

Annual Report 2011–2012



2011–2012 Annual Report Overview

- Highlights of new initiatives in 2011–2012
- Updates for ongoing initiatives
- Performance indicators: tracking progress on department initiatives

This report fulfills the requirement of section 5(h) of the *Education Act*, which requires the Minister to table an annual report on the state of education in Yukon.

All photos: *Government of Yukon*

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One of the highlights of this past year was the implementation of the Yukon Education Accountability Framework.

Message from the Minister of Education

Dear Reader

As Minister of Education I am pleased to present Yukon Education's Annual Report. In reviewing the report you will receive an update on ongoing programs and learn of several new initiatives that were introduced over the last year. You will also read about student achievements at the public school and advanced education level.

One of the highlights of this past year was the implementation of the Yukon Education Accountability Framework. This framework is based on the input from a number of community consultations over the past years. It aligns educational research and the requirements for student support as articulated in Yukon's Education Act.

Work on important initiatives outlined in the Accountability Framework has already begun. I am pleased to announce that all Yukon schools have now completed their first external reviews and have received the accompanying reports. The recommendations from these reviews will inform future school plans and will assist in determining departmental support and the allocation of resources. The assessment matrix is providing critical data for better informing students and programming at both the school and the department levels.

The development and application of the framework would not be possible without the ongoing support of the stakeholder committees whose contributions have been reflected in the accompanying documentation and policies for each element of the framework. Ensuring community involvement at all levels of planning is a priority for Yukon Education.

This emphasis on community is further demonstrated through the work of the Advanced Education Branch and the continuing success of the Labour Market Framework. Under the umbrella of the framework, Yukon Education provides financial assistance for students, and funding for job training. It also supports immigration to address labour shortages in Yukon, all with the aim of sustaining a strong, diversified economy that provides opportunity for a better quality of life for Yukoners.

Another major success in Advanced Education this year was the collaboration with Government of Canada and Yukon College to open two new Yukon College campuses in Pelly Crossing and Dawson City. The expansion of post-secondary education across the territory reflects the value Government of Yukon places in providing access to advanced education in our communities.

Yukon Education relies on the work done by our staff and education partners at all levels of learning. I'd like to recognize our staff, our First Nations partners, our stakeholder committees, our school council members, and our many advisory group members for their contributions to shaping the new culture of education in Yukon. It is truly heartening to find so many passionate, wise and committed people across Yukon working together to support the lifelong learning journey of our residents.

I look forward to continuing working with all of you as Yukon Education progresses.

Sincerely,

Scott Kent
Minister of Education

Message from the Deputy Minister

Dear Reader

Welcome to the Yukon Education Annual Report. As the new Deputy Minister I am looking forward to leading Yukon Education as we face the challenges and opportunities that lie ahead.

Education is changing all over the world. The industrial model of public education developed in the nineteenth century— which focused on passive learning and stressed memorization and conformity—no longer fulfills the needs of twenty-first century learners. Yukon Education is embracing this change by challenging both learners and educators to participate in active, collaborative learning that incorporates interactive technologies, real-world experience, critical thinking and creativity.

In 2011/2012 Yukon Education implemented the Accountability Framework—the structures of which are helping us to achieve our goal of Success for Each Learner. The Framework is based upon tools, such as the Pyramid of Intervention and the Yukon Assessment Matrix, which function to ensure that all students are receiving the necessary level of support they need and that assessments are being used to effectively monitor students' progress.

One of the most exciting features of our progress is the move from primarily summative assessment to a mix of formative and summative assessment. This blend allows for assessment that happens during and after learning, improving both the learning process and how achievement is measured.

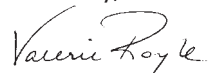
As our philosophy of education becomes more innovative, so too do the tools that we use to deliver it our learners. As part of its commitment to twenty-first century learning, Yukon Education has introduced over fifty Promethean Boards –interactive whiteboards – into schools across the territory.

Our Advanced Education branch has spent the last year focussing on supporting Yukoners pursuing job training and post-secondary education with the goal of helping to diversify the labour market. Yukon Education plays a fundamental role in furthering progress in the territory, and recognizes the value of opening ourselves up and extending beyond our own borders in search of new people, technology and ideas. This is demonstrated by the ongoing success of the Yukon Nominee Program and, more recently, in our work with local communities, other jurisdictions and the federal government to support mine training.

These initiatives and many more will be further explained as you review the following report. It highlights both the challenges and successes of the past year and sheds light on the future path we will be following.

In closing, let me take this opportunity to acknowledge the efforts of former Deputy Minister Pamela Hine. I know that as a Deputy Minister she was grateful for the contributions and support she received from all the educators, parents, students and Yukon Education staff who work so hard to make education a priority in our community.

Sincerely,



Valerie Royle

Deputy Minister of Education

One of the most exciting features of the Yukon Education's progress is the move from primarily summative assessment to a mix of formative and summative assessment.



Mandate

Yukon Education's Mandate is to deliver accessible and quality education to all Yukon learners including children and adults by:

- establishing meaningful partnerships that promote and support lifelong learning,
- ensuring Yukon has an inclusive and adaptive labour market,
- working in co-operation with parents to develop the intellectual, physical, social, emotional, cultural, and aesthetic potential of learners so they may become productive, responsive, and self-reliant members of society,
- helping students get the skills and knowledge they need to lead personally rewarding lives.

Values

Respect

Equity

Fairness

Inclusion

Integrity

Responsibility

Generosity

Acceptance

Caring

Civility

Vision

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 required to live meaningful, productive and rewarding lives.

Expenditures per Student

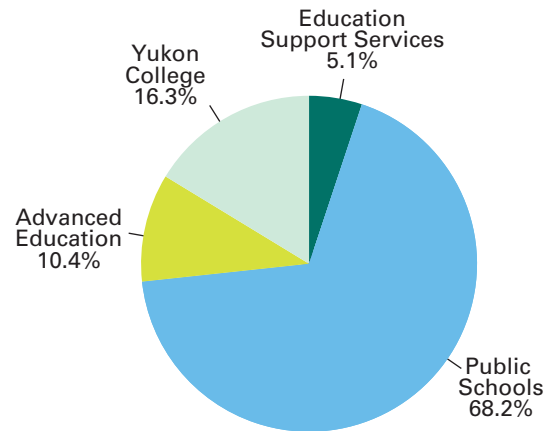
Expenditures per student include all direct operation and maintenance costs of operating the schools, including the cost of all school-based staff, materials, supplies, maintenance, security, grounds-keeping and utilities.

This cost per student does not include indirect costs such as branch administration, student transportation, in-service training for teachers and professional staff, curriculum development, First Nation language program development, student accommodations for rural students attending school in Whitehorse and any capital costs. It is important to note that costs increase over time in part due to declining enrolments and collective agreement increases.

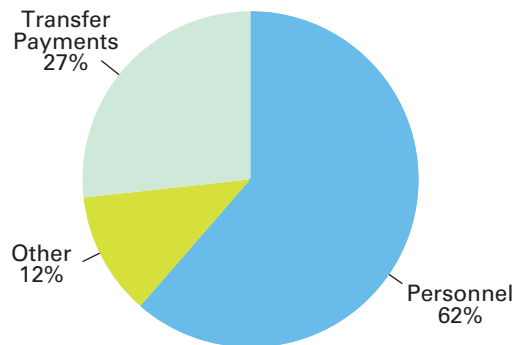
Budget year	Student enrollments	Expenditures per student
1997–1998	6,334	\$7,804
1998–1999	6,106	\$8,173
1999–2000	5,929	\$8,609
2000–2001	5,736	\$9,563
2001–2002	5,578	\$10,314
2002–2003	5,588	\$10,562
2003–2004	5,491	\$10,952
2004–2005	5,416	\$11,536
2005–2006	5,272	\$12,756
2006–2007	5,074	\$13,913
2007–2008	5,070	\$14,892
2008–2009	5,065	\$15,535
2009–2010	5,100	\$15,324
2010–2011	5,077	\$16,197
2011–2012	5,027	\$17,039*

*Based on Fiscal Year

Distribution of O&M Expenditures by Program (2011–2012 actuals*)



Distribution of O&M Expenditures by Allotment (2011–2012 actuals*)



*Based on Fiscal Year

Ongoing Initiatives



Report of the Auditor General of Canada Update

Recommendation 39: **Performance Objectives for the Education Subgroups**

The Yukon Assessment Matrix, which includes both formative and summative assessment requirements, has been established and full implementation is expected by the end of 2013. Data is being collected at the school and department level as part of the Yukon Education Accountability Framework. The information enables analysis and planning, and allows Yukon Education to establish target areas for change and growth.

As an added support, we have introduced the Early Development Instrument (EDI) which identifies five areas of vulnerability that may affect student success. The EDI is a checklist that Kindergarten teachers complete for each child in their class. Data from this instrument is used in part to develop community and school vulnerability profiles that inform the school growth planning process and school resourcing and enable timely support. It is expected that over time this intervention will lead to better performance by students.

Finally, the fully implemented Yukon Student Information System (YSIS) now allows us to accurately track student data and absenteeism. This data will also help with early interventions.

Recommendation 47: Tracking Post-Secondary Student Progress

Yukon Education, in collaboration with the Yukon Bureau of Statistics, designed and implemented the Yukon High School Exit Survey (formerly the Yukon Secondary School Transitions Survey). The purpose of this multi-year study is to capture information about the high school experiences and post secondary pursuits of cohorts who have attended high school in Yukon, and have recently left or graduated. Each cohort is surveyed twice: once in the year following their expected high school

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graduation date, and a second time two years after the initial survey. The information gathered in the survey is used to guide policy and programming in Yukon Education.

The longitudinal and follow-up survey findings are available on the Yukon Bureau of statistics website at <http://www.eco.gov.yk.ca/stats/index.html>.

Recommendation 50: Coordinate with Yukon College–Student Readiness

We are 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.

Recommendation 62: Community Training Funds — Comprehensive Strategy

A full review of the Community Training Fund was completed by Yukon Education to ensure funding decisions align with defined needs and priorities. This includes revising and updating the 1998 Yukon Training Strategy and developing a Comprehensive Skills and Trades Training Strategy. The Funding Agreement template was revised in accordance with recommendations made in the 2009 Auditor General report and those reflect government-wide changes to the process and template and Contribution Agreements now include an evaluative component. Finally, more human resources have been dedicated to monitoring the Community Training Funds. In the new Labour Market Framework, announced in February 2011, a comprehensive package of strategies was released to guide the Yukon labour market for the next 10 years. The strategies include a Comprehensive Skills and Trades Training Strategy, to replace the former 1997 strategy, a Recruitment and Retention Strategy, an Immigration Strategy and a Labour Market Information Strategy.

