am happy to work with the trustees of the Commission scolaire francophone du Yukon to continue to advance French First Language education in the Yukon. I would like to acknowledge the CSFY trustees, Jean-Sebastien Blais, Jessica Masson Guerette, Myriam Bougie, Veronique Maggiore and Jesse Cooke.
- Thank you to all trustees for your dedication to Yukon students.

## School Board and Council Elections and Referendums

---

Education

### School Council Elections

- For the ongoing 2024 school council elections, members in 14 Yukon Education operated schools have been elected by acclamation.
  - The three Catholic schools will hold a poll to elect members to their school councils.
  - 2024 school council elections polling takes place on May 4 and May 6, as well as through mail-in ballots.
- I would like to thank the members of the recently established Whistle Bend School Council who are working to ensure the school is ready to welcome students next year: Tia Campbell, Cassandra Malach, Andrea Oldridge, Rebecca Hutchings-Archibald, and Amy Nichols-Hogan.
- I thank everyone who put their names forward to serve as school board trustees and school council members, and those who support their schools through volunteer activities.

---

### Context—this may be an issue because:

- There is interest in the school board and council elections, and the school board referendum process.

---

### Background:

- Under the *Education Act*, school board elections take place every three years, and school council elections are held every two years.
- Trustee elections for the CSFY and the FNSB were held in November 2022.

### 2024 School council election

## School Board and Council Elections and Referendums

---

Education

- All school councils will meet quorum, having at least two members.
- A total of 79 candidates put their names forward for 86 elected positions in 17 school councils.
  - 18 positions remain vacant.

### School council vacancies

- School council vacancies after an election and during the term are common and can be filled by the current school council or the incoming school council nominating people, or by a by-election to fill vacancies.
- The process for filling seats involves school council members making recommendations. The School Council Liaison will work with school councils to identify members to recommend for appointment.
- Under the Act, a new or existing School Board can be substituted for an existing school council when the school council, or 20% of the electors in the attendance area, requests that a referendum be held.

### Joining a school board

- Education officials worked with the First Nation School Board (FNSB) and Elections Yukon to establish a process for schools to consider joining the school board after it has been in existence for at least one school year, as allowed for in the Education Act.
- If the result is in favour of establishing a school board, or substitution with an existing board, this will be made effective the first day of the next following school year.

### Expanded Voting – 2024 School Board Byelection

- For the February 2024 by-election for a FNSB trustee, voting options during the by-election were by mail and internet.
- While there was no in person voting, mail-in ballots could be returned to Elections Yukon in person by depositing in the Elections Yukon drop box or through the mail using the prepaid return envelope.

### School Board and Council Elections and Referendums

---

Education

- To enable a fair, transparent and feasible election, the Chief Electoral Officer temporarily brought in the following changes for 2024 by-election using his authorities under the Education Act to address new or unforeseen circumstances:
  - Use of internet voting pilot;
  - Expanded use and circulation of mail-in ballots; and
  - Expansion of voting to Saturday.

#### Expanded Voting - 2022 School Board Elections

- Unlike previous school board elections, which have only taken place in Whitehorse, polling stations were in several rural Yukon communities.
- In addition, the Chief Electoral Officer temporarily brought in the changes for 2022 using his authorities under the Education Act to address new or unforeseen circumstances:
  - Use of an internet voting pilot;
  - Expanded use and circulation of mail-in ballots; and
  - Expansion of voting to Saturday.
- For any of the process changes used in 2022 and 2024 to become permanent, changes to the Education Act and School Board Election Regulations would be required.

**Approved by:**

**Mary Cameron**

**2024-04-29**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Value:

- A great deal of planning and preparation goes into establishing school calendars, and we aim to set a multi-year school calendar outlook to help school communities and families plan around key dates of the school year.

### Recommended response:

- We are working with school councils, school boards, and school administrators to create a multi-year calendar of key school dates that we can share with school communities.
- We publish school calendar key dates and a summary of individual school calendars on Yukon.ca when we finalize or modify them. As per the Education Act, school boards must also set their school calendars on or before March 31st.
- We adjust school calendars when needed. It is common for calendars to change after the school year has started, to accommodate various unexpected events, such as the Queen's Day of Mourning in 2022.

### Additional response:

- Key dates for Whitehorse in 2024-25 have been published, and we continue to work with our partners to complete the 2024-25 school calendars as required by the Education Act.

---

### Context—this may be an issue because:

- Requests for key dates for future years are common as the information is needed for business planning outside of government.
-



### Background:

- Under the *Education Act*, the Minister, or the school board, sets the school calendar dates on or before March 31<sup>st</sup> of each year. For Yukon Education-operated schools, the Minister will consider advice from school councils.
- The school calendar dates include the school opening date, number of days of school operation, length of the school day, and number of minutes of instruction in a school day.
- Each school year includes: 950 instructional hours for students; 15 hours for non-instructional purposes determined by individual schools, school councils and school boards; 15 hours for professional development for school staff who are *Education Labour Relations Act* employees.
- School boards may offer additional hours of professional development at their own discretion.
- Different schools prefer different school calendar options. Therefore, the department generally offers a choice of three options (early, middle, and late start date).
- In communities where there is more than one school (Whitehorse and Watson Lake), school calendars must be the same. This helps manage busing costs and assists families with children attending more than one school.
- The 2024-25 key dates for Whitehorse schools are:
  - August 27, 2024: First day of school for students
  - December 23, 2024, to January 3, 2025: Winter break
  - March 10 to March 21, 2025: March break
  - June 13, 2025: Last day of school for students

### Approved by:

Mary Cameron

2024-03-12

Deputy Minister, Education

[Date approved]

## **School Capital – 2024-25 Projects and Process**

---

Education

### **Value**

- The health and safety of students and staff remains our top priority.

### **Recommended response:**

- We will continue to work with school communities on planning their short, medium, and long-term facility needs.
- In spring 2023, the Yukon government opened a public survey and conducted open houses to hear from the public and school communities to better understand their user experiences with their school facilities and how to better meet the K-12 programming needs.
- The results of this engagement will inform future development of an updated Whitehorse school replacement plan, and work plans for small and medium renovations for Whitehorse schools.
- Capital planning decisions are made based on information and facility assessments, supplemented with educational programming needs.

### **Additional response:**

- We work to identify projects for maintenance, refurbishment, or replacement, such as:
  - Playground equipment;
  - Experiential learning spaces;
  - Modernizing learning spaces; and
  - Program related capital repairs.
- It is important that we ensure the portfolio of schools meets the demands of our growing population and provides modern learning environments for students to learn and grow for years to come.

## **School Capital – 2024-25 Projects and Process**

---

Education

- Schools are provided a program related capital budget for small scale program related renovations.

---

### **Context—this may be an issue because:**

- School communities have demonstrated an increasing interest in capital planning and infrastructure.
- The timing of some major capital projects in recent years (e.g.: Selkirk Street) has caused disruption to the flow of traffic for students, staff and families accessing the facility.

---

### **Background:**

- Highways and Public Works delivers major capital projects for sponsoring departments in addition to building maintenance projects.
- The Department of Education works with Highways and Public Works to ensure impacts to programming are minimized where possible.
- All efforts are made to implement major projects during school closures.
- Major capital projects for 2024-25 includes work on:
  - Ross River School structural upgrades - \$2.05M;
  - the new Kêts'ádań Kù in Burwash Landing - \$13.025M;
  - substantial completion of Whistle Bend Elementary School - \$2.5M;
  - Whitehorse Replacement School (EWES) - \$2.5M
  - the Selkirk Elementary School parking lot - \$1.55M
  - Experiential Learning Spaces – 1.2M
- 24/25 Major capital projects will include experiential learning spaces for the following schools. \$1.2M
  - Chief Zzeh Gittlit School (Old Crow)
  - Khàtinas.àxh Community School (Teslin)
  - École Émile Tremblay (Whitehorse)
  - Hidden Valley Elementary School (Whitehorse)

# Session Briefing Note

**TAB#SO11**  
**Spring 2024**

## **School Capital – 2024-25 Projects and Process**

---

Education

- Robert Service School (Dawson City)
  - this is slated for 24/25 but will be tendered at a later date due to additional work requirements.
- For 2024-25 \$1.2M is allocated for Modular Classrooms.
- F.H. Collins, site feasibility studies have been conducted and two portable classrooms will be placed at the F.H. Collins campus for the 2025-2026 school year.

**Approved by:**

**Mary Cameron**

**2024-04-29**

---

Deputy Minister, Education

---

[Date approved]

**School Board and Council Elections and Referendums: refer to EP04**  
**First Nation School Board: refer to FN04**  
**CSFY: refer to EP02**

**Value:**

- School council members and school board trustees play an important role in supporting student success. The Government of Yukon is committed to enhancing community involvement in school governance.

**Recommended response:**

- I want to thank all current and previous members of school councils, school boards and associations who have worked hard to make their school communities a better place. Your dedication is appreciated.
- The Department of Education works directly with school councils and school boards to ensure schools are operated effectively. We respect all roles and responsibilities outlined in the *Education Act* for the governance of schools.
- We also collaborate with the Association of Yukon School Councils Boards and Committees and the Catholic Education Association of Yukon to support the work of school councils, seek advice and address issues affecting the education system.

---

**Context—this may be an issue because:**

- There may be questions about how the department works with and supports school boards and councils due to recent court cases.
-

## **School Governance and Associations**

---

### **Background:**

- There are 29 public schools in the Yukon. Of these:
  - 2 are operated by the Francophone School Board (la commission scolaire francophone du Yukon, or CSFY);
  - 11 are operated by the First Nation School Board (FNSB); and
  - 16 are operated by Yukon Education (Department of Education), with local oversight provided by elected school councils.
    - 3 of the Yukon Education schools are Catholic.
- In November 2022, the Whistle Bend Elementary school council was established.
- The Association of Yukon School Councils, Boards and Committees (AYSCBC) is the non-profit association of school councils in the Yukon. 13 school councils are currently members of AYSCBC. The 3 Catholic school councils are represented by the Catholic Education Association of Yukon (CEAY).
- The Education Act governs how school boards are created, how schools can be added to the education area of a board and outlines a board's powers and duties.
- The choice of whether or not any particular school is governed by a school board is decided by that school community's electors.
- In spring 2020, the government and the CSFY settled a longstanding lawsuit relating to the roles and responsibilities of the CSFY as a school board, and there is now greater clarity about the significant authority and responsibilities that the CSFY trustees have over the schools that the board operates.
- School boards have several powers under the Education Act, including:
  - Operating the schools in its education area.
  - Selection of all school staff; including principals and teachers, as well as dismissal, discipline, transfer, promotion and demotion; subject to the Act and any applicable collective agreement.
  - Setting the calendars for schools they operate.
  - Providing educational programs, including locally developed courses, and establishing policies for the administration, management and operation of its schools.
  - Making agreements with the Government of Canada, a Yukon First Nation, any agency of the Government of Canada, the government or agent of any

### School Governance and Associations

---

Education

other jurisdiction, another school board, or with a department or agency of the Government of Yukon respecting the provision or joint provision and operation of services.

- Managing the funds and financials that are approved by the Minister.
  - Creating a parent advisory group for a school.
- School council roles and responsibilities under the *Education Act* include:
  - Providing advice to the Minister on their school programs.
  - Seeking parent input on their school rules.
  - Approving school rules, objectives, priorities and courses of study from school administration.
- A committee made up of representatives from the Department of Education, CEAY, YFNED and AYSCBC developed a 'Resource Tool,' which launched in December 2020. It includes detailed information about the roles and responsibilities of school councils, the Department of Education, and Yukon First Nations in the operation of schools and the Yukon education system.
- Honoraria rates for school council members and school board trustees were increased as of the 2020-21 school year. Prior to this, they had been the same since 1991.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

### Value:

- School Growth Plans are an important way to focus on student success and the impacts of school-level strategies to improve student learning outcomes and engagement.

### Recommended response:

- The School Growth Planning Process is one way the Department seeks to further identify and address root causes of achievement gaps to support evidence-based approaches to improve success for students.
- Each school is responsible for developing and implementing a School Growth Plan that is reflective of the needs of their school community and students.
- School Growth Plans are collaboratively developed with Yukon First Nations, School Councils, School Boards, school staff and students.
- All schools include Yukon First Nations ways of knowing, doing and being in their School Growth Plans, aligning cultural, language, tradition and perspectives with the curriculum and local priorities.

### Additional response:

- To improve policy and process, and in response to the 2019 Auditor General report, the Department of Education developed a draft update of the School Growth Planning Policy.
- Additional updates to this policy will include the Integrated Outcome Strategy for Yukon Learners that is currently being developed collaboratively with Yukon First Nations and partners in education.

---

### Context—this may be an issue because:

---



- The 2019 Auditor General report highlighted that the department needs to implement its required oversight mechanisms, including providing summary reports of School Growth Plans to the Minister (Recommendation #47). School Growth Planning was also part of the Auditor General of Canada's recommendations in Audit 2009.

### Background:

- The Education Act provides that a school plan must be prepared for each school (by the school administration) that contains the school objectives, educational priorities, courses of study by grade, evaluation procedures, recommended budget and staffing requirements, and other information that is required for the effective functioning of the school.
- School Growth Plans identify the school's educational goals and priorities for the school year and are designed to be the road maps to improvement for each Yukon school.
- School Growth Plans are public documents and are shared with the Superintendents, Executive Directors, School Councils, School Boards and other local community partners as appropriate. Depending on their scope, plans identify one to three years of educational priorities.
- The Integrated Outcome Strategy for Yukon Learners, developed in collaboration with Yukon First Nations and other educational partners will help define areas of focus that every school will use in their School Growth Plans. The First Nation Education Commission has asked us to engage with Yukon First Nations on a government-to-government basis.

### Approved by:

Mary Cameron

2024-01-31

Deputy Minister, Education

[Date approved]

## **School Maintenance Projects and Process**

---

Education

### **Value**

- The health and safety of our students and staff remains our top priority.

### **Recommended response:**

- We ensure regular preventative maintenance throughout the school year, with a focus on minimizing disruptions to school activities.
- Maintenance tasks affecting school programs are planned during closure times like winter, spring, and summer breaks whenever feasible.
- Projects for the 2024/25 fiscal year include:
  - Ghùch Tlà Community School - Lighting Upgrade
  - St Elias Community School - Replace PA and Clock/Bell system
  - Robert Service School - Mechanical Upgrades
  - Johnson Elementary School - Mechanical Systems Upgrade
  - HVES - PA System Project
  - Ghùch Tlà Community School - Exterior Doors Replacement
  - GHES and HVES - Barrier Free Access Automatic Doors
  - Beaver Creek Nelnah Bessie School Seismic Structural Upgrades
  - Selkirk Elementary School - Sidewalk and Landscaping
  - Selkirk Elementary School – Parking lot completion
  - Golden Horn Elementary School - Fire panel replacement
  - EET School - Replace PA and Clock/Bell system
- Our commitment to the health and safety of students and staff includes ongoing maintenance of all facilities, addressing both routine and emergency needs, regardless of the building's age.

### **Additional response:**

## **School Maintenance Projects and Process**

---

Education

- We work closely with Highways and Public Works and school administrators on identifying areas in need of maintenance.
- Building systems such as HVAC, electrical, and plumbing are maintained at regularly scheduled intervals.
- Assessments of building systems occur periodically to assist in identifying larger projects for maintenance or upgrade.

---

### **Context—this may be an issue because:**

- Some school communities feel there is a lack of investment in the infrastructure in their schools.
- Emergency maintenance to address issues such as isolated water events or hazardous materials remediation can have an impact on programming and can result in disruptions to planned activities.

---

### **Background:**

- 2023-24 Capital maintenance projects delivered by Highways and Public Works, not including multi-year projects, are:
  - Elijah Smith School - Air Handling Unit
  - Robert Service School - Mechanical Upgrades
  - Ghùch Tlà Community School - PA/Bell/Clock Replacement
  - Jack Hulland School Services Maintenance Shop – Demolition
  - Ross River School - Gym Lighting Replacement.
  - Takhini Elementary School - Partial Classroom Re-flooring
  - Porter Creek Secondary School – Re-flooring Classrooms
  - Golden Horn Elementary School – Re-flooring Partial Corridor
  - St. Elias Community School – Re-flooring Hallway
  - Tantalus School - Exterior Re-paint

# Session Briefing Note

**TAB#SO12**  
**Spring 2024**

## **School Maintenance Projects and Process**

---

Education

- The department makes efforts to minimize disruptions to school programming, and processes are in place to ensure health and safety remains at the forefront.
- When there are programming components to capital maintenance projects, Principals are provided an opportunity to provide feedback during the design process. An example would be the functionality of a PA system and where to place speakers.
- The Yukon government ensures that all Yukon government buildings, including schools, are safe to occupy.
- The Department Highways and Public Works maintains all government building ventilation systems to industry standards and performs regular inspections and maintenance.
- All Yukon government schools are equipped with ventilation systems, which provide fresh air supply to classrooms and offices.
- Fresh air supply is based on maximum occupancy and national and international standards for volumes.
- Carbon Monoxide monitoring is not a code requirement to monitor air in buildings.
- Schools have access to a work order-generating program, which Highways and Public Works monitors and actions.
  - Work orders are categorized as either "routine" or "emergency". Anything identified as "emergency", such as Health and Safety items or critical systems requests, takes precedence and is prioritized.

**Approved by:**

**Mary Cameron**

**2024-03-14**

Deputy Minister, Education

[Date approved]

### School Staffing Concerns - Recruitment, TOCs, Vacancy

---

Education

#### CASA Agreement – Education Commitments: refer to DPT08

#### Value:

- Effective teachers are one of the most important factors in a student's success at school and it is a priority to attract and retain the best educators.

#### Recommended response:

- The ongoing national labour shortage and limited housing options, particularly in rural communities, continue to impact our overall school staffing recruitment efforts.
- For the 2024-25 school year, we are taking many strategic recruitment actions:
  - We've posted positions earlier to be more competitive with other jurisdictions.
  - We visited three universities, and placed advertising on Yuwin, Employment Central, LinkedIn, Facebook, Google, YouTube, and through Canadian universities.
  - To date, human resource consultants have attended five in-person education career fairs in British Columbia, Saskatchewan, Ontario, New Brunswick and Alberta.
  - This May, Human Resources, the First Nation School Board, and the Yukon Association of Education Professionals will be attending an Outdoor Education Job Fair and Conference in Alberta.
  - These steps are supporting our recruitment efforts.
- We work to find staff with the best combination of qualifications, experience and suitability.

