

# Annual Report

2009-10 ACADEMIC YEAR





# To the reader

This annual report describes the activities of the Department of Education for the 2009–10 academic year, which ran from August 1, 2009 to July 31, 2010.

Budget information presented in this report is for fiscal year 2009–10.

The Department of Education is continuously working on improving our reporting methods to help ensure we provide the most useful information about the state of education in Yukon, and present it in the most understandable way. Persons seeking additional information about the Department of Education can contact our Communications Coordinator at 867-393-7102 for local calls, or toll-free at our 1-800-661-0408.

## Purpose of the Annual Report

Section 5(h) of the *Education Act* (RSY 2002, c. 61) requires the Minister of Education to table an Annual Report on the state of education in Yukon, including reports from each school board, in the Legislative Assembly following the year-end for which the report is made.

## The Department of Education would like to hear from you

To help us improve our reporting methods, the Department of Education is seeking your comments. Is there other information you would like to see included in the annual report?

Please send your feedback to:

Communications Coordinator  
Yukon Department of Education  
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or  
[contact.education@govyk.ca](mailto:contact.education@govyk.ca)

### Photos:

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All other photos: Yukon Government

### Please note:

*The Department of Education is continuously making improvements to the quality of its data. Occasionally these changes result in differences from previously established reports. The data contained in this report is the most accurate data available at the time of publication.*

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## Message from the Minister

Dear Reader,

It is truly a privilege to lead the Department of Education, because education plays a key role in the government's commitments to a better quality of life and a strong economy. The Department of Education is responsible for delivering accessible and quality education so that learners young and old can reach their fullest potential as productive, responsible and self-reliant members of society.

To achieve this goal in 2009–10, the Department of Education continued to build upon successes in order to create a more responsive education system – one that enables all learners to succeed; supports transitions between different levels of education, training and the world of work; and that further develops and maintains meaningful relationships with Yukoners.

In this report, you will find information about programs, projects and improvements to the way the Department of Education operates. You will note our consistent engagement of partners as we establish future goals and initiate new programs or review existing programs. This input helps ensure our analyses and decisions are guided by the best possible information, with the ultimate goal of ensuring the best possible opportunities for all Yukoners.

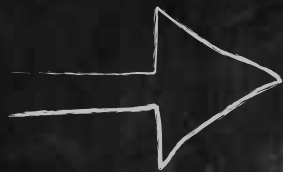
This report also presents student achievement statistics. Education officials monitor these statistics to assist in decision making and ensure resources are applied as required to support successful learning. This could mean providing support to create a better environment for learning, reviewing the learning materials, applying different instructional techniques, or adding resources to a particular group of students.

The Department of Education has also led important projects in support of Yukon's labour market. We signed the Canada-Yukon Labour Market Agreement and the Labour Market Development Agreement, which provide training opportunities aimed at providing Yukoners with opportunities within the territory. Our numerous training funds play a vital role in Yukon's economy by ensuring businesses have the staff they need to do their work and continue to grow.

I would like to express my gratitude to the hardworking staff at the Department of Education, our First Nation partners, our school councils and the nonprofit and community groups that work with us in contributing to the success of Yukon learners young and old.

Sincerely,

Patrick Rouble  
Minister of Education



## Message from the Deputy Minister

Dear Reader,

The Department of Education's vision is for all Yukon people to possess a desire for and appreciation of lifelong learning, a strong commitment to their communities, and the knowledge and skills needed to live meaningful, productive and rewarding lives. To achieve this vision, the Department partners with school staff, First Nations officials, the business community, school council members, parents, students and all the members of our growing number of advisory committees.

This Annual Report highlights the achievements of our partners whose work enhances the educational opportunities in Yukon. By working together to support lifelong learning we are strengthening communities, creating economic opportunities and improving the lives of Yukoners.

To demonstrate our commitment to supporting success for all learners, we completed a draft of the *Department of Education Strategic Plan 2010–2015*. To help ensure it addresses the true concerns of Yukon learners, we presented this draft strategic plan to our stakeholders at the Education Summit in April. Since that time we have been circulating the draft to stakeholders and the public, and we have been working to invite feedback from all of our partners in education. The plan will be revised based on the feedback we receive and will guide our work now and into the future.

We are continuing our work with our partners to develop labour market strategies and initiatives that will help Yukoners achieve their post-secondary and career aspirations while assisting Yukon businesses to accept new opportunities for growth.

It's important to recognize the Department of Education's demonstrated pattern of authentic engagement with our stakeholders. This pattern comes directly from the recommendations we have heard in the *Education Reform Project Final Report* and our New Horizons project. We have heard the community's desire to shape the work of the department. We have responded by setting up the structures that help ensure all partners have the opportunity to engage with us as we guide the evolution of our ever-changing education system and respond to our vibrant economy.

I look forward to continuing our work with our partners in education to help create even more opportunities for Yukoners to live socially engaged and productive lives.

Sincerely,

Pamela Hine  
Deputy Minister of Education



## Department of Education Mandate

The Department of Education's mandate is to deliver accessible and quality education to all Yukon learners including children and adults.

To achieve this mandate the Department:

- works with learners in meaningful partnerships with all other users of the public education system to promote and support lifelong learning, and to ensure that Yukon has an inclusive and adaptive labour market; and
- works in co-operation with parents and other partners to develop the intellectual, physical, social, emotional, cultural and aesthetic potential of learners, to the extent of their abilities, so they may become productive, responsive and self-reliant members of society while leading personally rewarding lives in a changing world.

## Department Primary Responsibilities

- To provide Kindergarten to Grade 12 education throughout Yukon.
- To provide support and resources for Yukon learners.
- To promote and support adult training, post-secondary education and labour force development.
- To provide and administer student financial aid and youth employment training.
- To collaborate with First Nations in the delivery of education.
- To foster and maintain effective partnerships with all partners in education.
- To promote and support French First Language and French Second Language programs in Yukon schools.



# VISION



## Department Vision Statement – Success for Each Learner

Our vision is for all Yukon people to possess:

- a desire for and appreciation of lifelong learning;
- a strong commitment to their communities; and
- the knowledge and skills needed to live meaningful, productive and rewarding lives.



## Department Values

The core values that guide the Department in its work are:

Respect

Equity

Fairness

Inclusion

Integrity

Responsibility

Generosity

Acceptance

Caring

Civility





## Report of the Auditor General of Canada

The Department of Education has continued to make progress on the input provided in the Report of the Auditor General for the Public Schools and Advanced Education branches of the Department in January 2009.

We are proud of the progress department staff have made, collectively, towards implementation of the commitments we made in the Implementation Strategy. This includes a new web-based student information system, the completion of an assessment framework, and the implementation of a school growth planning policy.

The audit provided a useful opportunity for the Department of Education to look at the way it delivers programs and services, and we are taking full advantage of that opportunity to change and improve education systems for Yukon adults and children.

A complete copy of the Auditor's Report along with the Implementation Plan submitted by the department is available for viewing on the Yukon Legislative Assembly website, at: [http://www.legassembly.gov.yk.ca/comm\\_publicaccounts.html](http://www.legassembly.gov.yk.ca/comm_publicaccounts.html).

*Note: The numbering of the following recommendations does not correspond to the number in the report by the Auditor General, where each paragraph is numbered, including the recommendations.*

### **RECOMMENDATION 1: PERFORMANCE TARGETS FOR EDUCATION SUBGROUPS**

The Department should establish performance targets for Yukon students overall, and to the extent possible, for each major student subgroup; determine what performance data it needs to gather; analyze data to identify critical trends and significant performance gaps; develop comprehensive action plans for significant gaps and for relevant subgroups; and present, in its annual report, the critical trends, significant performance gaps, and the results of actions taken to improve performance.

#### **PROGRESS UPDATE:**

An assessment framework has been developed and will be piloted in the 2010–2011 school year, with full implementation planned for fall 2011.

The new Yukon Student Information System (YSIS) is in the final year of a three-year implementation and is on track to be fully operational for all schools by fall 2012.

Data collection and analysis is starting to occur and by fall 2012 the framework will be in place to enable analysis by each subgroup.

### **RECOMMENDATION 2: TRACKING POST-SECONDARY STUDENT PROGRESS**

The Department should investigate the feasibility of tracking the progress of its students in both employment and post-secondary education. This would allow it to monitor the success of its programs and policies aimed at helping students make the transition from public schools to post-secondary education and the workforce.

#### **PROGRESS UPDATE:**

A Youth in Transition Survey (formerly referred to as the Graduate Exit Survey) was finalized in the 2009–2010 school year in collaboration with the Yukon Bureau of Statistics. This six-year longitudinal survey was launched in spring 2010. The June 2009 cohort of graduates, including those who would have graduated in 2009 and who have left the system, are included in that survey scheduled for fall 2010. The same group will be surveyed again two more times over six years. This survey will include a Student Satisfaction Survey and will track graduates from Yukon College to monitor program success.

Progress and completion of those enrolled in apprenticeship programs will be tracked using the Yukon Student Information System, including students funded by the Yukon Grant and Student Training Allowance by fall 2012.

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|  | <div> <div> <b>RECOMMENDATION 3:<br/>COORDINATE WITH YUKON COLLEGE —<br/>STUDENT READINESS</b> <p>The Department needs to coordinate its efforts with Yukon College to identify and, to the extent possible, address the root causes that lead to a lack of student readiness for the shift between high school and post-secondary education.</p> </div> <div> <b>RECOMMENDATION 5:<br/>LONG-TERM STRATEGIC PLAN</b> <p>The Department should develop a long-term strategic plan.</p> </div> </div>  |
|  | <div> <div> <b>PROGRESS UPDATE:</b> <p>The Department is continuing to meet with Yukon College to ensure alignment of the needs of graduating high school students with the entry-level requirements of the college.</p> </div> <div> <b>PROGRESS UPDATE:</b> <p>The Department has completed a draft strategic plan that, along with Branch plans, will guide the priorities of the three branches – Advanced Education, Public Schools Branch and the Education Support Services Branch – over the next five years. The Draft Strategic Plan will be finalized over the next fiscal year.</p> </div> </div>  |
|  | <div> <div> <b>RECOMMENDATION 4:<br/>COMMUNITY TRAINING FUND CONTRIBUTION<br/>AGREEMENTS — COMPREHENSIVE STRATEGY</b> <p>The Department should develop a comprehensive strategy for managing community training funds. Contribution Agreements should have clear terms and conditions and should be properly reviewed, managed and monitored.</p> </div> <div> <b>RECOMMENDATION 6:<br/>INTEGRATED RISK MANAGEMENT PLANS</b> <p>As part of the strategic planning process, the Department should develop an integrated risk management plan that identifies and accesses the key risks the Department faces and the measures it will use to mitigate these risks. This information should be communicated to relevant staff so that there is an ongoing effort to identify, manage and report key risks.</p> </div> </div> |
|  | <div> <div> <b>PROGRESS UPDATE:</b> <p>The Department reviewed the Community Trust Funds to ensure funding was aligned with the identified priorities of the funds. The 1998 Yukon Training Strategy will be replaced by the Comprehensive Skills and Trades Training Strategy. Once approved, that strategy will guide allocations of the Community Training Funds in 2010–11.</p> </div> <div> <b>PROGRESS UPDATE:</b> <p>The Department has incorporated an environmental scan section in the Annual Report for the 2010–11 school year.</p> </div> </div>  |
|  |  |



**RECOMMENDATION 7:  
SCHOOL GROWTH PLANNING POLICY**

The Department of Education should develop a policy that lays out the specific purpose of school plans, expectations for their preparation including the link with the Department's strategic plan, the expected frequency of preparation of plans, and how school plan results should be reported. The policy should also incorporate review and feedback mechanisms.

**PROGRESS UPDATE:**

A school growth planning policy has been developed and is being implemented.

**RECOMMENDATION 8:  
HUMAN RESOURCE PLAN**

The Department of Education should develop and implement a comprehensive human resources plan that clearly defines its current and future human resource needs and integrates them with its strategic plan; and develop an action plan or a strategy to deal with existing differences between current resources and short and long-term staffing needs.

**PROGRESS UPDATE:**

A human resources plan to define our current and future resource needs is currently underway, on track and expected to be completed by spring 2011. The plan will also assist the department in the progress toward a more equitable alignment between needs, resources and staffing.

**RECOMMENDATION 9:  
LONG-TERM FACILITY PLAN**

The Department of Education should work with the Property Management Division to develop a long-term facility plan that takes into account the age, capacity and location of facilities and student enrolments trends.

**PROGRESS UPDATE:**

The Department is making progress in the development and implementation of a facility plan that will inform the ongoing maintenance and eventual replacement of facilities. The plan will be completed on schedule in the spring of 2011.

**RECOMMENDATION 10:  
TEACHING STAFF EVALUATION**

The Department of Education should take the appropriate steps to ensure that teaching staff are evaluated on a timely basis, as required by the *Education Act*, the *Education Labour Relations Act*, and departmental policies.

**PROGRESS UPDATE:**

All administrators have been advised of those teachers who are not current in their three-year evaluation cycle, and steps are underway to ensure that all teachers are fully evaluated on a three-year cycle and are participating in professional growth plans.





#### **RECOMMENDATION 11: COMPREHENSIVE SCHOOL FACILITY AUDITS**

The Department of Education should work with the Property Management Division of the Department of Public Works and Highways to conduct regular and comprehensive facility audits to ensure that major building deficiencies are identified. The audits should address environmental, health and safety issues as needed.

#### **PROGRESS UPDATE:**

Facility audits have been completed in accordance with the schedule in the Implementation Plan for the Auditor's Report. Both structural and roof audits have been completed and the mechanical and electrical facility assessments will be completed over the winter of 2010–2011. Seismic screening has also been completed for all schools and any required upgrading work has been scheduled and priorities set for each school. Next year's work will focus on the energy management audits and the ventilation, heating and electrical audits.



## Environmental Scan / Integrated Risk Management Plan

Recommendation 76 of the 2009 Auditor General's Report on the Public School Branch and the Advanced Education Branch recommended the Department develop an integrated risk management plan to identify and assess key risks that the department faces. This task is to assist the Department in developing strategies to mitigate these risks.

The Department of Education tabled an implementation plan in response to the Auditor General's Report, and the plan committed to incorporating an environmental scan section in the Annual Report and to reporting on potential issues in the Annual Report by fall 2010.

### ***1. Continued national competition for skilled labour***

Yukon will need to attract workers for future projects including mining and major construction projects. The Advanced Education Branch provides ongoing financial support and development programs to provide a maximum number of employment opportunities for Yukoners to help meet the labour market needs. In addition to these efforts to train for a skilled work force, we will continue to rely on both immigration programs as well as recruitment strategies aimed at bringing additional skilled labour to Yukon.

The overall economic situation in Yukon, as well as elsewhere in Canada, will determine where these workers will come from. The Department will be moving forward with a national recruitment strategy, a retention strategy, a training strategy and a labour market information strategy, all of which will support Yukon's efforts to meet the demand for workers in the future.

## ***2. Managing resources and changing enrolments in public schools***

Last year, schools experienced a slight increase in student enrolments. This does not affect school capacity as the majority of schools continue to operate at approximately 50% of their design capacity.

It is recognized that as immigration to Yukon through the Yukon Nominee Program and Temporary Foreign Worker Program continues to increase, and where a significant number of migrant citizens are of the Catholic faith, enrolments in those schools will continue to rise. There continues to be increasing pressure on the three Whitehorse Catholic Schools.

Three schools are near full capacity; they are Elijah Smith Elementary, Whitehorse Elementary, and Christ the King Elementary, all in Whitehorse.

The Department conducted a facilities study to direct next steps in facilities planning and to assist in the replacement of F.H. Collins Secondary School. Renovations are already planned to take place in the 2010–11 school year to expand the capacity at Christ the King Elementary School to accommodate 313 students from the current 294 by fall 2010.

A new Department of Education staffing formula was developed and implemented in the 2009–2010 school year. The staffing formula will assist in balancing staff resources with the diverse program needs in both rural and urban schools.

As the Auditor General of Canada recommended in her 2009 audit of the Public Schools Branch, the Department will progress towards a comprehensive human resources plan and action plan that addresses existing differences between current resources, short and long-term staffing needs and diverse program needs in both rural and urban Yukon.

## ***3. Transition rates among boys***

Increasingly, student achievement data shows that boys and in particular, boys in communities outside of Whitehorse, are facing more challenges in making successful transitions. This trend is particularly troublesome in transitions between Grade 6 to Grade 8. Data also shows early patterns of disengagement of rural boys, with lower attendance patterns starting early in their school years. Other studies also support this trend. The Department will review this trend and develop new strategies to better engage rural boys.

## ***4. First Nation self-government agreements: Assumption of responsibility for education***

Eleven First Nations have self-government agreements that enable them to pass legislation and assume responsibility for the provision of education programs and services to their citizens. While Yukon government is not in active discussions with any First Nations, several have indicated a desire to negotiate or legislate and in all cases, Yukon government is prepared to enter into those discussions. At the same time, the Department of Education continues to invest in a number of initiatives to improve the public school system for all Yukoners, including citizens of Self-Governing First Nation governments.

Examples include the First Nations Programs and Partnerships Unit, Yukon First Nations Education Advisory Committee and the Southern Tutchone Bi-Cultural School Program. The Department of Education strongly believes that these First Nation-specific initiatives benefit all Yukon students.

### **5. Court case with the Commission scolaire francophone du Yukon**

The Commission scolaire francophone du Yukon (CSFY) filed a lawsuit against the Yukon government on February 18, 2009. The Statement of Claim is wide ranging. It argues that by virtue of Section 23 of the *Canadian Charter of Rights and Freedoms*, the Government of Yukon, as the delegate of Canada, has a responsibility to fulfill CSFY's funding requirements in a more extensive manner than is currently occurring.

Yukon has argued that it is meeting all of its obligations to the board under both the *Education Act* and the *Canadian Charter of Rights and Freedoms*.

The court case commenced in May 2010 to hear evidence regarding the programs and services portion of the CSFY claim and it is expected to resume in January 2011 when it will focus on school facilities. The judge has one year to issue his decision, which may impose additional costs on the Department of Education for the approximately 171 French First Language students currently enrolled at École Émilie-Tremblay.

### **6. Completion of facility audits for Yukon schools**

The Auditor General has recommended that the Department complete full facility audits on all Yukon schools. These audits are now almost complete, with only the ventilation, heating and electrical audits to be completed. There may be new and unanticipated costs associated with implementing any facility deficiencies resulting from the audits.

### **7. Increasing behavioral and learning needs of students in Yukon schools**

The Department is seeing an increasing number of students with a wider range of learning and behavioural needs. This places an increasing demand on existing resources and requires that the Department continually realign resources. The *Handbook of Special Programs Guidelines and Procedures* is being revised and includes more clear protocols and procedures for department staff to follow in order that these needs can be responded to in a systematic and consistent way and so that the needs of these students are provided for in the most enabling and least restrictive way.





## Department of Education Branches

The Department of Education is divided into three branches:

**Public Schools** which is responsible for elementary and secondary schools.

**Advanced Education** which is responsible for supporting Yukoners seeking post-secondary learning opportunities in college, university and apprenticeships. Advanced Education also supports specialized training programs aimed at addressing specific needs in labour market development, including immigration.