Recommendation 70: Long Term Strategic Plan

We have completed a five year strategic plan; along with branch plans to guide the priorities of the department. The strategic plan summarizes the timelines and linkages of the initiatives that we have identified as priorities for the five years between 2011–2016.

Recommendation 76: Integrated Risk Management Plans

We incorporated an environmental scan section in the annual report for the 2008–2009 school year, and has done so again this year. In addition to that, a Risk Management Framework is being developed in collaboration with the Department of Highways and Public Works.

Recommendation 81: School Growth Planning Policy

A School Growth Planning policy was approved in 2009 to clarify the comprehensive School Growth Process. The policy is in the department policy manual and located on the department website.

www.education.gov.yk.ca/pdf/School_Growth_Planning_Policy.pdf

Recommendation 92: Human Resource Plan

A corporate YG Human Resource Management Plan led by the Public Service Commission has been completed. Yukon Education's departmental human resource plan follows the corporate plan and was completed in September 2012. The plan will direct department staffing and ensure equitable alignment between needs and resources.

Recommendation 99: Long-Term Facility Plan

The department has created a draft Long Term Facilities Plan that addresses the future needs of the school system as a whole and that plan is now under review.

In addition, a consultation process has been completed regarding the future needs of the elementary school system in the Whitehorse area. The recommendation coming out of that study was to maintain status quo. There is sufficient capacity in existing schools to meet anticipated enrolment numbers.

Recommendation 103: Teaching Staff Evaluation

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 teachers are fully evaluated on a three-year cycle and participate in professional growth plans.

Recommendation 108: Comprehensive School Facility Audits

New Service Level Agreements between Yukon Education and the Department of Highways and Public Works are being finalized and will govern all operations and maintenance services provided in schools by Highways and Public Works.

Facility audits are being completed in accordance with the schedule committed to in the Implementation Plan for the Auditor's Report. Yukon Education and the Department of Highways and Public Works are now implementing a more structured process for the inspection and assessment of its schools.

Several facility condition reports have already been completed and are being used in the drafting of Yukon Government's annual capital maintenance plan and budget.

- The *Education Facility Assessment Report 2011* covered mechanical, electrical, and architectural areas
- *Roof Report 2008* for all Department of Education Buildings
- *Seismic Screening of Various Education Buildings* (2010)

Based on the results of the seismic screening, a *Seismic Evaluation Report* will be completed in 2012/13, and will focus on the eight schools rated in the medium to high risk categories.

We have yet to complete comprehensive energy audits on three Whitehorse area schools as a pilot project. The audits will identify the most appropriate renovation projects to reduce energy consumption. Information from this system-by-system school building assessments would then be incorporated in a five-year capital plan presently being developed.

The Department of Education is now implementing a more structured process for the inspection and assessment of its schools.

Supporting Success

The Yukon Education Accountability Framework

Everyone involved in the education of Yukon's children is responsible for supporting student success—educators, parents, school councils and community leaders alike.

The *Yukon Education Accountability Framework* is about collective responsibility and creating a supportive environment for both students and educators. The framework is the foundation for helping everyone contribute to the success for each learner.

Main Framework	Support
<p>This is the primary structure.</p> <ul style="list-style-type: none">• School Growth Process — ensures each Yukon school has a yearly plan that addresses the unique learning needs of its students and community.• Yukon Assessment Matrix — ensures both formative and summative assessments are used effectively to monitor student progress.• Pyramid of Intervention — ensures that all Yukon students receive the necessary level of support to fully access their individual path to success.	<p>These practices factor into the main framework continually, contributing to its overall strength.</p> <ul style="list-style-type: none">• Social Emotional Learning — fosters an educational environment based on emotional health by building classroom communities, providing emotional literacy instruction and fostering teacher wellness.• Leadership Development — supports educators with resources for growth and tools for practical, collaborative leadership.• Partnerships/Networks — provides educators and learners with access to knowledge, resources and input from a wide variety of relevant sources.• Reporting to Parents — ensures that parents have enough information about their child's progress and the programming used to address their learning needs.

Accountability in Action

Every day educators are at work teaching students, monitoring their progress and recording data.

This information helps them understand which students need extra support within the processes of the Pyramid of Intervention.

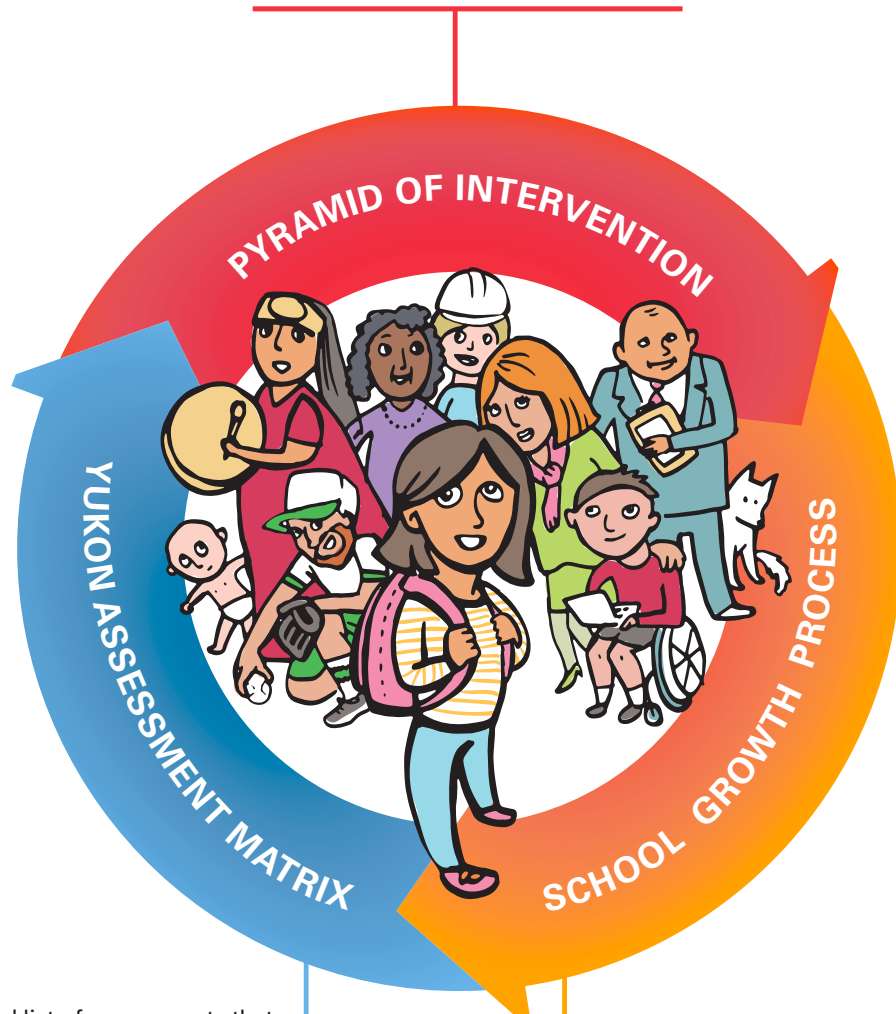
The data from the Yukon Assessment Matrix shows trends in the student populations. For example, the data could show that girls in Grade 6 are experiencing challenges in Math, or it might indicate an attendance problem.

All of this information informs the ongoing School Growth Process—each school's action plan for growth. Every year a team of students, educators, parents, and community members develops a School Growth Plan largely based on the data recorded daily in the classroom.

Accountability for student success depends on recording what's happening in the classroom. It provides the evidence educators need to address challenges at every level of students' education journey.

Yukon Education Accountability Framework

Pyramid of Intervention sounds serious, but it's really just the framework for different levels of support required by individual students.



A checklist of assessments that educators use to record student progress data. It provides a “big picture” of where we are and what we need to do next.

The ongoing work of addressing challenges and making improvements for student success in each school.

Yukon Assessment Matrix

The Public Schools Branch finalized the Yukon Assessment Matrix in 2010–2011, as shown below. The assessment matrix provides an overview of those formative and summative assessments that educators use to support students. Formative assessments start in the early years of a student's academic life and emphasize the importance of having information to guide early interventions in literacy and learning behaviors. The Early Years Transition Initiative focuses on enabling success for all students and creates a consistent framework to address academic, social, emotional and behavioral vulnerabilities.

The Early Development Instrument (EDI) and the Early Years Evaluation (EYE) are administered in Kindergarten to identify five areas of vulnerability which may affect student success. The EDI is a checklist that Kindergarten teachers complete for each child in their class. It is a holistic measure of children's development across five key areas: physical health and well-being, social competence, emotional maturity, language and cognitive development,

ASSESSMENT:	EDI, EYE-TA	Kindergarten Screen	Observations	Grade to Grade Transitions	Attendance	Demographic	Literacy—writing School Wide Writes
Pre-K			✓	✓			
Kindergarten	✓	✓		✓	✓	✓	
Grade 1			✓	✓	✓	✓	
Grade 2				✓	✓	✓	✓
Grade 3				✓	✓	✓	✓
Grade 4				✓	✓	✓	✓
Grade 5				✓	✓	✓	✓
Grade 6				✓	✓	✓	✓
Grade 7				✓	✓	✓	✓
Grade 8				✓	✓	✓	✓
Grade 9				✓	✓	✓	✓
Grade 10				✓	✓	✓	
Grade 11				✓	✓	✓	
Grade 12				✓	✓	✓	
Grade 12+				✓	✓	✓	

EDI (Early Development Instrument) The EDI is a checklist that Kindergarten teachers complete for each student in the class. It indicates development in five key areas: physical health and well-being, social knowledge and competencies, emotional health and maturity, language and cognitive development, and communication skills and general knowledge.

EYE (Early Years Evaluation survey) The EYE survey measures development in areas similar to the EDI, but is given to students on an individual basis specifically to determine if there is a need for early intervention or extra support.