# Session Briefing Note

TAB#HOT09/HR03

Spring 2024

## School Staffing Concerns - Recruitment, TOCs, Vacancy

---

Education

- Although these numbers are changing daily, in terms of recruitment for the 2024-25 school year, postings as of April 29, 2024, include:

Position	Community	School	# of postings
Teacher	Whitehorse	WBES	1
Teacher	Whitehorse	TAK (FNSB)	3
Teacher	Whitehorse	GMP (FNSB)	1
YFN Language Teacher	Whitehorse	GMP (FNSB)	1
YFN Language Teacher	Whitehorse	ESES	1
Teacher	Whitehorse	SFA	5
Teacher	Whitehorse	FHC	3
YFN Language Teacher	Whitehorse	FHC	1
Teacher	Whitehorse	Mercier (CSFY)	2
Teacher	Whitehorse	PCSS	4
Teacher	Whitehorse	SES	1
YFN Language Teacher	Whitehorse	WES	1
Teacher	Beaver Creek	NBJ (FNSB)	1
Teacher	Pelly Crossing	EVV (FNSB)	2
YFN Language Teacher	Pelly Crossing	EVV (FNSB)	1
Teacher	Carmacks	CMT	2
Teacher	Haines Junction	SEC (FNSB)	3

# Session Briefing Note

TAB#HOT09/HR03

Spring 2024

## School Staffing Concerns - Recruitment, TOCs, Vacancy

Education

YFN Language Teacher	Watson Lake	WLS (FNSB)	1
Teacher	Dawson	RSS	1
Teacher	Dawson	Dawson French First Language (CSFY)	2
Teacher	Destruction Bay	KLS (FNSB)	1
YFN Language Teacher	Destruction Bay	KLS (FNSB)	1
Teacher	Old Crow	CZG (FNSB)	1
Teacher	Mayo	JVC	2
Principal	Whitehorse	Elijah Smith Elementary School	1
Principal	Watson Lake	Johnson Elementary School	1
Vice-Principal	Old Crow	Chief Zzeh Gittlit School	1
Teacher-on-call	Whitehorse	All Whitehorse schools	1
Teacher-on-call	Rural	All rural schools	1
<b>TOTAL</b>			<b>47</b>

- We began posting for the Whistle Bend Elementary School in January 2024. Other external postings will begin after our internal process in April 2024.
- The new CASA agreement commits the Yukon government to allocate an additional \$1 million in each of the next two budgets to enhance recruitment and retention of new rural education professionals across the Yukon.
- As per the CASA, we will also provide a one-year training plan program for educational assistants and teachers on call in collaboration and

### **School Staffing Concerns - Recruitment, TOCs, Vacancy**

---

Education

consultation with the Yukon Association of Education Professionals, LDAY Centre for Learning, and Autism Yukon.

- We have an updated training plan timeline to move this work forward, which has recently been shared with our partners. We have been consulting and collaborating with our partner and education stakeholders, and we will continue to do so.
- We are dedicated to working collaboratively and in the best interests of both Yukon learners and Yukon educators. This includes hearing diverse perspectives, considering research and best practices, and exploring different opportunities while considering the needs of Yukoners. We are committed to getting this work done.
- This is important work to ensure that educators and learners alike are supported in a good way. We are happy to be hearing from our partners and education stakeholders that they, too, want to continue to collaborate and consult.

#### **Additional response:**

##### Temporary vacancy management

- Operational management of schools routinely requires regular adjustment by administrators, and I commend our administration teams for their ability to effectively adjust where temporary vacancies have put increased demands on staff resources.
- Schools have several options available to help them manage should they have a need. These include, but are not limited to:
  - temporarily adjusting staff teaching assignments;
  - adjustments to student learning groups; and
  - the use of teachers on call.



### **School Staffing Concerns - Recruitment, TOCs, Vacancy**

---

Education

- If a school indicates it may be unable to operate due to a shortage of staff, temporary redeployment of superintendents to schools under the authority of Yukon Education, or regrouping students, will be considered before a shift to remote learning. School closure is a last resort.
- If the Civil Emergency Measures Act is invoked, employees could be redeployed to other tasks and responsibilities. Classroom operations in the school system do not constitute an emergency under CEMA.
- The Public Service Commission and the Department of Education are working together to identify and implement new initiatives to address teacher shortages. This ensures our students will have the necessary in-classroom supports that enables Yukon students to succeed in their educational journey.

#### Rural recruitment

- Recruitment for education staff and office administration is often a challenge in rural communities.
- This is especially true when recruiting for less than full-time positions, which is often the case as per the staffing allocation.
- Staffing allocations are based on number of students, with special provisions made for small, rural schools.

#### Psychological wellbeing

- The Government of Yukon offers a variety of supports for staff to address workplace challenges, including:
  - health, safety and wellbeing resources to assess, protect and promote psychological safety in the workplace;

### **School Staffing Concerns - Recruitment, TOCs, Vacancy**

---

Education

- our Employee and Family Assistance Program to assist staff on an individual level; and
- the Respectful Workplace Office, as another avenue for staff who are experiencing conflict in the workplace to receive support and guidance.

#### Teachers on call (TOCs)

- As of April 29, 2024, there were 266 registered teachers on call (TOCs) in the Yukon (222 Whitehorse, 44 rural); approximately 137 have worked or accepted a request for coverage.
- As of March 15, 2024, there were 250 registered teachers on call (TOCs) in the Yukon (208 Whitehorse, 42 rural).
- On September 6, 2023, there were 124 registered TOCs in the Yukon (98 Whitehorse, 26 rural).
- We continue to recruit teachers on call and recognize that demand for coverage continues to be a challenge.
- We continue to evolve our recruitment efforts to attract candidates for teacher on call roles and to support staff in accepting assignments as they are available.
- We attended career fairs in Dawson and participated in the Champagne and Aishihik First Nations Career Fair on November 30.
- We have also increased advertising on Facebook, in universities, on Yuwin, Employment Central, and other recruitment sites.

### **School Staffing Concerns - Recruitment, TOCs, Vacancy**

---

Education

- We sent targeted communications to former TOCs, retirees, candidates from the Apply to Education registry, and applicants from educational assistant competitions.
- We recognize the renegotiation of our collective agreement at the end of the current term as a joint opportunity to collaborate with YAEP through the negotiation process. The term end date is June 2024.

---

#### **Context—this may be an issue because:**

- Teacher and principal vacancies are an ongoing topic in media coverage with concerns expressed by both opposition and the Yukon Association of Education Professionals.
- 

#### **Background:**

- TOCs fill in as needed when staff are absent from work for short periods of time. TOCs come from a range of educational backgrounds. They became part of the Yukon Association of Education Professionals in 2018, and their rate of pay is subject to negotiation in collective bargaining.
- Similar to other jurisdictions across Canada, we have experienced challenges in hiring qualified teachers.
- We do not have rules preventing staff with jobs in one school from applying for other vacancies in the summer, which can result in a “domino effect” of postings. This also affects TOC availability, as some TOCs are successful in competing on vacant positions and are subsequently removed from the TOC list.
- TOCs have been sent from Whitehorse to our communities throughout the 2023-24 year to support school needs and will continue to be sent for the 2023-24 school year, as needed.

# Session Briefing Note

**TAB#HOT09/HR03**

**Spring 2024**

## **School Staffing Concerns - Recruitment, TOCs, Vacancy**

---

Education

Approved by:

Mary Cameron

2024-04-24

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Privacy Awareness: Refer to DPT10

#### Value:

- The Department of Education takes protecting the privacy of Yukoners' personal information very seriously.

#### Recommended response:

- Video surveillance is used in limited situations at schools when it's deemed appropriate to ensure a safe and caring school community.
- This technology serves as an additional tool to help address incidents of concerning behaviour on school grounds, including when there are allegations of crime or vandalism on school property.
- The department has a Video Surveillance Policy that follows privacy regulations and policies and outlines guidelines for records collection and destruction.
- To date, there have been no reports made to the department, of the misuse or mishandling of information gathered by video surveillance technology.
- The department outlined a clear response to the Information and Privacy Commissioner's audit on how we would address the 24 recommendations, with some modifications.

---

#### Context—this may be an issue because:

- On March 25, 2024, the Yukon Ombudsman/Information and Privacy Commissioner tabled their 2022 Annual Report with the Yukon Legislative Assembly. This report featured two stories involving the access and privacy aspects of video surveillance at schools.

## School Video Surveillance

---

- In November 2022, media reported on a June 2022 Office of the Information and Privacy Commissioner report on the use of video surveillance technology in schools.
- Some schools have seen an increase in acts of vandalism and video surveillance can act as a deterrent, as well as, assist in investigations.

---

### Background:

- Video surveillance technology is currently being used at the following schools operated by Yukon Education:
  - F.H Collins Secondary School
  - St. Francis of Assisi Catholic Secondary School
  - Porter Creek Secondary School
  - École Whitehorse Elementary School
- Video surveillance technology is currently being used at the following schools operated by the commission scolaire francophone du Yukon:
  - Centre scolaire secondaire communautaire Paul-Émile Mercier
  - L'École Émilie-Tremblay
- Video surveillance technology is currently being used at the following school operated by the First Nation School Board:
  - Ghùch Tlâ Community School (Carcross)
- The Department of Education received a complaint in November 2021 about its use of video surveillance technology in Yukon schools. The department's response was that its use of video surveillance technology was justified. The Information and Privacy Commissioner conducted an investigation and a compliance audit, and their recently filed 2022 Annual Report noted that the Department of Education accepted 22 of the 24 Information and Privacy Commissioner's recommendations.
- In early 2022, the Office of the Information and Privacy Commissioner decided to conduct a compliance audit to evaluate whether the personal information collected through the use of video surveillance technology in schools is adequately protected in

## School Video Surveillance

---

accordance with the requirements of the Access to Information and Protection of Privacy Act and Regulations.

- It is our position that our policy for records collections and destruction follows privacy regulation and policies.
- Following the compliance audit, the IPC submitted a [Privacy Compliance Audit Report](#) to the Department of Education on June 14, which included recommendations.
- In our follow-up response on July 8, 2022, we committed to ensuring that any new video surveillance technology in schools complies with the 24 recommendations.
- We also committed to work expeditiously to implement the recommendations in all current systems, including completing Privacy Impact Assessments for deployed technology and submitting them to the Office of the Information and Privacy Commissioner, and updating the department's video surveillance policy.
- The Privacy Impact Assessment is underway with the target for completion being July 2024.

**Approved by:**

**Mary Cameron**

**2024-04-09**

---

Deputy Minister, Education

---

[Date approved]

## **Schools use of social media**

---

### **Value**

- The Department of Education takes protecting students' privacy and personal information very seriously.

### **Recommended response:**

- Our position, is that we have the authority to collect, use, and disclose student's personal information for the purpose of communicating to the broader school community.
- We are currently undertaking a privacy impact assessment to assess the risks of posting student's personal information to internet platforms.
- We have notified staff of their obligations with respect to the collection, use or disclosure of youth's personal information under the *Access to Information and Protection of Privacy Act*.

### **Additional response re: Office of the Information and Privacy Commissioner investigation into the department's use of social media**

- We do not agree with all of the Yukon Information and Privacy Commissioner's recommendations.
- We are working to refine our processes and policies into a comprehensive framework that clearly outlines roles, responsibilities, and oversight with respect to the collection, use, and disclosure of youth personal information on internet platforms.
- We are also reviewing and updating the department's privacy management policy and plan.



## Schools use of social media

---

### Context—this may be an issue because:

- An individual made a complaint to the OIPC regarding collection, use, and disclosure of student images on internet platforms in Yukon schools.
  - The OIPC posted the report publicly on their web site on June 12, 2023.
- 

### Background:

- On May 18, 2023, Minister McLean received a letter from the Yukon Information and Privacy Commissioner (IPC) advising Education that the Commissioner had completed their report on the compliance audit regarding the collection, use, and disclosure of student images on internet platforms that is occurring in some schools in the Yukon.
  - On June 9, 2023, the Department of Education responded to the report and recommendations, accepting 4 of the 6 recommendations.
  - While the Department is not ceasing collection and use of, or purging of, stored internet images, we are making many improvements.
  - In summary, the department committed to:
    - clearly establish Education's authority to collect, use, and disclose students' personal information on internet platforms for the purpose of communicating the goals and objectives of the Yukon education system as outlined in section 4 of the Education Act - started;
    - revise our media release permission form to indicate intention, clearly outline risk, establish the authority to collect, use, and disclose, as well as who to contact for more information - completed;
    - send the media release permission form home with students annually and provide the ability for students to revoke permission - completed;
    - implement, and train staff, on the use of the permission tracking mechanism within the student information system - started;

## Schools use of social media

---

- complete a privacy impact assessment that examines specifically the risk of posting student personal information to internet platforms - started;
  - revisit all Yukon school's social media sites and ensure the sites have been approved by the school's superintendent or executive director. Approval forms will be kept on file and a spreadsheet inventory of sites will be audited twice annually - started;
  - reinforce, through communication and training, all employees of their obligations with respect to the collection, use or disclosure of students' personal information under the ATIPPA - started.
- We have notified staff of their obligations with respect to the collection, use or disclosure of youth's personal information under the ATIPPA. Further, we have provided direction that there are to be no new social media posts until the risk assessment has been completed, processes and procedures are better defined, and further direction can be provided.
  - We are working to refine our processes and policies into a comprehensive framework that clearly outlines roles, responsibilities, and oversight with respect to the collection, use, and disclosure of youth personal information on internet platforms.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

**Session Briefing Note**  
**Seismic and Schools****SPRING 2024**Education /  
Highways and  
Public Works

---

**Value:**

- The safety of people accessing Yukon schools is a priority to the Government of Yukon, as such we work to proactively address safety issues.

**Recommended response:**

- We ensure our schools undergo regular inspections, and if any structural issues are identified, precautionary action is taken, and mitigation work is prioritized based on a risk assessment.
- Every school was built to the standard of the day and inspected to ensure they met all relevant codes at the time of construction.
- The Departments of Highways and Public Works and Education are reviewing all Yukon school facilities and planning for the future of those facilities.
- Seismic mitigation is one of the many factors considered in new school design.

**Additional response:**

- The Government of Yukon continues to perform seismic and structural assessments on Yukon schools as required, to ensure the safety of staff and students.
- We have undertaken several mitigation measures, by addressing structural issues identified during assessments – for example, repairs on roofs, floors, and walls – and many non-structural issues such as duct work, furniture upgrades and shelving.

---

**Context—this may be an issue because:**

---

Session Briefing Note  
Seismic and Schools

TAB# SO13  
SPRING 2024  
Education /  
Highways and  
Public Works

- The public is interested in seismic mitigation in Yukon schools.

Background:

- The Yukon’s last major seismic event was in 2017 and the mitigations we had in place proved effective during that event.
- Yukon schools were built to the building code in place at the time of construction and modern building code requirements contain increasingly stringent structural requirements.
- The type and severity of seismic issues varies from building to building and can be categorized into:
  - structural components - roof, floors, walls, foundations; or
  - non-structural components - suspended ceilings, water piping, ductwork, furniture upgrades and shelving units.

Approved by:	March 7, 2024
Deputy Minister, Highways and Public Works	Date Approved
Approved by:	
Mary Cameron	March 11, 2024
Deputy Minister, Education	Date Approved

## **Smoking and Vaping in Yukon Schools**

---

Education

### **Value:**

- The health, safety and well-being of students and staff is our first priority.

### **Recommended response:**

- Yukon schools follow the *Tobacco and Vapour-Free Schools Policy*, which prohibits smoking, including vaping and the use of e-cigarettes, on school property.
- Talking to students about making healthy lifestyle choices is part of the curriculum and should be an ongoing conversation happening both at school and at home.
- A school's response to students who are caught smoking or vaping on school property is guided by its school rules, which are approved by each school council or school board.

### **Additional response:**

- We encourage everyone to talk to the kids in their lives to help them make healthy choices and stay safe; schools and families share responsibility for ensuring students understand the risks of smoking and vaping.
- Schools provide information to help young people to make good choices and keep themselves safe and healthy.
- The Yukon government's Health Promotion Unit helps deliver smoking and vaping prevention information to students upon school request.

---

### **Context – this may be an issue because:**

- There have been incidents of students smoking and vaping at school.
-

## Smoking and Vaping in Yukon Schools

---

### Background:

- Under the *Tobacco and Vaping Products Control and Regulation Act* no person shall smoke, vape or use a tobacco product in a school or on school grounds.
- The Department of Education updated the *Tobacco and Vapour Free Schools Policy* in 2019 to include language around vaping devices.
- Under the department's *Substance Abuse Policy*, smoking cannabis is not permitted on school grounds, regardless of whether it is legal.
- There are no designated smoking areas on any school grounds; however, students sometimes smoke off school grounds in areas close to and often within sight of the school, especially at the secondary schools.
- The Department of Education also provides information about the risks of smoking and vaping in Yukon schools as part of the school curriculum.
- Whitehorse high school administrators have been working to improve the consistency of their school-based policies on vaping since 2018-19.
- In spring 2022, F.H. Collins High School partnered with Physical and Health Education Canada (with support from the Public Health Agency of Canada) to engage in a three year-pilot project entitled STOMP. F.H. received a grant of \$2500 for this project. STOMP takes a comprehensive approach to curb tobacco use, including e-cigarettes and vaping, in students from grades 7-12.
- Health Promotion continues to support Yukon educators and students with classroom presentations and resources on tobacco use, vaping and cannabis use.

### Approved by:

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

**Value:**

- We are committed to supporting and fostering vibrant arts and culture in the Yukon.

**Recommended response:**

- The Department of Education has supported the School of Visual Arts, or SOVA, since its inception in 2007.
- SOVA provides developing artists with industry transferable skills and the foundational arts requirement for academic arts programs in partner universities.
- Education continues to provide \$634,794 in support of SOVA. Funding is provided through the existing transfer payment agreement with Yukon University as a Strategic Initiative.
- Strategic Initiative funding requests are developed by Department of Education and Yukon University officials.

---

**Context—this may be an issue because:**

- SOVA's governance council is exploring the creation of an Indigenous Fine Arts program. Yukon University keeps us updated on the program's developments.

---

**Background:**

- The SOVA governance council includes representatives from Tr'ondëk Hwëch'in, Yukon University and the Klondike Institute of Arts and Culture.
- In 2019-20, the department worked with Yukon University to create a core funding agreement. Funding for SOVA moved from Core Operations to Strategic Initiatives, enabling the department to engage directly with the SOVA governance council members regarding the Indigenous Fine Arts program development.

- An increase of \$130,000 for 2023-24 was provided to reinstate personnel in the SOVA Library (\$60K), and to ensure ongoing access to funds for maintenance of equipment and technology as well as requisite expendables.
  - There is no anticipated increase for 2024-25 in funding levels for SOVA
- On October 1, 2021 one-time bridge funding was requested and approved for \$36,794 for fiscal 2021-22.
- Included in a request made on October 1, 2021, was an additional funding request of \$213,069.49 over four years to support a First Nations Community Liaison and Indigenous Arts Program Dialogue.
- Future funding requests need to come through the Yukon University Senior Oversight Committee (formerly known as the Joint Agreement Management Committee).
- The Senior Oversight Committee meets on a monthly basis and includes the following representatives:
  - Yukon University: Vice President of Academic, Vice President of Finance & Administration, Manager of Budgets,
  - For YG: ADM, Policy & Partnership, Director of Finance (Education), Director of Training Programs (Education) and a representative from HSS has an open invitation,
  - The parties may designate advisors to attend meetings.