**Education Support Services** which is responsible for providing departmental branches with leadership and decision support services in finance, human resources, communications, information technology and policy. It also provides for facility management, material management and student transportation services.





# Public Schools Branch

The Public Schools and the Advanced Education branches offer a variety of programs to advance their goals and objectives. Highlights are profiled in this report.

## Public Schools Branch

### Overview of the K–12 Public School System

The Public Schools Branch provides Kindergarten to Grade 12 education throughout Yukon in 28 schools, including three Catholic schools, the Wood Street Centre and the Individual Learning Centre. The Branch also provides support and resources for the Commission scolaire francophone du Yukon, distance education, home schooling and students with identified special needs.



### **The 2009–10 Objectives of the Public Schools Branch were:**

- Review the French Second Language programs to inform programming and facilities development to support French Second Language programming in Yukon.
- Complete an assessment framework and implementation plan to identify assessment indicators that will form the K–12 Assessment Framework.
- Complete a literacy framework to inform the K–12 programming and support the School Growth Planning process.
- Develop, in collaboration with partners in education and interagency support, a strategic plan to support early interventions.
- Continue to develop and deliver program enhancements for First Nation learners including Yukon First Nations curriculum development, Yukon First Nations language enhancements and integration of Yukon First Nations content and methodologies into regular curriculum.

## **Highlights of Public Schools Branch 2009–10 Initiatives**

### **New Horizons – Our Commitment to the Future**

New Horizons reflects the conceptual and structural changes made as a result of recommendations received from numerous sources, including:

- The *Education Act* Review (completed in 2002)
- The First Nations Education Advisory Committee's document, *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nations Education* (2008)
- *Together Today for our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by Yukon Indian People* (1973)
- The *Education Reform Project Final Report* (February 2008)
- The Secondary School Program Review report, *One Vision, Multiple Pathways* (October 2008)
- Report by the Auditor General of Canada, *Public Schools and Advanced Education, Yukon Department of Education* (January 2009)
- Current research and knowledge of best practices to inform the New Horizons initiative

## UNDER NEW HORIZONS, THE DEPARTMENT OF EDUCATION IS REORGANIZING ITS STRUCTURES TO FAVOUR PARTICIPATION OF STAFF, STUDENTS, COMMUNITIES AND FIRST NATIONS.

In 2009–2010, the Public Schools Branch entered the implementation phase of several initiatives arising from the Education Reform reviews and the recommendations arising from the documents mentioned above outlining the need for improvements within the system. These initiatives are being captured in the new department Draft Strategic Plan that was prepared in 2010 and has been the topic of numerous community and school consultations. Upon its finalization in February 2011, it will serve as the five-year road map for programming in the Department of Education.

### **Highlights of achievements by Public Schools Branch, under New Horizons strategies for the 2009–2010 school year**

#### ***Theme 1: Collaboration, Consultation, Partnerships***

- The Public Schools Branch has implemented structures to facilitate broader involvement of staff, students, parents, First Nations and the community at large in the process of education both at the local school level, and within the Department planning process. The following advisory committees were actively involved in the planning and monitoring of department projects:
  - Secondary School Advisory Committee
  - F.H. Collins Building Advisory Committee
  - Leadership Program Advisory Committee
  - Technology/YSIS Advisory Committee (with representation from YTA – administrators and teachers, secretaries and department staff)
  - Literacy and Assessment Committee
  - Early Learning Project Committee
  - Essential Learning K-3 Committee
  - Special Education Advisory Committee
  - Common Client Committee (a joint committee with Health and Social Services)
  - Complex Needs Committee (a joint committee with Health and Social Services)
  - Resiliency and Transition Committees
  - Staffing Allocation Adjustment Committee
  - Demographic Adjustment Advisory Committee
  - Transportation Advisory Committee

- Policy Advisory Committee
- School Growth Process Advisory Committee
- Yukon First Nations Curriculum Working Group
- Yukon First Nations Education Advisory Committee
- French Second Language Review Advisory Committee
- At the request of the communities, Public Schools Branch has begun conducting meetings with video conferencing. This saves on costs, travel time and inconvenience for rural participants.
- School Growth Process planning teams work at the individual school level to inform program planning based on student and individual community needs. These teams are made up of staff, students (as appropriate), School Council members, First Nations representatives, and other community members. A school growth planning policy was developed in 2009–2010 and accompanying procedural documents were provided to schools to ensure consistency in the continuous improvement of Yukon schools.

Two pilot school reviews were completed in the spring of 2010: St. Elias School and Christ the King Elementary School.

Reviews of all schools will be completed by 2012.

- The Staffing Allocation Adjustment Committee made up of community stakeholders, working with an external consultant, reviewed the outdated staffing formula. A new formula and staffing process was developed and will be used for the 2010/2011 school year to better align staff to student needs and to ensure a more transparent, accountable and predictable system. The second phase of the formula development will occur in the fall of 2010 along with a review of how the new formula worked. Revisions will be made as necessary.
- The Demographic Adjustment Advisory Committee, made up of a group of stakeholders based on the original Copper Ridge advisory consultations, met over a period of two months to review the demographic shifts and resulting pressures on Whitehorse schools. Seven recommendations emerged from these meetings which addressed over-crowding in Elijah Smith School and Christ the King schools. A more predictable and formal protocol was outlined for kindergarten and out-of-area enrolments.

- An experiential program was developed in Old Crow in partnership with the Vuntut Gwitchin. The program will develop and implement field trips and on the land activities that combine cultural competency along with western educational learning outcomes. The program will be piloted in the 2010/2011 school year.
- The bi-cultural program at St. Elias School in Haines Junction entered its first year of kindergarten programming. This pilot is a partnership between the Champagne and Aishihik First Nations, the St. Elias School Council and the Department of Education.
- The Carcross Tagish First Nation, in partnership with the school and the Department, is developing a project to address the social/emotional curriculum for students at Ghùch Tlâ Community School.

### ***Theme 2: Professional Growth, Leadership and Capacity***

- Yukon Educational Leadership Program – The Department of Education developed and implemented the second year of the Yukon Educational Leadership Program with the assistance of the Leadership Advisory Committee. This program was designed to develop the skills and credentials of Yukon teaching professionals who are looking forward to taking on formal and informal leadership positions. Twenty-six participants received their Level 2 certificate. Educators who self-identified as Yukon First Nations citizens represented 15% of the participants.
- Masters in Educational Leadership Program – To ensure Yukon schools have educators and administrators with the highest qualifications, the Department of Education partnered with Yukon College and the University of Northern British Columbia to offer this advanced education opportunity for Yukon's educators. Twenty-five students completed their first term in June 2010.

### ***Theme 3: Information systems and facilities that match the programs***

- Replacement of the F.H. Collins Secondary School facility – A stakeholder Building Advisory Committee worked to oversee the planning and design phase for the new school. The Yukon-based architectural firm of FSC Architects and Engineers Ltd. won the call for proposals and began working with the committee in March 2010. The final design phase reflects the recommendations from the initial Secondary School Program Report completed in 2008.
- Yukon Student Information System (YSIS) – Department staff conducted extensive research and preparation to implement the YSIS system in Yukon schools beginning in the 2009–10 school year. The first phase of the implementation will have all schools using the system to record student data and attendance in the fall of 2010. YSIS will play an important role in assessment, reporting and guiding future decisions about where to allocate educational resources based on data and evidence of student learning.



#### ***Theme 4: Literacy, assessment, research and reporting***

- The Department of Education completed a literacy framework for Kindergarten to Grade 12.
- The Department of Education completed an assessment matrix which outlines Yukon assessment data that will be collected from Kindergarten through Grade 12 to inform decision making and program planning at the school and department levels.
- A Director of Student Success and Systems Accountability was hired to assist in supporting school teams to make the necessary link between evidence and goal setting.
- The Special Programs Advisory Committee met to guide the development of a new Special Programs Handbook which will be completed in the 2010/2011 school year.
- An Early Years Transition Committee began its work to develop a transition plan from home to school. A new Early Years Program was piloted at Selkirk School and will continue to operate to support parents of preschool children in developing literacy and learning readiness.
- A transition committee began its work to develop a transition plan from rural to urban settings in the secondary years and for elementary to secondary school transitions.

#### **Secondary School Programming Review — *One Vision, Multiple Pathways***

The recommendations from the Secondary School Programming Report align with recommendations from the *Education Reform Final Report*, the Auditor General of Canada's report, the First Nation Education Advisory Committee's Helping Students Succeed strategic plan, and the informal internal review done of the Department of Education's Special Programs Unit.

As a result of the report's recommendations, work is continuing based on five pillars for improving programming in Yukon Education:

**Experiential Education:** The criteria and a new review process for accessing ES 11 was piloted in 2009–2010. A First Nations experiential program CHAOS 9 (Community, Heritage, Arts, Outdoor and Skills 9) was designed and will be piloted in January 2011 at Porter Creek Senior Secondary School.

**Trades:** New criteria was developed for entering apprenticeship programming.

**Technology:** Distance education programming is continuing to grow. Another 0.5 full-time equivalent position (FTE) was added to the staffing

for the 2010/2011 school year to accommodate the growing demand for more secondary courses to be delivered in rural communities via video conferencing.

French programs: An extensive French Second Language program review was completed in January 2009. An implementation plan will be developed in the 2010/2011 school year.

Special Education: A new model for Special Education is being developed based on the pyramid of intervention. An IEP audit was completed in 2009–2010. A rubric for the development of an IEP was designed along with a protocol for school-based teams. The criteria for level 1 and Level 2 students will be completed in the 2010/2011 school year.

First Nations programming is considered within the context of each pillar.

The Secondary School Advisory Committee will continue to meet to monitor the planning process and facilities development.

### **Excellence in Education Awards**

Each year the Department of Education honours individuals who have exemplified commitment to the students of Yukon's public schools in many ways, both in the classroom and in the community. The Excellence in Education Awards were established to show the Department's regard for these individuals.

The following teachers received Excellence in Education Awards for 2009:

**Robert Austin**

**Jud Deuling**

**Kerri Ceretzke**

## **Education Programming Highlights**

### **Individual Learning Centre**

The Individual Learning Centre (ILC) opened its doors to students on February 1, 2005. It provides a safe and flexible learning environment for highschool-aged youth who have dropped out of school. At the ILC, students can re-engage in their studies and complete their secondary education.

Module-based curriculum, flexible and extended hours, and a continuous enrolment are hallmarks of the program. Activities such as art, physical

132 students, who may not otherwise have graduated, were able to complete their graduation program requirements at the ILC.

education, hairdressing, carving and woodworking are incorporated into the curriculum. Work experience placements, pre-employment programs and career placement programs can be incorporated into the students' education plans.

In the 2010 school year, the ILC was staffed by a team leader, and two full-time teachers and 1.5 full-time equivalent remedial tutors. The ILC is also staffed with a First Nation curriculum consultant which provides students the opportunity to explore First Nation curriculum content as part of their core academic curriculum.

One hundred and thirty-two students, who may not otherwise have graduated, were able to complete their graduation program requirements at the ILC. Enrolment is continuous, so that students can apply to enter the program at any time during the school year.

### Technology Assisted Learning

The Technology Assisted Learning (TAL) Unit provides pedagogical support and leadership in the use of information communications technology (ICT) for teaching and learning.

TAL coordinates long-term planning for information communications technology hardware, and supporting software curriculum resources, in Yukon public schools. This unit also coordinates information communications technology (ICT) professional development activities for staff, provides support for educators' mentoring or facilitating distributed learning programs in Yukon schools, maintains Yukon Education Student Network (YESNet), the Department of Education's web portal, coordinates video conferencing and YESNet's First Class System, the electronic communications system used in schools.

Information Technology Services and Support Unit (ITSS) works closely with TAL staff to provide technical and hardware support in the Department of Education and the schools.

The most recent Statistics Canada report on Information and Communication Technologies in Schools named Yukon as the most connected educational jurisdiction in Canada, with a student/computer ratio of 2.9:1. Students and professional staff enjoy high-speed internet access in all Yukon schools through YESNet. All Yukon students and staff have access to a robust suite of global software applications that may be used across all curriculum areas. Yukon school computer technologies are renewed based on a five-year strategic plan that keeps pace with industry standards for hardware and operating systems.

The most recent Statistics Canada report on Information and Communication Technologies in Schools named Yukon as the most connected educational jurisdiction in Canada, with a student/computer ratio of 2.9:1.

During the 2009–2010 school year, Chief Zzeh Gittlit, Eliza Van Bibber, Holy Family Elementary, École Émilie Tremblay, Porter Creek Secondary, Christ the King Elementary, Takhini Elementary, Individual Learning Centre, J.V. Clark, and Robert Service schools had their computer labs upgraded.

Two additional video conferencing suites were added to rural community schools, making this technology available in all 14 Yukon community schools, in addition to several locations in Whitehorse. Video conferencing assists in extending learning opportunities for students beyond their school and capitalizes on the skills of specialized teachers who may extend their course delivery to other schools using this technology.

Video conferencing also provides for more frequent involvement of rural staff in professional meetings and in-services. Hosting live, interactive video conferences allows rural teachers the opportunity to be full participants in professional development activities, without having to leave their communities to attend meetings. The benefits of using this technology are both educational and economical. Use of video conferencing results in teachers spending less time out of the classroom for travel, resulting in more contact time with their students, and there are also significant cost savings on travel expenses and substitute teacher salaries. Additionally, video conferencing helps the Department support environmental stewardship by reducing vehicle travel.

### **Distributed Learning**

Frequently referred to as “distance learning” or “correspondence”, distributed learning programs increase students’ access to learning opportunities in all Yukon schools. Distributed learning refers to all forms of learning where students and their teachers may be separated in time and/or space, for some or all of the courses.

Regardless of a student’s location or school population, through distributed learning programs, students have access to all courses available in eight distance education schools in British Columbia, from Open School BC and Alberta’s Distance Learning Centre. Locally, distributed learning opportunities are available by connecting with other Yukon classrooms by video conferencing. French students can access distributed learning through Centre francophone d’éducation à distance.

Students may register in a distributed learning course at any time during the year, and they have one full calendar year to complete their course. In the 2009–2010 school year, 113 Yukon students enrolled in a total of 40 different courses through distance education schools.

Video conferencing also provides for more frequent involvement of rural staff in professional meetings and in-services. Hosting live, interactive video conferences allows rural teachers the opportunity to be full participants in professional development activities, without having to leave their communities to attend meetings.

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### Home Education

Often referred to as “home-schooling” or “home-based learning”, home education is an option available to Yukon students. It is a way for students to learn in their homes and communities with an approach that is adaptable and individualized. With home education, the parents assume responsibility for their child’s education. In the 2009–10 school year, there were 52 registered home-educated students.

To support registered home education students, the Department of Education provides the following resources upon request:

- Learning resource materials (i.e. textbooks/teacher manuals). Samples are available for reviewing at the Department of Education’s Resource Centre.
- Access to school equipment/facilities after school hours (i.e. library, gym, computer)
- Distance Education courses from the B.C. Ministry of Education are provided for students from Grades 1 to 12.
- Yukon Achievement Tests, which are available for students in Grades 3, 6 and 9 in Mathematics and Language Arts
- Catalogue of Curriculum Resources
- B.C. Distance Education Course Description Handbook
- School newsletters and other information about school events.

### Summer School

Summer School 2010 was offered by the Department of Education at F.H. Collins Secondary School for secondary students who had not successfully passed or who wished to strengthen their skills in one of their core academic subjects. For this session, 78 students enrolled and 71 students completed summer school. Courses offered were English 8 – 11 and Principles of Mathematics 8 – 12.

### Summer Literacy Camp

For the past three years, Public Schools Branch has organized a summer literacy camp at three elementary schools. The camps are for students entering Grade 2 or Grade 3. In 2009–10, 54 students regularly attended the 40-hour program. The main focus is to support students who may be at risk of regressing in their reading levels over the summer months. The program emphasizes differentiated instruction to ensure that the individual reading needs are addressed over the three to four weeks of intensive literacy skill-building activities. During the fall term, the students are tracked to see whether they have retained the growth made. The program is a successful intervention, as well as fun.

In 2009-10, 54 students regularly attended the 40-hour program.



## Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. At-risk Kindergarten children are identified with a computerized screening profile used in all schools.

The major early intervention programs supported by the Public Schools Branch for the 2009–10 school year were the full-day Kindergarten program, Wilson Reading and Reading Recovery.

### *Full-Day Kindergarten and Kindergarten 4/5*

Ensuring that as many Yukon children as possible learn to read, and giving our youngest students the foundation they need to succeed throughout their time in school, is a wise investment that will return social and financial benefits for years to come.

All Whitehorse schools, Tantalus School in Carmacks, Johnson Elementary School in Watson Lake and Robert Service School in Dawson City offer full-day Kindergarten. In addition, a combined Kindergarten for four and five-year-olds (K-4/5) was offered in all other rural communities to provide children with more time and support to prepare for entry into Grade 1. The Child Development Centre assists by providing in-school support for a number of four-year-olds.

### *Reading Recovery*

The Reading Recovery program is a key component in the early intervention strategy of the Public Schools Branch. Reading Recovery is delivered to students in Grade 1 and some students in Grade 2, to help them with reading and writing difficulties and to help them achieve average levels of literacy within approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from daily one-on-one teaching that helps them learn to be independent, problem-solving readers. Students who do not achieve the desired level of literacy receive further assessment and literacy programming.

In 2009–10, there were 280 Grade 1 students enrolled in Yukon schools, not including French Immersion or French First Language, and 130 Grade 1 students and 36 Grade 2 students received Reading Recovery instruction.

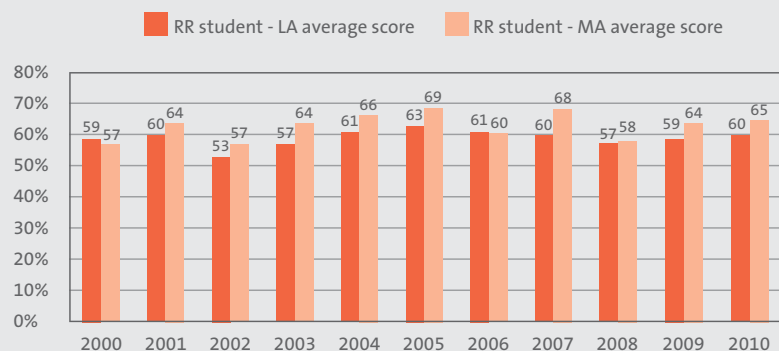
Of the 166 students who received Reading Recovery, 111 had the opportunity to complete their programs and 19 will continue Reading Recovery in the next school year.

Of the participants who completed their programs, 111 participants, or 75.5%, were successfully discontinued at the average level for their class in both reading and writing, and 23 students, or 15.6%, were referred to school-based teams for long-term assistance. 2.7% (4 students) moved and 6.1% (9 students) were making progress but unable to continue with the program.

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## Reading Recovery Students' scores on Yukon Achievement Tests for Grade 3 Language Arts and Mathematics

**Fig. 1.** The average scores for Reading Recovery Students in Yukon Achievement Tests on Language Arts and Mathematics over time. Successful achievement of a Yukon Achievement Test is a score of 50% or better.