Kindergarten Screen (Boehm) We assess student understanding of 50 basic concepts most frequently used by Kindergarten teachers to measure language comprehension skills and identify children who may be at risk in their learning.

School Wide Writes This is an assessment that enables teachers to give feedback to students about the strengths and weaknesses in their writing skills through a personal writing assignment.

and communication skills and general knowledge. The EYE was first administered in the 2011–2012 school year.

All Whitehorse schools and four rural schools have full-day Kindergarten, and the remaining nine rural schools have two full years of half-day Kindergarten for four and five-year-olds. The Yukon Achievement Tests (YATs) are standardized summative assessments purchased from Alberta and given to students in grades 3, 6 and 9. The tests measure the performance of students' Language Arts and Math against the learning expectations established for their grade level.

Finally, a number of mandatory exams are administered each year as standardized summative assessments and these exams are required to meet the B.C. graduation requirements. Required exams include Grade 10 English, Math and Science; Grade 11 Social Studies; Grade 12 English; First Peoples English Grade 12 or Communications Grade 12; and Française Langue 12 for bilingual certification.

The assessment matrix is expected to be fully implemented by the end of 2013.

Literacy— reading DART	Numeracy problem solving	Literacy— reading YATs	Mathematics YATs	Literacy— writing YATs	Final grades	Completion rates	Required Exam ¹
✓	✓						
✓	✓						
✓	✓	✓	✓	✓			
✓	✓						
✓	✓						
✓	✓	✓	✓	✓			
✓	✓				✓		
✓	✓				✓		
							✓ English, Mathematics, Science
					✓		✓ Social Studies
					✓	✓	✓ English, Communications (Langue Française for immersion certification)
					✓	✓	

DART (District Assessment Reading Team) DART is an assessment that gives teachers information about students' reading comprehension and thinking skills. It's given twice a year in Yukon schools to help improve teaching methods and student learning.

YATs (Yukon Achievement Tests) The YATs are tests that measure the performance of students' abilities in Language Arts and Math against the learning expectations established for their grade level.

BCPs (B.C. Provincial Exams) The BCPs are mandatory tests that students complete to meet the B.C. graduation requirements. The tests are: Grade 10 English, Math and Science; Grade 11 Social Studies; Grade 12 English; Grade 12 First Peoples English or Grade 12 Communications; and Langue Française for bilingual certification.

The Learning Together program was developed to assist young children in their transition into the school environment.

Early Development Instrument

The 2011–2012 EDI revealed that 22% of Yukon Kindergarten students were vulnerable in the area of physical health, 18% in the area of social competency, 19% in the area of emotional maturity, 9% in the area of language and cognitive skills, and 15% in communications skills and general knowledge. EDI data provides a collective overview of Yukon children and is not available for individual students. It highlights themes to guide programming and school and territorial interventions.

Early Years Evaluation

In the fall of 2011, Yukon Kindergarten teachers started to use the classroom based individual student assessment survey, the EYE-TA (Early Years Evaluation Teacher Assessment), to help determine children's competency levels across the multiple domains of early learning. These include: Awareness of self and the environment, Social skills and Approaches to learning, Cognitive skills, Language and communication, and Physical development. The EYE-TA supports the department's emphasis on formative assessment as it enables the Kindergarten teacher to guide instruction, develop interventions aligned to our response to intervention model, involve parents in meaningful ways, and identify children who need immediate supports. A multi-level, colour coded report that indicates the three levels (Appropriate Development, Experiencing Some Difficulty, and Experiencing Significant Difficulty) is available for parents, teachers, and schools. Yukon summary data will be available in 2013.

Learning Together Program

Early learning project prepares children for Kindergarten

A new early learning pilot project commenced at Selkirk Elementary School in Whitehorse to help expose pre-Kindergarten children to high quality learning activities with their parents or caregivers. The Learning Together program was developed to assist young children in their transition into the school environment. In the Learning Together program, pre-Kindergarten children aged three to five access a high-quality learning environment that will help them benefit from social interactions while adults who accompany them learn new ways to support learning. The program helps provide caregivers and children with a sense of well-being, belonging and social responsibility. It also helps develop creativity, language skills and literacy.

Parents and caregivers who attend Learning Together participate in age appropriate learning activities with the children, led by an early learning educator. Learning Together also features speakers for parents such as talks by child therapists, Dietitians, Speech Language Pathologists, community artists, etc. The Learning together program began in May 2010 and continues to be well supported with over 75 families attending on a flexible basis four mornings a week during the 2011-2012 school year. The program is designed to address themes identified from our EDI data sets.

Environmental Stewardship

Planning and design for the new F.H. Collins Secondary School neared completion during the year as 95% complete drawings were submitted by the design team for review. Construction is planned to begin in the spring of 2013, with completion scheduled for the fall of 2015. The new school will use significantly less energy and water to operate than the old building.

The building is oriented to capture passive solar heat and provide natural daylighting in all of the classroom and study areas. Low use water fixtures will be used throughout the building, and various lighting controls will minimize the energy used for lights. A dedicated waste diversion storage area and covered, lockable bicycle storage will also be provided.

The most significant energy saving feature is the use of Ground Source Heat Pumps as the primary heat source for the school. It is anticipated that the heat pumps will contribute to the new building using about 75% less energy than the current school and reduce greenhouse gas emissions by about 90%.

The two school waste diversion pilot projects that were established in the spring of 2011 at Whitehorse Elementary School and Vanier Catholic Secondary School were continued for the full school year of 2011/12. The program was also expanded to Selkirk and Christ the King Elementary schools, as well as Gadzoosdaa Student Residence and the Education building at 1000 Lewes Boulevard. The waste diversion program includes the participation of school custodians, the Property Management Division of the Department of Highway and Public Works, the City of Whitehorse and waste management contractors. The program achieves waste diversion rates of around 50%, and will eventually be expanded to all schools in the territory.

The boilers at Del Van Gorder School in Faro were replaced with new efficient boilers. The old boilers were installed in the early 70s and it is estimated they operated at about 70% efficiency. The new boilers are rated at 87% efficiency. This should result in a decrease of about 20% in the amount of fuel oil used to heat the building.

High school students attending F.H. Collins and Vanier who live in Porter Creek and Crestview were offered free Whitehorse Transit passes for the months of May and June. These students were encouraged to ride the public transit buses to and from school, and the monthly passes also allowed them to ride the city buses in the evenings and on weekends. It is hoped that supporting students using public transit to get to and from school will increase their transit use after they finish school.

Yukon Education again brought in three bicycles for staff use during the spring and summer months. The bikes replace the use of cars for short trips to meetings and other work-related excursions. Again, this will reduce the amount of energy used and greenhouse gasses emitted.

The new F.H. Collins Secondary School (scheduled for completion for the fall of 2015) will use significantly less energy and water to operate than the old building.

F.H. Collins Secondary School Replacement Project

The F.H. Collins Secondary School Replacement project is proceeding as planned. The design of the new school is now complete. The main construction tender is expected to occur between November 2012 and February 2013. Construction is scheduled to begin in March 2013 and be completed in April 2015. The design architect, Stantec Inc. (formerly FSC Architects Ltd.), has produced a design combining function and style that will be an inspiration to future students. The design process was led by a Building Advisory Committee, including representatives of the school council, administration, staff, local First Nations and other community members. Two smaller construction projects have been completed over the past two summers to renovate and upgrade the school grounds in preparation for the main construction tender. Completed contracts include the installation of new utility services, driveway improvements, and other activities.

A Yukon Asset Construction Agreement (YACA) covering the F.H. Collins project was negotiated and agreed to between the Kwanlin Dün First Nations and the Government of Yukon. Two of the YACA agreement's key elements included the first phase of the above-noted site work and the demolition of the old school, which will occur after construction of the new school is complete.

The new school is located directly adjacent to the current school, and as a result, a great deal of planning has occurred to minimize the impact of construction activities on school operations.

Refinements to Staffing Formula

The staffing formula introduced in the 2010–2011 school year was refined for 2011–2012. The formula is based on equity, transparency, predictability, sustainability, and accountability. It was developed and refined by a multi-party advisory committee with representatives of the Yukon Teachers Association; Association of Yukon School Administrators; area superintendents; Association of Yukon School Councils, Board and Committees, and members from several school councils and the Catholic Education Association of Yukon.

The same number of full-time equivalent teaching positions has been retained while accommodating staffing allocations to a slightly smaller number of students than the previous year. This flexibility allowed the committee to refine the allocation meant to address differing levels of achievement and need in various schools. Nine and one-half teachers were allocated to schools based on the size of the school and its underperformance on several territory-wide assessments. As well, smaller adjustments were made in a number of areas.

An issue flagged for attention next year is an increasing number of students who enter our system as new English language learners. The formula will be monitored on an ongoing basis.

Leaders in Education/Innovation Fund: Innovative projects to help students learn

In 2011–2012, 14 schools received innovation grants to support learning in their schools. Grant requests from 17 schools were reviewed by the school growth planning committee and approval was based on the connection to the growth plan goals, the sustainability of the initiative, and the engagement of staff, school council, community and First Nation in the application process. Again this year the projects focused on improving literacy skills, enhancing social responsibility and cultural inclusion, staff skill building and the use of technology to support learning.

Of note were 2 projects. Robert Service School received funding to help with equipping a design and technology initiative to support students in pre-apprenticeships programs for grades 10 to 12.

The Individual Learning Centre received funding to implement the first year of a First Nation accredited cosmetology/hairstyling certificate program.

A total of \$77,503.64 was distributed among the 14 schools.

Innovation Grants 2011–2012: Elijah Smith Elementary, Golden Horn Elementary, Grey Mountain Primary, Hidden Valley, Individual Learning Centre, Jack Hulland, Nelna Bessie John, Robert Service, Ross River, Takhini, Teslin, Whitehorse Elementary, Ghùch Tlâ, Christ the King

YSIS Implementation

Yukon's Student Information System (YSIS) is fully implemented in Yukon schools. This centralized system provides a means for teachers to track attendance, report cards, graduation program progress and individual education plans (IEPs).

Yukon Education continues to appreciate the many benefits resulting from the implementation of a comprehensive student information system. YSIS has led to the refinement of a number of system-wide practices that assist staff members in their daily work and provides parents and students with more consistent reporting practices throughout Yukon. These include:

- graduation tracking to ensure students met credit requirements for their graduation program,
- development and distribution of "Reporting on Student Progress in Yukon Schools" document for Yukon teachers and parents,
- Individual Education Plan (IEP) format consistency and reporting among schools, and
- Yukon-wide report cards that include a format and procedures for reporting that are consistent in all schools.