**Approved by:****Mary Cameron****2024-01-31**\_\_\_\_\_  
Deputy Minister, Education\_\_\_\_\_  
[Date approved]



### Busing—General: refer to SO03

#### Value:

- The Department of Education provides transportation to support students with special needs to travel safely to and from school.

#### Recommended response:

- The safety and wellbeing of students is a top priority, and we expect the same from contractors operating on behalf of the Government of Yukon.
- The Department of Education is currently supporting students with special needs by providing transportation through our bus contractor, Standard Bus, and through other means, such as transportation subsidies.

#### Additional response:

- For some families, transportation challenges can impact student attendance. When students miss school, they miss important learning opportunities.
- We explore all available safe transportation options with families to find the best solution to meet students' needs.

---

#### Context – this may be an issue because:

- Taxi safety and accessible vehicles continue to be a high-profile concern in Whitehorse.
-

# Session Briefing Note

**TAB#SO14**  
**Spring 2024**

## Special Needs Transportation

Education

### Background:

- For the 2023-2024 school year, the department has partnered with the Disability Services branch of the Department of Health and Social Services to provide this service to some students.
- In previous school years, transportation arrangements were made for students with special needs through contracts with local cab companies.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

## **Student Data, Reporting and Sharing**

---

Education

### **Value:**

- Collecting and analyzing student data and sharing this data within the organization and with Yukon First Nations and partners will support effective decision-making related to student learning.

### **Recommended response:**

- Student data gives the Department of Education, and our education partners, a better understanding of how our students are doing.
- Student data is integral to supporting schools to develop their School Growth Plans.
- We use student assessment data to create annually published reports, including the Yukon Wide and the How Are We Doing student data reports.
- The Yukon Wide report is generally published every spring on Yukon.ca. The 2022-23 report was published March 22, 2024.
- We work collaboratively with Yukon First Nations on the How Are We Doing (HAWD) reports. The 2020-21, 2021-22 and 2022-23 reports were published March 25, 2024, recognizing that our Yukon First Nation partners are still reviewing them.
- Data is an important tool, and we're always looking for ways to make it more available. Better access to current data helps us make informed decisions.
- Over the years, reports can vary slightly from previous ones, reflecting improvements in data availability and processes.

## Student Data, Reporting and Sharing

---

Education

### Additional response:

- We're actively working within the Access to Information and Protection of Privacy Act (ATIPP) on ways to share information with our partners to support better student outcomes.

---

### Context—this may be an issue because:

- In the 2019 audit, the Auditor General identified achievement gaps between rural and urban students, as well as Yukon First Nations (YFN) and non-First Nations students.
- Additionally, the Auditor General found that Education has not done enough to create partnerships with YFNs to develop and deliver educational programs that meet the needs of YFN students.

---

### Background

- In response to the 2019 audit, Education committed to collaborate with YFNs to develop and implement an outcome improvement strategy for the Yukon education system, and this work is underway. Collaborating with YFNs to carry out research and analysis initiatives to improve YFN student outcomes is an important component of this strategy.
- In 2020, the Minister and the Chiefs Committee on Education (CCOE) signed a Data Sharing MOU in which they agreed to collaborate on the sharing of aggregated YFN student data and on research and analysis initiatives for the purpose of improving outcomes for YFN students.
- Under the Data Sharing MOU, the Data Working Group was established to work collaboratively to administer and achieve the objectives of the MOU. The Data Working Group is comprised of members from Education, YFN governments, and the Yukon First Nation Education Directorate.
- Education is currently working within the ATIPP process to determine the ability to share non-aggregated data.

### Yukon-Wide Student Data Report

## Student Data, Reporting and Sharing

---

Education

- The Yukon-Wide Student Data report provides analysis reporting of student assessment and other important student data. The department gathers and analyzes student assessment data throughout the school year. This information is provided to department staff and partners throughout the school year to support evidence-based decision-making. This information is then summarized and collated into a Yukon Wide report and published the following March of the report's school year.
- The most recent report, using 2022-2023 data, was published March 22, 2024.

### How Are We Doing (HAWD) Report

- As per the joint MOU between the Chief's Committee on Education and the Department of Education, we have committed to providing yearly HAWD reports, which focus on YFN student performance data.
- The department has provided the HAWD reports to YFNs for each year dating back to 2017-18. The HAWD reports for 2020-21, 2021-22, and 2022-23 were provided to the Data Working Group. In December 2023 the department shared part 1 of the HAWD report for 2023-24, as committed to in the MOU.
- The 2020-21, 2021-22 and 2022-23 HAWD reports were published on Yukon.ca on March 25, 2024, with a caveat that they have not yet been fully reviewed by the First Nations Education Commission.
- There were several small discrepancies between these reports and draft versions that the Yukon First Nations Education Directorate have seen, and the Department is reaching out to discuss these with them – if minor changes are required, the HAWD reports will be revised and reposted.

### School Profile Reports

- In January 2024, schools received their 2022-2023 School Profile reports which provide an overview and analysis of the school's student assessment and enrolment.

# Session Briefing Note

**TAB#CU08**  
**Spring 2024**

## Student Data, Reporting and Sharing

---

Education

Approved by:

Mary Cameron

2024-03-26

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Student Financial Assistance - Non-Traditional Programs**

---

Education

### **Value:**

- The Government of Yukon's student financial assistance programs are supporting students to attend post-secondary education institutions in the Yukon and beyond.

### **Recommended response:**

- The Yukon Grant is available for students attending eligible full-time post-secondary programs in Yukon and outside. Eligibility criteria are outlined in the *Student Financial Assistance Act* and regulations.
- The Training Programs Branch also administers the Canada Student Financial Assistance Program. This program is available to eligible Yukon post-secondary students.
- The Student Training Allowance is available for students attending eligible training and skills-development programs at a designated Yukon institution. Eligibility criteria are outlined in the *Occupational Training Act* and regulations.

### **Additional response:**

- There are certain programs and courses offered at Yukon University that may not meet the criteria for the Yukon Grant, the Student Training Allowance, or Canada Student Loans and Grants Program.
- If a student or adult learner does not qualify for these funding streams, they may be eligible for funding support through the Working Up program.
- Students are encouraged to contact our Training Programs staff who would be happy to assist them in navigating available funding options.

## **Student Financial Assistance - Non-Traditional Programs**

---

Education

- Department officials continue to work with Yukon University to ensure students are aware of other funding sources that may be available to them for non-traditional programs.

---

### **Context—this may be an issue because:**

- Questions have been raised in the Legislature because certain Yukon University programs are not eligible for the Yukon Grant since they are not ‘full-time’ within the context of the *Student Financial Assistance Act*.
- There has been a rise in available continuing education and training, particularly through private training institutions or career colleges, which often does not meet the eligibility criteria for Yukon’s Student Financial Assistance.

---

### **Background:**

- The criteria for post-secondary student eligibility for financial assistance is established in legislation. The Yukon Grant is set out in the *Student Financial Assistance Act* and regulations, and the Student Training Allowance is set out in the *Occupational Training Act* and regulations.
- To be eligible for the Student Training Allowance, a student must attend a program at Yukon University or Alcan Air that is three or more consecutive weeks in duration.
- To be eligible for the Yukon Grant, a student’s program of study must be at least 12 weeks in duration within a timeframe of 15 weeks, and each study period must be no less than six consecutive weeks and no more than 52 consecutive weeks. In cases where a student is enrolled in a program with courses that are less than six weeks in duration, a student may still be eligible for the Yukon Grant if those courses make up an essential element in a program of study which is at least 12 weeks long and takes place within a time frame of 15 consecutive weeks.
- Registered Yukon apprentices receive support through the Working Up program for the duration of the 8–12-week technical training portion for each level of their apprenticeship. These supports include payment of tuition costs and seat fees, funding for travel, commuting, second residence, supplies, and daycare costs.



# Session Briefing Note

**TAB#SF02**  
**Spring 2024**

## **Student Financial Assistance - Non-Traditional Programs**

---

Education

Approved by:

Mary Cameron

2024-01-31

---

Deputy Minister, Education

---

[Date approved]

## Student to Student Harm in Schools

---

Education

**Safer Schools Policies and Procedures: refer to DPT14**

**Safer Schools Action Plan: refer to DPT13**

**Safer School Disclosures: refer to DPT12**

**Emergency Procedures and Public Notices: refer to SP03**

**Department of Education Health and Safety Investigation: Refer to DPT03**

**Ready to Learn Schools: Refer to RI03**

### Value:

- It is a top priority to support healthy, active, safe and caring learning environments in all Yukon schools.

### Recommended response:

- All students, staff, and parents have a right to feel safe, and to be safe, in Yukon public schools.
- Our ongoing work on the Safer Schools Action Plan has identified additional work that we need to complete to ensure our schools are safe and inclusive.
- Proactively addressing student-to-student harm is crucial. This includes serious consideration of all incidents and reviewing our policies, protocols, and procedures to better support victims and plan for school safety.
- In case of serious incidents, we adhere to emergency plans and response protocols, collaborating with the Sexual Assault Response Team (SART), RCMP and other agencies, and offering support to affected students and families with their consent.

### Student to Student Harm in Schools

---

Education

- We have developed communication guidance to assist school administrators in providing clear and consistent information to families.
- We've worked with Victim Services to create guidelines and support plans, helping victims of harm feel secure at school. Implementation and training for school staff is being developed.

#### Additional response:

- School staff, with consent of students who are victims of harm, work collaboratively with families and community supports to develop safety plans and provide on-going support.
- School staff promote respectful and positive behaviours by providing welcoming and positive spaces for teaching and learning.
- Except in the rarest of cases, students do not come to school intending to be disruptive or harmful to others.
- It is up to the adults in the school to be sensitive to the signs that a student may become dysregulated and demonstrate escalated behaviours.
- The Ready-to-Learn Schools initiative is an approach that supports positive social change and wellbeing for all students and staff.
- Staff use Violence Threat Risk Assessment training to recognize signs and respond appropriately.

#### Resources and Supports:

- We are focusing on training and onboarding to:
  - support staff in building connection with students;
  - identify risks, signs of trauma, unhealthy social and bullying behaviours; and

## Student to Student Harm in Schools

---

Education

- respond with effective supports and redirecting behaviours.
  - We share resources with staff and students and families about restorative practices to strengthen school communities.
  - The wellbeing and safety of our children in the digital age is a priority for the Yukon government; we recognize the challenges posed by online threats such as cyberbullying and sextortion, and are committed to equipping our students with the necessary skills to navigate these challenges.
- 

### Context—this may be an issue because:

- Dysregulated behaviour, violence and threats occurring in schools is an issue of concern.
  - This matter has been brought up in the Legislative Assembly with the example of students who are sexually assaulted outside of school settings having to face the person who harmed them when they come to school.
- 

### Background:

- The Department of Education promotes respectful and safe school environments in the following ways:
    - Working closely with government and non-government partners to promote safe schools and response to concerns of safety;
    - Safe and Caring Schools Policy(effective September 1, 2018);
    - Student Protection Policy (effective September 29, 2022);
    - Sexual Orientation and Gender Identity Policy (updated August 15, 2023);
    - Annual and ongoing training and supports for school staff to uphold the policies and procedures for student safety and inclusion;
    - Non-violent Crisis Intervention training and Violence Threat Risk Assessment Training; and
    - Prescribed curricular content that teaches students internet and social media safety and cyberbullying resources and presentations with guest speakers.
-

## Student to Student Harm in Schools

---

Education

### Training and supports for staff

- The department supports school staff after incidents through consultation with School Community Consultant; Employee and Family Assistance Program (EFAP, or short-term counseling); and support and collaboration from the RCMP and other medical and other government and non-government agencies.
- The department has a Safe and Caring Schools Support Plan that outlines the training offered to school staff to support them.
- Nonviolent Crisis Intervention training is an example of effective industry-standard training that is widely available to school-based staff to prevent and respond to students who are demonstrating escalated behaviours.
- Training in the Violence Threat Risk Assessment Protocol (VTRA) is offered by the Department of Education every two years. Two level-one VTRA training sessions were held in early April 2024, with space for up to 60 people in each session. The Department of Education extended invitations to school staff, First Nation partners; other government departments including Justice and Health and Social Services; and the RCMP.
- Training for school VTRA teams was held at the end of March 2021 via virtual means from the North American Centre for Threat Assessment and Trauma Response (NATCAR).
- Through the collective agreement, we work with YAEP at the *Positive Behaviour Intervention Support and Classroom Diversity Committee* to develop these supports for Yukon schools.

### Process for dealing with incidents of concern

- The department has a Workplace Risk Assessment and Safety Plan Procedure in place for dealing with incidents that occur which indicate that a student's actions may be a risk to staff or other students.
- Under the procedure, such incidents are first reported to the school principal, who investigates the incident using the Workplace Risk Assessment.
- If it is determined that the incident involved a serious threat such as a threat to harm or kill, the Violence Threat Risk Assessment Protocol is used to coordinate

## Student to Student Harm in Schools

---

Education

the response and supports to address the incident. This activates the involvement of community partners to deal with the issue, including the RCMP, the Departments of Education, Health and Social Services, Justice and the Yukon University.

- Resources and supports within the legislation and mandates of these community partners and can include but are not limited to SART, Victim Services, restorative supports and programming from the Youth Achievement Centre.
- If the principal determines that there is otherwise a risk of injury to staff or other students then the Workplace Risk Assessment and Safety Plan Procedure is followed, and the appropriate plans and resources are put in place to support the school, staff, and students to address and deal with the issue.

### Cyberbullying

- In Yukon schools, there are rules, guidelines and lessons about online safety to keep students safe.
  - From kindergarten to grade 9, teachers talk to students about online safety as part of the Applied Design, Skills and Technologies curriculum.
  - For older students in grades 10 to 12, there are special classes that teach students about digital citizenship, being responsible and ethical online.
  - Students and parents sign Technology Use Guidelines about the rules and appropriate use of technology in schools each year.
  - The Department of Education works with external programs and organizations to support students' wellbeing and teach about online safety.
  - Experts, such as the Workers' Safety and Compensation Board are invited to talk to students about topics including online safety, cyberbullying, and bullying in general.
  - Teachers get special training to reduce the risk of problems and create a safe physical and virtual environment for students.
  - We encourage families to get involved in conversations with kids about online safety. Schools efforts are most effective when complemented by family involvement.

# Session Briefing Note

**TAB#HOT10/SSS05**

**Spring 2024**

## **Student to Student Harm in Schools**

---

Education

Approved by:

Mary Cameron

2024-04-24

---

Deputy Minister, Education

---

[Date approved]

#### Value:

- Effective teachers are one of the most important factors in a student's success at school. Equitable staffing is a priority to ensure that each school community is staffed appropriately.

#### Recommended response:

- To provide consistent service levels in all schools, maximum class sizes are set out in the collective agreement between the Government of Yukon and the Yukon Association of Education Professionals; staffing allocation is primarily based on student enrolment and class sizes.

#### Additional response:

- Student enrolment has increased in recent years. The department is working to ensure consistent service levels in schools, as well as effective, targeted support for students with diverse learning needs.
- While overall enrolment is increasing, some individual schools have decreasing enrolment, which may have impacted their school's staffing allocation.
- Schools received their enrollment projections and staffing allocations in February 2024. Based on these projections, administrators are working with their assigned Superintendent to complete their school's 24/25 staffing plans.
- The staffing allocations do not include the approved Learning Assist Teacher (LATs) positions through the Confidence and Supply Agreement.



- As of April 11, 2024, specifically for Jack Hulland Elementary School:

School Year	Staffing Allocation	Vacant Positions	Student Enrolment	
23/24	35.0 FTEs	2.0 FTEs	402 (Sept)	430 (Dec)
24/25	29.0 FTEs	3.0 FTEs*	329 (projected)	

\*Does not include teachers who have accepted positions for Whistle Bend Elementary School (approximately 6.0 FTEs)

- There will be zero to minimal layoffs for all Yukon schools, inclusive of First Nation School Board, Commission scolaire francophone du Yukon, and Yukon Public Schools.
- Some FTEs are held “in contingency” to allow for fluctuations in enrolment that appear in the fall and throughout the school year. This year we have provided contingency to each school authority to support nimble decision making for school needs.
- CASA committed to increasing the number of educational assistants and learning assistance teachers and creating new wellness counsellor positions in the 2023-24 school years, with further increases in the following two years.
- The department has made a significant investment of 81 new full-time positions over the next three years, starting with the 2023-24 school year, along with an additional \$1 million being identified for additional student supports, as needed.

---

#### Context—this may be an issue because:

- Allocating staff to Yukon schools is an issue of interest for school communities.
  - The 2024-25 teacher staffing allocations were released to schools at the end of January 2024.
- 

#### Background:

- Yukon school staffing levels are reviewed each fall to align with actual student enrolment and the needs of the students at each school, and any needed adjustments are made.
- An increase in students sometimes requires an increase in staff to maintain consistent service levels across schools. School staffing plans are made after the allocation is received and may result in jobs needing to be posted or for employees to be redeployed.
- The School Staffing Allocation Handbook was developed to allocate teacher and other school staff positions consistently and transparently. Enrolment, school size, grades taught, rural location and programs of choice (French immersion) are factors.
  - To ensure equitable and standard service levels in all Yukon schools, each school receives a base number of FTEs through the allocation formula, regardless of how many students are enrolled at the school.
  - Other resources may be allocated to support specific initiatives, such as Yukon First Nation language teachers, religious education, French programming (Intensive French) and English language learners. These differentiated resource allocations have their own allocation formulas or models.
  - Additional FTEs may be provided to schools to support specific initiatives like literacy, numeracy, and early Kindergarten.
- Principals receive a staffing allocation each year, and then they assign the FTEs within their school, with input from their school council.
- The following are prioritized through the staffing allocation handbook:

- For the 2024-25 school year, Reconciliation Staffing will continue as recommended by a Community of Inquiry stemming from the Review of Inclusive and Special Education.
- Reconciliation Staffing is a small step to recognize the systemic inequities and colonialist practices that have negatively impacted Yukon First Nations and other Indigenous students. It reallocates the 10.0 FTE of Achievement Equity staffing to recognize schools based on two factors:
  - Those that have significantly above average populations of Yukon First Nations or other Indigenous students; and
  - Those schools where multiple Yukon First Nations are represented.