Students are able to experience firsthand the role of First Nation elders as advisors, counsellors, cultural experts and traditional teachers.

### Elders in the Schools

In the Elders in the Schools program, local elders share their culture and knowledge with school staff and students. It helps teachers connect the curriculum areas with valid and authentic cultural information and activities. Students are able to experience firsthand the role of First Nation elders as advisors, counsellors, cultural experts and traditional teachers. Principals, teachers, students and parents all benefit from the presence of First Nation elders in the schools.

Elders in the Schools is sponsored jointly by the Department of Education and participating Yukon First Nations. This program can be initiated upon request from a First Nation. In the 2009–10 year, the following schools participated in the program:

- Ghùch Tlâ Community School, Carcross
- Teslin School
- St. Elias Community School, Haines Junction
- J. V. Clark School, Mayo
- Takhini Elementary School, Whitehorse (as a pilot project)
- Kluane Lake School, Destruction Bay
- Watson Lake Secondary and Johnson Elementary via Liard First Nation
- Ross River School

## Experiential Education

Experiential education includes practical, “hands-on,” “head-on,” heart-on” learning experiences as part of the educational process to more completely engage students with relevant learning outcomes. Experiential education is learner and context centred and facilitated both indoors and outdoors.

If land-based, this type of education can include overnight camping in backpacked tents, quinzees, wall tents or cabins in fall, winter or spring conditions. Expedition-centred experiential education often includes significant physical endeavour, such as biking, cross-country skiing, canoeing, hiking, snowshoeing or kayaking combined with back-country skills and risk management training provided by the organizing teacher or site management group. Outdoor activity-based learning also includes hunting of bison, moose and caribou. Most of this style of programming is Yukon centred.

Science-centered experiential education emphasizes academic studies, including marine studies, enhanced with sailing, scuba diving, ocean kayaking and visiting ocean environments.

School social justice clubs have travelled on experiential trips to the Dominican Republic and Guatemala and students have participated in battlefield tours of Europe.

Elementary schools include experiential education in music, storytelling, indoor physical activity, carving and culture camp activities. A number of elementary schools include canoeing as a school activity.

The Public Schools Branch’s innovative experiential programs include:

**ACES** (Achievement, Challenge, Environment, Service), Grade 10, Wood Street Centre

**MAD** (Music, Art and Drama), Grades 9 – 12, Wood Street Centre

**SASE** (Science and Socials Experiential), Grade 9, Porter Creek Secondary School

**ES** (Experiential Science), Grade 11, Wood Street Centre

**OPES** (Outdoor Pursuits Experiential Science), Grade 9, English, Wood Street Centre

**PASE** (Plein Air Science Experientials), Grade 9, French Immersion, Wood Street Centre

**Vanier Catholic Secondary School Outdoor Education**, Experiential Science Programs and “Sled Ed” experiential programming

**St. Elias Community School** Grade 9/10 programming – second semester

The First Nations Program and Partnership Program unit is developing a new program called CHAOS (Community, Heritage, Activity, Outdoors and Service) for grade nine students to be organized in Whitehorse and sited at

Experiential education includes practical, “hands-on”, “head-on”, heart-on” learning experiences as part of the educational process to more completely engage students with relevant learning outcomes.

Porter Creek School. This experiential learning opportunity will include First Nations curriculum content, language, traditional outdoor activities and First Nations elders. Outreach programming to include other Yukon communities, students and activity areas will also be included in this learning opportunity.

The Public Schools Branch is currently reviewing experiential programming in Yukon schools in order to identify successes and support promising learning practice for all Yukon students.

Some highlights of the Department's support for experiential education during the 2009–2010 school year:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers from all disciplines, at the elementary, intermediate and senior levels, will continue to use experiential approaches to support and diversify student learning.
- An experiential program was developed in Old Crow in partnership with the Vuntut Gwitchin. The Old Crow Experiential Education Project will provide a rural First Nations experiential model for Kindergarten to Grade 9 with an emphasis on Yukon First Nations culture while meeting specific educational needs using a collaborative process. The program will be piloted in the 2010/2011 school year.
- Conducted a review of the criteria for ES (Experiential Science), Grade 11, Wood Street Centre, to ensure that the program was accessible to a range of students across Yukon. In addition to a revised application package, the selection process now includes a selection committee.
- Supported the Outdoor Pursuits Program's second year in the St. Elias Community School in Haines Junction. Students who participated improved their marks and were more self-assured, co-operative and mature by the end of the school year.
- Supported the GLOBE program, a science research set of protocols for students. One element of the program monitors climate change and teaches applied research skills.
- Continued support of the FEAST program with nutritional planning, food preparation and menu management at F.H. Collins. This program helps students prepare for a career in the food service industry.
- Continued a food preparation and menu management program at Porter Creek Secondary School cafeteria.
- Promoted the inclusion of public school students in First Nations culture camp activities and integrated traditional First Nations outdoor activities.



- Provided equipment purchasing support for the new culture camp setting in Old Crow, new wall tent stoves for winter camp learning out of Whitehorse and a canoe trailer, canoes, paddles and PFDs for Faro.
- Continued archaeological research methods for onsite digs to the Grade 6 class at Robert Service School.
- Continued support for traditional school activities such as school bison hunts. In the spring of 2010, six schools participated in bison hunts.
- Provided programming assistance to Vanier Catholic School for their annual moose hunt on the McQuesten River and the Sled Education course.
- Provided planning assistance to École Émilie Tremblay for experiential programming in Grades 7 – 12.
- Supported travel to the Dominican Republic, Guatemala and the battlefield tour of Europe.
- Cleared the Aishihik Road for bison hunting access, provided upkeep for the Butte Creek cabins, the Mystery Lake yurts and the cooking facility at Aishihik Lake.
- Offered a canoe instructor certification course to Yukon teachers.
- Extended mobile canoe programming to Grade 6 and Grade 9 students at St. Elias Community School; to Grade 6 – 9 students at Teslin School; to Grade 5 students at Hidden Valley Elementary School; and to Grade 6 students at Selkirk School, Takhini Elementary School and to Golden Horn School.
- Direct support was given to both SASE outdoor programming and to Faro School for a Pelly River canoe moose hunt and a Rural Education Model canoe trip from the upper Pelly River back to Faro.

### **Teen Parent Program**

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan for their future. The program also provides daycare, counselling services, transportation, health guidance and referrals to other community agencies such as Healthy Families. The Centre also provides daily breakfast and lunch for expectant mothers, mothers and their children.

### **Youth Offenders**

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to an educational program. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

### **Yukon First Nation Languages and Second Languages**

The Public Schools Branch offers a number of second language options for students. During 2009–10, the branch provided language courses and programs at 19 schools.

The branch was also involved in several additional Yukon First Nation languages initiatives:

- The Department continues to work under the advice of the Yukon First Nation Education Advisory Committee, which was established in 2004. The committee is working in partnership with various stakeholders in education to improve the results and experiences of First Nation students.
- In the 2009–10 fiscal year, the Department of Education spent \$3,039,324 to provide:
  - Yukon First Nation second language programs curriculum development and teacher training, through an agreement with the Council of Yukon First Nations.
  - Salaries of seven Yukon Native Language Centre staff members, as a direct contribution.
  - Salaries of 30 Yukon First Nation language teachers, including on-the-job training for six First Nation language teacher trainees.
- The First Nation Languages Program and Curriculum Consultant, in partnership with First Nations, is able to coordinate the development of a framework to assist individual Yukon First Nations in developing a community-specific comprehensive language curriculum. A goal of the framework is to have a sequential program that is progressive with each grade level. The program takes a learner from being a non-speaker to a speaker with proficiency in the language. This curriculum development support is available upon request from a First Nation government. The language consultant also provides professional development and training for Yukon First Nation language teachers and trainees throughout Yukon.

### European Languages 2008–09

| School                           | Community       | Language Programming   |
|----------------------------------|-----------------|--|
| Robert Service School            | Dawson City     | FSL + Enrichment Class at primary levels                                 |
| Del Van Gorder School            | Faro            | FSL  |
| St. Elias Community School       | Haines Junction | FSL  |
| J. V. Clark School               | Mayo            | FSL  |
| Johnson Elementary School        | Watson Lake     | FSL  |
| Watson Lake Secondary School     | Watson Lake     | FSL  |
| All elementary schools           | Whitehorse      | FSL, plus Intensive French in Holy Family and Christ the King Elementary |
| F.H. Collins Secondary School    | Whitehorse      | FSL, French Immersion, Spanish   |
| Porter Creek Secondary School    | Whitehorse      | FSL, German  |
| Vanier Catholic Secondary School | Whitehorse      | FSL, Spanish   |
| Whitehorse Elementary School     | Whitehorse      | Early and Late French Immersion  |

### Yukon First Nation Languages 2008–09

| School                         | Community       | Language Programming        |
|--------------------------------|-----------------|-----------------------------|
| Nelna Bessie John School       | Beaver Creek    | Upper Tanana                |
| Ghùch Tlâ Community School     | Carcross        | Tlingit                     |
| Tantalus School                | Carmacks        | Northern Tutchone           |
| Robert Service School          | Dawson City     | Hän                         |
| St. Elias Community School     | Haines Junction | Southern Tutchone           |
| J.V. Clark School              | Mayo            | Northern Tutchone           |
| Chief Zzeh Gittlit School      | Old Crow        | Gwich'in                    |
| Eliza Van Bibber School        | Pelly Crossing  | Northern Tutchone           |
| Ross River School              | Ross River      | Kaska                       |
| Teslin School                  | Teslin          | Tlingit                     |
| Johnson Elementary School      | Watson Lake     | Kaska                       |
| Watson Lake Secondary School   | Watson Lake     | Kaska                       |
| Elijah Smith Elementary School | Whitehorse      | Southern Tutchone           |
| F.H. Collins Secondary School  | Whitehorse      | Southern Tutchone, Gwich'in |
| Porter Creek Secondary School  | Whitehorse      | Southern Tutchone           |
| Selkirk Elementary School      | Whitehorse      | Southern Tutchone           |
| Takhini Elementary School      | Whitehorse      | Southern Tutchone           |
| Whitehorse Elementary School   | Whitehorse      | Southern Tutchone           |

Students in Yukon do not need a diagnosed disability to access supports and services.

## Special Programs

### *Services for Students with Special Needs*

Students in Yukon do not need a diagnosed disability to access supports and services. The Department of Education's service delivery model supports strengths-based, inclusive education.

When classroom teachers believe students may need additional support and/or programming, they work in collaboration with parents, learning assistance teachers and other school-based personnel to document information regarding student strengths and needs. This process is coordinated through a school-based team, which is chaired by the principal. The primary function of the school-based team is to provide assistance and support to teachers in accommodating the learning needs of all students in the regular classroom. The team, in consultation with parents, also determines when assistance is required from the Department of Education's Special Programs consultants for further consultation, assessment or the development of an Individualized Education Plan (IEP).

Students with academic and behavioural difficulties are supported by their classroom teachers and the school-based resources, including learning assistance teachers, educational assistants and counsellors to enable inclusive educational practices. In addition, learning assistance teachers also provide differentiated learning opportunities for gifted and talented learners.



### ***Special Programs Unit***

Special Programs Unit supports schools in developing and implementing programming and services for students with exceptional learning needs. The Yukon *Education Act* requires the Department of Education to educate students in the least restrictive, most enabling and inclusive environment as possible.

In general, the least restrictive educational environment for students is the regular classroom, with appropriate programming adaptations and/or modifications to meet their unique needs. The Department also operates a number of specialized, low enrolment programs for those students with greater diagnosed needs.

Requests for assistance from Special Programs come from the school-based team after school-level resources have been explored and utilized. Referrals to other agencies, within or outside Yukon are the responsibility of the Director of Programs and Services, and upon the recommendation of the Manager of Special Programs. Although the department consultants provide additional assessment expertise, the primary focus is to help school staff develop appropriate programming for students.

Special Programs consultants also provide in-service workshops for teachers, administrators, parents and other interested individuals. They present current information and strategies related to student programming. Special Programs consultants serve all Yukon schools.

### ***Wilson Reading System***

The Wilson Reading System is one support to the core literacy program that is delivered in Yukon schools. The Wilson Reading System specifically addresses the learning style of students with a language-based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills.

There are currently trained Wilson Reading teachers, or teachers undergoing training, in all Yukon schools except Kluane Lake School in Destruction Bay, Nelnah Bessie John School in Beaver Creek and Chief Zzeh Gittlit School in Old Crow.

In the 2009–10 school year, 122 students received Wilson Reading instruction. Teachers report students in the program have the potential to make a two to four-year gain in reading achievement, along with a tremendous improvement in the student's self-esteem and learning behaviours. Foundations, a classroom-based Wilson program, is also available in a number of Yukon schools.

Wilson Reading supports inclusion by ensuring that students have the foundational decoding skills to be able to fully participate in school and community life and independently engage with the curriculum.

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Wilson Reading supports inclusion by ensuring that students have the foundational decoding skills to be able to fully participate in school and community life and independently engage with the curriculum.



### ***Support to Students with Fetal Alcohol Spectrum Disorders (FASD)***

In the 2009–10 fiscal year, the Department of Education allocated \$86,821 for public schools and \$136,520 for Advanced Education/Yukon College, for a total of \$223,341 in basic funding for FASD initiatives. Funding for the Youth FASD Diagnostic and Support Team is separate money and not included in these figures.

Teaching strategies focus on developing social and communication skills. Supports and services include behavioural support, sensory integration, as well as programming assistance in the areas of language development and gross and fine motor coordination. Efforts are focused on individual needs as identified in a Student Learning Plan or an IEP.

Ongoing in-servicing on FASD is offered to all schools. Teachers are supported to attend conferences both in Yukon and outside the territory to explore best practices, and they are encouraged to share this information with their colleagues. The Department supports a learning resource centre that includes FASD materials, such as the Department of Education's resource manual, *Making a Difference: Working with Students who have Fetal Alcohol Spectrum Disorders*.

### ***Youth FASD Diagnostic and Support Team***

Support for students with FASD is provided based on identified need, and not a diagnosis. However, diagnosis may assist students and their families to identify appropriate community supports, both now and when leaving school. Department of Education professionals such as a speech and language pathologist, school psychologist, an occupational therapist and a physiotherapist support students with comprehensive assessments and school programming, whether or not students are diagnosed with FASD.

The goal is for all students to have the supports needed to become as self-sufficient and productive as possible in their communities.

The FASD diagnostic team, which consists of Special Program consultants, a physician and a coordinator, accepts referrals of youth from 6 to 18 years of age.

Up to 10 FASD assessments may take place each year.

Support for students with FASD is provided based on identified need, and not a diagnosis.

### ***Students on Individualized Education Plans (IEPs)***

Students with exceptional learning needs may require Individualized Education Plans (IEP). The IEP may recommend adaptations to the way the curriculum is delivered or to program goals to ensure that the special needs of the child are met in classroom programming. These plans guide the student's learning activities in school and describe the services that are to be provided. IEPs identify:

- the strengths and needs of the student
- diagnostic information
- long-term or annual goals
- short-term specific objectives
- suggested instructional materials, methods and strategies including required adaptations or modifications and assessment methods
- documentation of performance data
- persons responsible for the implementation of the IEP, including parents
- the period of time and process for reviewing the IEP
- parents' written, informed consent for implementation

IEPs are developed by an IEP team consisting of the student (where appropriate), the parents or legal guardians, the student's teachers, other school support staff such as Educational Assistants and relevant personnel from the Department of Education. With parent approval and the concurrence of the school principal, other persons may be added to the IEP team, such as physician, social worker, advocate, etc. IEPs are working documents and are reviewed at regular reporting periods and more frequently if necessary to adjust programming. For each student on an IEP, a summary of IEP goals, performance data and an evaluation is required at the end of each school year. A case manager will be identical and will be responsible for all communications.

Additional programming and supports are identified through the IEP process. Depending on the needs of the student, these supports may include, but are not limited to, adaptive technology (i.e. hardware and software accommodations, listening devices, Braille equipment), school and classroom accessibility (i.e. ramps, washroom/changing facilities, lifting devices, lighting, sound systems), seating supports, feeding support, behavioural plans, as well as additional paraprofessional and consultative professional assistance as needed.

Special Programs has a clearly articulated referral process for students requiring an IEP. By following the pyramid of interventions model, pre-referral evidence is required before students are placed on an IEP. This process has resulted in more students following informal Student Learning Plans and only those with intense needs being placed on an IEP. This year the Department commenced a new version of the Special Programs handbook to develop consistent practices in our schools. This will enable better data to be evaluated in following years.

### **Transition Support**

The development of a transition framework started during 2008–09 and continued to 2009–10 school years. Service delivery will include addressing needs of students in crisis as well as proactive planning for the key transition points in a child’s educational career. For example, transitions into Kindergarten and transitions from Grade 3 to 4, Grade 7 to 8, Grade 9 to 10 and Grade 12 to post-secondary, work or other programs. The goal is to develop resiliency in students.

## **Francophone Education**

Commission scolaire francophone du Yukon (CSFY) #23 offers education services to enhance the personal growth and cultural identity of the territory’s francophone learners. Formed in 1996, it is Yukon’s only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon’s francophone community, CSFY administers École Émilie-Tremblay, the territory’s only French first-language school. The CSFY is also mandated to support FFL program requests anywhere in the territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse.

## **Report of the Executive Director**

### **Commission scolaire francophone du Yukon #23\***

The 2009–10 school year brought change to the school. Mr. Marc Champagne became the principal of École Émilie-Tremblay, and I took on the position of principal of the high school, in addition to my duties at the School Board headquarters. The School Board continues to work in partnership with the school to improve the services offered to its clientele, provide continuity of services and fine-tune its practices.

I am pleased to present to you a summary of the activities continuing in the 2009–10 school year as well as new initiatives.

1. *Curriculum*
2. *Communication*
3. *Community relations*
4. *Relations with the Department of Education*
5. *Relations with the national network*
6. *General comments and conclusion*

#### **1. Curriculum**

The CSFY continues to provide quality education to all students, from kindergarten at age 4 up to Grade 12. This education will enable francophone students to work wherever they choose after graduating from high school.

- The CSFY offers a comprehensive and linear curriculum from kindergarten at age 4 to Grade 12.
- Staff at all levels use a grammar reference to guarantee a clear continuum and excellence in learning.
- The language enrichment program (francization) continues to grow. The staff is taking training, and sessions are also offered to the school's parents. This service is offered to all students to foster inclusion.
- A new report card has been developed for the elementary levels. This report card meets the school's requirements and the needs of parents and students.