Early in the fall of 2010, it was announced that eSIS, the parent company of YSIS, had been acquired by Pearson International. Yukon Education has been working

YSIS allows teachers to track attendance, report cards, graduation program progress and individual education plans (IEPs).

The Framework has
four strategies:
Comprehensive
Trades Training and
Skills Development,
Recruitment and
Retention,
Immigration, and
Labour Market
Information.

with various school districts in British Columbia, and with the B.C. Ministry of Education, to investigate student information systems that will provide all the modules available to users today, along with access for parents to track their child's attendance and grades.

A committee of stakeholders will meet in fall 2012 to assist in identifying a replacement for YSIS. The timeframe to implement a new student information system will be 2–3 years. In the meantime, day-to-day operations of YSIS will not be affected and it continues to be supported for all users.

Labour Market Framework Report 2011–2012

In 2008, the Government of Yukon developed the Labour Market Framework (LMF) for Yukon to address Yukon's labour market issues and to ensure a strong and diversified economy in the territory. The Framework has four strategies: Comprehensive Trades Training and Skills Development, Recruitment and Retention, Immigration, and Labour Market Information. Each strategy has a committee working to implement their respective strategies and action plans. All of the committees put much energy into developing an evaluation plan to evaluate the implementation of the LMF strategies.

Comprehensive Skills and Trades Training Strategy (CSTTS)

Progress made by CSTTS stakeholders include:

- expenditures of the Community Training Fund, Labour Market Development Agreement, and Labour Market Agreement all continued to be guided by the strategy's goals and objectives;
- a new Business Sector Training Fund was created to support training for local businesses;
- the Pelly-Carmacks Training Fund was created to support community training initiatives;
- Yukon College identified priorities for the Northern Adult Basic Education (NABE) project for the next four and a half years and delivered the Heavy Equipment Technician (HET) program for nine students;
- Yukon Government development of GENIE, a web based project and participant management system;
- LDAY completed a program evaluation to assess the organization's effectiveness;
- CSTTS Committee members participated in training workshops organized by Yukon Education.

Recruitment and Retention Strategies (R&R)

Participants continued to discuss and implement methods to improve employers' effectiveness at recruiting and retaining employees, based on the goals of the strategies. Committee members participated in the training workshops organized by Yukon Education.

Immigration Strategy

The strategy continued to guide and inform the implementation of the Yukon Nominee Program, including ongoing policy development. Work continued on the development of the Temporary Foreign Worker Annex. Committee members were introduced to Labour Mobility and Foreign Qualification Recognition initiatives and attended the Socio-Economic Integration Forum for immigrants organized by Association Franco-Yukonnaise (AFY) and Yukon Education.

Labour Market Information (LMI)

The LMI Committee hosted a Labour Market Information Workshop in April 2011. The Committee continued to meet to improve its understanding of the data in demand and what gaps to address. Progress made by LMI stakeholders includes:

- public release of Yukon Occupational Modelling System;
- completing initial work to update the Yukon Community Profiles website;
- completing development work on updating Work Futures, a web-based career preparation/transition tool.

Integrated Risk Management Plan

Integrated Risk Management

During the 2011/2012 school year we continued our work to identify and evaluate the main risks that Yukon Education faces, and to determine what we will do to make sure that these risks do not hinder our ability to achieve our goals and objectives. Important examples of this include the following.

Student Achievement and Success

In 2009, the Auditor General of Canada noted that monitoring student performance was a key way for Yukon Education to assess the effectiveness of its programs, services, and policies. It was recommended that we measure student performance for all Yukon students as well as for major student groups, including First Nation students, Special Education students, and at-risk students.

It is imperative that we deliver focused, high-quality programs that meet the needs of Yukon students and that we can demonstrate our success in doing this by reporting on performance measures that establish continued improvement in student achievement and success throughout the Yukon.

First Nation Self-Government Agreements: Responsibility for Education

Eleven Yukon First Nations have self-government agreements that include clauses allowing them to negotiate the assumption of responsibility for the management, administration, and delivery of education programs. In 2011/2012 Yukon Education continued to work in partnership with First Nations to meet the education priorities that they have identified. We also continued to invest in other initiatives to make our schools responsive to the needs of Yukon First Nations, and we will keep working with our First Nation and other partners to develop programs and services that support the presence and growth of First Nations culture, language, and perspectives in Yukon schools.

Behavioural and learning needs of students in Yukon schools

In 2011/2012 the Department of Education continued to monitor and address the needs of an increasing number of students with diverse learning and behavioural needs, which continued to place a significant demand on our resources. We have and will continue to effectively use our resources so that we can provide educational opportunities that support the success of each learner in the Yukon.

Court Case with the Commission scolaire francophone du Yukon (CSFY)

The court decision was handed down on July 26, 2011, and an appeal of the decision was heard in March 2012. Yukon Education continues to closely monitor the ramifications and costs arising out of the decision, and we are committed to maintaining a good working relationship with the CSFY to provide high quality French first language education in the Yukon.

Facility Audits

New *Service Level Agreements* between Yukon Education and the Department of Highways and Public Works are being finalized and will govern all operations and maintenance services provided in schools by Highways and Public Works.

Facility audits are being completed in accordance with the schedule committed to in the Implementation Plan for the Auditor's Report. Yukon Education and the Department of Highways and Public Works are now implementing a more structured process for the inspection and assessment of its schools.

Several facility condition reports have already been completed and are being used in the drafting of Yukon Government's annual capital maintenance plan and budget.

- The *Education Facility Assessment Report 2011* covered mechanical, electrical, and architectural areas
- *Roof Report 2008* for all Department of Education Buildings
- *Seismic Screening of Various Education Buildings* (2010)

Based on the results of the seismic screening, a *Seismic Evaluation Report* will be completed in 2012/13, and will focus on the eight schools rated in the medium to high risk categories.

We have yet to complete comprehensive energy audits on three Whitehorse area schools as a pilot project. The audits will identify the most appropriate renovation projects to reduce energy consumption. Information from this system-by-system school building assessments would then be incorporated in a five-year capital plan presently being developed.

Yukon Nominee Program, labour market programs, and immigration

Yukon's immigration and labour market programs continue to be monitored by labour, employer, and other groups to ensure that the needs of business are balanced against the rights of temporary foreign workers and immigrant labour. Our Labour Market Framework and the wide range of working groups that continued to support its implementation have and will go on assisting Yukon Education to maintain that balance.

French Second Language Review and Implementation Plan

A stakeholder advisory committee provided guidance to a consultant who provided a comprehensive review of French Second Language programming throughout the territory. This review was received in 2011 and identified four areas for improvement and planning. A three-year comprehensive implementation strategy was developed in the 2011/2012 school year to address:

- the intensive French needs in Dawson City
- the expansion of Intensive French programming in the territory
- the coordination of French Immersion programming K-12
- the coordination of Core French programming throughout the territory

This implementation plan has been brought into the overall department planning and budgeting cycle.

Student Achievements

Enrolment by School Grade

All Yukon schools by grade (July 20th, 2012)

School		Grade								
AREA		PROGRAM	K-4	K	1	2	3	4	5	6
Urban	Christ the King Elementary	English		35	39	46	40	49	39	45
	Elijah Smith Elementary School	English		37	36	44	43	43	36	41
	Golden Horn Elementary School	English		21	15	16	22	11	16	15
	Grey Mountain Primary School	English		19	17	17	17			
	Hidden Valley School	English		11	8	17	10	3	13	11
	Holy Family Elementary School	English		20	20	22	23	26	23	25
	Jack Hulland Elementary School	English		34	35	34	30	38	42	51
	Selkirk Elementary School	English		22	18	22	21	41	31	35
	Takhini Elementary School	English		20	14	14	17	19	11	24
	Whitehorse Elementary School	French		55	51	52	48	51	39	52
	École Émilie-Tremblay	Français	29	23	19	28	15	21	12	15
	F.H. Collins Secondary School	English								
		French								
	Individual Learning Centre	English								
	Porter Creek Secondary School	English								
	Vanier Catholic Secondary School	English								
URBAN TOTAL			29	297	272	312	286	302	262	314
Rural	Chief Zzeh Gittlit	English	3	3	4	3	3	3	1	2
	Del Van Gorder School	English	4	5	5	1	2	6	1	1
	Eliza Van Bibber School	English	5	5	3	1	1	2	4	3
	Ghùch Tlà Community School	English	1	1	6	5	8	3	5	12
	J.V. Clark School	English	5	5	3	3	6	7	2	2
	Johnson Elementary School	English		14	10	22	12	8	26	10
	Kluane Lake School	English	1	2	1	1	2	1	1	0
	Nelna Bessie John School	English	0	3	1	0	0	2	0	1
	Robert Service School	English		15	20	15	19	15	16	19
	Ross River School	English	2	2	3	2	4	5	3	4
	St. Elias Community School	English	6	9	9	13	11	12	8	10
	Tantalus School	English	5	8	8	7	5	15	7	7
	Teslin School	English	4	6	5	3	5	5	2	5
	Watson Lake Secondary School	English								
RURAL TOTAL			36	78	78	76	78	84	76	76
YUKON TOTAL			65	375	350	388	364	386	338	390

Elementary								Secondary			
7	TOTAL	8	9	10	11	12	SU	TOTAL	June '12 TOTAL	Sept '11 TOTAL	DIFF.
50	343								343	344	-1
44	324								324	329	-5
22	138								138	134	4
	70								70	69	1
16	89								89	92	-3
18	177								177	173	4
44	308								308	300	8
26	216								216	197	19
15	134								134	144	-10
49	397								397	398	-1
16	178	10	8	5	5	3		31	209	204	5
		59	67	77	95	97	24	419	419	402	17
		55	41	40	20	26		182	182	186	-4
			6	24	34	74	1	139	139	121	18
		106	115	99	93	91	1	505	505	538	-33
		80	78	81	73	87	24	423	423	423	0
300	2,374	310	315	326	320	378	50	1,699	4,073	4,054	19
3	25	2	3					5	30	31	-1
1	26	3	2	2	1	4		12	38	46	-8
6	30	4	5	2	2	2		15	45	45	0
4	45	3	6					9	54	49	5
3	36	6	7	8	0	8		29	65	68	-3
10	112								112	107	5
1	10								10	11	-1
0	7								7	6	1
20	139	7	19	9	9	6		50	189	192	-3
8	33	2	6	4				12	45	48	-3
5	83	7	7	9	9	5		37	120	117	3
8	70	5	7	15	4	10		41	111	110	1
6	41	5	3					8	49	49	0
		19	23	15	6	12		75	75	89	-14
75	657	63	88	64	31	47	0	293	950	968	-18
375	3,031	373	403	390	351	425	50	1,992	5,023	5,022	1

Performance Indicators



Performance Indicators on the Five-Year Strategic Plan

Goal 1

1.1 Support an effective School Growth Process Summary of 2011–2012 School Growth Plans and Review Recommendations

The 2011–2012 school growth plans were reviewed by the School Growth Planning Advisory Committee and feedback was provided to the schools in the fall of 2012. 70% of the schools had a focus on literacy and several secondary schools focused on improving the number of students that successfully complete courses and move on to graduate.