**Approved by:**

**Mary Cameron**

**2024-04-15**

Deputy Minister, Education

[Date approved]

**Comprehensive Mental Health Approach: refer to RI01**

**Gender Identity and Health Curriculum: refer to CU03**

**Graduation Program: refer to CU04**

**Language, Culture and Heritage Revitalization in Yukon Public Schools:  
refer to FN03**

**Literacy: refer to CU05**

**Numeracy: refer to CU07**

**Ready to Learn Schools: refer to RI03**

**Safer Schools Action Plan: refer to DPT13**

**Safer Schools Disclosures: refer to DPT12**

**Safer Schools Policies and Procedures: refer to DPT14**

## **Value:**

- The Department of Education values and supports ongoing and continuous professional learning opportunities that are available to educators each year.

## **Recommended response:**

- Our department actively plans and provides professional development opportunities to all Yukon educators, with the goal of improving student outcomes by supporting professional growth.
- In the 2022-23 school year, our Learning Network team received the 2023 Premier's Award for their significant contributions to student achievement.
- We collaborate with various partners to offer comprehensive professional development for educational staff. This includes training in areas like Ready to Learn Schools, the Safer Schools Action Plan, mental health and wellness, sexual health, and literacy and numeracy.

## **Teacher Professional Learning - PD Funding and Training**

---

Education

- Annually, we allocate \$475,000 to the Yukon Association of Education Professionals for professional development activities, which support professional growth, curriculum implementation and other key priorities.
- This year, the Association used these funds to train volunteer Literacy and Numeracy coaches in schools.

### **Additional response:**

- A Community of Inquiry, formed as part of the Review of Inclusive and Special Education, has been exploring ways to enhance inclusive practices in classrooms and apply a culturally based perspective.
- We are currently reviewing recommendations from this Community of Inquiry to determine the best strategies for future implementation.

---

### **Context—this may be an issue because:**

- The Review of Inclusive and Special Education identified professional development needs to increase inclusive practices within the system.

---

### **Background**

- At the most recent Education Act Professional Development day on January 19, 2024, educators received training on literacy, mental health and wellness, sexual health, student protection, universal design for learning, graduation requirements and planning, integration of Indigenous texts in the French second language classroom, assistive technology, supporting students with autism, and learning about the Indian Act.
- All Yukon Education schools that had a Professional Development Day on August 17, 2023, received training in:
  - Duty to Report training is vital to support educators in reporting allegations of abuse or harm to children and youth.

## **Teacher Professional Learning - PD Funding and Training**

---

Education

- Duty to Report is an obligation of staff working in school as per the *Family and Children Services Act*, the *Education Act*, and is integral to the roles and responsibilities of adults who work in school under the Student Protection Policy.
  - These educators also received professional development in Sexual Orientation and Gender Identity (SOGI) inclusive educational practices to support their roles and responsibilities in the Sexual Orientation and Gender Identity (SOGI) Policy.
- Additionally, a Professional Development Day was held on November 24, 2023, for Educational Assistants by Student Support Services and the Yukon First Nations Education Directorate.
- All schools that are part of the Ready to Learn initiative receive professional development in the neurosequential model of education. Baseline training is provided to whole schools, and focused reflective groups are provided to pilot teachers.
- This year, 20 Educators from Ready to Learn schools will be certified in the Neurosequential Model of Education.
- Support for Indigenous language fluency is offered throughout the year, including through courses, resources and site visits offered through Yukon Native Language Centre. In addition, there was an October 3<sup>rd</sup> to 5<sup>th</sup>, 2023 workshop offering 3 days of immersive on-the-land language activities and presentations on the deep connections between land and language.
  - Aside from mandatory training on Education Act PD days, a menu of options has been shared with schools to support their non-Education Act PD days in the 2023-24 school year.
  - Since 2014, professional learning relating to the new curriculum has been provided through in-service training, and professional networking and coaching to support professional learning in foundational literacy and numeracy, assessment, core skills for learning, flexible learning environments and Yukon First Nations ways of knowing, doing and being.
- Teachers have requested more flexible professional learning time organized at the

# Session Briefing Note

**TAB#CU09**  
**Spring 2024**

## **Teacher Professional Learning - PD Funding and Training**

---

Education

school level to better meet their needs.

- Under Article 12 of the YAEP collective agreement, the department contributes \$475,000 annually to the Professional Development Fund.
- A Joint Trust Fund Management Committee with YAEP and department members (including the Education Director Curriculum & Assessment) sets the parameters for eligible activities for Deputy Minister approval each year, with funding administered by the YAEP's Professional Development Committee.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

## **Teen Parent Centre and on-site Child Care**

---

Education

**Child Care Act Review: refer to EL01**

**Child Development Centre Funding: refer to EL02**

**Early Learning and Child Care Initiatives: refer to EL03**

**Universal Child Care: refer to EL06**

**Yukon Child Care Board: refer to EL07**

### **Value:**

- The Department of Education works collaboratively to provide services and support to Yukon children and families.

### **Recommended response:**

- The Teen Parent Centre (TPC) Child Care Society was licensed on January 31, 2023 to operate Tágà Măy, a child care program.
- They currently have a four-member board and function out of the Teen Parent Centre building.
- We will continue to support them as they move forward with their program.

### **Additional response:**

- The educators at the Teen Parent Centre and the staff and early childhood educators of the TPC Child Care Society are continuing to work together to support students and families.
- We are pleased to continue to offer a teen parent grant, which provides funding for free child care for high school students who are also parents. This funding is available to Yukoners across the Yukon at whatever child care centre they use.



## **Teen Parent Centre and on-site Child Care**

---

Education

---

### **Context—this may be an issue because:**

- In December 2022, the TPC Child Care Society was formed to take over operation of the on-site early learning and child care program and they continue to require significant support.
- 

### **Background:**

#### New operator: on-site child care

- The TPC Child Care Society, currently with four board members, was issued a license on January 31, 2023, to operate the early learning and child care program at the Teen Parent Centre.
- The operating name of the early learning program is Tágà Măy, Southern Tutchone words for “by the river”. The program consulted with an Elder on the naming.
- The department’s ELCC unit has regular meetings and communication with the society to answer questions and provide support. Additionally, the Department is supporting the new society with a transfer payment agreement (\$168,420) and a license agreement for use of the space.
- Board members from the society, the team leader in charge of the Teen Parent Centre/Aurora Virtual School, the Superintendent overseeing the program, and ELCC staff met on August 23, 2023, to discuss programming and working collaboratively.
- ELCC early learning specialists provided professional development to the early childhood educators working in the child care program on September 29, 2023.
- The board continues to experience challenges. Two board members were asked to leave the board during the week of October 10, 2023. The Director of the Child Care Centre was removed from her position on October 13, 2023. A new director has since been hired, their third since they opened.
- The society held its AGM on October 20, 2023.
- ELCC staff met with two members of the Board and the new director on December 12, 2023.
- ELCC staff also meet with the director in charge of the program regularly and as recently as March 26 and 27, 2024.

# Session Briefing Note

**TAB#EL05**  
**Spring 2024**

## Teen Parent Centre and on-site Child Care

---

Education

- ELCC is monitoring the situation closely and will continue to support the child care centre.
- There are ten children enrolled as of March 27, 2024

**Approved by:**

**Mary Cameron**

**2024-03-27**

Deputy Minister, Education

[Date approved]

## **TOC - EA Training and Pay Challenges**

---

Education

### **Value**

- Effective teacher on call and educational assistants are important factors in a student's success at school. Compensation, training, and orientation are priorities to ensure teacher on call and educational assistants are valued and supported in contributing to their school community.

### **Recommended response:**

- A one-year training program for educational assistants and teachers on call is being developed in collaboration and consultation with the Yukon Association of Education Professionals (YAEP), LDAY Centre for Learning, and Autism Yukon, with an anticipated completion within the 2024-25 school year.
- We have an updated training plan timeline to move this work forward, which has recently been shared with our partners. We have been consulting and collaborating with our partner and education stakeholders, and we will continue to do so.
- We are dedicated to working collaboratively and in the best interests of both Yukon learners and Yukon educators. This includes hearing diverse perspectives, considering research and best practices, and exploring different opportunities while considering the needs of Yukoners. We are committed to getting this work done.
- This is important work to ensure that educators and learners alike are supported in a good way. We are happy to be hearing from our partners and education stakeholders that they, too, want to continue to collaborate and consult.

## **TOC - EA Training and Pay Challenges**

---

Education

- The Department of Education human resources branch works closely with Public Service Commission partners to ensure employees are onboarded and compensated in a timely manner.

### **Additional response:**

- To expedite the hiring and onboarding process and lessen the paperwork burden, Department of Education human resources branch implemented an e-recruitment system which allows us to direct hire staff from this school year into positions again next year, resulting in no delayed compensation.
- There is a definition in the collective agreement entitled 'continuous service' which does not apply to TOCs. Within the collective agreement, hiring a TOC on an indeterminate basis effectively implies 'continuous service'. This type of potential change is considered significant and would be best suited to collective agreement negotiations.
- We recognize the renegotiation of our collective agreement at the end of the current term as a joint opportunity to collaborate with Yukon Association of Education Professionals (YAEP) through the negotiation process. The current term ends as of June 2024.

---

### **Context—this may be an issue because:**

- Teacher on call and educational assistant shortages are continued topics in media coverage with concerns expressed by both opposition and the Yukon Association of Education Professionals.

---

### **Background:**

- There were pay challenges at the start of the 2023-24 school year that impacted TOCs.

# Session Briefing Note

**TAB#HR05**  
**Spring 2024**

## TOC - EA Training and Pay Challenges

Education

- 75 Teachers on Call received training in the Student Protection Policy and related procedures in January 2024.
- We continue to recruit teachers on call, but do not have an extensive number of candidates submitting applications.
- An updated proposed timeline for the CASA commitment on EA and TOC training plans has been developed and shared with the involved partners as follows:

<u>Action</u>	<u>Estimated Timeline</u>
Continue to offer specific training for EAs (SSS has several ongoing trainings online and in person)	Ongoing
Defining the EA role	Summer/Fall 2024
Review/update and align the EA Moodle course with YGLearn	Summer/Fall 2024
Research the PD training opportunities across Canada (preference online and in-territory in-person sessions)	Fall 2024
Continue the conversations with Yukon University to explore partnership opportunities	Ongoing
Develop EA training	Fall/winter 2024

**Approved by:**

**Mary Cameron**

**2024-04-24**

Deputy Minister, Education

[Date approved]

### TOC – Investigation and Criminal Charges

---

Education

**Safer Schools Action Plan – DPT13**

**Hidden Valley School – Supports, Reviews Investigations, Legal: refer to SO06**

**Safer Schools Policies and Procedures: refer to DPT14**

**Safer School Disclosures: refer to DPT12**

#### Value

- The health, safety, and wellbeing of students is our top priority, and we are taking the work of the Safer Schools Action Plan seriously.

#### Recommended response:

- On January 2, 2024, the Department of Justice confirmed that a search warrant had been issued and that the RCMP had charged the individual with possession of child pornography.
- This individual has not worked as a teacher on call since October 24, 2023, immediately after the department became aware of a potential investigation.
- The Yukon Association of Education Professionals were notified on December 29, 2023, and were provided an update on January 4, 2024.
- School councils and school administrators where the former teacher on call had worked were informed of the criminal charges on January 3 and 4, 2024.
- On January 4, 2024, I informed the public of these criminal charges through a Ministerial Statement. On the same day, the department contacted all school staff, families and partners in the education community with a link to the Ministerial Statement and information on supports available.

### TOC – Investigation and Criminal Charges

---

Education

- I recognize that this is a concerning situation and may trigger an emotional response, but I want to reassure members of this house that we publicly communicated information on the charges as soon as possible, and that we have no information to indicate that charges against this individual involve Yukon children.

#### **Additional response:**

- I was first informed of a developing situation on December 29, 2023.
- On January 3 and 4, 2024, immediately after the department received RCMP and Justice confirmation of the charges, we followed the Safer Schools Action Plan and used our Yukon Schools Post-Incident Communications Guidance to communicate to impacted school communities and the public regarding the charges.
- Teachers on call are required to submit a clear vulnerable sector criminal record check every two years, and this former teacher on call did so over the five years they worked in Whitehorse-area schools.
- During the five years the former teacher on call worked with the Department of Education, they worked at the following schools:
  - FH Collins Secondary (2019 to October 24, 2023)
  - Individual Learning Centre (2018 to 2019 and 2020 to 2021 school years)
  - Golden Horn Elementary (2018 to 2021 school years), Christ the King Elementary (2019 to 2020 school year)
  - Porter Creek Secondary (2019 to 2021 school years)
  - École Émilie Tremblay (2020 to 2021 school year)
  - Jack Hulland Elementary (2020 to 2021 school year)
  - St. Francis of Assisi Secondary (2020 to 2021 school year)

### TOC – Investigation and Criminal Charges

---

Education

- École Whitehorse Elementary (2020 to 2022 school years)
  - Holy Family Elementary (2021 to 2022 school year)
- We take all allegations or reports of serious misconduct or inappropriate behavior very seriously.
- When information is received regarding serious misconduct by Department of Education staff, the human resources branch works closely with the Public Service Commission's Labour Relations branch to investigate, following the investigation framework and processes established under Human Resource protocols and by the Safer Schools Action Plan.
- While the teacher on call has not worked in Yukon schools since October 24, 2023, the nature and validity of the information were unverified. The department took precautions to ensure that this teacher on call did not work in a Yukon school while an RCMP investigation was underway.
- Support continues to be available to families and staff. Examples include:
  - Supports coordinated as needed via the School Community Consultant, school administration and staff to services through Family and Children's Services, Mental Wellness and Substance Use Services, and Victim Services.
  - Staff presentations on services and supports available to them, including crisis counselling services through LifeWorks and information on the broader Employee and Family Assistance Program.
- The Government of Yukon has taken significant action with the Safer Schools Action Plan over the past two years to improve safety and supports for students, their families, and the school community. We



### TOC – Investigation and Criminal Charges

---

Education

know there is still more work to do to improve safety and security in Yukon schools. We are committed to continuing this work.

---

#### **Context—this may be an issue because:**

- A former teacher on call was arrested and charged with possession of child pornography and possession of a prohibited weapon on December 24, 2023. As this teacher worked in ten schools over five years (between 2018 and 2023), there will likely be citizen concern regarding whether the situation was handled and communicated appropriately.
  - The topic of student safety in schools has featured prominently in the Legislative Assembly discussions and the media since fall 2021, primarily driven by coverage of incidents at Hidden Valley Elementary School, Jack Hulland Elementary School, and the reports and recommendations made by various agencies.
- 

#### **Background:**

- In October 2023, unconfirmed information about inappropriate behaviour of a teacher on call (TOC) were raised to the Department of Education. After receiving this information, the individual in question was immediately blocked from accepting TOC assignments as of October 24, 2023.
- The Yukon Schools Post-Incident Communications Guidance is not activated until a Yukon government employee is charged criminally by the RCMP or there is an allegation of incidents taking place at school, and not at the stage of receiving information regarding misconduct outside of school.
- On December 29, 2023, the department formally suspended the individual.
- On January 2, 2024, the RCMP confirmed to the Department of Justice that criminal charges had been laid against the individual. The Yukon Schools Post-Incident Communications Guidance was then activated.

# Session Briefing Note

**TAB#HOT12/HR06**

**Spring 2024**

## **TOC – Investigation and Criminal Charges**

---

Education

Approved by:

Mary Cameron

2024-01-31

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Busing – Traffic Safety SO04

#### Value:

- The health and safety of students and staff remains our top priority.

#### Recommended response:

- We understand the importance infrastructure and orientation plays in ensuring students and school community members can navigate campuses safely.
- In 2018, we worked with the City of Whitehorse to review infrastructure surrounding Whitehorse schools and identify projects that could enhance safety.
- Throughout the design stages for new schools, traffic impact assessments are conducted which inform how the campus and traffic infrastructure is developed.
- Many of the on-campus recommendations from the 2018 School Mobility Review, as well as additional projects identified, have been implemented. These include:
  - New parking lots and parent drop-off areas at Christ the King, Golden Horn, Holy Family and Hidden Valley schools.
  - Bus loop and parent drop-off at the north side of Selkirk Elementary School.
  - Enhanced crosswalks on 12<sup>th</sup> avenue and additional signage on Pine and Fir streets.

### Additional response:

- The Department initiated a follow up report to the 2018 School Mobility Review to evaluate the work done and identify any potential opportunities to further enhance safety and traffic flows.
- Developing active safety transportation plans is a key government priority.
- We worked with the Road Safety Branch of Highways and Public Works to:
  - develop a safety activity booklet for students; and,
  - develop a school-specific parent handout that will include information on how to navigate the campus safely.
- In partnership with the RCMP, the materials are being distributed and presented in schools throughout 2023-24 school year. This initiative is funded through existing budgets.
- The Yukon government continues to invest in infrastructure to enhance safety, including new parking lots, additional signage and better lighting.

---

### Context—this may be an issue because:

- Some of the themes we heard in the spring 2023 public engagement centered around active transportation and safe links to school campuses, as well as accessible parking and safe student drop off areas.
- The Golden Horn school council has voiced displeasure with the design and functionality of their recently upgraded parking lot which includes a parent drop off and bus loop.

# Session Briefing Note

**TAB#SO15**  
**Spring 2024**

## Transportation Safety Plans

Education

### Background:

- The City of Whitehorse partnered with the Department of Education to conduct a School Mobility Review of school zone safety.
- Stantec was hired for the review and visited sites from May 28 to 31, 2018, placing focus on 6 priority sites which included Christ the King (CKES), Jack Hulland (JHES), Elijah Smith (ESES), Whitehorse Elementary (EWES), Holy Family (HFES), and Selkirk (SES). They identified some on-campus and off-campus opportunities for improved safety.
- School communities have expressed concerns with adjacent infrastructure and requested upgrades in the past (example: 12<sup>th</sup> avenue in Porter Creek crosswalks)
- During each site design process school communities are consulted.
- The development of active safety transportation plans has been identified as a key government priority.
- When concerns are raised about crosswalk safety the Department of Education works with the City of Whitehorse on efforts to mitigate risk and address concerns.
- The Department of Education works closely with Highways and Public Works Transport Services on public awareness campaigns to enhance the safety of students as they commute to school.

#### Approved by:

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

**Truth and Reconciliation Commission  
– Update on Calls to Action**

Executive Council  
Office

---

**Recommended response:**

- Reconciliation is an ongoing process and a shared responsibility of all governments and individuals in our society.
- Our government is deeply committed to advancing reconciliation through collaboration and partnership with Indigenous governments.
- While there is still work to do, our efforts are resulting in meaningful change and creating better programs and services for all Yukoners.
- In 2023, on the National Day for Truth and Reconciliation, we shared our progress toward addressing the Truth and Reconciliation Commission's Calls to Action through the release of the Pathways magazine and an accompanying report.
- The magazine and report provide an update on the actions being taken across the Yukon government and in close collaboration with First Nation governments and organizations in areas including child welfare, health, education and justice.