- The Boules de feu active living program for students in kindergarten to Grade 6 is ongoing; cross-country running and speed walking in the spring and fall and cross-country skiing in the winter. The program promotes a healthy and active lifestyle for everyone.
- The school strives to be a green school, and is carrying on with its recycling program, which is overseen by the Grade 4/5 class in the primary school and the Grade 11/12 class in the high school.
- All students have access to remedial and psycho-educational services. Evaluations, pedagogical diagnoses and follow-up plans are done with input from the school personnel and students' families. Furthermore, Department of Education specialists work with staff and students as needed in these evaluations. The CSFY uses the services of a French-speaking psychologist from British Columbia to conduct student assessments.
- Meetings for professional learning communities are held at the elementary and secondary levels. Staff meets monthly to develop a culture of cooperation within the team and to make sure we are meeting the overall needs of students. Emphasis is on student learning and their various needs. This initiative is very positive and helps staff to fine-tune the practices in place and create appropriate and relevant material.
- Students at all levels participate in sports tournaments with all Whitehorse schools.
- Whitehorse schools are regularly invited to participate in various cultural or sporting activities offered at the school.
- Académie Parhélie, which is starting its fourth year of operation, is an innovative high school that strives for excellence. The program, one-of-a-kind in Canada, is spread out over six years and incorporates the concepts of integrated subjects and experiential education. Based on specific themes, the curriculum is built around two guiding focus areas: fine arts

and sports/nature. Students are encouraged to be accountable for their own learning and environment. They are encouraged to get involved in their community and guide themselves according to their skills and interests.

- Laptops are made available to all secondary school students and teaching staff to facilitate access to information, and they are an important advantage during experiential excursions.
- Grade 7/8 students continue to run the student radio program during lunch hours. Last year, the class produced a film that won a national award.
- Academic trips for high school students were a success this year. Several community stakeholders have contributed directly or indirectly to the success of these trips.
- High school students do volunteer work in the Whitehorse community. Volunteer hours are recorded in the courses offered at the Academy.
- Exogamy coordinators run information evenings for anglophone parents. It is important that all parents feel comfortable at the school so that they can fully participate in their child's education. The service and activities are successful with students in the classroom and with parents in the community.
- A new position was created at the school board: Early Childhood and Exogamy Coordinator. A community census on early childhood services will take place; a study of early childhood and exogamy needs is being conducted; Yukon is represented at national tables on early childhood education. This is a crucial position for the entire francophone community in Yukon. Long-term planning is under way.

## **2. Communication**

- The website is an important communication tool for the CSFY, and is regularly updated. The site serves the CSFY, École Émilie-Tremblay, Académie Parhémie and Garderie du petit cheval blanc daycare centre.
- The CSFY holds regular public meetings. A forum tracks meetings to give parents a platform for discussion.
- The CSFY will mount a national advertising campaign to offer all francophone Canadians the opportunity to study at Académie Parhémie.

## **3. Community relations**

- The CSFY participates in meetings of the school's parent committee.
- The CSFY participates in community meetings.
- Community education partners (CEP) meet monthly to articulate and follow-up on all educational matters in the community.
- The school's cultural integration coordinator position is a key position in the development of community relations. The person in the position works closely with community partners and staff at the school to offer initiatives that meet the needs of students.
- The CSFY offers financial assistance to the cultural sector of the Association franco-yukonnaise (AFY) so that it may carry out its various activities.
- Students at the school continue to write articles that are printed in *Aurore boréale*.
- The CSFY continues to support the Garderie du petit cheval blanc daycare centre in its educational development. Workshops and/or training are offered as needed.
- The CSFY offers its premises and equipment to the community as needed.



- A new situation developed this year following Yukon Department of Education's program revisions to a French Enriched program in Dawson. The Enriched French position went from 0.50 to 0.286. The CSFY is closely monitoring the development of this situation. Parents have already told the CSFY that if services do not resume, they will ask the CSFY to offer first-language services. This situation will have major repercussions on our resource needs.

#### **4. Relations with the Department of Education**

The Department of Education offers students and staff at École Émilie-Tremblay a variety of services. Most of the services offered are in English, and do not reflect the reality of French-speaking Yukoners.

- Building maintenance and repairs
- School bus transportation
- Salary management and collective agreement
- IT support
- Territorial policies not included in the CSFY's policy document
- Services for students with difficulties
- Services of an educational counsellor (service offered in French)

Various meetings took place with the Department of Education regarding the new bilateral agreement for 2009–2013. The School Board and Department cannot agree on the contents of the agreement, the funds allocated or the management of the agreement.

The legal proceedings between the CSFY and Department of Education began in May. The proceedings lasted a month and dealt with school governance only. The CSFY requested an interlocutory injunction to recuperate lost positions. Justice Ouellette granted the CSFY an order and three positions were saved: early childhood/exogamy,

Grade 11/12 and kindergarten at age 4. The Department of Education is appealing the judge's decision and questions his impartiality.

The proceedings will continue in January to deal with infrastructure. The proceedings are being held this way because one of the government's witnesses was unavailable until January. Justice Ouellette will issue his final decision at the end of the trial.

The CSFY is experiencing an infrastructure crisis. École Émilie-Tremblay is too small for all the programs offered.

#### **5. Relations with the national network**

The CSFY participates in the meetings of four national and one regional organization: the Fédération nationale des conseils scolaires francophones (FNCSF); Association canadienne d'éducation de la langue française (ACELF); Regroupement national des directions générales en éducation (RNDGÉ); Association des directions d'éducation de l'Ouest et du Nord (ADÉON) and the Canadian Association of Communicators in Education (CACE).

- The FNCSF holds an annual meeting which is attended by the CSFY Executive Director, Chair and one commissioner. The FNCSF is the official representative of all French school boards outside Quebec. The organization is involved in all levels of education and presents education-related demands to the federal government.
- The ACELF also holds an annual meeting to which different stakeholders at the school are invited.
- The RNDGÉ and ADÉON hold a number of meetings throughout the year to give education branches an opportunity to create networks, share their experiences and set up shared programs.

This year, I did not participate in any national meetings so that I could focus on local needs.

Here are the projects that directly affect students at École Émilie-Tremblay:

- SOS Devoirs, a national (online) tutoring service available to our students for help with their homework.

- Management of francophone diagnostic assessments for students in a minority setting. This is a partnership with the Conseil scolaire francophone de la Colombie-Britannique.
- Regular meetings with the Conseil scolaire francophone de la Colombie-Britannique to articulate our resources and educational development sessions.
- The CSFY is a member of the CNPF (Commission nationale des parents francophones) on behalf of the CEP (Community Education Partnership).
- The arrival of two education interns (ACELF).
- Professional development internships for teaching staff in summer (ACELF).

## 6. General comments and conclusion

The School Board is a proponent of professional development. Staff members are invited to take part in professional development workshops that are in line with their professional development plan and the school's education plan.

Marc Champagne, who took over as principal of École Émilie-Tremblay, has done an outstanding job. It became evident very early on in the year that it was crucial that the school have two administrators; one for the elementary school and one for the high school. This initiative should continue in the future. The strategies put in place for sound and engaging school governance continue. The quality of education is key. The staff continues to work hard to develop strategies that meet the education needs of all students at the school.

The concept of lifelong learning continues to be a priority for the CSFY. It is important to fully invest in early childhood education to give our families the appropriate services. The CSFY hopes to work very closely with all community and national partners to truly develop this aspect of education.

The promotion and development of the high school curriculum continues to be a priority for the CSFY.

The school board recommends that the Académie Parhémie program continue with six classroom teachers, an English specialist, an industrial arts specialist and all specialized services already offered at the school: remedial education, orientation, computers, counsellor and educational counsellor.

Staff at CSFY and at the school developed the Académie Parhémie program in its first three years. Over the next two years, staff will evaluate these practices and will work on student recruitment and retention. Moreover, the sense of belonging to the francophone community and French education will be encouraged throughout the school.

In conclusion, on behalf of the School Board I would like to thank all staff at the school for their hard work and professionalism, the parents of our students who place their trust in the school, and the community stakeholders who regularly work with us to give our students high-quality education with a special Franco-Yukon flavour.

A special thanks to the CSFY administrative team that worked so independently this year. I would also like to highlight the work of our trustees over the last three years. It has been a pleasure to work by their side and I would like to thank them for all the volunteer hours they put in to provide better education in French to our children. Good luck to everyone during the elections. Thank you from the bottom of my heart!

*(Minor edits by the Department of Education)*

## Tutorial Support

The Department of Education has made funding available to support all students in all 14 rural communities as well as students in some Whitehorse schools through the First Nations and Gadzoosdaa Residence. The funds can be administered by First Nations, school councils or other community agencies. By leaving administration in the hands of the community, the programs can be designed to fit the needs of the community.

Tutoring is another intervention strategy and promotes reinforcement of the literacy and numeracy concepts that have already been introduced in the classroom. It allows students to practice at their own pace and in a setting conducive to their learning. In tutoring, the incentive for learning can be motivational and helps to build personal responsibility for success.

Tutoring has helped students improve their academic abilities, and parents from across Yukon have said that their children have benefited immensely from the program. When students feel prepared for school, they can feel confident about themselves and look forward to the many learning opportunities provided.

When students feel prepared for school, they can feel confident about themselves and look forward to the many learning opportunities provided.

## Curriculum

The Department of Education establishes the curriculum and general philosophy of education for all Yukon schools.

The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada.

The British Columbia program of studies forms the basis of Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions and opportunities. For example, Yukon is working hard to enhance its curriculum to reflect Yukon First Nations' cultural and linguistic diversity. In addition, the Public Schools Branch has a wide variety of programs to support the unique, contextual educational needs of Yukon students. Highlights of some of these programs are described in this report.

## Yukon's Partners in Education

To have a responsive education system that supports success for all Yukon learners, the Department is working to engage partners in education to guide and support our schools.

### **First Nations Programs and Partnership Unit**

Since August of 2006, the First Nations Programs and Partnerships Unit (FNPPU) has worked to build productive relationships with all stakeholders involved with First Nations' education, improve the results of First Nations students to work towards eliminating the gap and to integrate Yukon First Nation content, perspectives and practices, including appropriate protocol, throughout the education system.

Working collaboratively with Yukon First Nation Education Advisory Committee (which invites representation and participation from all Yukon First Nations), the FNPPU has developed several exciting First Nation curriculum materials and resources for Yukon classrooms. The FNPPU implements Yukon First Nation second language programs: the Yukon First Nation Language Teacher Trainee Program; the Elders in the School Program; the Community Orientation and a one-day New Teacher Orientation to Yukon First Nation cultures, histories and languages; and a Yukon First Nation Language Proficiency Program, which provides independent, motivated students with the opportunity to pursue structured study in developing language proficiency in their First Nation Language.

### **Yukon First Nations Education Advisory Committee (YFNEAC)**

Coordinated by the First Nations Programs and Partnerships Unit, the YFNEAC includes members from all Yukon First Nations, appointed by their First Nations. Its members are elders, teachers, education and human resource directors, Chief and Council members, land claims experts and other leaders directly involved in education in relation to First Nations people.

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch staff about Yukon First Nations education in the K–12 system. It aims to ensure that Yukon First Nations elders' perspectives and knowledge are incorporated into the work of the YFNEAC and school programming.



### **School Boards and Councils**

Education in Yukon is a partnership between governments, educators, school councils, boards, parents, students and community. Each partner has an important role to play. In November 2000, the Association of Yukon School Councils, Boards and Committees (AYSCBC) was established as a registered society to provide services and support to its member councils, boards and committees. AYSCBC assists with training, coordination, facilitating communication among groups and helping to access expert advice.

Each parent has a role to advocate on behalf of their child. A board or council supports the school in working in the best interest of all children in the school, as well as having a responsibility to contextualize their school's needs within the larger territorial perspective, considering the needs of all Yukon students. These groups provide a community point of view on decisions at both the school and department levels. In the 2009–10 school year, there has been parental representation on a number of department committees including the Department's School Growth Planning Committee, the Leadership Program Advisory Committee, the Special Programs Advisory Committee, the Secondary School Program Review Committee and the Staffing Allocation Advisory Committee.



## **Budgets**

For the fiscal year 2009–10, actual operations and maintenance (O&M) expenditures for the Public Schools Branch totaled \$86,274,193. These expenditures were broken down as follows:

- Administration (\$508,232 or 0.5% of the Public Schools Branch budget)
- Program Delivery (\$73,825,681 or 85.6% of the Public Schools Branch budget)
- Program Support (\$7,652,037 or 8.9% of the Public Schools Branch budget)
- Special Programs (\$2,048,421 or 2.4% of the Public Schools Branch budget)
- First Nations Programs and Partnerships (\$1,449,234, or 1.7% of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as Assistant Deputy Minister (ADM) of Public Schools' offices.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, directors of learning and native language instructors, all of whom provide direct services to the students in the classrooms. Professional development for teachers and school growth planning is part of program delivery expenditures.

Program Support expenditures are those that support school-based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources. Support for information technology falls under this category, as well.

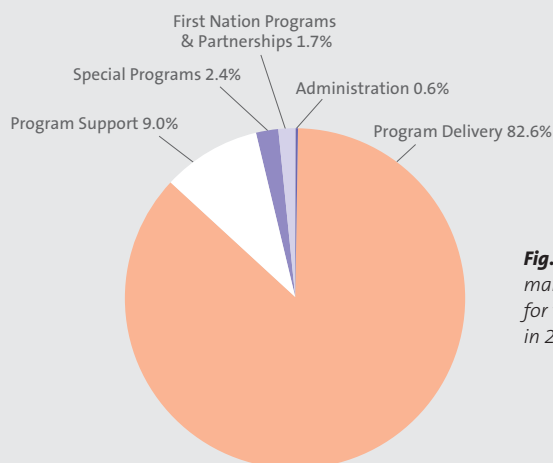
Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

First Nations Programs and Partnerships expenditures are those that support development and support for First Nations curriculum and resource development, cultural activities and First Nations languages.

For the fiscal year 2009–10, capital expenditures for the Public Schools Branch totaled \$4,870,854. These expenditures were broken down as follows:

- Facility construction and maintenance – \$2,802,985
- Instructional programs – \$2,067,869

### Public Schools Branch 2009–10 O&M Expenditures



**Fig. 8.** The operation and maintenance expenditures for the Public Schools Branch in 2009–10.

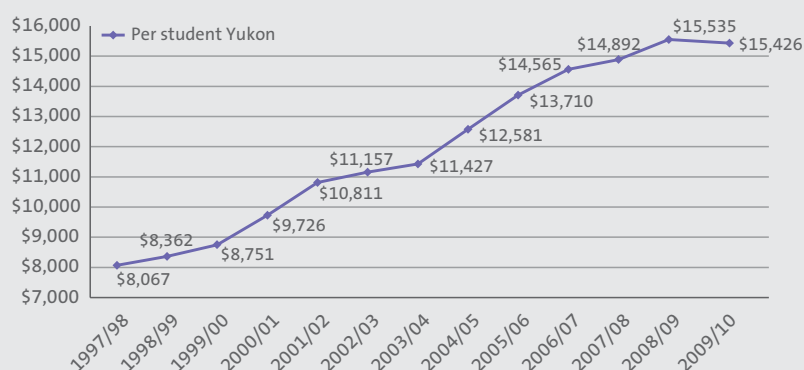
**Note:** All figures for the “Educational Partnership” and the “Budgets” sections are based on March 31, 2010 data and are subject to rounding.

### Expenditures Per Student

Expenditures per student decreased slightly in 2009–2010. This is due to a slight increase in the actual number of students. As well, the warmer than normal winter resulted in a decrease in utility costs of \$900,000. In addition, the department incurred an additional \$800,000 cost in salaries due to obligations in the Collective Agreement. An additional \$80,000 was also provided to schools for site based expenditures, and all of this resulted in a net decrease of approximately \$109 per student.

## O & M Expenditures per student as of October 31, 2009 (figures based on 2009-10 fiscal year)

**Fig. 9.** Expenditures per student are based on actual expenditures.



## Student Accommodation

Gadzoosdaa Student Residence is a 38-bed subsidized residence in Whitehorse for senior grade secondary school students from communities where there is no senior grade secondary school. These students attend either F.H. Collins Secondary School or Vanier Catholic Secondary School. Parents also have the choice of making private room and board arrangements for their children to attend secondary school in Whitehorse.

The goal of the Gadzoosdaa Student Residence is to enable each student to develop his or her full potential and to become a self-assured, self-motivated and responsible citizen, who possesses the intellectual, physical and social qualities needed to lead a fulfilling life. Many prominent northerners have stayed at this student residence while completing their high school education.

Supports and facilities at the Gadzoosdaa Student Residence include meal preparation, mandatory daily study periods, and access to computer resources, television lounges, laundry facilities, daily sport activities and field trips.

## Staffing at Public Schools

Over the 2009–10 school year, 75 new teachers were recruited to temporary and permanent positions. Of those, 31 were recruited from outside Yukon.

The Minister of Education, along with the Commission scolaire francophone du Yukon and Yukon's 27 school councils work in partnership with Department of Education and school staff to deliver K–12 public school education to students who attend 28 schools, as well as the Individual Learning Centre and the Wood Street Centre.

Staffing is often expressed in terms of FTEs, which refers to full-time equivalents. As of March 31, 2010, these employees were comprised of the following:

- 67 Public Schools Branch staff at the Department of Education (66.9 FTEs)
- 11 Gadzoosdaa Residence staff (10.8 FTEs)
- 10 French language monitors (10 FTEs)
- 43 school secretaries (38.87 FTEs)
- 44 school administrators (principals and vice-principals) and
- 535 teachers (total 477.2 FTEs)
- 28 remedial tutors (25.5 FTEs)
- 125 educational assistants (124.65 FTEs)
- 35 Aboriginal language teachers (32.89 FTEs), inclusive of trainees

In the 2009–10 school year, 42 of the teachers in Yukon schools were graduates of the Yukon Native Teacher Education Program (YNTEP). There were also 35 First Nation language teachers, 33 of whom taught in Yukon's public schools and two of whom taught in the Yukon Native Language Centre.

The majority (56%) of Yukon teachers had 10 or more years of teaching experience, while 22% of teachers had 5 – 10 years of experience and 22% had between 0 and 5 years of experience.

In addition, approximately 99% of Yukon teachers held at least a Bachelor of Education degree, and 16% of those held an additional master's degree or higher.

## Pupil-Teacher Ratio

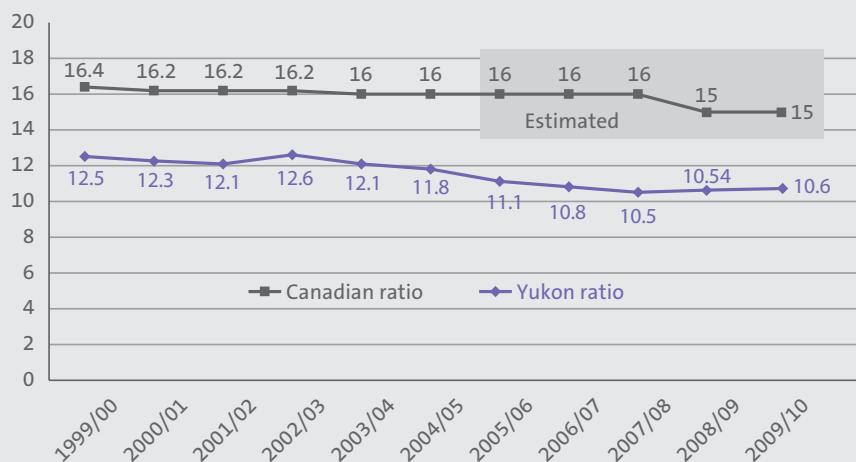
Yukon enjoys the lowest pupil-teacher ratio of any Canadian educational jurisdiction. On average, there is one teacher for approximately every 10.6 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 is largely related to declining enrolment.