At the end of the 2012 school year all schools in the territory except EET had received a school review. The recommendations from the reviews guide the work of Yukon Education and the school for the three years following the review. The ways in which the school addresses the recommendations must be reflected in their growth plans for the following years. The observations below represent common themes across the reviews that are being addressed by the department and at the schools.

Key Recommendations for moving forward

- Communicating in a variety of ways to a number of audiences, from schools to parents, community and First Nations and throughout Yukon Education to the schools and all partner groups. People need to have a clearer understanding of how schooling has changed, how basic skills can be acquired in a more active environment, how Yukon First Nations culture can be integral to learning and how the needs of vulnerable and strong students can be met so that they can function as productive citizens in both local and global environments.
- Strengthening parental involvement in all aspects of education including participation in the school growth process.

- Building staff capacity to use evidence to guide decisions and individualize learning for all students including working with multi-levels or grades in one classroom and basing professional development in the schools.
- Expanding the use of experiential and land based approaches as well as applied skills and trades. This included connecting experiential, applied skills and trades to Prescribed Learning Outcomes (PLOs) and focusing on the inclusion of First Nations perspectives.
- Supporting schools through Yukon Education and the First Nations Programs and Partnership Unit to embed cultural appreciation and understanding as well as strengthening connections to the First Nations.
- Enhancing essential literacy and numeracy skills across the curriculum.
- Implementing an approach or strategy to support rural learners. This included using trades, technology and collaboration among rural schools to provide more options for students and enhance engagement.
- Strengthening the use of technology as a means to support students academically as well as providing access to online learning opportunities and to expand options for all students but particularly those in rural communities.
- Developing a consistent approach to student transitions from elementary school whether in urban or rural settings.

During the fall of 2012, the School Growth Planning Advisory Committee will review the entire school growth process and provide recommendations for revisions to the school growth planning guide, the assessment of school growth plans, the school review process and the school review guide. The second cycle of school reviews will begin in the spring of 2013.

70% of the schools had a focus on literacy and several secondary schools focused on improving the number of students who successfully complete courses and move on to graduate.

1.2 Set conditions to fully engage parents

Community involvement at both the local school level and at the department level was strongly recommended in the Education Reform final document. Since receiving that document in February 2008, Yukon Education has developed a comprehensive infrastructure for community involvement and the engagement of parents in planning, programming and evidence-based decision-making.

At the department level, a number of program advisory committees have been structured to provide advice on areas of need, planning, implementation of programming and areas needing revision, and communication. The following advisory committees are currently in place:

- Yukon First Nations Education Committee – representatives from Yukon's 14 First Nations sit on this committee
- School Growth Process Advisory Committee
- Secondary School Advisory Committee

- Building Advisory Committee (F.H. Collins replacement)
- Leadership Advisory Committee
- Special Education Advisory Committee
- French Second Language Review Advisory Committee and four working groups
- Staffing Allocation Advisory Committee
- Urban to Rural Transitions Advisory Committee
- Transportation Advisory Committee
- Policy Advisory Committee

At the school level, parents are involved through the formal school council processes and in the School Growth Process, either as members of the internal School Growth Planning Team or as participants in broader community collaborative conversations regarding the planning process.

The External School Growth Process Review teams involve parents and community members who participate in the review of Yukon schools other than their own local school.

Parents with students with exceptional learning needs are involved in the development of Individual Education Plans for their children.

1.3 Nurture environmental stewardship

Over time Yukon Education expects to report on benefits and cost savings that result from environmental stewardship initiatives. The following investments this past year are expected to generate cost savings in subsequent years.

The two school waste diversion pilot projects that were established in the spring of 2011 at Whitehorse Elementary School and Vanier Catholic Secondary School were continued for the full school year of 2011/12.

The boilers at Del Van Gorder School in Faro were replaced with new efficient boilers.

High school students attending F.H. Collins and Vanier who live in Porter Creek and Crestview were offered free Whitehorse Transit passes for the months of May and June. This project is being expanded for 2012-2013.

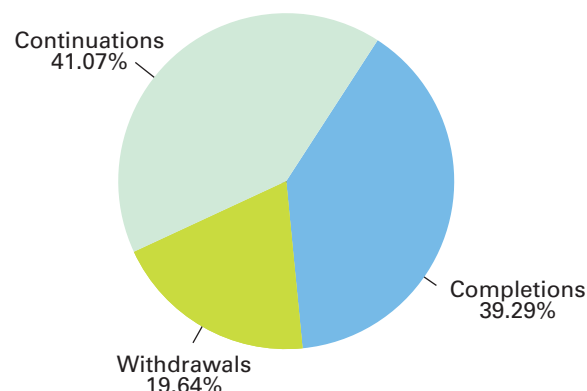
1.4 Maximize opportunities for distributed learning

Distributed Learning

Often referred to as distance learning, distributed learning programs increase students' access to learning opportunities in all Yukon schools. Regardless of a student's location or school population, through distributed learning programs, students have access to all prescribed courses available in B.C.'s distance

education schools and through Alberta Learning. Over time Yukon Education will monitor distributed learning enrolments to obtain higher completion rates and fewer withdrawals.

Distance Education Course Enrolment (2011–2012): Completion rates as a percentage of enrolments in distance learning opportunities.



Home Education

Often referred to as home-schooling or home-based education, home education is an option available to all Yukon students. It is a way for students to learn in their homes and communities with an approach that is adaptable, individualized and managed by parents.

The total number of Home Education students for 2011–2012 was 94. Of these, 82 were still active in the program as of June 30, 2011

To support home education students, Yukon Education provides the following resources upon request:

- learning resource materials (i.e. textbooks/teacher manuals),
- access to school equipment/facilities (i.e. library, gym, computers),
- distance education courses from the B.C. Ministry of Education are provided to registered home education students from grades 1–12,
- Yukon-wide standardized tests,
- course description handbook for secondary students,
- school newsletters and other information about school events,
- assessment and consultation regarding a child's abilities and development (i.e., physical and emotional development, hearing, speech, language and reading).

Home education is an option available to all Yukon students. It is a way for students to learn in their homes and communities.

1.5 Offer effective French language programs with academic excellence and strong enrolments

Executive Director's Annual Report Yukon Francophone School Board 2011–2012

The CSFY has continued its efforts to obtain full school management by Francophones for Francophones.

The CSFY is working with various government employees to move forward on the items not stayed in the July 26, 2011 order issued by the Honourable Justice Ouellette. The Department of Education created a document titled "*Minister's Accountability Framework*" and we hope that this document will bring clear procedures from the Department of Education.

The appeal took place in March 2012 before the Honourable Justice Groberman of the Yukon Court of Appeal. Several supporting documents had to be prepared and presented for this step. The CSFY is now awaiting the results of the proceeding. I would like to thank the community for its constant support in this case. The CSFY was even invited to present its current situation at the annual meeting of the Language Rights Support Program (LRSP) in Ottawa.

The creation of the new position of budget manager will help the CSFY set up a comprehensive accounting system for the organization and all its employees.

At the school, a new administration team was hired; it is comprised of Mark Muckler as principal and Manon Carrière as vice-principal. Congratulations to you both and good luck with all your projects at the school. Thank you for this first year of learning and discoveries.

The CSFY recommends that the Académie Parhélie programming continue until a new physical space is built for high school students.

I would like to take this opportunity to thank the school staff. The numerous thank you letters from parents show that the work done by the school team is very much recognized. Your involvement and commitment are appreciated. Thank you for all the efforts you make to offer a quality teaching experience in French as a first language in the Yukon. Our community can be proud. Thank you to all the parents and guardians for your support, questions and follow-up. Your involvement in your children's education is essential to the success of our school.

Thank you to the team of trustees and the president of the CSFY. Our elected members work hard to advance the cause of French first language education in the Yukon and truly invest their time and energy to ensure a quality education for all.

A special thank you to the women with whom I work at the CSFY. Their efficiency, professionalism and vision are remarkable. Furthermore, they provide constant support to the school.

The CSFY has continued its efforts to obtain full school management by Francophones for Francophones.

It is with pleasure that I will continue to work for the CSFY and do my best to meet the needs of the Yukon students through the schools that are served by the CSFY.

The Yukon Francophone School Board #23 continues to develop the streams of its 2010–2015 strategic plan. The Executive Director's Report follows the five streams of the strategic plan and the various accomplishments of the year.

Here is a summary of new and ongoing activities for the 2011–2012 school year.

1.5.1 Curricula and educational services

General

The CSFY, the École Émilie-Tremblay and community partners work hard to develop and implement the concept of civic community schools. This is a national concept and the Yukon plays a leading role. The Partenariat Communautaire en Éducation (PCE) (Education Community Partnership) is allowing us to move the concept forward quickly and together develop tools that will meet the needs of our students and community.

The CSFY ensures that the school administration team receives training through the Department of Education.

The CSFY met with representatives from the daycare (the director and president) to explain the concept of kindergarten for 3 year olds.

The CSFY filed an application to the Department of Education for the program "Apprenons ensemble" (Learning Together). The CSFY is still waiting for a response from the Department.