**Additional response:**

- The Government of Yukon and Yukon First Nation governments are leaders in demonstrating a collaborative approach to reconciliation.
- We will continue our collaborative work to implement and report on the Calls to Action, including through work on the Yukon Forum joint priorities and by implementing the *Putting People First* recommendations.

---

**Context—this may be an issue because:**

- The 2023 mandate letters include a commitment to fulfill the Truth and Reconciliation Commission's (TRC) Calls to Action.

## Truth and Reconciliation Commission – Update on Calls to Action

Executive Council  
Office

### Background:

- The TRC report, *Honouring the Truth, Reconciling for the Future*, was released in June 2015. It contains 94 Calls to Action focused on redressing the harms resulting from Residential Schools and creating better relations between the federal, provincial and territorial governments and Indigenous Peoples. Thirty-two of the Calls to Action relate directly to YG.
- YG and Yukon First Nations (YFNs) collaborated on addressing the Calls to Action under the 2017 Yukon Forum Joint Priority Action Plan and through other reconciliation initiatives, such as supporting the important work of the YFN-led Yukon Residential Schools and Missing Children Project.
- YG has taken additional steps to address the Calls to Action, including:
  - establishing the position of Assistant Deputy Minister of First Nations Initiatives at the Department of Education, signing an agreement to establish a YFN School Board and entering into education agreements with all YFNs (speaks to Calls 7 and 10 directed to the federal government);
  - supporting Indigenous athletes and the North American Indigenous Games (Call 88);
  - implementing the YFN Procurement Policy (relates to Call 92) and the Representative Public Service Plan: *Breaking Trail Together* (relates to Call 7);
  - working with YFNs and Yukon Indigenous women's groups to implement the Yukon's *Missing and Murdered Indigenous Women, Girls and 2-Spirit+ People Strategy* (MMIWG2S+ Strategy) (relates to Call 41);
  - participating at the Trilateral Table on the Wellbeing of YFN Children and Families to address gaps for culturally appropriate parenting programs (Call 5); and
  - receiving input from YFNs on Health and Social Services programming through the Mental Health Advisory Committee (relates to Call 19).

### Approved by:

\_\_\_\_\_  
Deputy Minister, Executive Council Office

2024.02.02

\_\_\_\_\_  
Date

**Value:**

- Residential schools are part of Canada's shared history, and we acknowledge the impacts this had, and continues to have, on Yukon First Nations and all Indigenous peoples in Canada.

**Recommended response:**

- The Department of Education's role in Truth and Reconciliation is vital, and we take this responsibility seriously. We stand as allies to support Truth and Reconciliation initiatives across all Yukon schools.
- The Department is working to address the Truth and Reconciliation Commission's Calls to Action and establish a more inclusive public education system in the Yukon, one that meets the needs of Yukon First Nation students and offers all students the opportunities to learn about Yukon First Nations ways of knowing, doing and being.
- This includes creating more culturally appropriate early education programs, delivering curriculum on residential schools, treaties, the Indian Act, and other Indigenous history along with supporting teachers to integrate Indigenous knowledge in the classroom.

**Additional response:**

- The establishment of the Yukon First Nation School Board is a major step in advancing reconciliation – a path that started 51 years ago with the historic document, championed by Yukon First Nations Chiefs: *Together Today for our Children Tomorrow*.



- I also want to highlight the work we have done to achieve Action 63: “to maintain an annual commitment to Aboriginal issues, including developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.” This is an ongoing action, but I can confirm that the Department of Education continues to embed Yukon First Nations ways of knowing doing, and being into school programs and the revised school curriculum in all subjects at all grade levels. This includes:
  - Approving locally developed courses that include - Ancestral Technology, Youth for Dignity, Mentorship, Outdoor Education, Yukon First Nation Leadership, Learning Strategies, and more. Yukon First Nations Studies 12 was developed as an adaptation to British Columbia’s First People’s 12.
  - The Grade 5 and 10 Residential School Unit is in the final stages of development, and the Grade 9 Unit is in development.
  - The Department of Education is working with Yukon First Nation governments and partners to develop a policy to allow credits to be earned for land-based experiential learning delivered or facilitated by Yukon First Nation governments, Elders and knowledge keepers.
  - We are working with Yukon First Nations to develop supports for teachers to implement a curriculum that integrates Yukon First Nations ways of knowing, doing and being in all grade levels and subject areas.

- I commend the work of our teachers, facilitators and especially our students who engage with this important and sensitive work with respect and curiosity. This gives hope that the next generation of Yukoners will have a deeper understanding of our shared history.

---

## **Context—this may be an issue because:**

- In 2015, the Truth and Reconciliation Commission of Canada released its final report calling for greater partnerships with First Nations and more culturally appropriate curricula and curricula about residential schools.
- 

## **Background:**

- The department's work in this area includes:
  - In 2021, a landmark framework agreement was reached with the Chiefs of 10 Yukon First Nations governments to establish a Yukon First Nation School Board.
  - Starting the 2023-2024 school year with eleven schools operating under the First Nation School Board.
  - Curriculum developed on Indian Residential Schools working with YFN and knowledge keepers for grade 10 social studies.
  - A Joint Education and Action Plan was developed for 2014-2024 and work is underway towards renewal of that plan.
  - Working with individual Yukon First Nation governments on community-level education and funding agreements to improve educational outcomes for their citizens and learners on their Traditional Territories at local schools. The department has allocated \$1.83 million total to use towards joint education priorities.
  - Cultural and language initiatives – First Nations Initiatives (FNI) Branch.
  - Establishing the FNI Branch - Department officials worked with the Council of Yukon First Nations and the Chiefs Committee on Education to establish an Assistant Deputy Minister of First Nations Initiatives.

# Session Briefing Note

**TAB#DPT15**  
**Spring 2024**

**Truth and Reconciliation  
Commission of Canada**

---

Education

Approved by:

Mary Cameron

2024-02-29

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

**Child Care Act Review: refer to EL01**

**Child Development Centre Funding: refer to EL02**

**Early Learning and Child Care Initiatives: refer to EL03**

**Teen Parent Centre and Onsite Child Care: refer to EL05**

**Yukon Child Care Board: refer to EL07**

### Value:

- We continue to work with Yukon First Nations and community partners to enhance early learning and child care programming in the Yukon, as we advance a future where all families have access to high-quality early learning and child care that is affordable, accessible, and inclusive.

### Recommended response:

- In 2023-24, the budget for Early Learning and Child Care is just over \$43.4 million, with an additional \$515 thousand invested in capital to support the development of a data management system. Among other quality initiatives, the funding is currently supporting:
  - Wage enhancements for more than 500 early childhood educators.
  - 78 licensed operators, including nine First Nations government owned and operated programs, representing 2,262 licensed spaces.
- As of March 1, 2024, the program had expended \$9.2 million in wage enhancements and benefits.
- As of February 29, 2024, 1,875 children and their families were benefiting from universal child care and saving up to \$8,400 a year per child enrolled in a licensed program.
- The universal child care program, when combined with the subsidy program for lower income earners, means some families have no out-

of-pocket expenses for child care. Additionally, teen parents continuing their education and grandparents with primary responsibility for their grandchildren receive free child care.

- Since the implementation of universal child care in April 2021, and as of March 11, 2024, 477 child care spaces have been created in Pelly Crossing, Whitehorse, Ross River and Dawson, and programs continue to expand and grow. All licensed programs are part of the universal child care program and receive funding from the Yukon government.
- In agreements with Canada, Yukon committed to creating 110 spaces and we are proud to have created more than four times those spaces to date.
- The funding agreements signed with the Government of Canada in the summer of 2021 continue to support development and expansion of the Yukon's universal child care system and early childhood educator workforce development.
- We continue to work with Canada on early learning and child care initiatives and we are working with Canada on infrastructure funding to support the growth and expansion of nonprofit child care in the Yukon.
- I was pleased to see the Federal legislation on early learning and child care received Royal Assent on March 19, 2024. This legislation enshrines Canada's commitment to long term funding for early learning and child care into law.

### **Additional response:**

- We provide funding – including wage enhancements – to all licensed programs to reduce operational and administrative expenses, and to support program needs.

- We also administer a supported child care program that provides funding to licensed programs for additional supports for children who need them.
- Providing greater access to early learning and child care programs that are affordable, accessible, and inclusive reduces barriers to entering the workforce and ensures proper supports are in place for families when parents are returning to work.

### Minimum wage increases and increased costs to operators

- A key to successful recruitment and retention is the ability to pay qualified early childhood educators a fair wage.
- In April 2021, the Yukon implemented a wage of \$31 for level three early childhood educators, one of the highest in Canada.
  - As of April 1, 2023, level three educators in Whitehorse are earning \$32.08 an hour and level three educators in rural communities are earning \$33.88.
  - On April 1, 2024, the Yukon's minimum wage increased from \$16.77 to \$17.59 and level three educator wages will be increased to a minimum of \$32.90 in Whitehorse and \$34.70 in rural communities.
  - The wage grid is aligned with minimum wage increases whereby program operators must pay at least the minimum wage and Yukon government provides a wage enhancement. For level three educators, Yukon contributes 47% of the wages in Whitehorse and 49% in rural Yukon.
- We continue to provide 100% of the wages for supported child care educators.
- The Yukon government will continue to heavily subsidize child care in the territory.

## Universal Child Care

---

### Context—this may be an issue because:

- As we create new spaces and improve quality in programming, the cost of delivering universal child care will increase.
  - Operators may ask for increases in funding as the rate of inflation increases.
- 

### Background:

#### Federal Legislation on Early Learning and Child Care

- Bill C-35, An Act respecting early learning and child care in Canada, received Royal Assent on March 19, 2024.
- Key elements of the legislation include core principles of a national early learning and child care system, ongoing collaboration, long term funding support, and accountability.

#### Summary of Yukon Early Learning and Child Care Funding

- The new funding model came into effect on April 1, 2021, and the government budgeted \$25,202,000 in 2021-22 to support the new program.
- In 2023-24, the operations and maintenance budget is \$43,442,903, and \$515,000 is invested in capital.
- Under agreements with the Government of Canada, the Yukon government will receive approximately \$54.3 million from 2021 to 2025, to further enhance the universal ELCC program.

#### Affordability

- Parent fee increases are controlled to ensure parent fees remain affordable. Fees can only be adjusted on April 1 of each year. Annual fee increases are limited to 3% for those charging within 10% of Yukon average, and 1% for those charging 10% or more than Yukon's average child care fees. The maximum increase is 3%. Parents must pay out of pocket for fee increases.
- Additionally, parents may pay extra fees for optional services, like hot meal programs.
- The universal child care program reduces parent fees by up to \$700 (per child per month) for full-time enrollment in licensed programs. All licensed programs have signed on to universal child care.

- The Poverty Report Card for the Yukon reported in 2022 that the living wage had reduced from previous years due to the implementation of universal child care and families having to pay less for child care.
- Most provinces and territories limit fee reduction and affordability measures to children who have not yet started school, while the Yukon applies fee reductions to all children in licensed spaces.
- The wages for educators are tied to minimum wage increases whereby program operators must pay at least the minimum wage, and the Yukon government provides a wage top-up. For Whitehorse level 3 educators, Yukon contributes 47% of the mandated wage and in rural Yukon we contribute 49% of the mandated wage.
- Child care providers absorb the costs of increases to wages.

### Economy

- In 2020, the Centre for Future Work published a report on “The Role of Early Learning and Child Care in Rebuilding Canada’s Economy after COVID-19” by noted economist, Jim Stanford. The report provides broad estimates of the economic benefits of a universal ELCC program, projecting:
  - Direct jobs and economic activity associated with provision of ELCC services.
  - Increases in women’s labour force participation and employment thanks to better availability of quality, affordable child care.
  - Long-term benefits from improved capacities of children who participate in high-quality ELCC.

### Accessibility

- Since April 1, 2021, there have been 477 spaces created (110 not for profit spaces and 367 for profit spaces), which includes 26 licensed spaces at Little Critters in Dawson City (opened in January 2022) and 49 licensed spaces at Tu Lidlini program in Ross River (opened in February 2022).
- Dunya Ra Kats Inte Ku, owned and operated by Selkirk First Nation government, re-opened on October 17, 2022, with 18 licensed spaces. The community has not had child care options for 2 years since the building housing their program burned down.
- On September 28, 2022, a child care license was issued to The Heart of Riverdale Community Centre, a non-profit society, to operate the Heart of Riverdale – Heart Heroes, now licensed for 62 child care spaces.



## Universal Child Care

- The ELCC unit is also collaborating with the Vuntut Gwitchin First Nation Government officials to support them in exploring options that ensure consistent child care.

### Funding for operational and administrative expenses for ELCC program operators

- Quality Program Enhancement funding is provided for each space in a licensed centre. The amount depends on the space category – infants, toddlers, preschool, kindergarten, or school age.
- Additional funding is provided to operators to reduce their operational and administrative expenses and to support program needs. This funding provides for 37% of program building expenses (such as rent/mortgage, insurance, electricity, heat, janitorial, etc.) in Whitehorse and 43% in rural communities.
- Start-up funding is available for the creation of new licensed programs. Funding is also available to address health and safety concerns.
- Funding provided by Yukon government to licensed programs has not increased since UCC was implemented and ELCC has committed to reviewing the funding program in 2024/25.

### Participation Rates in Yukon

- On December 5, 2023, Statistics Canada released a report on the use of child care across Canada. For Yukon, participation in child care for 0- to 5-year-olds increased from 59% to 66% of children in that age group. Overall, in Canada the participation rate decreased from 60% to 56%.
- It is important to note that the report includes both licensed and unlicensed child care.
- Overall, nine jurisdictions (NL, PEI, NS, Que, ON, AB, BC, NWT, and NU) saw a decrease in participation in child care and four jurisdictions (YT, NB, MB, SK) saw an increase.
- Yukon enrollment in licensed child care programs by age grouping as a %

	Infants	Toddlers	PS	K	School Age	
0-6 years	7.32%	26.76%	44.38%	7.26%		85.73%
>6					14.27%	14.27%
						100.00%

PS=Preschool  
 K=Kindergarten

## Universal Child Care

---

### Yukon Enrollment versus licensed capacity

- As of February 29, 2024, Whitehorse is at 88% of total capacity and the Yukon overall is at 83.5% of licensed capacity. This does not account for programs that make decisions to limit enrollment based on several factors including staffing, noise level, support quality, etc.

### Status of Child Care in Dawson City

- Universal child care has created increased demand for early learning and child care opportunities.
- There are three early learning and child care programs currently operating in Dawson City with Little Critters, the most recent program, opening in January 2022.
- On February 28, 2024, the child care centres in Dawson confirmed to the Director of ELCC that they each had waiting lists, although they explained that some families could be on more than one waiting list.

### Little Blue

- In 2022-23, the Society applied for and received CDF funding to advance the next step of their building project, which involved hiring a professional contractor for the blueprints/design, and cost estimates.
- The costs for this step was \$102,000. Of which they received \$75,000 from the CDF, the Society committed \$12,500, and ELCC contributed \$14,500.
- In 2022-23, ELCC provided \$8,430 for Feasibility – Little Blue to Big Blue.
- The Society hired ORO Enterprises Ltd, a local Dawson City business, who worked with Northern Front Studio in Whitehorse to complete the blueprints/design that have since been provided to the departments.
- The estimated cost for the new building is just under \$5.6 million (which includes contingency). In addition to the expanded child care program, the new build includes two – one-bedroom apartments and dedicated office space for other agencies, such as Child Development Centre and the Canada Prenatal Nutrition Program.
- The Department of Education continues to work with EMR and HPW on a one-government approach on next steps.

### Council of Yukon First Nations

- ELCC is providing subject matter expertise to consultants hired by CYFN to work on their plans to develop a child care centre at the Indigenous led women's shelter that is being built in the Whistle Bend neighbourhood.

## Universal Child Care

---

- ELCC met with the consultants in October and December 2023 and is having ongoing conversations to answer any questions they may have.

### Tu Lidlini, Ross River

- Tu Lidlini, a child care centre in Ross River with 26 children enrolled, is operating in a YG owned building.
- On November 03, 2023, HPW sent a structural engineer to Ross River to look at cracks that have been noticed in the building.
- The report from the engineer indicates that the building is still safe to use as a child care centre. The engineer recommended repairs to the entryway and that the building be monitored for any deterioration.
- The timeline for the repair to the entryway has not been determined yet.

### Kluane First Nation – Kluane Daycare

- The child care centre with an average of 4 – 6 children enrolled, reopened in January 2024.

### Nlaye Ndasadaye

- Nlaye Ndasadaye, a non-profit program with 47 children enrolled, is experiencing difficulty. ELCC is working with the Board of Nlaye Ndasadaye to assess what is needed to ensure long term sustainability.

### Little Blue Dawson City

- Little Blue made a request to operate a school age program from Robert Service School in summer 2024. The school is not available due to work being done.
- They are now trying to partner with CSFY to use the space normally used for the French School in Dawson.

### Recognition

- The Early Childhood Education Report (ECER) 2020 released in July 2021 by the Atkinson Centre for Society and Child Development recognized Yukon Territory as the new leader in early childhood education based on decisions to increase wages for educators, reduced parent fees, introduction of new curriculum and monitoring, increased funding for inclusion, and the transfer to Department of Education.
- The ECER views early childhood education and care through a children's rights perspective: Every young child, regardless of where they live, their abilities, their language and origins, or their parents' work status, deserves access.

## Universal Child Care

---

- The ECER report ranks provinces and territories on 5 categories (governance, funding, access, learning environment and accountability) and 21 benchmarks of quality with a maximum score of 15.
- The ECER 2023 that will be released on April 25, 2024, notes Yukon has a score of 10.5, more than double the score received in 2020. In the ECER 2020 report Yukon received a score of 5.
- The implementation of universal child care with affordable child care, managed child care fees, an educator wage grid, and the transfer to Education all helped to increase the score.
- Erin Wallingham-Schultz, head teacher of the Aurora Casa at Yukon Montessori School was awarded a [2023 Prime Minister's Award for Excellence in Early Childhood Education](#).

**Approved by:**

**Mary Cameron**

**2024-04-22**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Session Briefing Note**

### **Whistle Bend Elementary School – substantial completion issue**

Highways and  
Public Works

---

#### **Recommended response:**

- The Departments of Highways and Public Works and Education, as well as the Project Advisory Committee and the contractor, Ketza Construction, have collaborated throughout the project to achieve a design for the Whistle Bend Elementary School that incorporated important community elements.
- Minister McLean and I were honoured to join Ketza Construction, and others, at the opening ceremony that marked the beginning of the project and set the intention of completing this school in a meaningful way.
- Ketza Construction has been a longstanding partner with the Yukon government to advance a number of priority projects throughout the territory over the last decades.
- To highlight a few, we are pleased to be coming to the completion of the Old Crow Health and Wellness Centre and 10-plex; there is also the recently completed CSSC Mercier (Centre scolaire secondaire communautaire Paul-Émile Mercier); and the ongoing progress of the Yukon University Roof Replacement project.