### Pupil-Teacher Ratio as of March 31, 2008

**Fig. 10.** On average there is one teacher for approximately every 10.6 students. Pupil-Teacher Ratio for Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers. For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

Note: Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Source for Canadian Ratio: Centre for Education Statistics, Stats. Can.



## Professional Development for Teachers

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2009–10, the Department of Education contributed, through a framework outlined in the YTA collective agreement, a sum of \$362,000 to the YTA professional development fund, including the costs of a half-time professional development coordinator position for the YTA. An additional \$50,000 is provided for the Teacher Mentoring Fund.

In addition, Public Schools spent approximately \$140,000 in professional development for teachers through the delivery of in-services and workshops presented by Department of Education consultants.



## Environmental Stewardship

The Department of Education is committed to promoting environmental stewardship in the Department as well as in the schools as part of our commitment to Government of Yukon's Climate Change Action Plan. Great work has been completed on environmental stewardship initiatives in individual schools and classrooms for many years.

To reduce the ecological footprint of the Department of Education, the Department is engaging in an environmental stewardship initiative. This initiative involves a partnership between the departments of Environment; Energy, Mines and Resources; Highways and Public Works and Education to develop a system-wide framework that includes reducing energy costs and developing a stronger understanding of environmental literacy. By modelling good ecological citizenship, the Department hopes that environmental stewardship values will spread into homes and communities.



The Department of Education is enrolled in the Leadership in Energy and Environmental Design (LEED) program. LEED is a green building rating system developed by the U.S. Green Building Council. It provides standards for environmentally sustainable construction. LEED was created in 1998 to define “green building” by establishing a common standard of measurement by awarding points for meeting certain criteria. LEED promotes whole-building design practices and recognizes environmental leadership in the building industry.

Many individual schools have long operated composting programs and recycling programs. In 2008–09, the departments of Education and Environment announced a \$75,000 fund that will offer up to \$2,500 per school to support recycling education, recycling activities and related efforts.

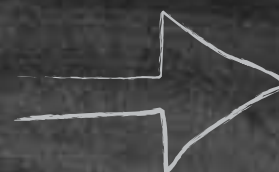
In addition, many schools participate in Raven Recycling’s Annual Garbage-Free Lunch Contest. This contest challenges students to see which classrooms and schools can generate the least garbage at lunchtime. The intent is to teach children and parents about the importance of reducing waste and recycling.

The Seeds Foundation operates a Green Schools Program, and over half of Yukon’s schools participate in this program. This program promotes values and skills associated with responsible eco-citizenship by inviting schools to do environmental projects. It encourages students to learn more about where energy comes from and helps them make environmentally responsible choices.





# Advanced Education



## Overview of the Advanced Education Branch

To advance the Department's goals, values and objectives, the Advanced Education Branch offers a variety of programs and services aimed at promoting and supporting adult training, post-secondary education and labour force development, including immigration. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two units: Labour Market Programs and Services, and Training Programs.

## Program Objectives

- To promote and support adult training, post-secondary education and labour force development.
- To facilitate public and private post-secondary education opportunities in Yukon.
- To develop labour force initiatives, including labour market research, planning and information.
- To promote apprenticeship, skills training and interprovincial trades standards.
- To work with our key partners and stakeholders to train local residents for community-based job opportunities.
- To ensure essential skills, including literacy, are treated as priorities for workplace success.
- To provide and administer student financial assistance and youth employment training opportunities for Yukon students.
- To work in collaboration with First Nations to increase opportunities for training, participation in the labour force and delivery of programs and services.

The Advanced Education Branch offers a variety of programs and services aimed at promoting and supporting adult training, post-secondary education and labour force development, including immigration.



THE DEPARTMENT OF EDUCATION WORKS IN MEANINGFUL PARTNERSHIPS TO PROMOTE AND SUPPORT POST-SECONDARY EDUCATION, LABOUR MARKET ACTIVITIES AND LIFELONG LEARNING.

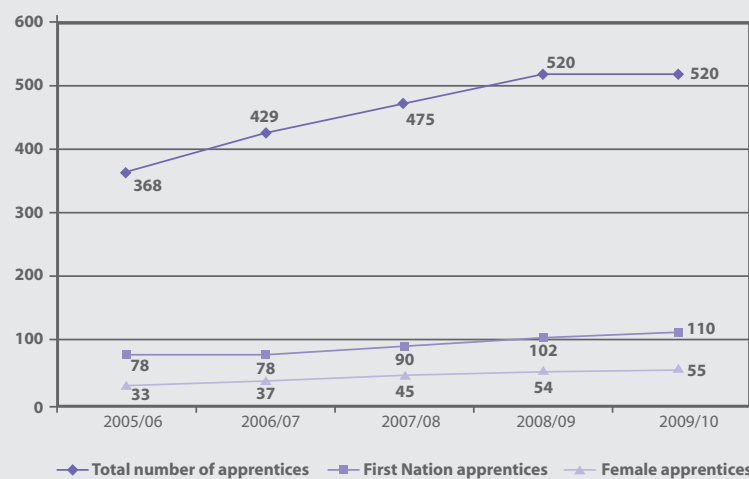
### Trades Related Training and Apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in Yukon, and by promoting the Interprovincial Standards Red Seal program. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and provide input on trades-related skills development and pedagogy.

Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands-on trade experience under the supervision of certified trades people. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training, and coordination of an individual's apprentice training in any of the apprenticeship occupations in Yukon.

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in Yukon, and by promoting the Interprovincial Standards Red Seal program.

### Number of Yukon Apprentices Registered in Each Year



**Fig. 2.** The number of apprentices is presented here for the academic year.



YWITT provides women with hands-on courses and workshops to explore trades and technology as a viable career option.

### **Yukon Tradesperson Qualification Program**

This program provides trades certification, and in most cases Interprovincial Standards recognition, for workers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides an opportunity to gain Yukon certification for people who hold trades certification from other jurisdictions.

### **Yukon Government Apprentice Program (YGAP)**

YGAP provides apprenticeship training opportunities for Yukoners within government. These positions are in Yukon government department workplaces throughout the territory. Positions in the program are advertised as they become available.

### **Women in Apprenticeship and Trades**

The Department of Education works actively to help encourage women to participate in apprenticeship and trades. The Department supports Yukon Women in Trades and Technology (YWITT). In the 2009–10 fiscal year, Advanced Education provided \$98,100 to YWITT. YWITT provides women with hands-on courses and workshops to explore trades and technology as a viable career option.

Some important events by YWITT include the 8th Annual Young Women Exploring Trades conference in November and Ms. Infinity, a one-day conference of six hands-on workshops for Grade 9 and 10 girls to explore the infinite possibilities of careers in mathematics and sciences. This year YWITT also teamed up with the Yukon Advisory Council on Women's Issues and presented the "Smart Cookies and their Dough" conference which focused on women's economic security. The conference presented the following workshops to Yukon women:

- **Financial Literacy**
- **Lifecycle Money Management**
- **Yukon Women in Business**
- **Career Growth and Development**

Workshop highlights for the 2009–2010 fiscal year included:

- **Greenhouse Building**
- **Shed Building**
- **Doors and Door Hardware – Habitat for Humanity Partnership**
- **Introduction to Woodworking**
- **Small Engine Seasonal Maintenance**
- **Introduction to Painting**
- **Introduction to Tiling**

Community visits for the 2009–10 highlights included:

- **Haines Junction – Introduction to Silversmithing**
- **Ross River – Home Renovation**

### **Skills Canada Yukon**

Since 1997, Skills Canada Yukon has provided Yukon youth with hands-on trade related workshops/skills clubs to explore trades and technology as a viable career option. The Advanced Education Branch provides annual funding and support to enable Skills Canada Yukon to deliver these trades and technology workshops.

Over the past four years Advanced Education has provided the following funding to Skills Canada Yukon:

- **2006–2007**     \$95,000
- **2007–2008**     \$74,910
- **2008–2009**     \$78,908
- **2009–2010**     \$79,431

Skills Canada Yukon holds annual skills competitions to prepare participants/apprentices to attend National and World Skills Competitions. Advanced Education provided funding for the Territorial Skills Competition of \$40,000 in 2007–2008 and \$39,839 in 2008–2009. Due to the demand of both financial and human resources required to have an annual territorial skills competition, it was agreed to hold this event every other year.

National and World Skills Competitions attended by Yukon have resulted in medals each year, including gold, by youth and young adults that participated in the Skills Canada Yukon skills clubs while attending public schools.

Skills Canada Yukon has demonstrated over the years the capacity of superior marketing and successful partnering with Advanced Education Branch, Service Canada, Yukon College and local businesses and organizations in providing the support required to make all their programs available to Yukon youth in Whitehorse and rural communities.

## Labour Market Initiatives

The Advanced Education Branch is responsible for developing labour force initiatives, including labour market research, planning and information. Highlights include the Labour Market Framework, the Targeted Initiative for Older Workers, and Yukon Nominee Program. The Student Training Programs and the Community Training Funds also have labour market development components.

### Labour Market Framework for Yukon

In October 2008, the Advanced Education Branch developed a Labour Market Framework for Yukon, a tool guiding the development of new labour market strategies for Yukon. Since January 2009, four working groups comprised of key labour markets have been working to develop the strategies and action plans that will be recommended to the Government of Yukon for implementation.

The strategies are:

- Comprehensive Skills and Trades Training Strategy – this strategy will be used to ensure training opportunities are available for Yukoners, including groups under-represented in the workforce, such as such as aboriginal people, persons with disabilities, older workers, youth, women in trades and social assistance recipients.
- Immigration Strategy – this strategy will support strategic planning and evaluation of immigration programs and services in order to maintain immigration's positive impact on employers' labour force needs.
- Recruitment and Retention Strategies – both strategies will focus on supporting responsive and sustainable recruitment and retention programs and services.
- Labour Market Information Strategy – this strategy plays an over-arching role by providing data supporting the implementation of all the other strategies. Relevant, quality and timely labour market information helps to match training, recruitment and other labour market efforts with worker and employer needs.

### Targeted Initiative for Older Workers (TIOW)

The TIOW is a labour force development project targeted at workers aged 55 – 65 that is jointly funded by Yukon and federal governments and delivered by Yukon College. By providing training and work placement

opportunities for older workers, Yukon government is working to develop further capacity in the local workforce. In Yukon, 22% of our population is aged 50 – 64, and persons who are underemployed in this demographic can be a great asset to the labour force.

The TIOW began in May 2007 and was anticipated to run for two years in Whitehorse. The program has been extended for three years and will be delivered by Yukon College in Whitehorse and community campuses. Since 2007, 115 participants have completed the programs, 72 from Whitehorse and 43 from communities. Of all the past participants, 87% gained employment or enrolled in additional training or college courses.

### **Yukon Nominee Program**

The Yukon Nominee Program is one tool that the Advanced Education Branch uses to help employers address their labour market needs. The program was developed to allow Yukon government to nominate potential immigrants based on industrial and economic priorities and labour market conditions. Under this program, based on Yukon's assessment, immigrants who have a job offer in Yukon and have strong likelihood of successfully establishing themselves in Yukon society are nominated.

There are three categories within the Yukon Nominee Program: the Skilled Worker category and the Critical Impact Worker category, which are administered by the Advanced Education Branch, and the Business category, which is administered by the Department of Economic Development. The Yukon Skilled Worker category is designed to attract qualified individuals who can help alleviate the shortage of skilled workers in territory. Skilled Workers are those who generally require some sort of certification, such as cooks, health professionals and tradespersons.

The Critical Impact Worker category provides Yukon employers with the means to fill semi-skilled and entry-level jobs that they cannot fill locally. The Critical Impact Worker category was initiated in November 2007. This category was developed due to the demand from employers for entry-level workers within the service and hospitality sector, given the shortage of workers available locally. Businesses at that time were facing a reduction in service or closing due to the unavailability of workers.

There continues to be demand for workers in this category, and during this reporting year, employers still reported having difficulties securing workers to fill vacancies for entry-level occupations in Yukon. For example, the 2009 Business Survey Report for Yukon states that of 429 businesses surveyed, 958 vacancies were reported, with over half of these in the Accommodations and Food Services industry and the Retail Trade sector. In March 2009, Cabinet approved the extension of the Critical Impact Worker Pilot Project for two more years, or until the completion of the Immigration Strategy, whichever comes first.

Every Yukon employer who applies for the Yukon Nominee Program is required to demonstrate that they have been unsuccessful in filling these vacancies with Canadian citizens. Through the hiring of two Labour Market Development Officers in February 2009, monitoring of program files and workplace visits take place to ensure program compliance.

Between August 1, 2009 and July 31, 2010, the Department of Education received 150 applications to the Critical Impact Worker category and 50 applications to the Skilled Worker category.

During that same time period, 48 Skilled Worker applications were approved, and 95 Critical Impact Worker applications were approved.

### Student Employment Programs

There are two student employment programs delivered by the Advanced Education Branch: 1) the Student Training and Employment Program and, 2) the Summer Career Placement Program.

#### *Student Training and Employment Program (STEP)*

STEP offers Yukon post-secondary students the opportunity to work in Yukon during the summer in their chosen field of study. Students gain insight about employment in that sector and employers gain valuable summer staff. Students receive at least 450 hours of hands-on training in career-related employment with private sector or government employers. STEP students are paid at least \$14.40/hour, subsidized by the Advanced Education Branch at \$7.20/hour towards the student wages. STEP began in 1978, offering 24 jobs. The STEP program is very successful in providing relevant experience to summer students. At the same time, STEP helps employers meet their summer staffing requirements with the added benefit of a subsidy.

#### Student Training and Employment Program (STEP)

| Year           | 2005/06   | 2006/07   | 2007/08   | 2008/09   | 2009/10   |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Budget         | \$368,000 | \$368,000 | \$368,000 | \$368,000 | \$368,000 |
| Number of Jobs | 131       | 138       | 134       | 113       | 111       |

Source: Yukon Department of Education

**Fig. 3.** Funding and number of jobs associated with the STEP program.

**Note:** based on fiscal year. The number of jobs reported after 2007–08 indicates the number of students who took jobs offered under the program. Previously, the number of jobs indicated the number of positions that were approved for funding, including positions that had gone unfilled.



### Summer Career Placement

Summer Career Placement provides assistance to employers to hire students or unemployed youth. The program focuses on providing career-related work experience or developmental learning for youth and students through summer or term employment. A wage subsidy is provided to employers. The number of jobs available each year within the program budget varies depending on the length of employment offered by the employers.

### Student Training and Employment Program (STEP)

| Year           | 2005/06   | 2006/07   | 2007/08   | 2008/09   | 2009/10   |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Budget         | \$114,500 | \$114,500 | \$114,500 | \$114,500 | \$114,500 |
| Number of Jobs | 53        | 69        | 54        | 39        | 42        |

Source: Yukon Department of Education

**Fig. 4.** Funding and number of jobs associated with the SCP program.

**Note:** based on fiscal year. The number of jobs reported after 2007–08 indicates the number of students who took jobs offered under the program. Previously, the number of jobs indicated the number of positions that were approved for funding, including positions that had gone unfilled.

### Community Training Funds

Community Training Funds are a key element of Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukoners need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to take advantage of local employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. The funds are designed to put decisions about training in the hands of those best equipped to understand those needs – the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Community Training Funds also represent a true commitment to partnership between Yukon government and the private sector. The funds can be industry or project specific, to help the private sector meet training needs where required to help support business interests and, as such, support Yukon economy.

Yukon government's financial support through these funds assisted a variety of Yukon organizations, and highlights appear in the table.

## Community Training Funds 2009–10

**Fig. 5.** Community Training Funds allocation.

| COMMUNITY FUNDS  |                    |
|--|--------------------|
| Klondike Region Training Fund                                    | \$75,000           |
| Campbell Region Training Fund                                    | \$75,000           |
| Total  | \$150,000          |
| SECTOR FUNDS   |                    |
| Cultural Industries (Music Yukon)                                | \$75,000           |
| Yukon Historical Museums Association (Heritage Fund)             | \$50,000           |
| Total  | \$125,000          |
| PROJECTS   |                    |
| Bringing Youth Toward Equality                                   | \$25,000           |
| Business Survey  | \$25,000           |
| Bottom Line Accounting – Financial Review CITF                   | \$27,000           |
| Canadian Association for Prior Learning Assessment (CAPLA)       | \$2,500            |
| Cultural Field Assistant Program – Vuntut Gwitchin FN            | \$20,794           |
| Enhanced Language Training – Immigration                         | \$26,190           |
| Essential Skills in Rural Yukon – Carcross                       | \$31,561           |
| Evaluating Yukon College Licensed Practical Nursing              | \$8,000            |
| Learning Disabilities Association of Yukon                       | \$80,238           |
| Older Worker Program with Canada (TIOW)                          | \$92,181           |
| Plumbing & Sheet Metal Pilot Program                             | \$100,000          |
| Professional Writing Enhancement for YG Employees                | \$28,000           |
| Shipyards Café Feasibility Assessment                            | \$15,000           |
| Skills Canada Yukon  | \$79,431           |
| Sundog Retreat   | \$75,000           |
| Survey Technician Program  | \$70,299           |
| Trades Exploration Preparation Program for Women                 | \$86,379           |
| Whitehorse Correctional Center – Welding & Safety Course         | \$2,260            |
| Work Place Language Training – Immigration                       | \$85,447           |
| Yukon Women in Trades and Technology                             | \$98,100           |
| Yukon Women in Trades and Technology Evaluation                  | \$18,500           |
| Yukon School of Visual Arts Marketing & Recruitment Plan         | \$30,000           |
| Yukon Learn Evaluation   | \$50,000           |
| Yukon Foundation – Alberta Centennial Scholarship                | \$5,500            |
| Yukon Literacy Coalition – Four Winds Evaluation                 | \$6,000            |
| Yukon Human Rights Commision                                     | \$3,000            |
| Yukon Child Care Association                                     | \$8,600            |
| Yukon Federation of Labour                                       | \$84,905           |
| Yukon Foundation (Alberta Centennial Scholarship Administration) | \$5,500            |
| Social Assistance Recipients Project                             | \$50,000           |
| <b>Total</b>   | <b>\$1,240,385</b> |
| <b>Overall total</b>   | <b>\$1,515,385</b> |

In July 2009, a program evaluation was completed for the Community Training Funds. The evaluation sought feedback from all stakeholders with the intention of identifying what was working, lessons learned and what could be improved. The evaluation produced nine recommendations, which are being reviewed by the Comprehensive Skills and Trades Training Strategy Working Group. This working group will develop its own recommendations, based on the results of the evaluation and on developing the Comprehensive Skills and Trades Training Strategy, which will be presented to the Government of Yukon for its consideration later this year.

## Student Financial Assistance

The Advanced Education Branch provides and administers student financial assistance for Yukon students through the Yukon Grant, the Student Training Allowance and Canada Student Loans.