This year, the school principal, in collaboration with staff, parents and various community members, prepared a three-year plan. This plan is based on the focus areas of the CSFY strategic plan. From this three-year plan, educational projects were prepared for the elementary and secondary levels. These plans include a number of objectives to meet students' needs. During the 2012–2013 school year, an external evaluation will be conducted with the help of outside professionals who work in a minority setting.

The CSFY supports the strategies used by the school to promote student learning and improve the entire school staff's practices in this regard: collaborative days, mentoring, meetings of professional learning communities (PLC), etc.

The school prepares resource documents in reading, writing and mathematics to offer students and parents templates and continuity in the students' learning.

An assessment template was developed with a link to British Columbia's educational projects and curricula. Formative and summative assessments at different levels and times during the year provide an accurate, progressive picture of the student's academic development.

The three-year plan is based on the focus areas of CSFY strategic plan.

New school report cards were created and are being used at the elementary and secondary levels, in accordance with curriculum requirements and the methods promoted in the school. These report cards meet the department requirements set out in the document *Communication of results in Yukon schools*.

In 2011–2012, 205 students were registered at the École Émilie-Tremblay and Académie Parhélie: 160 at ÉÉT and 46 at AP. This annual increase has created a real issue with physical facilities. The school has lost its music room, computer lab and arts room. Also, the stage in the gymnasium cannot be fully used by AP students because of schedule conflicts with the elementary school.

Each year over the last five years, we have seen an increase of about 10% in the number of students. While the majority of English schools are declining and their schools are emptying, the École Émilie-Tremblay and Académie Parhélie are growing.

It is important for the CSFY, to ensure that students and staff have the necessary resources to meet the department requirements. Curricula are constantly being analyzed, and there is a continual search for resources that will meet everyone's needs. When new programs are introduced, the school staff takes part in workshops in order to get trained and use the new material.

Académie Parhélie (CSFY file)

During the 2011–2012 school year, the CSFY conducted an exhaustive evaluation of the Académie Parhélie program. Several meetings with students, staff members, parents and the community took place to get everyone's feedback. Working documents were made available to every parent on the website to invite them to give feedback. I would like to thank the numerous people who gave their opinion. A narrative report was presented at the last public meeting of the CSFY on June 5, 2012.

The pilot project is now finished and the CSFY recommends continuing the program until a new high school is built.

The school staff will continue its evaluation and its annual programming update, and will hand in an annual report to the CSFY including the revised programming.

The school will send a copy of the AP programming to its partners in order to facilitate the linking of annual and community activities.

Outings, camps and field trips are directly linked to British Columbia curricula. Experiential and integral plans are prepared for each outing. Evaluations are completed at the end of each outing.

A unique path is offered to students, with various certifications that go beyond the regular program. Also, students finish high school with two first languages and an introduction to a third one. The CSFY is the only Yukon institution that can offer this clear advantage.

Laptops are a critical tool for research and presentations.

Activities at the Yukon College and in various work places are offered to the Académie Parhélie students.

Special needs

Programming continues to be adapted according to the needs of each of the students. The CSFY is now working on obtaining the full management of this program. We are lobbying the Department of Education on this topic.

The CSFY is lobbying and obtaining the necessary technological tools to help special needs children.

Students' records are updated and presented to the Department of Education in accordance with requirements.

The CSFY uses the services of a Francophone educational psychologist from British Columbia to meet the needs of its students. Services offered to students are linked to the recommendations made in the reports received. Also, the CSFY offers remedial instruction and psychoeducation at the school. The Department of Education also offers specialized services to students. Unfortunately, several of these services are available only in English.

Help to parents, exogamy (mixed couples) and early childhood

A coordinator in exogamy and early childhood was hired.

The Jardin d'Émilie curriculum has been revised and the new program will be used at the beginning of the 2012–2013 school year.

A welcoming and support service was implemented and offered to all new parents at the school. Workshops and breakfast and learn sessions are offered to meet parents' needs.

Partnerships were created with la Garderie du petit cheval blanc, les Petits anges de Céline, les EssentiElles, the Partenariat Communauté en Santé (PCS) (Health Community Network) and the Service d'Orientation et de Formation aux Adultes (SOFA) (Adult Training and Counselling Service) to share available resources and offer support to all the stakeholders. Many workshops were offered during the year.

Francization

The program continues to develop at the elementary level according to students' needs. Annually, at the start of the school year, formative assessments are done at all levels and the services are offered based on the results.

A document, in compliance with the CSFY admission policy, was created to ensure close follow-up and offer the best possible services in francization.

The francization program was introduced at the secondary level, and the specific program is in development.

Students' records are updated and presented to the Department of Education in accordance with requirements.

As part of Education Week, a staff recognition activity was organized and a promotional booth was set up at the Department of Education.

1.5.2 Identity building

Guillaume Robert continues in his position of Cultural Integration Coordinator. This position is under the exclusive control of the CSFY. However, the coordinator works at the school and is under the supervision of the school principal.

The coordinator plans annual activities for the schools. This planning is shared with the Francophone community to harmonize the activities offered and establish a joint plan.

The coordinator works with the youth branch of the AFY in order to meet the community and academic needs of the school, an enormous task of harmonization.

The coordinator takes part in the meetings of the Partenariat Communautaire en Éducation (PCÉ) (Education Community Partnership).

The coordinator offers workshops to students at the Académie Parhélie for the school radio and volunteering.

The coordinator establishes links with other schools for various cultural activities throughout the year.

1.5.3 Communication

The CSFY administrative assistant is now taking on a portion of CSFY communications. She is in charge of promotion, the website and all information sent to parents.

As part of Education Week, a staff recognition activity was organized and a promotional booth was set up at the Department of Education.

An open house was organized on May 2, 2012 for the École Émilie-Tremblay and the Académie Parhélie.

An e-newsletter *Infos CSFY* is sent out every month.

A CSFY column is published every month in the *Aurore Boréale*.

Public meetings are announced and take place every six weeks. The meetings are followed by forums in order to offer a platform for discussion with parents. Minutes are put on the CSFY website.

1.5.4 Community involvement at the local and national levels

Local community

The CSFY manages the meetings of the Partenariat Communautaire en Éducation (PCÉ) (Education Community Partnership). The PCÉ is currently revising its mandate. Common objectives will be brought forward to ensure cohesiveness among the community organizations working in the field of

French first language education in the Yukon. The PCÉ is an advisory group comprised of la Garderie du petit cheval blanc, les EssentiElles, the PCS, the AFY, the youth branch of the AFY, the cultural branch of the AFY, the SOFA, the École Émilie-Tremblay and the CSFY.

Various community organizations offer workshops to school students. The community offers support in human resources as well as financial support for some training courses.

The CSFY offers its premises and equipment to the community, according to the needs expressed.

The CSFY supports la Garderie du petit cheval blanc in its educational development.

The CSFY takes part in various community meetings.

The CSFY takes part in meetings of the parent committee and offers financial support to the committee.

The CSFY's Executive Director and President attend the AGMs of various community organizations.

The CSFY takes part in community network meetings on a range of topics: immigration, literacy, etc.

The CSFY's Executive Director and President take part in a variety of community events: community dinners, Francophone Gala, etc.

National

The CSFY takes part in the meetings of five national organizations and one regional one: the Fédération nationale des conseils scolaires francophones (FNCSF) (Francophone National Federation of School Boards); the Association canadienne d'éducation de la langue française (ACELF) (Canadian Association of French-Language Education); the Regroupement national des directions générales en éducation (RNDGÉ) (National Group of Executive Directors in Education); the Association de directeurs généraux des commissions scolaires du Québec (ADIGECS) (Quebec Association of School Board Executive Directors); and the Réseau pour le développement de l'alphabétisme et des compétences (RESDAC) (Network for the development of Literacy and Skills); and the Association des directions d'éducation de l'Ouest et du Nord (ADÉON) (Association of Western and Northern Education Directors).

- The FNCSF has one annual meeting attended by the Executive Director, the President and a trustee of the CSFY. The FNCSF is the spokesperson for all the Francophone school boards outside of Quebec. This organization is involved at all levels of education and lobbies various federal organizations in the education sector.
- The ACELF also has an annual meeting to which various school stakeholders are invited. The Executive Director was elected governor of the ACELF Governing Council and participates in two annual meetings. The CSFY's Executive Director took part in the 2012 annual symposium.

Every two years, Francophone school boards outside Quebec are invited to take part in the annual symposium of Quebec Executive Directors. This symposium allows for exceptional exchanges and networking.

- The RNDGÉ and ADÉON also organize various meetings during the year to offer Executive Directors the opportunity to network, share their experience and develop common projects. Also, a summer training session is offered to Executive Directors every year.
- Every two years, Francophone school boards outside Quebec are invited to take part in the annual symposium of Quebec Executive Directors. This symposium allows for exceptional exchanges and networking.
- The CSFY supports literacy initiatives and is working closely with the SOFA to create a territorial literacy network.

1.5.5 School management

The CSFY now manages the CSFY's use of physical resources, an agreement signed between the CSFY and the City of Whitehorse (Joint Use Agreement).

The CSFY offers management training to its trustees.

The CSFY has obtained the transfer of school budgets from the Department of Education.

The CSFY is in charge of hiring staff at École Émilie-Tremblay and Académie Parhémie. A selection committee is comprised of the school administration team and a trustee.

The CSFY annually adopts the calendar prepared by the schools.

The CSFY annually adopts the staffing presented by the school administration team and offers required follow-ups, based on the needs identified.

Staff evaluation is in line with the Department of Education requirements. Staff evaluation is done by the school principal. The school principal is evaluated by the Executive Director of the CSFY.

All personnel, according to their career growth plan, are invited to take part in professional development workshops. Also, the principal offers constant support to the staff.

The CSFY organized several work sessions to prepare the files for public meetings.

All the CSFY's public meetings are in accordance with the requirements of the *Education Act*.

The CSFY gives a copy of the minutes of every meeting to the Yukon Department of Education as required.

The CSFY prepares an annual budget that is presented to the Department of Education according to the *Education Act*. Once the budget is adopted, the CSFY is responsible for monitoring it.

The CSFY prepares financial statements for every public meeting. Also, a financial audit is done once a year, presented to the AGM of the CSFY and a copy is given to the Department of Education.

The CSFY manages renovations made at the school following guidelines from the Department of Education and Property Management.

The CSFY should be recognized as an employer and participate in the negotiations of a new collective agreement. However, the Department of Education does not recognize this status. The government negotiator has met with the CSFY twice to keep the CSFY briefed on the procedures. The CSFY has no direct involvement.