#### **Additional response:**

- The Premier, Minister McLean and I went to visit the Whistle Bend Elementary School site in February.
- I was impressed by the design elements and seeing the building nearing the final stages of completion.

**Session Briefing Note****Whistle Bend Elementary School  
– substantial completion issue**Highways and  
Public Works

---

- During the visit we met some of the Yukoners who contributed their knowledge and expertise to ensure the building incorporated the community elements that were identified in the design process.
- It was easy to see how the building will create a beautiful learning environment for Yukon students now and into the future.
- Ketz Construction has worked with a variety of Yukon First Nations and subcontractors to maximize local benefits.
- While there is significant outdoor work that Ketz Construction is planning this spring, we are confident this project will be complete by early summer well ahead of the new school year.

The department and Ketz Construction are in discussions about when and how the project's final milestones will be reached.

**Third response:**

The building design is complemented by the surrounding outdoor space. This space will be worked on in spring of 2024 and includes a variety of outdoor classrooms, such as an amphitheater and fire pit. The soccer field and playground will also be built this spring and summer.

- Highways and Public Works is working with Ketz Construction to ensure the commitments to the subcontractors are being fulfilled as the project nears completion.

**Fourth response:**

- At times on large construction projects, disputes may arise. Any such disputes are resolved by either working directly with departmental

**Session Briefing Note**  
**Whistle Bend Elementary School**  
**– substantial completion issue**

**TAB# 74**  
**SPRING 2024**  
Highways and  
Public Works

officials or using the formal dispute resolution processes set out in the contract.

**Context—this may be an issue because:**

- Questions may arise regarding how the Yukon government manages large contracts and its relationships with contractors and their subcontractors.

**Background**

- The design-build contract was a value-driven procurement. Value-driven procurements help ensure that the project brings as much value as possible to the community and the territory.
- In this case, the winning bidder earned points for their schedule, training plans, subcontracting plans, northern experience, and First Nations participation.
- Inflation, supply chain issues and price escalations in lumber, wood products, steel and labour have led to cost increases in projects across the territory.
- A Project Advisory Committee was established in summer 2019, as a commitment made by Education to the Whistle Bend Community Association.
  - Members of the Committee include: Ta'an Kwäch'än Council, Kwanlin Dün First Nation, City of Whitehorse, and the departments of Community Services, Education and Highways and Public Works.

Approved by:

March 7, 2024

Deputy Minister, Highways and Public Works

Date Approved

## Whistle Bend School

---

**Questions about tendering and build are for HPW**

**School Board and Council Elections and Referendums: refer to EP04**

### Value:

- I am very pleased and excited to be building the first new Whitehorse elementary school in over 20 years in Whistle Bend. This will provide students with a modern learning environment and support a thriving and growing community.

### Recommended response:

- Construction is underway and is expected to be completed in the spring of 2024.
- Whistle Bend Elementary will open its doors to students in August 2024, and the Government of Yukon is dedicated to ensuring a smooth transition for students, families and staff.

### Additional response - enrolment

- In preparation for the new school, a new Whistle Bend Elementary School attendance area has been created.
- This attendance area is based on the city boundaries for the subdivision, plus portions of the previous Takhini Elementary School area, which is now being governed by the First Nation School Board.
- From June through November 2023, the Department of Education communicated with all impacted families about enrolment at the new school for students living in the attendance area.
- This included providing many opportunities for families to opt-out of automatic enrolment for students who: have primary home addresses located in a different attendance area, will be entering grades 6 and 7 in August 2024, or are currently enrolled in a program of choice (French Immersion or Catholic Education programs).



- Our current enrolment projection for the 2024-25 school year is 170 students and these numbers will be adjusted as the school approaches opening in August.

### Additional response – staffing:

- The school has been allocated 16 FTEs for the upcoming school year.
- Schools are allocated staffing numbers based on the number of enrolled students.
- As students transfer from other schools, we may see staffing numbers adjust at other schools based on enrollment numbers.
- At this time, no school other than Jack Hulland Elementary School will be impacted by reduced staffing numbers, due to lower enrolment numbers.
- Staffing numbers have already been shared with schools and staffing plans are well underway.

### Bussing:

- Once enrolment numbers are confirmed at the Whistle Bend Elementary School, we will look to busing considerations for the upcoming school year.
- Next steps will be informed by the Education Act and the needs of the community. Section 47(2) of the Act states the following:
  - *If a student's home is more than 3.2 kilometers by the nearest passable road from the school the student attends pursuant to section 11, the Minister shall provide transportation for the home.*

### Outdoor structures:

- Whistle Bend Elementary School will have two play structures installed along with a swing set.

- An outdoor basketball court and multipurpose field will also be available for students' physical health.
- Bike racks will be available for students who use this mode of transportation to come to school. Bike racks will be installed at all major entrances for a total of 96 stalls.

### Additional response:

- Whistle Bend Elementary School is a key investment, with construction to be completed during the 2023-24 school year.
  - The design-build contract was awarded to Ketz Construction Corporation.
  - The 2023-24 Main Estimates include \$20.3 million for construction of the school, with a total capital requirement budgeted at \$52.8 million.
  - In the 2024-25 budget there is \$2.5 million to complete the Whistle Bend Elementary School.
  - During the design process, safety considerations were taken into account while balancing the needs of modern learning environment.
  - The Schools Safety Plan in conjunction with the safety features that have been built into the schools design will help to keep the students and staff safe during an emergency. During emergencies, student and staff safety is our top priority.
- 
- In the coming months, we are planning an opening ceremony of the new school, which will be an opportunity for the community and partners to visit and tour the school if interested.

---

### Context—this may be an issue because:

- Throughout this project, questions have been raised about overall project delays and budget increases.

## Whistle Bend School

---

### Background:

- As part of the capital planning process, Education, the Project Advisory Committee, EMR's Land Management Branch and Highways and Public Works identified Lot 333 as a suitable location in Whistle Bend for the school.
- A contract for Owner's Advisor services was awarded to Colliers Project Leaders.
- The design-build tender was published March 2021 and closed on May 19, 2021.
- Education established a Project Advisory Committee (PAC), which met regularly throughout the design phase of the project.
- Members of the PAC included: Whistle Bend Community Association, Ta'an Kwäch'än Council, Kwanlin Dün First Nation, and City of Whitehorse; as well as Yukon government representatives from Education, Community Services, and Highways and Public Works. It was co-chaired by a Department of Education representative and a nominated representative of the PAC.
- The design-builder completed the design, following the design and intent of the tender.
- The design includes gender-neutral washrooms.
- A tender for the supply and delivery of classroom furniture closed on January 24, 2023, and procurement is underway for programming materials.
- An attendance area was established and the Whistle Bend School Council election took place in November 2022, aligned with the First Nation School Board trustee elections conducted by Elections Yukon.
- The school council was provided an opportunity to visit the school on December 4, 2023, despite it still being an active construction site.
- The school council has also raised many concerns with the design, specifically as it pertains to sensory/neurodiverse spaces, bathroom amenities/accessibility, parking, and perimeter fencing. The new principal, the superintendent and Student Supports Services have worked with the school council on these issues and made updates to the location of the sensory/neurodiverse spaces.

# Session Briefing Note

**TAB#SO16**  
**Spring 2024**  
Education

## Whistle Bend School

---

- The building's design, largely influenced by the PAC, meets barrier-free access requirements as set out by the Building Code and applicable regulations. Additionally, Ketz Construction is aiming for a Gold Certification through the Rick Hansen Foundation.
- Parking (on and off campus) was approved by the City of Whitehorse as part of the issuance of the development permit for the project.
- Throughout the design process for new schools, including Whistle Bend, traffic impact assessments are conducted which inform how the campus and traffic infrastructure is developed.
- The principal was hired in January 2024 and is actively recruiting for the vice-principal and teacher positions.

**Approved by:**

**Mary Cameron**

**2024-04-09**

Deputy Minister, Education

[Date approved]

### Whitehorse Elementary Replacement Project

---

Education

#### Whitehorse School Replacements Long-Term Capital Planning: refer to SO18

##### Value:

- Our government is proud to be investing in school infrastructure to meet the needs of our growing community and École Whitehorse Elementary School has been identified as a priority for replacement with a new, modern facility.

##### Recommended response:

- École Whitehorse Elementary School was originally built in the 1950s and is the top priority for replacement among Whitehorse schools.
- The current facility is not able to meet current and future programming and community needs, including access to spaces for innovative, inclusive, and experiential learning.
- The Takhini Educational Land Reserve is a central location that can accommodate French Immersion students from around Whitehorse.
- The Department of Education has established a Project Advisory Committee to facilitate collaboration and the exchange of ideas between key partners, stakeholders, and the Government of Yukon. This group meets regularly.
- Project timelines will be determined as further planning work is undertaken.
- In August 2023, Kobayashi + Zedda Architects Ltd. was awarded the prime consultant contract for the École Whitehorse Elementary School replacement project through a public tender.
  - A site analysis and test fit assessment to determine suitable locations on site is currently underway.

### Whitehorse Elementary Replacement Project

---

Education

- In phase two of the contractors' work a traffic study will be conducted to report on the local impacts of the development. Pedestrian safety, traffic access, and egress from the site will also be assessed.
- Moving Whitehorse Elementary School to the Takhini Educational Land Reserve does not preclude having a downtown school in future.
- There are currently other schools located downtown – the Wood Street Centre, the Individual Learning Centre, and the Aurora Virtual School. All operate out of downtown and are an important part of our portfolio of schools.

#### **Additional response:**

- The government has Educational Land Reserves identified for schools.
- The Takhini Educational Land Reserve is a large parcel of land, serviced, appropriately zoned, and provides a central location that has better access to green space desired for modern learning.
- An initial step in this work is to identify potential locations for the future school on the Takhini educational reserve, at which point engagement with the First Nation School Board and Softball Yukon will occur.

#### **Additional response - Site options:**

- On March 27, 2024, an information session was held with project partners and stakeholders to discuss school placement options on the educational reserve land.
- This session was well attended and had representatives from the Project Advisory Committee, Ta'an Kwäch'än Council, Whitehorse

### Whitehorse Elementary Replacement Project

---

Education

Elementary School Council, Sport Yukon, the Advisory Committee on Yukon Education, Softball Yukon, to name a few.

- The project team will take the feedback received from this session, into consideration in the next steps of the design process.
- On April 15, Education staff met with the École Whitehorse Elementary School Council to review the draft embargoed documents for the school location on the Takhini Elementary School Reserve and to answer any questions.
- On April 18, Education staff met with the Project Advisory Committee, the eighth meeting since October 2022.
- As requested by the Takhini Neighborhood Association, Department of Education Operations staff met with Takhini residents on April 24, 2024, to share the draft Site Analysis and Test Fit Report.
- This is a tremendous opportunity to enhance French immersion programming with a new, modern learning environment.
- We will also provide future opportunities for partners and stakeholders to have conversations about the project.
- The First Nation School Board has been a part of these conversations and has committed to providing input on the final decision.

---

#### Context—this may be an issue because:

- MLAs have been vocal about the need to keep a school in the downtown core. The Minister met with concerned downtown residents on October 21, 2022.
- Softball Yukon is concerned about the impact to ball diamonds located on the Takhini education reserve.
- Department officials have met with Softball and Sport Yukon and a commitment was made to ensure they remain informed as the project progresses.

---

#### Background:

### Whitehorse Elementary Replacement Project

---

Education

- École Whitehorse Elementary School was originally built in the 1950s and is the oldest currently operated school in the Yukon.
- Renovating or replacing the current facility on site are not viable options.
- There have been issues raised with the current École Whitehorse Elementary School regarding the capacity of the gymnasium and its egress, the number of washrooms available on the main floor, IT infrastructure, energy efficiency, lack of modern learning spaces, seismic rating, needed build code upgrades and overall accessibility.
- Among other concerns such as lot size and suitability, building on the same downtown site would require costly and prohibitive decanting strategies (moving students) for 2-3 years minimum to accommodate build.
- The Project Advisory Committee has been meeting since October 2022.
- The Project Advisory Committee will provide the department with input on key aspects of the school's planning and design, including ways the school can help to meet community needs in terms of functionality, cultural components, and community space.
- The School Community, Takhini area residents, Association franco-yukonnaise, Canadian Parents for French, other relevant organizations and the general public will be encouraged to provide feedback on the project at key milestones in the project's design.
- Site selection on Takhini Education Reserve:
  - The Takhini Educational Land Reserve is one of the largest in Whitehorse and has enough room for two schools.
  - There are not a lot of other sites that are centrally located and would meet the needs of a new school; there is not a lot of vacant land in general that is centrally located.
  - To look at a different site would entail having to go through lengthy territorial and municipal zoning processes, followed by those sites needing to be serviced (sewer, electricity etc.); this is not a viable option given the urgent need to replace school infrastructure.
- Softball Yukon has been advised that there will be no impact to summer programming this upcoming 2024 season.
- Engagement with the broader Whitehorse community and partners occurred in the spring of 2023 and will inform the long-term plan for replacing and renovating aging Whitehorse schools.



### Whitehorse Elementary Replacement Project

---

Education

- In October 2022, I met with downtown residents who are concerned about having an elementary school in the downtown core. This information will be considered as the long-term plan is developed.
- In March 2024, various partners and stakeholders were invited to a meeting to review the draft Site Analysis and Test Fit report, subsequent meetings were with the EWES school council (April 15, 2024) and the project advisory committee (April 18, 2024).
- The meeting with the Takhini Neighbourhood Association was attended by a number of residents, including MLA Kate White.
- The Project Advisory Committee has designated seats for the following:
  - Whitehorse Elementary School Council
  - Whitehorse Elementary School Administration
  - City of Whitehorse
  - Government of Yukon
  - Ta'an Kwäch'än Council
  - Kwanlin Dün First Nation
  - Takhini Neighbourhood Association

**Approved by:**

**Mary Cameron**

**2024-04-29**

Deputy Minister, Education

[Date approved]

## **Whitehorse School Replacements – Long-Term Capital Planning**

---

Education

### **Whitehorse Elementary Replacement Project: refer to SO17**

#### **Value:**

- Our government is investing in Yukoners by investing in school infrastructure.

#### **Recommended response:**

- It's important that we ensure the portfolio of schools meets the demands of our growing population and provides modern learning environments for students to learn and grow for years to come.
- The Yukon government recognizes the fundamental role of schools in healthy, thriving communities.
- In spring 2023 the Yukon government opened a public survey and conducted open houses to hear from the public and school communities to better understand their user experiences with their school facilities and how to better meet the K-12 programming needs.
- In addition to the survey and open houses, the department hosted focus groups for educators, learning stewards, and students.
- We recognize that there are many other educational partners, organizations, and community groups that have ideas and experiences to share. The department reached out to many groups to inform them of the engagement and how to participate.
- Approximately 1,000 Yukoners participated in this engagement and a What We Heard Report was published in November 2023, available on Yukon.ca.

## **Whitehorse School Replacements – Long-Term Capital Planning**

---

Education

### **Additional response:**

- We will continue working closely with the two Yukon school boards, the First Nation School Board and the Commission scolaire francophone du Yukon, on their vision for education and capital needs.
- As part of the engagement, we also had conversations with Kwanlin Dün First Nation and Ta'an Kwäch'än Council.
- The department published the engagement's *What We Heard* report, and shared the report with the First Nations Education Council and the Gadzoosdaa Advisory Committee, recognizing that students from communities may attend school in Whitehorse.
- We continue to invest in all our schools across the territory and conversations about capital projects in rural schools will continue at the community level.

---

### **Context—this may be an issue because:**

- There is considerable public attention around school replacements and locations in Whitehorse and a public engagement was completed in 2023.

---

### **Background:**

- The purpose of the engagement was to:
  - Build relationships with school communities;
  - Inform Yukoners about the school capital planning and development process; and
  - Collect stakeholder feedback on their ideas and considerations for a 21<sup>st</sup> century learning environment.
- The following groups were engaged as part of the engagement process:

## **Whitehorse School Replacements – Long-Term Capital Planning**

---

Education

- Association of Yukon School Councils, Boards and Committees
- Catholic Education Association of Yukon
- Yukon First Nation Education Directorate
- Gadzoosdaa Advisory Committee
- Yukon Association of Education Professionals
- Yukon Employee's Union
- Yukon University
- City of Whitehorse
- Child Youth and Advocate Office
- Softball Yukon
- Association franco-yukonnaise
- LDAY Centre for Learning
- Autism Yukon
- Child Development Centre
- Yukon Literacy Coalition
- Yukon Learn
- Whitehorse Downtown Resident's Association
- Whitehorse-area community associations
- Overall, participants in the engagement emphasized the importance of:
  - Connecting with the outdoors and outside spaces for learning or social time, including the ability to access surrounding green spaces or trail networks for active transportation;
  - Creating culturally inclusive and accessible spaces, including meeting the needs of neuro-divergent students and those living with hearing, visual or physical disabilities;
  - Creating modern learning environments by applying technology in learning, spaces for collaboration and spaces for spiritual, cultural and mental health related activities and programming; and,
  - Fully integrating schools within neighbourhoods based on populations and growth projections with sufficient access for school buses and trails for active commuters.

## **Whitehorse School Replacements – Long-Term Capital Planning**

---

Education

- The results of this engagement will inform future development of an updated Whitehorse school replacement plan, and a work plan for small and medium renovations for Whitehorse schools.
- The public engagement was delayed from fall 2022 to spring 2023 as more time was required to secure a local contractor.
- École Emilie-Tremblay was the last elementary school built in Whitehorse and opened in 1996.
- The Whistle Bend Elementary School will be completed during the 2023-24 school year.
- The French First Language Secondary School Community Centre, Centre scolaire secondaire communautaire Paul-Émile Mercier (CSSC Mercier) opened its doors to students in November 2020.
- Short-term measures such as portables have been added to several Whitehorse schools to alleviate enrolment pressures.