### Number of Students Who Received Grants, Allowances and Loans

| Year                                  | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Number of Yukon Grants                | 782     | 733     | 728     | 743     | 780     |
| Number of Student Training Allowances | 219     | 220     | 169     | 135     | 171     |
| Number of Canada Student Loans        | 253     | 248     | 218     | 223     | 212     |

**Note:** data for 2007/08, 2008/09, and 2009/10 based on Program (Academic) Year; previous years based on Fiscal Year.

Source: Yukon Department of Education

**Fig. 6a.** The number of students who received grants, allowances and loans. For the 2007/08, 2008/09 and 2009/10 academic years (Aug. 1 to July 31), these numbers reflect only the uptake for students who actually used the funds. In the previous years, the number included those students who either withdrew from programs or ended early and funds were returned.

### Expenditures for Grants, Allowances and Loans

| Year                         | 2005/06     | 2006/07     | 2007/08     | 2008/09     | 2009/10     |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Yukon Grant                  | \$3,193,009 | \$3,309,807 | \$3,339,377 | \$3,461,876 | \$3,611,013 |
| Student Training Allowance   | \$522,322   | \$519,661   | \$428,540   | \$408,139   | \$470,250   |
| Canada Student Loan & Grants | \$1,214,121 | \$1,355,353 | \$1,312,018 | \$1,462,260 | \$1,541,494 |

**Note:** data for 2007/08, 2008/09 and 2009/10 based on Program (Academic) Year; previous years based on Fiscal Year.

Source: Yukon Department of Education

**Fig. 6b.** The expenditures for grants, allowances and loans.

In 2009–10, \$3,611,013 was provided to students for the Yukon Grant.

### **Yukon Grant**

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks. There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students:

- must complete two years of high school between the Grades of 8 and 12 in the Yukon public schools system,
- be attending full-time post-secondary studies at an approved institution, and
- must maintain Yukon residency.

Not all student history is the same. Therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for Yukon Grant when planning to attend post-secondary studies.

Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

In 2009–10, \$3,611,013 was provided to students for the Yukon Grant.

### **Student Training Allowance**

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks, and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet the Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending an institution in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance – not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count toward their five years of eligible funding through the Department of Education’s Student Financial Assistance office.

In 2009–10, \$470,250 was provided to students in training allowances.

### **Canada Student Loans**

The Government of Canada offers loans to full and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

The Advanced Education Branch administers the Canada Student Loan program on behalf of the Government of Canada. In 2009–10, \$1,541,494 was provided to students in loans and grants under this program.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships. More information about Canada Student Loans can be found at:

**[http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide\\_e.pdf](http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf)**

### **Scholarships and Other Options**

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the financial assistance programs offered by the Government of Yukon. These scholarships are provided by private donors. For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: **<http://www.education.gov.yk.ca>**.

In 2009–10, \$1,541,494 was provided to students in loans and grants under this program.



## Adult Literacy Initiatives

Improving adult literacy is an important priority for Advanced Education. In 2009–2010, the Department of Education provided funding for various literacy programs and organizations in Yukon. This amount does not include funding that is invested in literacy education at the public school level.

| Program                                    | Funding   |
|--|-----------|
| Yukon Learn                                | \$275,000 |
| Yukon College's Essential Skills Program   | \$136,520 |
| Kwanlin Dun House of Learning              | \$165,000 |
| Learning Disabilities Association of Yukon | \$80,238  |

**Fig. 7.** *Funding for Adult Literacy Initiatives.*

### Council of the Federation Literacy Award

The winner of the fifth annual Council of the Federation Literacy Award for Yukon is a Tlingit Elder, Emma Sam of Teslin. The award recognizes learners, educators, volunteers and community groups for outstanding achievement and excellence in literacy.

The Premier represents Yukon in the Council of the Federation, which comprises all 13 of Canada's premiers. The Council of the Federation was created in 2003 to help the provinces and territories play a leadership role in revitalizing the Canadian federation and to build a more constructive and co-operative federal system. Literacy is recognized as a vital component in those goals.

## Northern Strategy Trust Funding

In 2009–10, the Department of Education supported four multi-year Northern Strategy projects. The Northern Strategy Trust is implemented in collaboration with First Nations under the direction of the Yukon Forum.

### Revitalizing Culture through Story and Technology

In 2007–08, the Department of Education committed to supporting this three-year project, which has a total budget of \$415,000. Under the guidance of the Yukon First Nation Curriculum Working Group, which

represents the eight Yukon First Nation Language Groups, a DVD will be produced that will feature Yukon First Nations Language and Culture. In fiscal year 2009–10, the Department of Education contributed \$62,117 of Northern Strategy Funding to this project.

### **Training to Develop Municipal and First Nations Government Capacity**

The Association of Yukon Communities is managing this four-year project, with a contribution of \$280,000 in the 2009–10 fiscal year. The project focuses on three pillars: strengthening governance, partnerships and institutions; protecting the environment; and building healthy and safe communities. The project is expected to contribute to healthier, safer Yukon communities, built on increasing communities' capacity to develop as communities and by increasing their ability to maintain their existing and future infrastructure and governance structures. The total of Northern Strategy funding for this project is \$700,000.

### **Boards and Committees Leadership Training**

In March 2008, the Government of Yukon and Tr'ondëk Hwëch'in signed an agreement that commits \$405,000 in new funding to 2010 through the Government of Canada's Northern Strategy Trust Fund to Tr'ondëk Hwëch'in for provision of Board and Committee Leadership Training Services, with a contribution of \$103,189 in the 2009–10 fiscal year. The project supports and develops capacity for members of governments and community organizations. The Yukon Volunteer Bureau is contracted to develop and implement one-on-one mentoring, coaching, facilitation, training and educational workshops for between 30 and 50 First Nation, non-First Nation, organization and joint governance boards and committees, and school boards, councils and committees throughout the territory. Training opportunities address such areas as board development, capacity building, volunteer management and organizational management. This project flows from and builds upon the expertise and knowledge gained by the Volunteer Bureau in a pilot project entitled Volunteer and Organizational Leadership Training Service (VOLTS).

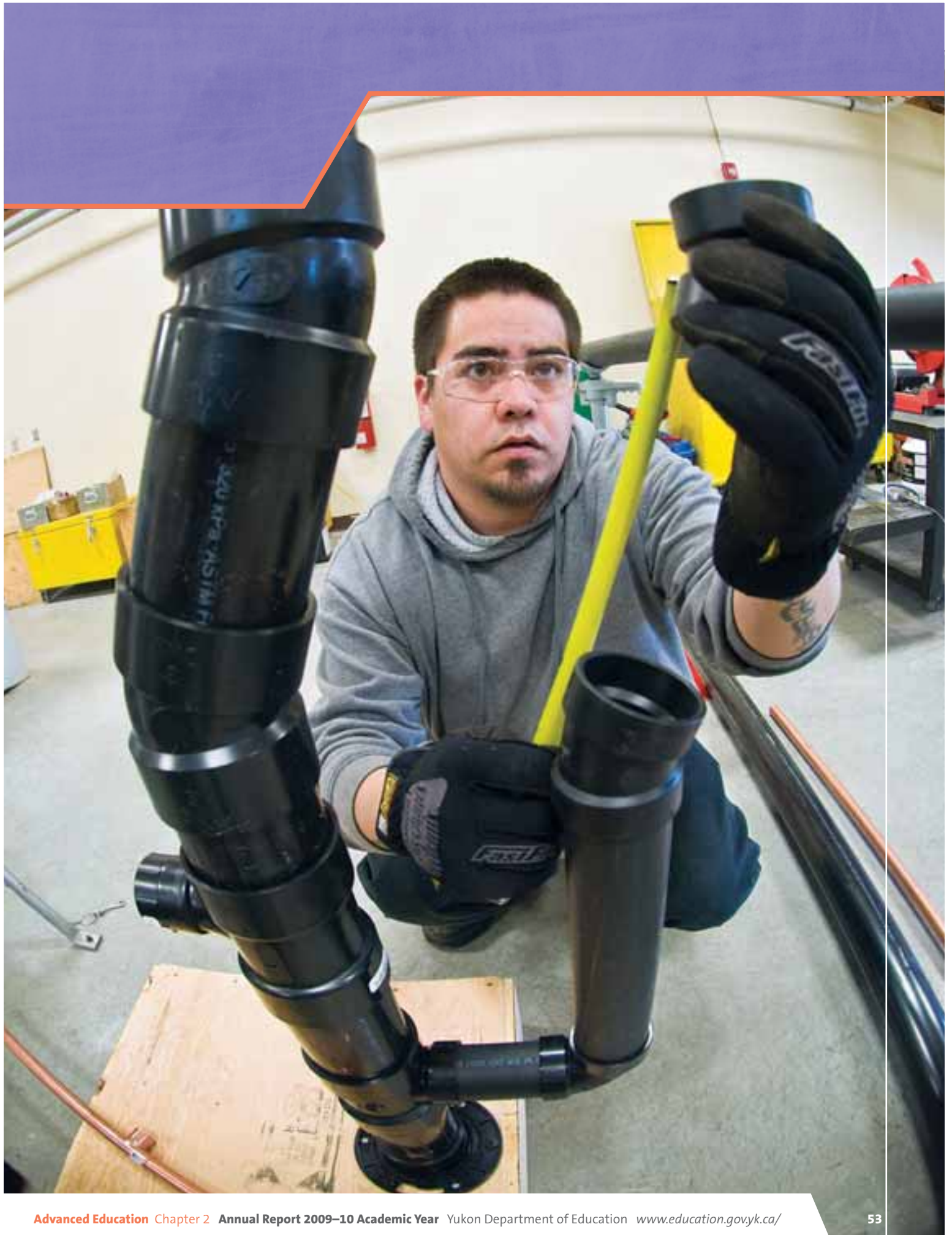
### **Four Winds Family and Community Literacy**

The project operates under the umbrella of the Yukon Literacy Coalition and is supported jointly by the Department of Education and the Teslin Tlingit Council. A total of \$264,463 is available for the project through the Department from October 2009 through October 2011. In the 2009–10 fiscal year, Department of Education contributed \$75,549. The Family

Literacy Centre at the Canada Games Centre provides parenting and pre-literacy skills training, houses the Dolly Parton Imagination Library, and holds workshops to support parents and children to develop early language skills. The program also offers a drop-in centre for reading and a showcase of resources on Aboriginal family literacy.

To support the Department of Education's vision, goals and objectives, the Department has a budget, policies, facilities and human resources.









# Student Achievement

## Data Collection

The Department of Education is continuing to focus on how we can broaden the scope of data we are collecting, how we are doing assessments, and how that information should be analyzed and interpreted. Authentic assessment helps us identify what programs and supports are needed to ensure student success. Improving our data collection will help us address prevention and intervention strategies and enable us to differentiate instruction to meet all students' needs.

Across the country, educators are learning new ways to deliver programs and new ways to do assessments. The Yukon Department of Education is undertaking an ongoing process to ensure the data will be more clearly connected to the student achievements and objectives and will be a more responsive tool in shaping our education system. While we strive to balance formative and summative assessment needs, our goal is to ensure that formative assessments guide instructional programming for all students.

### Yukon Student Information System (YSIS)

As reported last year, the Department of Education began implementation of its new student information system, YSIS, as part of its commitment to address recommendations in the Auditor General's report on education. YSIS will provide the department, administrators, counsellors and teachers the data needed to make informed decisions surrounding programming for students in Yukon schools.

During the 2009-10 school year, the first three phases of YSIS implementation included an extensive training plan for teachers, administrators, counsellors and school secretaries. A new registration form was developed, schools entered student demographic data, timetabled for the 2010-11 school year and thirteen schools began taking attendance on YSIS.

Beginning September 2010, K-12 and secondary schools were in-serviced on the attendance module and teachers will be in-serviced on the use of report cards. Additional functionality, including Individual Education Plans, will be introduced early in 2011.





YUKON DEPARTMENT OF EDUCATION IS UNDERTAKING AN ONGOING PROCESS TO ENSURE THE DATA WILL BE MORE CLEARLY CONNECTED TO THE STUDENT ACHIEVEMENTS AND OBJECTIVES AND WILL BE A MORE RESPONSIVE TOOL IN SHAPING OUR EDUCATION SYSTEM.

## Achievement Tests

This report provides information that relates to the assessments mandated by the Department of Education. Achievement tests provide a snapshot of how a student does on one particular day and should be considered in the context of other classroom assessments that are more reflective of the child's ongoing demonstration of learning.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. In addition, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research is always required to diagnose results and determine actions that lead to improved outcomes for learners.

During the 2009-10 school year, the Department of Education began to implement formative assessments in each school. In the coming school year, formative assessments will be completed at all schools in the fall and again in the spring. The formative assessments used by the Department are based on British Columbia Language Arts curricula in order to assess writing and reading skills. These formative assessments will provide information leading to action. Fall assessments are intended to guide classroom practice, school-based improvement strategies and department work with individual schools and their staffs. The spring assessments measure the gains made by students and guide strategies to be used the following year. Many schools are using the initial assessments from 2009-10 in their school growth plans. Data from formative assessments will be included in the 2010-11 annual report.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

## Assessment Program Administered for 2009–10

### Yukon Achievement Tests (YAT)

Mathematics and Language Arts

B.C. Provincial Exams (BCPEs)

### Grades Involved

Grades 3, 6 and 9

Grades 10, 11 and 12

At the time of printing, several data elements normally included in this report were unavailable. As a result, standards of achievement for YAT test results in Mathematics, results disaggregated by First Nations heritage and results based on cohort comparison were not presented in this report.

Additionally, at the time this report was printed, the British Columbia government had not released average scores for students in B.C. writing required secondary school exams. Average scores of Yukon students writing B.C. provincial exams have been included.

Lastly, attendance data is normally presented in this report as an indicator of educational success. Beginning in the 2009-10 school year, YSIS was phased in as a single, comprehensive system for accurately collecting student data, including attendance. At the time this report was printed, attendance data for the 2009-10 school year was not completely integrated into the YSIS system and was unavailable for comparison to previous years.

The Department of Education will make all YAT test results, attendance data and comparisons of B.C. exam averages with Yukon averages publicly available on our website as soon as the data is available:

[www.education.govyk.ca/](http://www.education.govyk.ca/)

## Yukon Achievement Standards

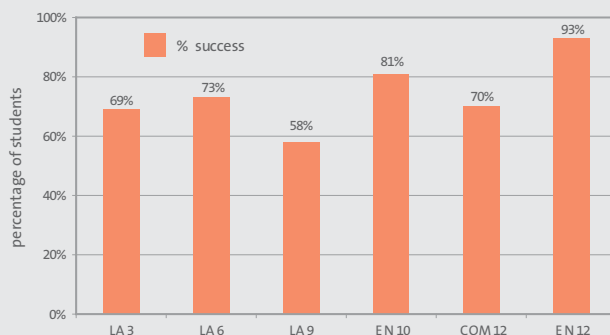
In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85% of students should demonstrate successful performance (i.e. achieving 50% or better) and 20% of students should demonstrate excellent performance (i.e. achieving 80% or better). Information in this section indicates how well students performed against the standard in the YATs and the BCPEs.

85% of students should demonstrate successful performance (i.e. achieving 50% or better) and 20% of students should demonstrate excellent performance (i.e. achieving 80% or better).

## Overview of Achievement in Language Arts

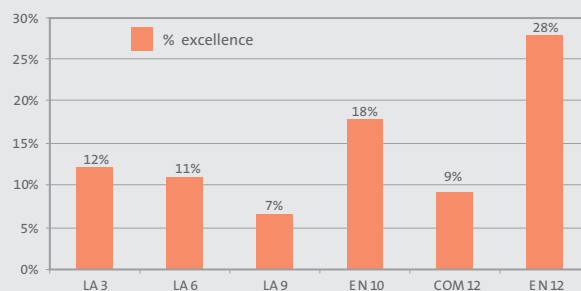
The Public Schools Branch is continuing to monitor systemic literacy indicators. The figures detail student performance in terms of Yukon Achievement Standards defining success and excellence.

### Excellence in Language Arts 2009-10 (Grades 3, 6, 9, 10 and 12)



**Fig. 11.** The percentage of students achieving scores of 50% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.

### Achievement in Language Arts 2009-10 (Grades 3, 6, 9, 10 and 12)



**Fig. 12.** The percentage of students achieving scores of 80% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.

## Yukon Achievement Tests (YAT)

Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Language Arts and Mathematics. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta-based tests, and to make comparisons to Alberta results. Yukon students are expected to write Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Mathematics 9 and Language Arts 9 tests are written at the end of the course (i.e. semester or year end) and count toward the student's final mark for the course.

The key purposes of the YAT assessment of student learning against curriculum-based standards are:

- to determine if students are learning what they are expected to learn,
- to report to Yukoners how well students have achieved territorial standards at given points in their schooling, and
- to assist schools and the Department of Education in monitoring and improving student learning.

## Yukon Achievement Test Reporting

Several levels of reports are provided to schools for Yukon Achievement Tests (YATs). The first report is a school-level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a school profile that lists all students' results in each particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record and is available for parents to review with the teacher. YAT reporting does not reflect the performance of all students in Grades 3, 6 and 9, only the students who participated in the testing. Students may be absent on the day of testing or may be exempted for a number of reasons.

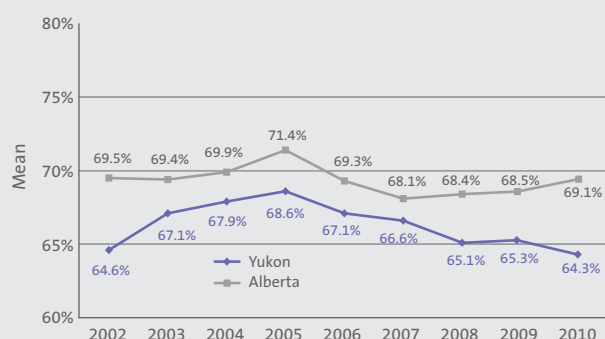
In October, curriculum and special programs consultants provide schools with test item analysis information. The data will then be compared in November to the fall formative assessments in reading and writing. Follow-up support to guide classroom practices and to develop purposeful strategies for improving individual and collective student learning and for professional in-servicing is then targeted to meet identified needs.

The Department is currently reviewing best practices and intervention strategies to enable the better differentiation of instruction. We also understand that success can be measured in different ways; for example, by making accommodations for cultural and traditional ways of knowing and representing knowledge. These tests are just one method of assessing student learning.

### Grade 3 Highlights

In Language Arts 3, scores dropped from last year, and Yukon students are below the performance of students in Alberta. This situation is being closely monitored by the Department of Education. Kindergarten to Grade 3 is considered a primary focus area as an increasing number of students with special learning needs enter the school system.

### English Language Arts 3 Average Scores



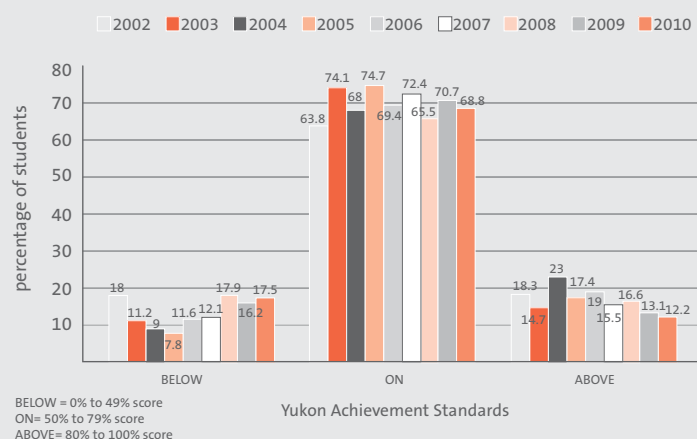
**Fig. 13.** A comparison of the average scores of Grade 3 students in Language Arts in 2010 for Yukon and Alberta.