The CSFY made a presentation to the Council of Yukon First Nations to explain the CSFY situation and the responsibilities of a school board.

Since the order issued by Justice Ouellette, the Deputy Minister of Education is required to present quarterly reports setting out the developments achieved by the Department of Education concerning the content of the order and send them to Justice Ouellette. Unfortunately, these reports are often biased and the CSFY needs to revise the reports and re-establish the facts with Justice Ouellette.

The CSFY is working on the implementation of procedures between the Department of Education and the CSFY based on a document titled *Minister's Accountability Framework*. The evaluation template, intervention pyramid for special needs students, the school's educational program, and communication of school results are part of this document. A number of meetings have taken place and progress is being made on some of these issues.

Lorraine Taillefer
Executive Director

Transitions between grades, and in some cases, between schools and communities are increasingly monitored by teachers, administrators and the area superintendent.

1.6 Support students to make effective transitions

Transitions between grades, and in some cases, between schools and communities, are increasingly monitored by teachers, administrators and the area superintendent. This is done using regular attendance reports, assessment results and daily observations of classroom activities and school events. Some schools mail monthly attendance reports home. In addition to this, Yukon Education tracks transitions in monthly enrolment reports. It is the role of school administrators, with support from their superintendent, to follow up directly with the parents and legal guardians of students whose behaviour and attendance suggest that they may have trouble in making important transitions.

Completion rates (graduation rates) are measured by tracking a six-year cohort. That means tracking progress of students from their start in Grade 8 to their completion in Grade 12, including one extra year for students taking more courses or taking a sixth year. This is comparable to the way completion rates are shown in B.C. and other Canadian jurisdictions.

1.6.1 Six-Year Completion Rate

Graduation rates are only one of many indicators of student success. Within Canada, there is no consistent method used among provinces and territories to determine graduation rates, though increasingly more jurisdictions (including Yukon) are moving toward using the six-year cohort method to calculate a completion rate. For 2011/12, the six-year cohort method counts all students who entered grade 8 for the first time in 2006–07 and calculates a completion rate of those who received a graduation certificate within the six-year period. The completion rate also reflects in-and-out-migrations. In-migrations are those students who come in to the system during the six years who would have been in Grade 8 for the first time in 2006–2007. Out-migrations that are included in the calculation of the completion rate are students who may still be in the system but who have not graduated, students who have abandoned their education, dropped out or whose outcomes are unknown. Out-migrations not included in the completion rate are those students who are confirmed as leaving the system to complete their secondary school education outside the Yukon. The six-year completion rate for 2011–2012 is 70.7% (compared to 68% for last year), while 5.7% have been identified as still in school in Yukon and 23.6% were not found in the system. It should be noted that this is the second year for this calculation and the data has come from an older, less accurate data collection system as well as the new Yukon Student Information System (YSIS). This issue will be resolved when all data comes from YSIS.

1.6.2 Graduation rates for self-identified First Nations students enrolled in Grade 12 (as of 2012 YSIS GDE-Extract)

Rural/Urban	First Nations	Graduated	Enrolled	PCT
Urban	Non-First Nations	240	272	88%
Urban	First Nations	61	105	58%
URBAN		301	377	80%
Rural	Non-First Nations	18	28	64%
Rural	First Nations	17	29	59%
RURAL		35	57	61%
YUKON		336	434	77%

1.6.3 Graduation rates for female and male students enrolled in Grade 12 (as of 2012 YSIS GDE-Extract)

Rural/Urban	First Nations	Graduated	Enrolled	PCT
Urban	Female	154	198	78%
Rural	Female	23	34	68%
FEMALE		177	232	76%
Urban	Male	147	179	82%
Rural	Male	12	23	52%
MALE		159	202	79%
YUKON STUDENTS		336	434	77%

1.7 Demonstrate improved success and student achievement with a focus on First Nation students, rural students and by gender

Student achievement in the Yukon Assessment Matrix

A summary of trends falling out of the formative assessment tools, such as the EDI, Kindergarten Readiness, School Wide Writes, District Assessment of Reading Teams. Also included, are the annual results, compared over time and where appropriate, with other jurisdictions such as B.C. and Alberta, of the summative assessment tools, including standardized test results such as the Yukon Achievement Tests and the five mandatory B.C. Provincial Exams.

Yukon Achievement Tests (YAT)

- Grade 3 Math and Language Arts
- Grade 6 Math and Language Arts
- Grade 9 Math and Language Arts

Mandatory B.C. Provincial Exams (BCP)

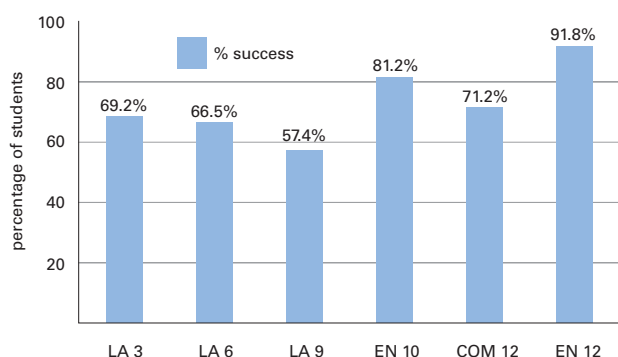
- Grade 10 English, Math and Science
- Grade 11 Social Studies
- Grade 12 English, Grade 12 First Peoples English or Grade 12 Communications
- Francaise Langue 12 for bilingual certification

Note:

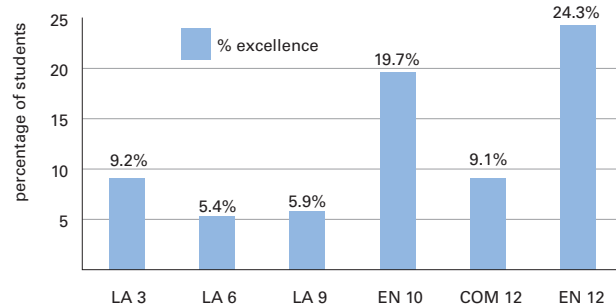
The 2011–2012 Yukon Achievement Tests are based on Alberta curriculum which do not fully align with our curriculum. Therefore, Yukon Education will begin to use the BC Achievement Tests for the Yukon Achievement Tests in 2012/2013.

Overview of Achievement in Language Arts and Mathematics

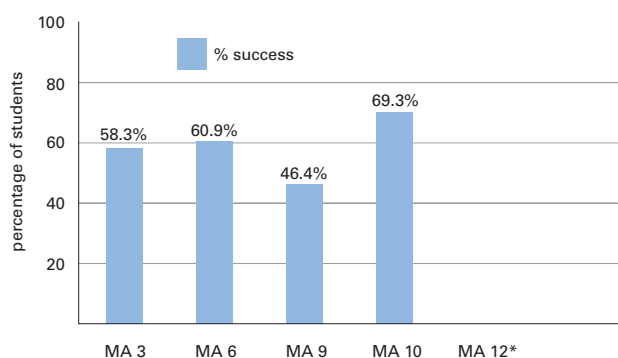
Achievement in Language Arts 2010–2011
(50% or better)



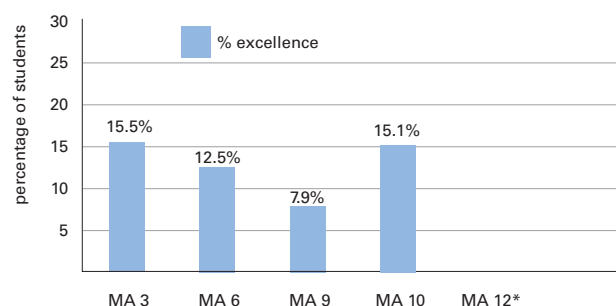
Excellence in Language Arts 2010–2011
(80% or better)



Achievement in Mathematics 2010–2011
(50% or better)



Excellence in Mathematics 2010–2011
(80% or better)



Note:

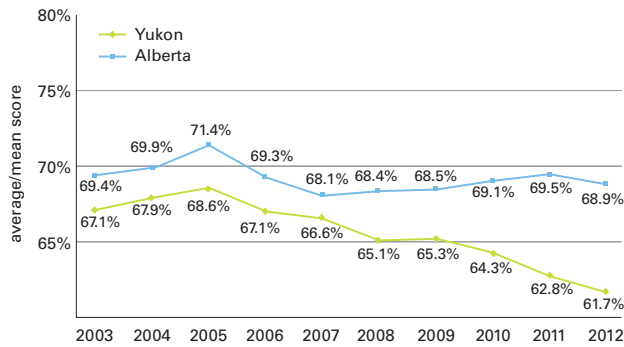
* There is no Grade 12 Provincial

MATH 9 / MATH 6 / MATH 3 are a combination of the exams *Mathematics* and *Mathématiques*

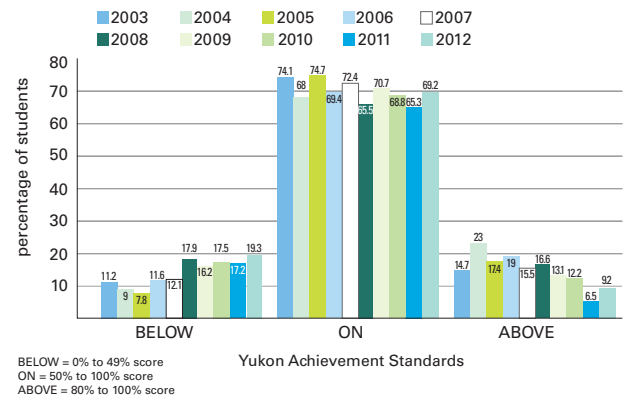
MATH 10 is a combination of the exams *Applications of Mathematics 10*; *Apprenticeship and Workplace Math 10*; *Essentials of Mathematics 10*; *Foundations of Math and Pre-Calculus 10* and *Principles of Mathematics 10*