**Approved by:**

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

Date approved

## Yukon Association of Educational Professionals Collective Bargaining

---

Public Service  
Commission

### Recommended response:

- The Yukon government values the work and vital contributions made by educational professionals in fostering the intellectual, social and personal development of Yukon students.
  - With the current collective agreement set to expire on June 30, 2024, the Yukon government is committed to collaborating with the Yukon Association of Educational Professionals (YAEP) to achieve an agreement that is fair, balanced, fiscally responsible and conducive to recruitment and retention efforts.
- 

### Context—this may be an issue because:

- There could be interest due to the upcoming expiration of the current collective agreement on June 30, 2024.
- 

### Background:

- The *Education Labour Relations Act* mandates up to three (3) months' notice for collective bargaining renewal, as specified in the current collective agreement by either the Yukon government or Yukon Association of Educational Professionals (YAEP). A Letter of Understanding "G" allows notice four months before expiry of the collective agreement.
  - The *Education Labour Relations Act* governs collective bargaining and grievance adjudication processes for the Yukon's education professions.
  - Negotiations are led by the Public Service Commission (PSC).
  - The previous collective agreement expired on June 30, 2021.
  - Bargaining occurred from May to November 2021, with a pause during the YAEP summer break.
-

# Session Briefing Note

**TAB #HR07.1**

**Spring 2024**

## **Yukon Association of Educational Professionals Collective Bargaining**

Public Service  
Commission

- The Yukon government and YAEP reached a tentative agreement on December 2, 2021.
- The current collective agreement is effective from July 1, 2021, to June 30, 2024.
- Highlights from the previous negotiations:
  - Yearly salary increases totaling 5.35% over three (3) years, including general wage increases of 1.75% in the first year and 1.80% in the following two years.
  - A 7.5% pay increase for teachers-on-call upon ratification, in addition to the general wage increases.
  - Change of title from 'Aboriginal Language Teacher' to 'Yukon First Nations Language Teacher'.
  - Additional pay levels based on qualifications for Yukon First Nations Language Teachers and educational assistants.
  - Increase in days in lieu for principals, vice-principals, and team leaders from two (2) to four (4) days per school year, recognizing leadership and management duties performed outside of the regular school calendar.
  - Inclusion of summer programming remuneration into the agreement for school staff providing summer programs.

**Approved by:**

\_\_\_\_\_  
Public Service Commissioner

\_\_\_\_\_  
Date Approved

### Value

- Effective teachers, teachers on call and educational assistants are important factors in a student's success at school.

### Recommended response:

- The Collective Agreement between the Yukon Association of Education Professionals and the Public Service Commission will expire on June 30, 2024.
- The Public Service Commission leads the collective bargaining process for the Yukon government.

### Additional response:

- Representatives from the department of Education, the First Nation School Board, and Commission scolaire francophone du Yukon will participate on the employer's bargaining team.
- While bargaining is underway, we must respect the confidentiality of the process, and are unable to speak to specific items under negotiation.
- On March 5, 2024, the Yukon Association of Education Professionals issued a notice of intent to commence bargaining.
- The teacher priority hiring has four priorities, defined in Article 49 of the Collective Agreement between the Yukon Association of Education Professionals and the Public Service Commission:
  - A) Persons of Yukon First Nations Ancestry not already employed as a teacher or existing Teachers of Yukon First Nations Ancestry seeking to return to their traditional territory;



# Session Briefing Note

**TAB#HR07**  
**Spring 2024**

## YAEP Collective Bargaining

Education

- B) Indeterminate teachers with three (3) or more years of continuous service in the same school;
  - C) Other indeterminate teachers;
  - D) Other applicants.
- These priorities are followed for posted teacher vacancies.

---

### Context—this may be an issue because:

- Concerns regarding terms and conditions of employment for bargaining members represented by the Yukon Association of Education Professionals have been expressed by the opposition.

---

### Background:

- The Collective Agreement was previously ratified for a three-year period, July 1, 2021, to June 30, 2024.

#### Approved by:

Mary Cameron

2024-04-17

Deputy Minister, Education

[Date approved]

**Child Care Act Review: refer to EL01**

**Child Development Centre Funding: refer to EL02**

**Early Learning and Child Care Initiatives: refer to EL03**

**Teen Parent Centre and Onsite Child Care: refer to EL05**

**Universal Child Care: refer to EL06**

**Value:**

- We recognize the importance of early learning and child care for Yukon families, and the need to continue to improve children's learning opportunities and outcomes.
- We value our ongoing dialogue with the Yukon Child Care Board and the important input that members provide in the development of high quality early learning and child care services.
- In its Annual Report for 2022-23, the Yukon Child Care Board recognized Yukon government's commitment to early learning and celebrated the steps that have been made.
- The Board noted items that still need progress, including the modernization of Yukon's *Child Care Act*, development of an assessment and evaluation system for child care programs, integrating the principle of inclusion, and commissioning an early learning framework.
- Currently, the Department is engaging with the Child Care Board on Modernization of the *Child Care Act* and we will continue to work closely with the Board as this project moves ahead.
- I am proud of the work we have accomplished together with our partners and fully acknowledge that there is more work to be done. It certainly cannot be done without collaboration with the Yukon Child Care Board.

## Yukon Child Care Board

---

### Context—this may be an issue because:

- The Minister of Education tabled the 2022-23 annual report on November 20, 2023, during the fall sitting of the Legislative Assembly, as per the requirement of the *Child Care Act*.
- 

### Background:

#### Yukon Child Care Board (YCCB)

- The YCCB is established under the *Child Care Act* to:
  - encourage the development and support of child care services;
  - make recommendations to the Minister on matters pertaining to child care;
  - review government policies, programs, services, or procedures in matters pertaining to child care;
  - advise on the planning, development, standards, coordination and evaluation of child care services; and
  - hear appeals under the Act.
- The Board currently has eight members, which includes a First Nations representative from a rural community. On January 11, 2024, three members were reappointed for two-year terms, and a new member joined the Board. Kristen Kennedy was appointed as the chair, taking over from Laurie Parker who continues to sit as a board member.
- A minimum of 7 board members is required by the *Child Care Act*,

#### YCCB annual report 2022-23

- The 2022-23 annual report was tabled during the 2023 Fall Sitting as per section 4(111) of the *Child Care Act*.
- The report noted the work that had been carried out since the transfer of ELCC to Education stating:

“The commitment that was made two years ago has now become our reality and we celebrate the steps forward that have been made. Keeping the child at the center of our vision, we can see that children and families have certainly benefited from the changes that have been made.”

- Adding later in the report, “The effect on the field has been both innovative and trailblazing.”
- The YCCB highlighted a few areas which have had significant progress (YCCB budget and funding for training, board member appointments, website development), incomplete progress (completing and sharing the supported child care review, recruitment and retention of early childhood educators) and no progress (modernization of *Child Care Act*, implementation of an early learning framework, and the development of a formal system of evaluation and assessment of centres).
  - Items the Board noted, within their annual report with no progress:
    - The need to focus on **modernizing the *Child Care Act***.
    - ELCC has reached out to other jurisdictions to explore **formal assessment and evaluation of centres** and the concept of quality indicators will be reviewed while modernizing the *Child Care Act*
    - The need to **promote inclusion as a key principle**. ELCC has updated public facing material to clearly identify inclusion as a key principle.
    - The need for ELCC to **commission an early learning framework**. ELCC will work collaboratively with the Child Care Board to clarify the use of an early learning framework. ELCC is currently using the BC early learning framework as the foundation for educator professional development, it is referenced in monthly educator newsletters and copies are provided to centres and educators free of charge. The BC Early Learning framework is also used by Yukon schools from kindergarten to grade 3 and in the early learning program at Yukon University. Requiring centres to base programming on an early learning framework will be reviewed while working to modernize the *Child Care Act*.
  - The YCCB also noted that they would like to see:
    - A more streamlined process for securing board membership,
    - A review of the inspection process, and
    - The addition of level 4 and level 5 to early childhood educator certification to recognize early childhood diploma and higher levels of academic achievement within the field of early learning specific.
  - Many accomplishments noted in the YCCB 2022-23 annual report include:
    - consultation and representation with the Advisory Committee for Yukon Education,

# Session Briefing Note

## Yukon Child Care Board

**TAB#EL07**  
**Spring 2024**  
Education

- membership on the Technical Advisory Group formed by ELCC branch,
- participated in the review of the supported child care program, and
- consultation on the recruitment and retention of early childhood educators.
- ELCC staff meet with the Board regularly to share information.

**Approved by:**

**Mary Cameron**

**2024-02-27**

Deputy Minister, Education

[Date approved]

### Value:

- We are committed to encouraging academic achievement in grades 10 to 12 and helping students pursue post-secondary education or training.

### Recommended response:

- Students who were eligible to receive funding for academic achievement at the end of the 2022-23 school year were notified by letter.
- We are delighted that students can apply to redeem their awards and submit receipts for tuition and books through the new streamlined online student financial assistance portal.
- The Training Programs Unit is available to answer any questions related to Yukon Excellence Awards.

### Additional response:

- We are advancing work to modernize the Yukon Excellence Awards and review eligibility criteria.
- This work will create better alignment of the awards with Yukon's school curriculum, as well as recognition of students' skill development, achievement, and learning outcomes.
- The awards are intended to support students attending Yukon secondary schools, to encourage learning about Yukon's unique social, cultural, and economic context, and align with reconciliation priorities.

---

### Context—this may be an issue because:

- Collaboration and modernization work was delayed because of the pandemic and other priorities.

# Session Briefing Note

**TAB#SF03**  
**Spring 2024**  
Education

## Yukon Excellence Awards

---

### Background:

- Yukon Excellence Awards are currently awarded to students who receive 80% or higher in 10 qualifying courses.
- The awards help offset post-secondary tuition and/or book costs.
- Yukon residents who choose to attend secondary school outside of the Yukon are not eligible for these awards.
- Eligibility criteria includes being a Yukon resident and legally entitled to remain in Canada. Therefore, a student attending high school without permanent residency can accrue the awards on their student record but must demonstrate they have become a permanent resident to redeem the awards.
- The eligibility criteria for the Yukon Excellence Awards Program have changed several times over its history to reflect changing graduation requirements.
- Work will resume with the Advisory Committee for Yukon Education as well as the First Nation Education Commission to propose changes to modernize the Yukon Excellence Awards.
- The intent will be to recognize both academic achievers, and to allow for school-based awards for achievement or improvement in a student's chosen area of interest or strength (learner outcomes).
- Since the mid-1990s, Education has been accruing the number of awards earned by students. The department holds the awards for 10 years after a student's date of graduation.

### Approved by:

**Mary Cameron**

**2024-01-31**

Deputy Minister, Education

[Date approved]

**School Board and Council Elections and Referendums: refer to EP04**  
**School Governance and Associations: refer to EP05**

**Value:**

- The Government of Yukon, Chiefs Committee on Education and the First Nation School Board share the common goal of providing high quality and culturally appropriate education, based on an Indigenous worldview, for all Yukon students.

**Recommended response:**

- The First Nation School Board governs eleven schools across the Yukon. This is a historic step for Yukon First Nations and their citizens.
- The First Nation School Board is enabling Yukon First Nations to reclaim greater responsibility for the administration and management of education programs for students in their communities.
- As Minister of Education, I will continue to collaborate with the Chiefs Committee on Education and the First Nation School Board trustees as I exercise my oversight authorities.
- I will also continue to work on a government-to-government basis with individual First Nations on their educational priorities for their citizens.

**Additional response:**

- The First Nation School Board held its first election November 2022. Following the resignation of Erin Pauls, a by-election was held in February 2024.



- There are four elected trustees: Shadelle Chambers, Dana Tizya-Tram, Jocelyn Joe-Strack, Gillian Staveley and Mats'āsāna Mą (Sarina) Primožic.
- Based on the results of February 2023 referendums, three additional schools joined the First Nation School Board. Thank you to all school communities, councils, the First Nation School Board, and Elections Yukon for providing opportunities and holding conversations on the considerations to join the First Nation School Board.
- I am pleased to announce that the following three schools are being managed and operated by the First Nation School Board as of the start of the 2023-24 school year:
  - Eliza Van Bibber School, Pelly Crossing
  - Ghùch Tlâ Community School, Carcross
  - Kluane Lake School, Destruction Bay
- I would like to acknowledge and thank the Chiefs Committee on Education, the Interim Governance Committee, the officials of the Yukon First Nation Education Directorate and the First Nation School Board, who worked tirelessly to launch the school board in February 2022, and to ensure a successful start to the 2023-2024 school year for schools and students moving to the school board.

### **Additional response - Funding:**

- We have a 15-month agreement that runs until June 30, 2024, in an amount of just over \$35 million, which includes a combination of new money and reprofiling the existing budget to offset the funding requirements of the First Nation School Board.

- The Yukon government has committed to this funding through a Transfer Payment Agreement.
  - The Department of Education has the majority of this funding in its existing budget in the Kindergarten to Grade 12 branch.
  - The funding agreement will be updated in early 2024 to include the 3 new schools.
- The 2024-25 Budget includes amounts for the operations of the 11 schools under the First Nations School Board, this includes the 15-month Transfer Payment Agreement (April to June 2024)
- We will be working with the First Nation School Board to negotiate a new 12-month Transfer Payment Agreement prior to June 30, 2024.
- The department worked with the newly elected trustees on a final financial arrangement for the First Nation School Board funding formula to create equitable funding between the school authorities and to establish consistent service levels in the provisioning of K-12 education programs.

### **Additional response – YG work with FNSB to support student outcomes:**

- The First Nation School Board has developed their own Literacy and Numeracy strategies and started implementing these strategies in their schools for the 23-24 school year.
- Over the 15 month Transfer Payment Agreement with the First Nation School Board, Yukon government committed to providing \$1,562,000 to support their work to improve student outcomes.

- The Department of Education works closely with Yukon First Nation governments on a government-to-government basis to develop Education Agreements to support better outcomes for First Nation students.
  - We are also committed to working with the First Nation School Board on the Education Agreements that affect schools they operate.
- Three school authorities operate schools in Yukon – the First Nation School Board, the commission scolaire francophone du Yukon (CSFY) and Yukon Education.
- While all must work within the established curriculum, legislation, regulations, and policies, each school authority has considerable autonomy regarding how education is delivered in their schools.

---

### **Context—this may be an issue because:**

- There will be considerable interest in how the First Nation School Board is operating the 11 schools under its authority, and the impacts of this on all Yukon students.

---

### **Background:**

- The breakdown for the 15-month TPA with the FNSB includes:
  - Operational support and operations and maintenance of eight schools \$23.6M – this includes the same cost factors and drivers as the Commission scolaire francophone du Yukon, or CSFY, with a minor difference for rural remoteness.
  - Board governance and administration of eight schools of \$3.2M
  - Discretionary grant for Indigenous recognition \$4.8M.

- One-time funding for governance of community committees \$450k.
- Discretionary grant for student outcomes and indigenization of the curriculum in response to the 2019 Auditors General report \$3.125M.
- Additional funding to support the three new schools will result in the TPA being updated in 2024
- The following schools are operated by the First Nation School Board (FNSB):
  - Chief Zzeh Gittlit School, Old Crow, Vuntut Gwitchin First Nation
  - Johnson Elementary School & Watson Lake Secondary School, Watson Lake, Liard First Nation
  - Ross River School, Ross River, Ross River Dena Council
  - St. Elias Community School, Haines Junction, Champagne and Aishihik First Nations
  - Nelna Bessie John School, Beaver Creek, White River First Nation
  - Grey Mountain Primary School, Whitehorse, Ta'an Kwäch'än Council and Kwanlin Dün First Nation
  - Takhini Elementary School, Whitehorse, Ta'an Kwäch'än Council and Kwanlin Dün First Nation
  - Eliza Van Bibber School, Pelly Crossing, Selkirk First Nation
  - Ghùch Tlâ Community School, Carcross, Carcross/Tagish First Nation
  - Kluane Lake School, Destruction Bay, Burwash Landing, Kluane First Nation
- JV Clark School (Mayo) electors voted in 2022 to not have their school operated by the FNSB.
- An Interim Funding agreement was in place to ensure a successful transition for the start of the 2022-23 school year. The total amount of this agreement was \$13,094,188 (to March 31, 2023) and represented base funding for school operations as well as funding for the new board's administration and costs associated with Indigenous recognition.
- The current 15-month funding agreement provides the FNSB with \$27,733,890 for the operation, administration, salaries and strategic initiatives for the original 8 schools along with the School Board for the 23-24 school year.

# Session Briefing Note

**TAB#FN04**  
**Spring 2024**

## Yukon First Nation School Board

Education

- The current funding agreement will be updated to include the 3 additional school and any enrolment changes in early 2024.
- Following the establishment of the First Nation School Board, the Minister of Education appointed an interim governance committee based on recommendations of the Chiefs Committee on Education.
- This committee oversaw operations of the school board until November 2022, when school board trustee elections took place.

**Approved by:**

**Mary Cameron**

**2024-05-01**

Deputy Minister, Education

[Date approved]

## Yukon Grant

---

**Privacy Awareness: refer to DPT10**

**Adult Learners Supports: refer to AE01**

### Value:

- We support eligible students with various funding opportunities to pursue post-secondary education.

### Recommended response:

- The Yukon Grant continues to be a significant and meaningful funding program supporting Yukon students to study at Yukon University and designated institutions anywhere in the world.
- As of April 24, 2024, hard-working student financial assistance officers have processed and issued payment for 751 Yukon Grant applications.
- The new online student financial assistance portal is proving to be effective in streamlining the application, assessment and funding disbursement process for both students and officers.
- Online system development is ongoing and new features and functionality will continue to be deployed, including information on a student's application status and access to funding decision letters.

### Additional response:

- Every student's situation is unique, and eligibility for funding and amounts are determined by their specific situation.
- Student Financial Assistance Officers are available to assist students with their Yukon Grant applications, required documentation, and inquiries.

## Yukon Grant

---

- If a student is eligible to apply for or receive post-secondary funding from another jurisdiction, they are not eligible for funding in the Yukon.
- If a student is not approved for the Yukon Grant, they have the right to appeal. The Student Financial Assistance Committee meets to hear appeals as needed.
- Eligibility requirements and how to apply are available on Yukon.ca.

---

### Context—this may be an issue because:

- System development challenges over summer and fall 2023 impacted processing timelines for Canada Student Financial Assistance Loans/Grants, which are issued differently than Yukon Grant.

### Background:

- As of April 24, 2024, the department has issued payment for 751 Yukon Grant applications.
- As of April 24, 2024, there are currently 101 Yukoners attending Yukon University who are receiving the Yukon Grant.
- As of April 2024, the department has received 1433 applications for one or more funding streams from over 1068 students for the 2023-24 academic year. We typically see around 1000 students apply over a full academic year. This is comparable to the same time last year.

#### Financial Supports for Yukon Grant

- Students can receive up to 170 weeks of funding over their lifetime if they meet the eligibility requirements at the time of application.
- Yukon Grant is calculated on a weekly basis of \$167/week and paid out in 2 lump-sum payments.
  - For a full academic school year – September to April (34 weeks) a student will receive approximately \$5,678 (in 2 payments).