### Distribution of Results

YAT results are also reported through the distribution of marks broken down by the achievement standards that were set by the Deputy Minister in 1994. The data indicates the percentage of students in Grade 3 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 100%) and excellence (80% to 100%).

In 2009-10, more students are below standard and fewer students are on and above standard in Language Arts.

### Language Arts 3 Yukon Distribution of Results



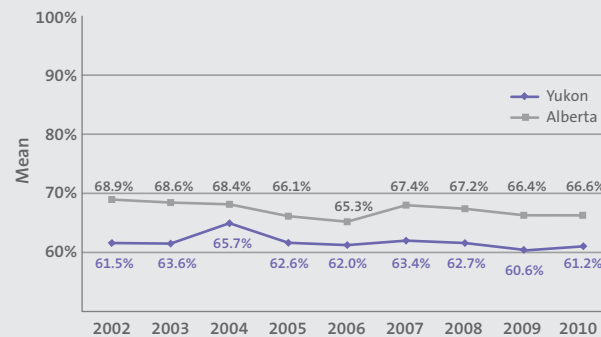
**Fig. 14.** The percentage of students' achievements at levels of below standard, success and excellence over time in Language Arts for Grade 3.



## Grade 6 Highlights

In Language Arts 6, average scores increased for Yukon students. Overall, Yukon performance levels have remained fairly constant in recent years and closely resemble student performance in Alberta.

### English Language Arts Average Scores

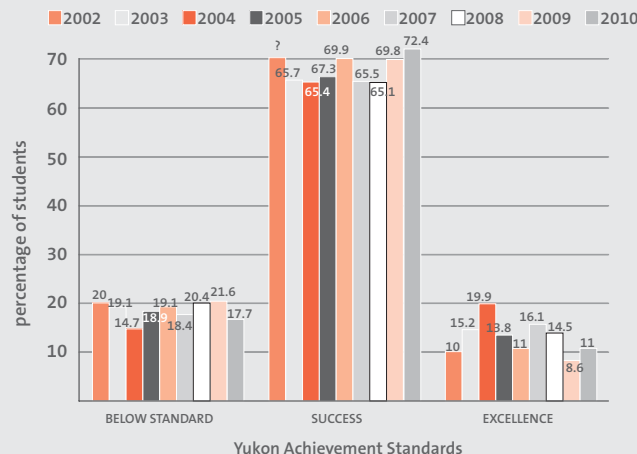


**Fig. 15.** A comparison of the average scores of Grade 6 students in Language Arts in 2010 for students in Yukon and Alberta.

### Distribution of Results

The distribution of results indicates the percentage of students in Grade 6 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 100%) and excellence (80% to 100%).

### Language Arts 6 Yukon Distribution of Results



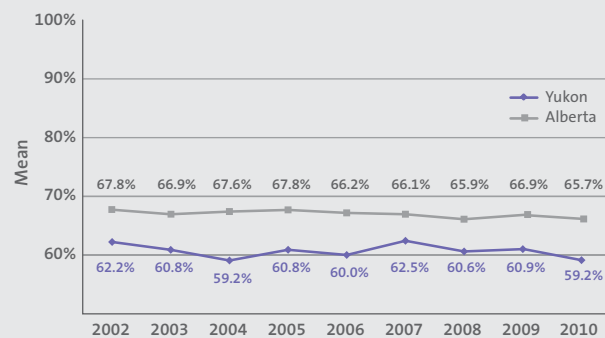
**Fig. 16.** The percentage of students' achievements at below standard, success or excellence over time in Language for Grade 6.

In Language Arts 6, data indicate that students are maintaining comparable levels of success and trends are very good. There has been a significant increase in students meeting the level of success and a significant decline in students performing below standard. This positive change may be due to the focused use of formative assessment in the classrooms.

## Grade 9 Highlights

This is the 11th year that Yukon students wrote the Language Arts YAT test. Grade 9 Language Arts average scores indicate similar performance trends as last year, with Yukon scores paralleling the trend in Alberta scores.

### English Language Arts 9 Average Scores

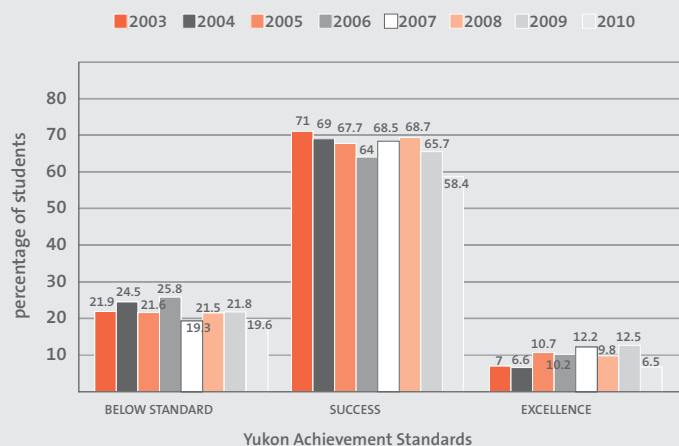


**Fig. 17.** A comparison of the average scores of Grade 9 students in Language Arts in 2010 in Yukon and Alberta.

### Distribution of results

The distribution of results indicates the percentage of students in Grade 9 who achieved at each of the specific levels of below standard (0% to 49%), success (50% to 100%) and excellence (80% to 100%).

### Language Arts 9 Yukon Distribution of Results



**Fig. 18.** The percentage of students' achievements at below standard, success or excellence over time in Language Arts for Grade 9.

In Grade 9 Language Arts, fewer students attained the levels of success and excellence. We are examining these results carefully and using formative assessment methods in the classroom to help increase the number of students attaining the level of success. A focus area for the Department is to support rural males and develop ways to support staff in using strategies that better engage our students in their own learning.

### British Columbia Provincial Exams (BCPEs)

As the B.C. curriculum supports Yukon program of studies, Yukon students enrolled in a number of specific Grade 10, 11 and 12 courses are expected to write the B.C. Provincial Exams for those courses. The B.C. Provincial Exam program:

- is a tool used to monitor whether Grade 10, 11 and 12 students meet consistent standards of achievement in academic subjects,
- enables equity for graduating students from all schools when applying for admission to post-secondary institutions, and
- facilitates dialogue around educational planning for secondary programs.

### Changes in Requirements to Write the BCPEs

In the 2008-09 school year, Education officials conducted a consultation to determine whether Yukon should follow the lead of British Columbia and make most BCPEs optional for Yukon students. Based on public feedback, the decision was made that it is in the best interest of Yukon students to have a choice in writing the optional B.C. exams. The exams that were optional BCPEs in British Columbia were made optional in Yukon retroactive to the beginning of the 2008-09 school year. Just as in B.C., five exams remain mandatory as a graduation requirement in Yukon. These are: Language Arts 12, Language Arts 10, Science 10, Mathematics 10 and Social Studies 11.

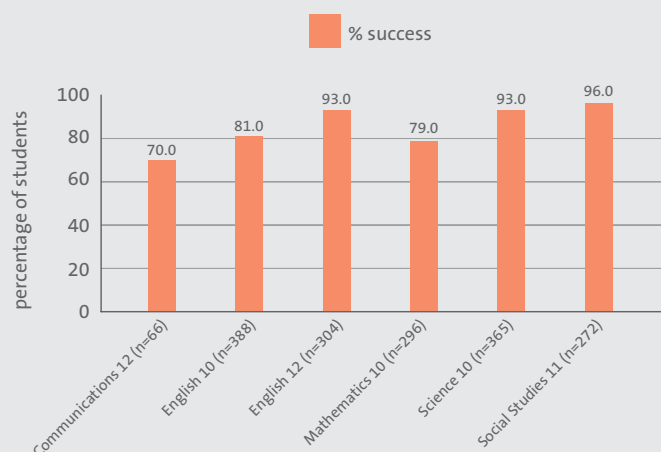
### Average Scores of Yukon Students on BCPE Mandatory Exams

Just as in B.C., five exams remain mandatory as a graduation requirement in Yukon. These are: Language Arts 12, Language Arts 10, Science 10, Mathematics 10 and Social Studies 11.

| 2009–10                   | Yukon |
|---------------------------|-------|
| Communications 12 (n=66)  | 57.5% |
| English 10 (n=388)        | 64.9% |
| English 12 (n=304)        | 71.1% |
| Mathematics 10 (n=296)    | 59.5% |
| Science 10 (n=365)        | 68.0% |
| Social Studies 11 (n=272) | 70.0% |

**Fig. 19.** Average scores for Yukon students. BC Comparative Scores are not available from B.C. at the time of printing. Check our website for updates!

### B.C. Provincial Exams—Achievement in Grade 10 and 12 (2009–10)



Figures 19 and 20 identify the percentage of students who are achieving successful and excellent performance.

**Fig. 20.** The number of Yukon students who achieved successful and excellent performance in each of the exams identified.

### B.C. Provincial Exams Achievement of Excellence in Grade 10 and 12 (2009–10)



**Fig. 21.** The percentage of Yukon students who achieved excellent performance in each of the exams identified. Excellence is defined as achieving a score of 80% and above. This is the percentage of students who sat the exam and achieved excellence. Yukon Achievement Standards indicate a target of 20% of students demonstrating excellent performance.

In addition to the five mandatory exams, many Yukon students wrote optional British Columbia Provincial Exams. For the 2009-10 school year, 148 Yukon students wrote a total of 215 optional BCPEs. Of the exams written, 30% were for marks of 80% or higher.

### **Yukon Excellence Awards**

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests and all Grades 10, 11 and 12 students who write B.C. Provincial Exams, are eligible for an award. To qualify for an award, students must achieve a test score of 80% or above. Students may use their awards toward the cost of tuition, compulsory fees, and/or books. At the time of printing of this report, data on Yukon Excellence Awards for Grade 9 students was unavailable. For the 2009-10 school year, 153 students in Grades 10, 11 and 12 earned 375 awards, totaling \$143,500.

### **Award Values**

Grade 9 Yukon Achievement Tests – \$200

*Mathematics and Language Arts*

Grade 10 B.C. Provincial Exams – \$300

*Mathematics, Science and Language Arts*

Grade 11 B.C. Provincial Exams – \$400

*Social Studies and Civics 11*

Grade 12 B.C. Provincial Exams – \$500

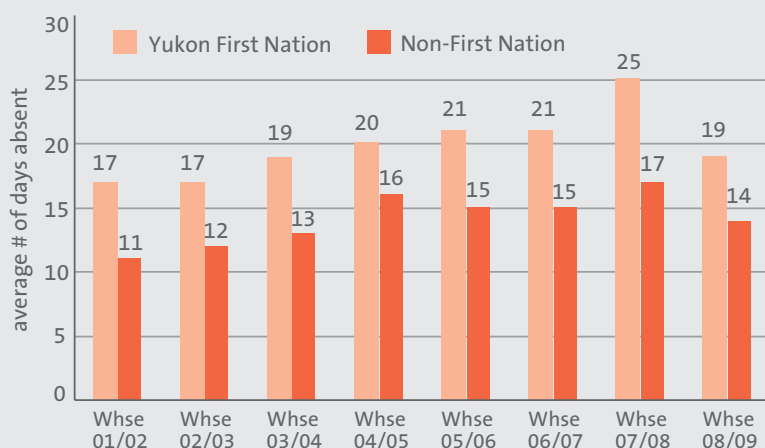
*Any Grade 12 Provincial Exam*



## Student Attendance

Attendance is another indicator of educational success. Attendance data has been estimated for April, May and June. Check our website for final updates.

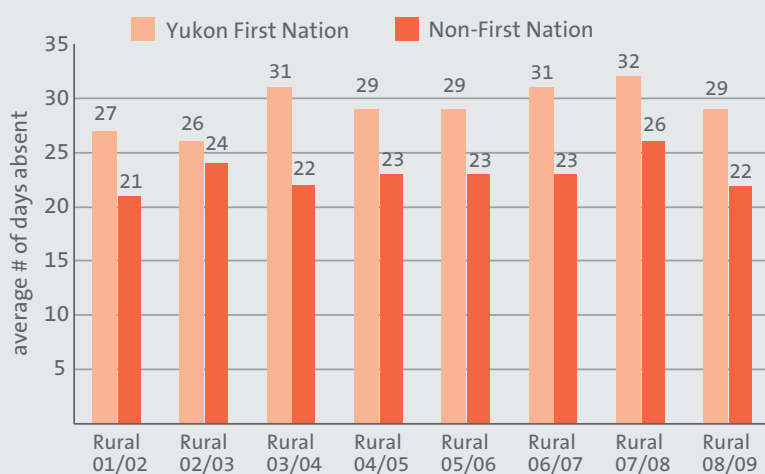
### Average Absences — Whitehorse Yukon Students



**Fig. 22 and 23.** Student Attendance data, shown in sub-groups including urban, rural, non-First Nation and self-declared First Nation students.

2009-2010 Attendance data is not available at the time of printing due to the change in 2010 from Winschool to YSIS. Check our website for updates. <http://www.education.govyk.ca/>

### Average Absences — Rural Yukon Students



There are 458 Yukoners of graduation age, compared to 317 who actually graduated, which provides for a graduation rate of 69.2%

- Graduation Rate: 69.2%
- Rural Graduation Rate: 48%
- Urban Graduation Rate: 65%
- Female students graduate at the rate of 62%
- Male students graduate at the rate of 61%
- 21% of all graduation students were First Nation, up from last year at 20% and 14% in 2007-2008
- Percentage of Yukoners under 19 still in school: 87%
- Absenteeism and attendance rates are improving



## Graduation Rates

Graduation rates are one of many indicators of student success the Department has used over the past several years. There is no consistent method used within Canada among provinces and the three territories to measure graduation rates, and this has made it difficult to compare rates among jurisdictions.

Increasingly more and more jurisdictions are moving towards using the Six-Year Cohort method, and the Yukon Department of Education is among those moving to that method. As has been reported in the past two Annual Reports, the Department anticipates being able to fully report on the Six-Year Cohort method by 2011 when the Yukon Student Information System is fully implemented.

This year, as was the case last year, we are finalizing the full implementation of the Yukon Student Information System and as a result are able to track students using this method manually. Starting next year we will be able to track all students as they make their way through the public school system, monitoring all of their transitions between grades.

As we move towards the Six-Year Cohort method we are using a version of the method to calculate graduation rates used by Statistics Canada. This involves counting the number of persons, who have graduated in the last school year, (2009-10) as a percentage of students resident in Yukon who were born in 1992.

The Yukon Bureau of Statistics has confirmed that as of June 2010, there were 458 Yukoners born between January 2, 1992 and January 1, 1993 who were actively registered with the Yukon Health Care system. Using this figure, there are 458 Yukoners of graduation age, compared to 317 who actually graduated, and that provides for a graduation rate of 69.2%. It needs to be stated that due to the small population, fluctuations in the population of students and the graduation rate will occur from year to year. With such small numbers of students, it is normal to see a larger variance in graduation rates year to year compared to other jurisdictions. With our current number of graduates, a difference of just 3 students would affect the graduation rate by 1%.



### ***What is the Six-Year Cohort?***

The Six-Year Cohort method includes tracking a group of students as they move through their high school years from Grade 8 to Grade 12, including one additional year. This is the most effective method as it allows those educators who are involved in the student's life to track the students and their transitions at each step of the way. We are able to identify when students face barriers in moving forward and provides for an ability to respond quickly and early to assist students in maintaining their path of learning and achievement.

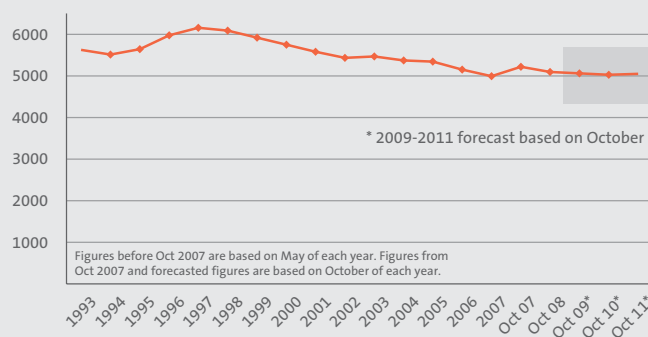
That means that this year we will be starting to track all of those students who were born between 1997 and 1998 and are starting Grade 8 in 2010-11. We will track this cohort each year now until 2015-16 when they are in Grade 12.

# Appendices

## Appendix 1: Student Enrolment

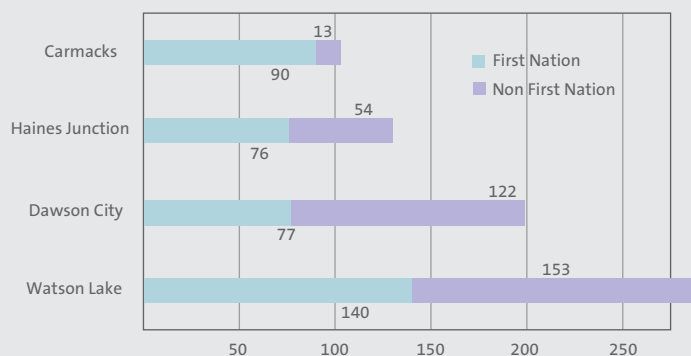
**Fig. 24.** The number of students enrolled in Yukon schools since 1993.

**Yukon Public School Enrolment 1993 to 2012\***



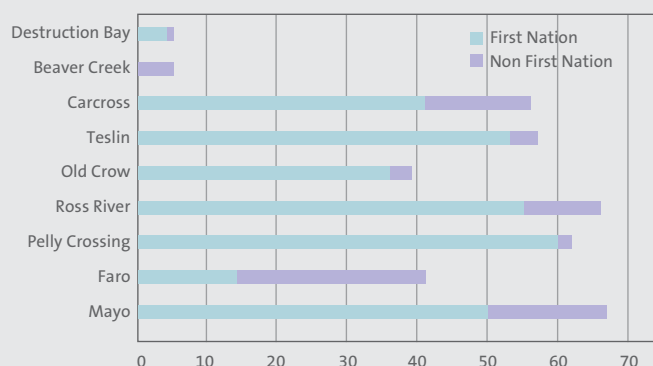
**Fig. 25a.** The number of First Nation and Non-First Nation students in community schools. First Nation ancestry is based on self-identification.

**Community Student Enrolment as of June 2009 (where > 75 students)**

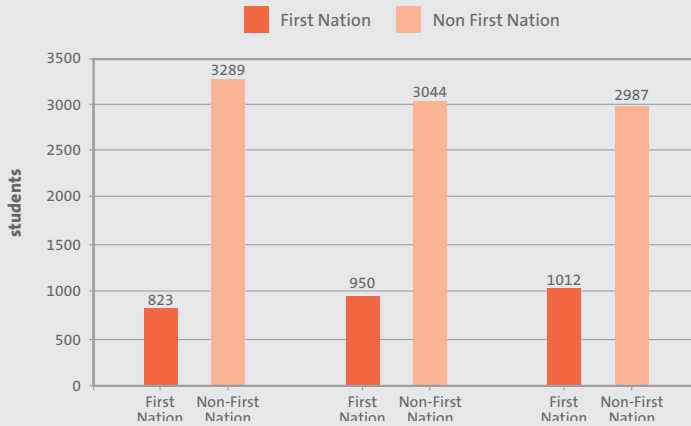


**Fig. 25b.** The number of First Nation and Non-First Nation students in community schools. First Nation ancestry is based on self-identification.

**Community Student Enrolment as of June 2009 (where < 75 students)**

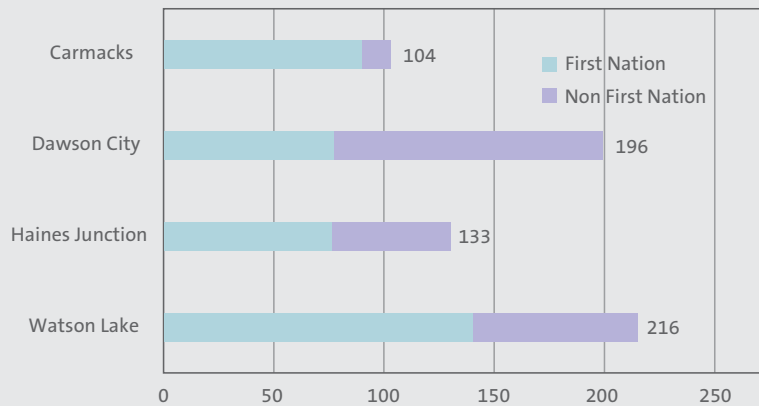


### Yukon Public School Enrolment 1993 to 2012\*



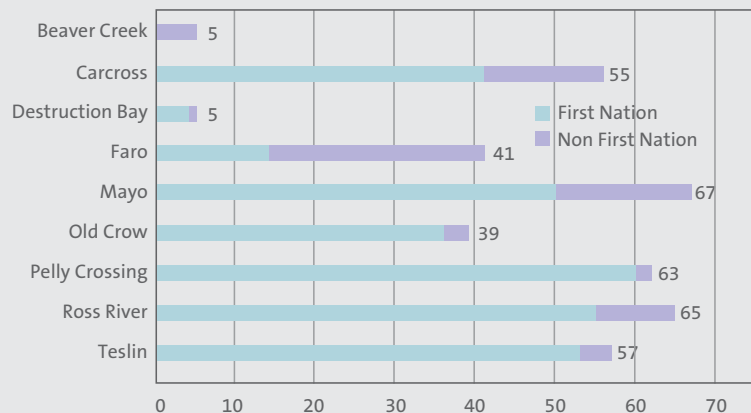
**Fig. 26.** The number of students enrolled in Yukon schools since 1993. A snapshot taken to reflect demographics in Whitehorse schools in the month of October shows the number of First Nation students is increasing compared to non-First Nation students over the past three years.

### Community Student Enrolment as of June 2009 (where more than 75 students)



**Fig. 27b.** The number of First Nation and Non-First Nation students in community schools. First Nation ancestry is based on self-identification.

### Community Student Enrolment as of June 2009 (where less than 75 students)



**Fig. 27a.** The number of First Nation and Non-First Nation students in community schools. First Nation ancestry is based on self-identification.



## Enrolment by School and Grade – All Yukon Schools – Oct 30, 2009

| AREA               | PROGRAM                           | GRADE    |           |            |            |            |            |            |            |            |            | Elem.       |
|--------------------|-----------------------------------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
|                    |                                   | K-4      | K         | 1          | 2          | 3          | 4          | 5          | 6          | 7          | Total      |             |
| Urban              | Christ the King Elementary School | English  |           | 42         | 28         | 43         | 31         | 42         | 37         | 46         | 48         | 317         |
|                    | Elijah Smith Elementary School    | English  |           | 44         | 41         | 45         | 34         | 42         | 47         | 40         | 47         | 340         |
|                    | F.H. Collins Secondary School     | English  |           |            |            |            |            |            |            |            |            |             |
|                    |                                   | French   |           |            |            |            |            |            |            |            |            |             |
|                    | Golden Horn Elementary School     | English  |           | 18         | 22         | 10         | 18         | 16         | 28         | 13         | 17         | 142         |
|                    | Grey Mountain Primary School      | English  |           | 20         | 12         | 9          | 12         |            |            |            |            | 53          |
|                    | Hidden Valley School              | English  |           | 11         | 8          | 3          | 13         | 10         | 11         | 5          | 11         | 72          |
|                    | Holy Family Elementary School     | English  |           | 19         | 20         | 21         | 23         | 21         | 22         | 19         | 17         | 162         |
|                    | Jack Hulland Elementary School    | English  |           | 28         | 34         | 30         | 25         | 44         | 43         | 36         | 39         | 279         |
|                    | Porter Creek Secondary School     | English  |           |            |            |            |            |            |            |            |            |             |
|                    | Selkirk Elementary School         | English  |           | 15         | 18         | 21         | 22         | 30         | 19         | 28         | 26         | 179         |
|                    | Takhini Elementary School         | English  |           | 13         | 9          | 15         | 15         | 24         | 12         | 21         | 26         | 135         |
|                    | Vanier Catholic Secondary School  | English  |           |            |            |            |            |            |            |            |            |             |
|                    | Whitehorse Elementary School      | French   |           | 54         | 56         | 59         | 46         | 41         | 41         | 66         | 53         | 416         |
| <b>Urban Total</b> |                                   |          |           | <b>264</b> | <b>248</b> | <b>256</b> | <b>239</b> | <b>270</b> | <b>260</b> | <b>274</b> | <b>284</b> | <b>2095</b> |
| Rural              | Chief Zzeh Gittlit School         | English  | 6         | 3          | 4          | 3          | 1          | 3          | 6          | 4          | 2          | 26          |
|                    | Del Van Gorder School             | English  |           | 2          | 2          | 4          | 2          | 3          | 1          | 4          | 4          | 22          |
|                    | Eliza Van Bibber School           | English  | 6         | 4          | 4          | 4          | 5          | 3          | 7          | 2          | 6          | 35          |
|                    | Ghùch Tlà Community School        | English  | 4         | 8          | 6          | 4          | 1          | 9          | 5          | 4          | 5          | 42          |
|                    | J.V. Clark School                 | English  | 1         | 2          | 6          | 7          | 3          | 3          | 4          | 6          | 6          | 37          |
|                    | Johnson Elementary School         | English  |           | 18         | 13         | 10         | 27         | 12         | 12         | 15         | 12         | 119         |
|                    | Kluane Lake School                | English  |           | 1          | 3          |            |            |            | 1          |            |            | 5           |
|                    | Nelna Bessie John School          | English  |           |            | 1          |            |            | 1          |            | 1          |            | 3           |
|                    | Robert Service School             | English  |           | 13         | 17         | 15         | 19         | 21         | 19         | 8          | 20         | 132         |
|                    | Ross River School                 | English  | 3         | 4          | 6          | 4          | 6          | 5          | 11         | 3          | 9          | 48          |
|                    | St. Elias Community School        | English  | 9         | 11         | 11         | 9          | 7          | 8          | 8          | 13         | 9          | 76          |
|                    | Tantalus School                   | English  | 9         | 7          | 5          | 13         | 6          | 7          | 5          | 5          | 5          | 53          |
|                    | Teslin School                     | English  | 4         | 2          | 5          | 4          | 4          | 7          | 7          | 6          | 8          | 43          |
|                    | Watson Lake Secondary School      | English  |           |            |            |            |            |            |            |            |            |             |
| <b>Rural Total</b> |                                   |          | <b>42</b> | <b>75</b>  | <b>83</b>  | <b>77</b>  | <b>81</b>  | <b>82</b>  | <b>86</b>  | <b>71</b>  | <b>86</b>  | <b>641</b>  |
|                    | École Emilie-Tremblay             | Français | 17        | 27         | 15         | 21         | 11         | 15         | 12         | 12         | 11         | 124         |
|                    | Individual Learning Centre        | English  |           |            |            |            |            |            |            |            |            |             |
| <b>Total</b>       |                                   |          | <b>59</b> | <b>366</b> | <b>346</b> | <b>354</b> | <b>331</b> | <b>367</b> | <b>358</b> | <b>357</b> | <b>381</b> | <b>2860</b> |

| GRADE |     |     |     |     |    | Sec.  | Sept.2009 | Sept.2008 |       |
|-------|-----|-----|-----|-----|----|-------|-----------|-----------|-------|
| 8     | 9   | 10  | 11  | 12  | 13 | Total | Total     | Total     | Diff. |
|       |     |     |     |     |    |       | 317       | 303       | 14    |
|       |     |     |     |     |    |       | 340       | 341       | -1    |
| 45    | 63  | 81  | 110 | 111 | 24 | 434   | 434       | 454       | -20   |
| 48    | 38  | 43  | 27  | 30  |    | 186   | 186       | 167       | 19    |
|       |     |     |     |     |    |       | 142       | 143       | -1    |
|       |     |     |     |     |    |       | 53        | 59        | -6    |
|       |     |     |     |     |    |       | 72        | 85        | -13   |
|       |     |     |     |     |    |       | 162       | 157       | 5     |
|       |     |     |     |     |    |       | 279       | 278       | 1     |
| 121   | 108 | 121 | 97  | 124 |    | 571   | 571       | 597       | -26   |
|       |     |     |     |     |    |       | 179       | 176       | 3     |
|       |     |     |     |     |    |       | 135       | 150       | -15   |
| 82    | 79  | 100 | 79  | 89  | 2  | 431   | 431       | 442       | -11   |
|       |     |     |     |     |    |       | 416       | 408       | 8     |
| 296   | 288 | 345 | 313 | 354 | 26 | 1622  | 3717      | 3760      | -43   |
| 2     | 5   |     |     |     |    | 7     | 39        | 30        | 9     |
| 3     | 3   | 8   | 3   | 3   |    | 20    | 42        | 40        | 2     |
| 4     | 4   | 6   | 7   | 4   |    | 25    | 66        | 59        | 7     |
| 7     | 2   |     |     |     |    | 9     | 55        | 59        | -4    |
| 9     |     | 11  | 2   | 4   |    | 26    | 64        | 69        | -5    |
|       |     |     |     |     |    |       | 119       | 122       | -3    |
|       |     |     |     |     |    |       | 5         | 7         | -2    |
| 1     |     |     | 1   |     |    | 2     | 5         | 7         | -2    |
| 11    | 14  | 13  | 21  | 13  |    | 72    | 204       | 221       | -17   |
| 6     | 6   | 2   |     |     |    | 14    | 65        | 68        | -3    |
| 9     | 14  | 8   | 8   | 11  | 9  | 59    | 144       | 125       | 19    |
| 12    | 7   | 9   | 7   | 7   |    | 42    | 104       | 107       | -3    |
| 4     | 7   |     |     |     |    | 11    | 58        | 65        | -7    |
| 28    | 19  | 29  | 7   | 16  |    | 99    | 99        | 114       | -15   |
| 96    | 81  | 86  | 56  | 58  | 9  | 386   | 1069      | 1093      | -24   |
| 9     | 7   | 7   | 4   | 2   |    | 29    | 170       | 158       | 12    |
|       | 6   | 12  | 35  | 41  | 50 | 144   | 144       | 126       | 18    |
| 401   | 382 | 450 | 408 | 455 | 85 | 2181  | 5100      | 5137      | -37   |

## Historical Enrolment

| SCHOOL                           | 1997         | 1998         | 1999         | 2000         | 2001         | 2002         | 2003         | 2004         | 2005         | 2006         | 2007         | 2008         |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Chief Zzeh Gittlit               | 66           | 55           | 67           | 64           | 46           | 50           | 39           | 44           | 49           | 32           | 30           | 32           |
| Christ the King Elementary       | 253          | 307          | 323          | 297          | 287          | 343          | 337          | 314          | 301          | 292          | 293          | 302          |
| Del Van Gorder                   | 216          | 124          | 76           | 71           | 76           | 58           | 53           | 54           | 60           | 52           | 53           | 41           |
| École Émilie-Tremblay            | 110          | 107          | 110          | 113          | 132          | 116          | 120          | 121          | 108          | 145          | 140          | 158          |
| Elijah Smith Elementary          | 256          | 237          | 228          | 219          | 215          | 232          | 244          | 276          | 300          | 294          | 317          | 341          |
| Eliza Van Bibber                 | 74           | 76           | 83           | 66           | 67           | 73           | 70           | 68           | 62           | 56           | 56           | 61           |
| F.H. Collins Secondary           | 867          | 778          | 727          | 658          | 611          | 572          | 547          | 541          | 470          | 471          | 473          | 431          |
| F.H. Collins Secondary Immersion | 135          | 122          | 119          | 115          | 98           | 106          | 109          | 107          | 115          | 110          | 154          | 163          |
| Ghùch Tlà Community School       | 45           | 63           | 48           | 52           | 52           | 55           | 55           | 62           | 54           | 55           | 45           | 59           |
| Golden Horn Elementary           | 296          | 287          | 294          | 284          | 257          | 244          | 234          | 207          | 184          | 170          | 151          | 146          |
| Grey Mountain Primary            | 108          | 88           | 97           | 82           | 83           | 79           | 68           | 68           | 61           | 54           | 57           | 61           |
| Hidden Valley Elementary         | 172          | 159          | 148          | 143          | 142          | 133          | 126          | 104          | 90           | 98           | 89           | 87           |
| Holy Family Elementary           | 191          | 184          | 178          | 174          | 167          | 189          | 166          | 163          | 154          | 154          | 153          | 157          |
| Individual Learning Centre       |              |              |              |              |              |              |              |              | 85           | 86           | 149          | 115          |
| J.V. Clark                       | 103          | 106          | 103          | 98           | 97           | 100          | 90           | 83           | 77           | 83           | 75           | 69           |
| Jack Hulland Elementary          | 497          | 492          | 465          | 427          | 386          | 391          | 375          | 336          | 330          | 307          | 272          | 273          |
| Johnson Elementary               | 172          | 173          | 174          | 175          | 170          | 170          | 169          | 155          | 133          | 144          | 134          | 116          |
| Kluane Lake                      | 6            | 8            | 6            | 5            | 7            | 4            | 5            | 7            | 7            | 9            | 10           | 7            |
| Nelna Bessie John                | 21           | 20           | 17           | 21           | 16           | 23           | 13           | 12           | 10           | 6            | 7            | 8            |
| Porter Creek Secondary           | 509          | 637          | 685          | 690          | 729          | 737          | 788          | 802          | 737          | 689          | 669          | 592          |
| Robert Service                   | 289          | 271          | 257          | 230          | 238          | 214          | 233          | 239          | 242          | 214          | 224          | 214          |
| Ross River                       | 77           | 75           | 74           | 71           | 68           | 55           | 79           | 64           | 69           | 66           | 71           | 66           |
| Selkirk Elementary               | 306          | 274          | 255          | 230          | 241          | 231          | 237          | 225          | 250          | 227          | 199          | 168          |
| St. Elias Community              | 169          | 155          | 148          | 151          | 144          | 154          | 141          | 129          | 122          | 120          | 132          | 128          |
| Takhini Elementary               | 231          | 227          | 221          | 226          | 216          | 217          | 192          | 171          | 157          | 178          | 170          | 147          |
| Tantalus                         | 92           | 103          | 91           | 98           | 92           | 99           | 92           | 100          | 93           | 97           | 96           | 104          |
| Teslin                           | 52           | 55           | 54           | 57           | 56           | 63           | 63           | 68           | 58           | 57           | 65           | 65           |
| Vanier Catholic SS               | 394          | 429          | 444          | 472          | 470          | 408          | 394          | 418          | 425          | 425          | 445          | 438          |
| Watson Lake Secondary            | 107          | 107          | 103          | 108          | 105          | 124          | 113          | 121          | 121          | 115          | 108          | 106          |
| Whitehorse Elementary Immersion  | 306          | 275          | 250          | 248          | 240          | 263          | 275          | 304          | 329          | 354          | 382          | 410          |
| <b>Total Enrolment</b>           | <b>6,120</b> | <b>5,994</b> | <b>5,845</b> | <b>5,645</b> | <b>5,508</b> | <b>5,503</b> | <b>5,427</b> | <b>5,363</b> | <b>5,253</b> | <b>5,160</b> | <b>5,219</b> | <b>5,065</b> |

## Total Enrolment by School

| <b>Rural</b>                                   |     |
|--|-----|
| Robert Service School, K–12 (Dawson City)      | 204 |
| St. Elias Community School, K–12 (Haines Jct.) | 144 |
| Johnson Elementary School, K–7 (Watson Lake)   | 119 |
| Tantalus School, K-12 (Carmacks)               | 104 |
| Watson Lake High School, 8–12                  | 99  |
| Eliza Van Bibber School, K–12 (Pelly Crossing) | 66  |
| Ross River School, K–9                         | 65  |
| J.V. Clark School, K-12 (Mayo)                 | 64  |
| Teslin School, K–9                             | 58  |
| Ghùch Tlâ Community School, K–9                | 55  |
| Del Van Gorder School, K–12 (Faro)             | 42  |
| Chief Zzeh Gittlit School, K–9 (Old Crow)      | 39  |
| Kluane Lake School, K–9 (Destruction Bay)      | 5   |
| Nelna Bessie John School, K–9                  | 5   |

| <b>Urban</b>                           |             |
|--|-------------|
| Porter Creek Secondary School, 8–12    | 571         |
| F.H. Collins Secondary School, 8–12    | 434         |
| Vanier Catholic Secondary School, 8–12 | 431         |
| Whitehorse Elementary School, K–7      | 416         |
| Elijah Smith Elementary School, K–7    | 340         |
| Christ the King Elementary School, K–7 | 317         |
| Jack Hulland Elementary School, K–7    | 279         |
| Selkirk Elementary School, K–7         | 179         |
| Takhini Elementary School, K–7         | 135         |
| Holy Family Elementary School, K–7     | 162         |
| Golden Horn Elementary School, K–7     | 142         |
| École Émilie-Tremblay, K–12            | 170         |
| Individual Learning Centre, 8–12       | 144         |
| Hidden Valley School, K–7              | 72          |
| Grey Mountain Primary, K–3             | 53          |
| <b>Total (as of Oct 2008)</b>          | <b>5100</b> |

## Appendix 2: Guidelines for Interpreting the School-Based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in Grades 3, 6 and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education, including its schools, is responsible for ensuring that the highest possible quality of education is provided to all students. The results from Yukon assessments enable the Department and its Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and-pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides its schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in Grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to Yukon achievement standards.



## School Factors that Affect Student Achievement

Research in education has identified key aspects of school effectiveness that affect student achievement.

### ***Productive School Climate and Culture***

- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe, orderly environment that is conducive to teaching and learning.

### ***Focus on Student Acquisition of Central Learning Skills***

- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

### ***Frequent Monitoring of Student Progress***

- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

### ***Instructional Leadership***

- Effective instructional leadership is provided.

### ***Parent–School Partnerships***

- High levels of school and home cooperation are evident.

### ***Effective Instruction***

- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

### ***High Expectations and Requirements for Students***

- Students are held responsible for learning.
- Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.