# Session Briefing Note

**TAB#SF04**  
**Spring 2024**  
Education

## Yukon Grant

---

- If attending school outside of the territory, a student may be eligible for travel amount of \$1,500. Students from Yukon communities may also be eligible for an extra travel amount.
- Students receive payments by direct deposit. This was implemented in response to the pandemic.
- Students applying for the Yukon Grant are required to provide confirmation of full-time, post-secondary enrolment prior to each funding disbursement (e.g., September and January). Reminders were sent to students to send in the required Program Information Form, which verifies their full-time enrollment in post-secondary studies.

**Approved by:**

**Mary Cameron**

**2024-04-24**

---

Deputy Minister, Education

---

[Date approved]



### Value:

- Good nutrition is vital for students' mental and physical health and increases all students' learning potential.

### Recommended response:

- In the 2023-24 budget Government of Yukon was excited to announce a one-time financial enhancement of \$500,000 to strengthen existing school food programs.
- This funding was a crucial part of the government's efforts to further support nutrition programs in all Yukon schools and help ease the financial burden on families with school aged children.
- Our investment in school food programs is a commitment to the health and wellbeing of our students, ensuring they have access to nutritious meals.
- We worked with our partners to determine the best approach to use these funds and I'm pleased to share that Yukon Food for Learning Association (YFFLA) received \$450,000 to distribute to all Yukon schools and Yukon First Nation Education Directorate (YFNED) received \$50,000 to support school feasts.
- We are appreciative of our partners and the ongoing work they do to support Yukon students.

### Additional Response:

- The YFFLA distributed \$450,000 in February and March 2024 to all Yukon schools based on enrolment numbers, with a special adjustment for rural schools to address the higher food costs in those areas.
- Schools have the flexibility to use the funds at their discretion to operate their existing school food programs to best serve their students.

- I was happy to learn of the positive impact a school community feast at FH Collins school had on celebrating student learning and building community. Much gratitude to YFNED for supporting the feast.
- FH Collins reported that the event had positive impacts on student and family attendance at their recent 3-way conferences; that are designed to celebrate student learning. They also reported that the event created an atmosphere of joy and one of community.
- The Government of Yukon is working with Canada on implementing the national school food program they announced on April 1, 2024.

---

### Context—this may be an issue because:

- The government of Canada has committed to working with provinces, territories and Indigenous partners on implementing National School Food Program, including through augmentations to existing policies.

---

### Background:

- On March 10, 2022, the Third Party introduced a motion that the department review its food policy.
- In November 2022, Education and federal officials met as part of the consultations on a national school food policy. Yukon officials flagged the following areas for more discussion:
  - Ensuring equity for rural schools
  - Clarification and common understanding of what would be included in a pan-Canadian policy (education is the jurisdiction of provinces/territories)
  - Infrastructure
  - Federal funding
  - Capacity to implement a program
- On October 31, 2023, Canada released a What We Heard report summarizing feedback from consultations on a national school food policy.

- Almost all participants agreed that school food programs benefit children and their communities.
- The Government of Yukon continues to collaborate with Canada regarding the development of a national school food policy.
- The Future of Yukon School Food Programs working group was started in January 2022 to discuss and explore ways forward, and has included members representing:
  - Department of Education (including teachers, administrators)
  - Department of Health and Social Services
  - Yukon Food for Learning Association
  - Yukon First Nations Education Directorate
  - Liard First Nation
  - Yukon Energy Food Security Network
- A consultant was hired to create a report to:
  - Understand the current state of Yukon school food programs;
  - Identify overlaps and gaps in services and propose solutions; and
  - Explore what would have to happen to implement a universal school food program in the Yukon.
- The consultant's report's findings include:
  - Program inconsistencies across schools
  - Funding and mandate limitations (e.g., Jordan's Principle funding can only be used for Indigenous students)
  - Unsuitable school kitchen infrastructure
  - Lack of standardized policies, procedures, training, and data collection
- The Yukon First Nation Education Directorate receives Jordan's Principle funding from the Federal government to administer a number of nutrition programs for Indigenous students in Yukon public schools. Where school kitchens in these schools lack capacity for meal preparation, food is prepared in a commercial kitchen off-site and then delivered to the school.
- Porter Creek Secondary School, St. Francis of Assisi, F.H Collins, and CSSC Mercier all have commercial kitchens. All schools have some capacity to deliver food and nutrition programs to students through smaller kitchens or Home Economic rooms.

# Session Briefing Note

**TAB#EP06**  
**Spring 2024**

## Yukon School Food Programs

Education

- The commercial kitchens at Porter Creek Secondary School and CSSC Mercier are made available through special request for user groups to access through the Joint Use Agreement with the City of Whitehorse.
- Upgrading current infrastructure to meet commercial kitchen standards is a complex process that will involve extensive design and planning.
- In addition to this one-time financial enhancement, the Yukon government provides the Yukon Food for Learning Association with \$137,000 in annual funding. This funding includes \$115,000 from Health and Social Services and \$22,000 from the Department of Education.
- All Yukon schools offer some level of food programming for students.
- We are currently working with Yukon Food for Learning Association to assess the current kitchen infrastructure in schools.

**Approved by:**

**Mary Cameron**

**2024-04-02**

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

## **Yukon University Varsity Sports Feasibility**

---

Education

### **Value:**

- The Government of Yukon is proud of its collaboration with Yukon College to establish Yukon University as Canada's first university north of 60.

### **Recommended response:**

- We look forward to continuing to work with Yukon University on shared priorities as it evolves and grows.
- This includes reviewing the results of the Yukon University Varsity Sport Feasibility Study publicly released in June 2023.
- We continue to work with the Department of Economic Development to assess the report and opportunities to implement its recommendations.

---

### **Context—this may be an issue because:**

- Questions may be raised about the status of the feasibility study, a mandate commitment.

---

### **Background:**

#### Feasibility study background

- The varsity sport feasibility study is a government mandate letter commitment.
- The Departments of Education and Economic Development worked with Yukon University to complete the study.
- A steering committee for the study was struck in late December 2021 and included representatives from the university, Yukon Aboriginal Sport Circle, Sport Yukon, Education, and Economic Development.

# Session Briefing Note

**TAB#AE04**  
**Spring 2024**

## **Yukon University Varsity Sports Feasibility**

---

Education

- A contractor with related expertise conducted the study, which examined factors such as benefits, staffing requirements, O&M costs, a process to scale up a program, and opportunities for Yukon First Nations participation or partnership.
- The contractor delivered a final report to the Steering Committee in November 2022.
- The feasibility study identifies \$1.3M is needed over three years to plan and implement a three-sport pilot project, with ongoing yearly implementation costs of \$1.8-2.5M.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]

**Yukon University Varsity Sports Feasibility: refer to AE04**

**International Student Cap: refer to AE05**

**Value:**

- The Government of Yukon is proud of the collaborative approach that helped establish Yukon University as the first in Northern Canada, and we look forward to working with Yukon University as it continues to grow.

**Recommended response:**

- Yukon University, as a hybrid institution, provides a broad range of academic and vocational programs to meet the diverse learning needs of Yukon communities. These include degrees, diplomas, certificates, career and trades training, second language support, and upgrading courses.
- In the 2023-24 budget, the Government of Yukon provided more than \$33.5 million to Yukon University to support core and strategic initiatives. This includes \$1.089M for collective bargaining increases that the Department is seeking budget approval in Supplementary estimates #2.
- It is anticipated that 2024-25 funding to Yukon University will be more than \$34M.
- We maintain an ongoing collaboration with Yukon University to advance its strategic initiatives. This is achieved through an oversight committee comprising key members from both the university and the Department of Education.

- We are also working with Yukon University and Yukon First Nations to develop an accountability framework for the university.
- Yukon University has provided an initial draft of this framework, and consultation with Yukon First Nations is currently underway. The plan is to have an approved accountability framework in place in 2024.
- We look forward to continuing to collaborate with Yukon University to help it achieve the commitments outlined in its strategic plan.

## International Students:

- Yukon's allocation for international student spaces through Immigration, Refugee and Citizenship Canada will not negatively impact the number of students the Yukon can accept for 2024.
- We are actively working with Yukon University to develop a process for tracking international study permits within the Yukon's allocation.

## Polaris Building:

- As noted in the 2024-25 budget, the Five-Year Capital Plan includes 13M over two years, starting in 2025-26 for the Polaris Building project.
- The departments of HPW and Education will continue to work collaboratively with Yukon University on next steps.

## Violence, Harassment, and Discrimination Prevention and Response:

- Yukon University has made it clear that any form of discrimination against specific communities on the university campus will not be tolerated, inclusive of anti-Semitism, Islamophobia, racism and discrimination against 2SLGBTQIA+ communities.



## Yukon University

---

- Yukon University has robust policies that guide and direct their approach to addressing any discrimination and harassment, such as:
  - *Violence, Harassment, and Discrimination Prevention and Response – HR 12.0* (Part of Health and Safety Policy)
  - *Emergency and Threat Response – SS 11.0* (Part of Safety and Security Policy).

---

### Context—this may be an issue because:

- The Yukon University Act came into force on February 6, 2020, and the university continues to transition from a college.
- Yukon University released its five-year strategic plan on April 4, 2022.

---

### Background:

#### President/Vice-Chancellor

- Dr. Lesley Brown was appointed President and Vice-Chancellor of Yukon University on August 16, 2021.

#### Board of Governors

- The university Board of Governors has 17 members and is chaired by David Morrison.
  - Ten members are appointed by the Commissioner in Executive Council. Appointments include members with extensive leadership experience:
    - Jamena (James Allen), former Dän Nätthe (Chief) of Champagne and Aishihik First Nations.
    - Aan Goosh oo Mark Wedge, former Khà Shâde Hénì (Chief) of Carcross/Tagish First Nation.
    - Chris Mahar, a former ADM of Finance with Yukon government.
  - Seven members are established through virtue of office and university elections process. Appointments include Jason Bilsky, CEO of Yukon Hospital Corporation.

#### Funding

- Yukon University O&M and Transition activities are funded through a Transfer Payment Agreement with the Department of Education.

- Transition funding for Yukon University of \$1.5 million in O&M began in April 2019 and is maintained in the department's 2023-24 budget.
  - \$1.0M in capital has been allocated to further support University Transition since April 1, 2020 (\$100,000 in 2022-23; \$500,000 in 2021-22; \$400,000 in 2020-21).
- Yukon University has two distinct O&M funding streams: core funding and strategic initiatives funding.
- Core funding increases for 2023-24 included:
  - Increase for a new five-year Academic Plan: \$250k.
  - Collective Bargaining Increases of \$1.082 million
  - Increase of \$130k for SOVA to reinstate personnel, maintenance of equipment & technology as well as requisite expendables.
- Strategic initiatives are identified by both the University and the Department of Education and are based on priorities.
- Strategic funding for 2023-24 included but not limited to:
  - Ongoing funding Centre for Northern Innovation in Mining \$1.2M.
  - Ongoing funding for Licensed Practical Nurse Program \$741k.
  - The funding for the Professional Diploma Pathways program in 2023-24 will be a total of \$503k
  - Additionally, ELCC is funding the Early Learning Program to offer early learning courses in rural communities for a total commitment of \$145k.
  - Up to \$1.04 million for seats for apprentices in Yukon's apprenticeship program.
- The 24-25 funding for the University is anticipated to be over \$34M.
- The priorities are discussed at a Senior Oversight Committee (formerly called the Joint Agreement Management Team) and agreed upon by both parties.
- The committee works together to provide oversight and accountability around core and strategic initiative funding provided through this agreement. Recently, the team updated the Terms of Reference to enhance strategic collaboration and cooperation.
- Members of the Senior Oversight Committee include:
  - the university Provost and Vice President Academic and Vice President, Finance and Administration from the university; and
  - the Department of Education ADM of Policy and Partnerships, Director of Finance and Director of Training Programs.

## Yukon University

---

- HSS also has a standing invitation to attend meetings. Representatives and advisors outside core membership from both parties participate in meetings based on agenda items.

### Collective Bargaining Agreement between Yukon University Employees Union and the University

- The Collective agreement between the Yukon University and Union is for the period covering July 1, 2022 to June 30, 2024.
- This is a two-year agreement.
- The agreement has a Letter of Understanding outlined as follows:
  - LETTER OF UNDERSTANDING N  
(n) RE-OPENER – INCREASE  
In the event that, prior to the expiry of this Collective Agreement, employees of the Yukon Government receive General Economic Increases that are superior to the General Economic Increases herein and, in the event Yukon University receives the same General Economic Increase from the Government, the parties will invoke Article 68.01 Re-opener to plan the application of this increase. The priority will be given to allocation of such increases to non-faculty staff
- We encourage employees of Yukon University to work with their Union and the University to advance their interests.
- As the funder of the University, we continue to collaborate with officials to address core funding concerns.
- Union increases are as follows:

Year	YEU increase	Yukon University Employees Union	Variance
2021	1.75%	1.75%	0.0%
2022	4.5%	3.25%	1.25%
2023	3%	2.5%	0.5%

### Science (Polaris) building

- In March 2019, the Government of Canada announced \$26 million over the next five years for Yukon University, for a new science building on the Whitehorse

## Yukon University

---

campus. A preliminary functional plan has been developed by the government and university.

- In its 2022-23 annual report, the university indicated that planning had continued for the new science building, which will be its first new building as a university.
- As noted in the 2024-25 budget, the Five-Year Capital Plan includes 13M over two years, starting in 2025-26 for the Polaris Building project.
- The departments of HPW and Education will work with Yukon University to discuss next steps on the Science (Polaris) building, including resolving:
  - Land tenure and ownership/lease;
  - Annual operations & maintenance costs for the facility;
  - Annual operations & maintenance program costs for the facility; and
  - Parking lot considerations.

### Degree programs

- The first graduating class of Yukon University included graduates from the first made-in-Yukon degree: the Bachelor of Arts in Indigenous Governance Degree.
- Yukon University also now offers a 4-year Bachelor of Business Administration, and a 1-year post-graduate certificate in Climate Change Policy.

### Accountability framework

- The Yukon University Act provides that the Minister of Education must establish accountability and performance measures for Yukon University, in consultation with each Yukon First Nation and the university.
- The department is coordinating the development of the Yukon University accountability framework.
- As agreed to by Education and the university, and as noted in the university's 2022-23 annual report, Yukon University has produced a preliminary draft of the accountability framework. IRP Consulting has been hired to consult with Yukon First Nations on the draft framework. Engagement is expected to be completed in January 2024.
- Results of the consultation will inform the first accountability framework for the new university.

### Campus land and buildings

- The Yukon University Act provides that the government may transfer the ownership of campus lands and buildings (property) to Yukon University.

## **Yukon University**

---

- A joint working group has been established to consider the issues and options for transferring land and building ownership to Yukon University, recognizing that this is a longer-term project.

### Yukon University Strategic Plan – Becoming, 2022-27

- On April 4, 2022, the university released its first strategic plan since transitioning from a college. Key elements of this plan include”
  - “Vision: Yukon University will become a thriving learning and research community leading Canada’s North.”
  - “Mission: We provide inclusive, quality education experiences that equip learners to seize opportunities, make change and positively impact local and global communities.”
  - “Commitments: Over the life of this plan, Yukon University will:
    - Build our identity and nurture our culture as a university.
    - Take our place in advancing reconciliation.
    - Continue to develop our northern expertise.
    - Develop bold thinkers and confident change leaders.
    - Be leaders for the common good.”

### Varsity sports feasibility study

- The Departments of Education and Economic Development worked with Yukon University to complete a feasibility study of a varsity sports program at the university.
- This is a government mandate letter commitment.
- The study examined factors such as benefits, staffing requirements and O&M costs, process to scale up a program, and opportunities for Yukon First Nations participation or partnership.

### Communications about communicable diseases

- Yukon University is autonomous in its governance. The university establishes its own policies and procedures for programming and operations.
- The Department of Education and Yukon University communicate regularly on matters of public policy.

### Government of Canada announcement regarding international students

- On January 22, 2024, Canada announced a cap on international students.
- The Department of Education will continue to collaborate with national partners to understand the impact to the Yukon.

# Session Briefing Note

**Yukon University**

**TAB#AE03**  
**Spring 2024**  
Education

Approved by:

Mary Cameron

2024-03-26

\_\_\_\_\_  
Deputy Minister, Education

\_\_\_\_\_  
[Date approved]

### Value:

- We provide all Early Kindergarten to Grade 12 students a modern curriculum that follows best practices from across Canada and the world and incorporates the Yukon's context and Yukon First Nations' ways of knowing, doing and being.

### Recommended response:

- Our curriculum is student-centered, emphasizing hands-on and personalized learning.
- It integrates career and finance education with applied skills, design, and technology.
- It is a competency-based curriculum. The focus is on understanding and applying concepts, rather than memorizing isolated facts.
- Flexible learning environments are tailored to local contexts and place-based education.
- Collaboration with Yukon First Nations and schools is key to developing community-specific courses.
- Numeracy and literacy are integrated across all subjects, not limited to English and Mathematics.

### Additional response:

- Core competencies, a set of intellectual, personal, and social and emotional proficiencies are embedded within the current curriculum.
- Yukon Education, The First Nation School Board, and the commission scolaire francophone du Yukon all follow the same curriculum.

## Yukon's Curriculum

---

### Context—this may be an issue because:

- The First Nation School Board (FNSB) uses some different resources and assessments to support literacy development.
- Choosing different resources and assessments can be misunderstood as FNSB departing from the shared curriculum, but this is not the case.

---

### Background:

- Yukon schools began using the redesigned curriculum in kindergarten to Grade 9 in 2017–2018, Grade 10 in 2018–2019, and Grades 11 and 12 in 2019–20.
- The redesigned curriculum is based on BC's modernized competency-based curriculum. BC is a leading jurisdiction in Canada and the world in education. Yukon partners with BC and has used the BC's curriculum for many years and will continue to do so.
- On October 30, 2023, BC announced they will be broadening the scope of the required Grade 10 social studies curriculum to include Holocaust education as mandatory. This change will take effect in the 2025–26 school year, which will allow consultation and development with partners, including an invitation to Yukon.
- Many high-performing national and international jurisdictions are teaching skills development ("competencies").
- The changes to the curriculum are based on international research and extensive consultations with teachers and experts in education; references are available on the BC Ministry curriculum website.
- In 2016–17, senior department officials visited all Yukon school communities to present changes to the curriculum through public meetings and meetings for school staff, School Councils, and Yukon First Nations, as requested. We estimate that 10–50 people attended the open houses at each school.
- In 2016, the Advisory Committee for Yukon Education recommended Yukon use BC's curriculum, with Yukon and Yukon First Nations adaptations.



# Session Briefing Note

**TAB#CU10**  
**Spring 2024**  
Education

## Yukon's Curriculum

---

- Teachers and other educational staff continue to engage in inquiry processes through learning networks to improve outcomes for students as an avenue to explore ways to deliver the curriculum to students.

**Approved by:**

**Mary Cameron**

**2024-01-31**

---

Deputy Minister, Education

---

[Date approved]