Yukon Achievement Test Highlights

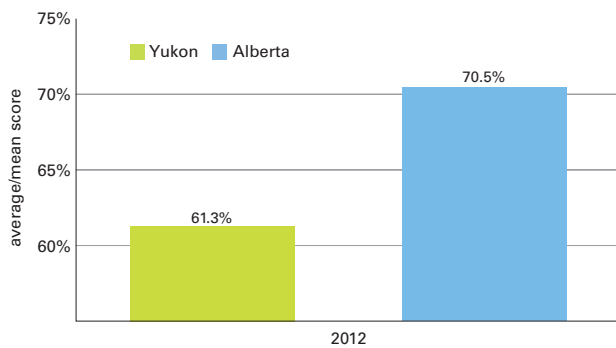
English Language Arts 3 Average Scores



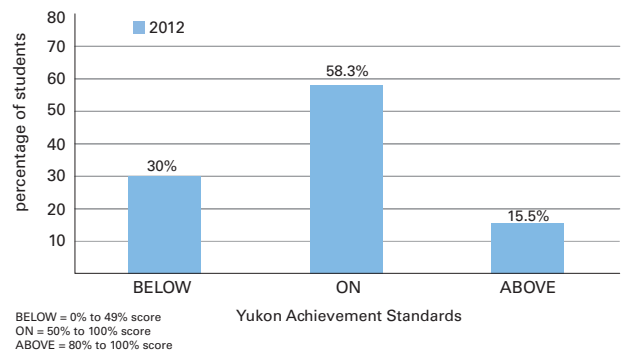
Language Arts 3 Yukon Distribution of Results



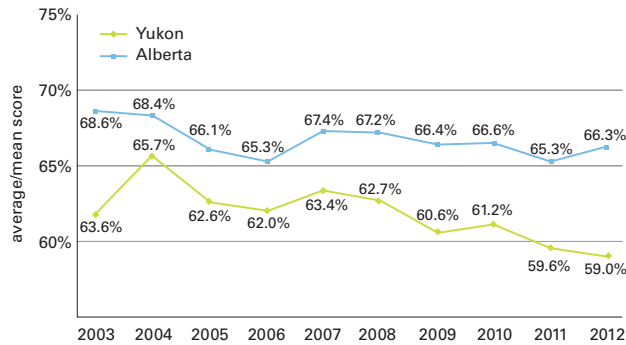
Mathematics 3 Average Scores



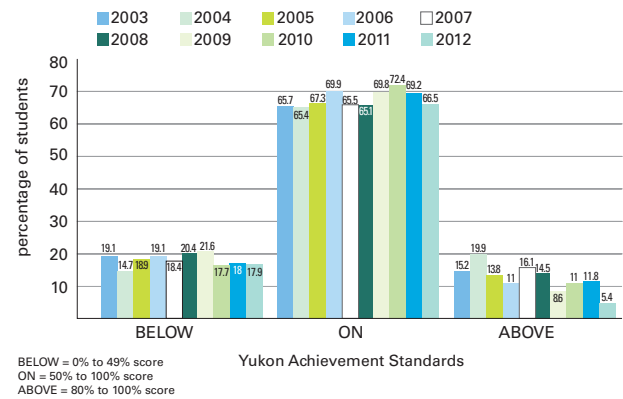
Mathematics 3 Yukon Distribution of Results



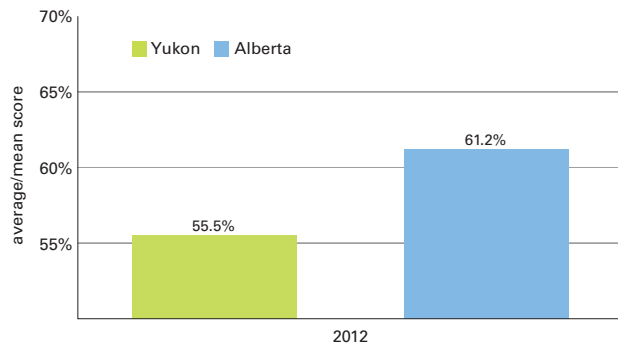
English Language Arts 6 Average Scores



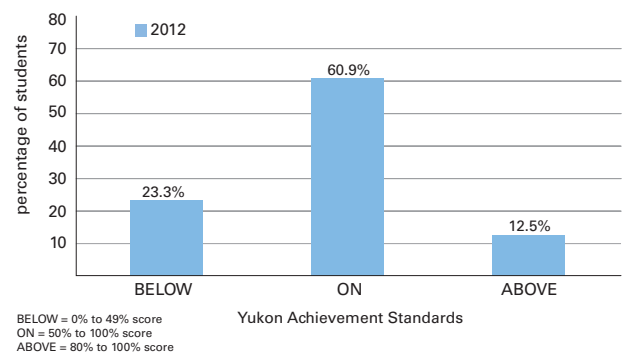
Language Arts 6 Yukon Distribution of Results



Mathematics 6 Average Scores

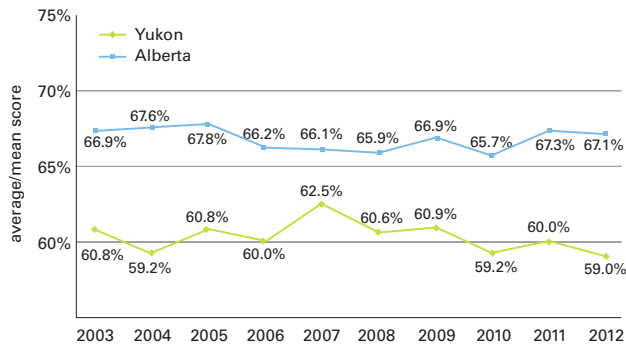


Mathematics 6 Yukon Distribution of Results

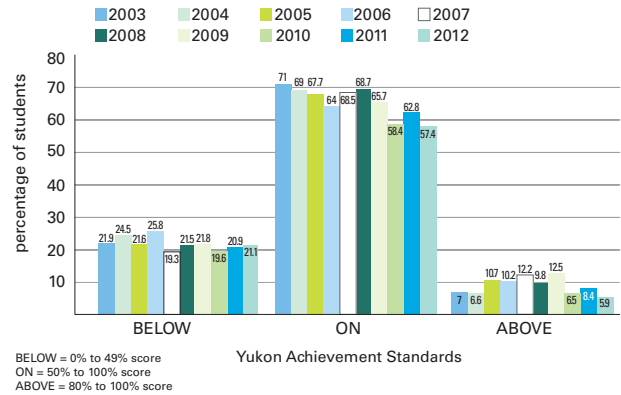


Yukon Achievement Test Highlights

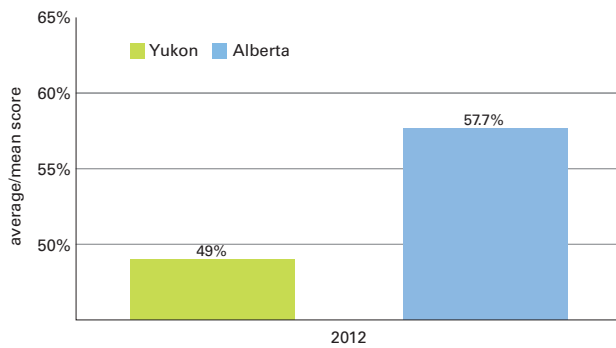
English Language Arts 9 Average Scores



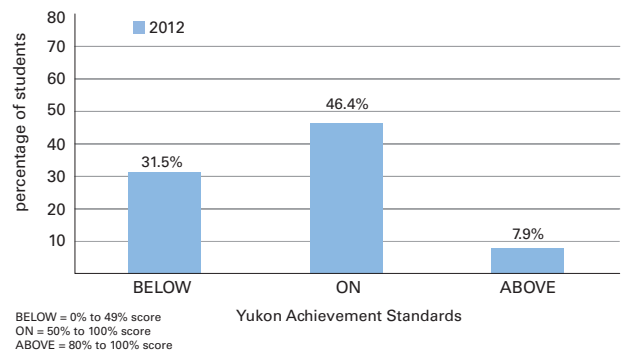
Language Arts 9 Yukon Distribution of Results



Mathematics 9 Average Scores

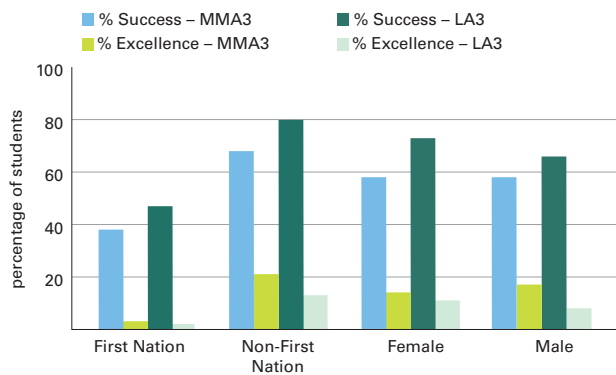


Mathematics 9 Yukon Distribution of Results

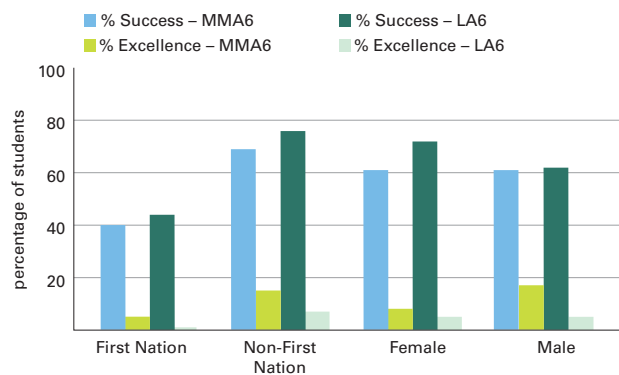


Achievement of First Nation and Non-First Nation students and Males and Females

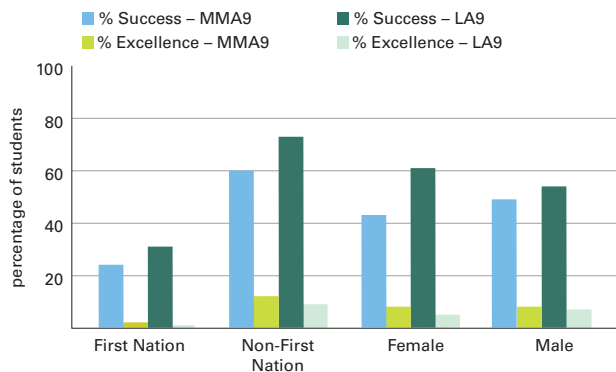
Achievement in Grade 3



Achievement in Grade 6



Achievement in Grade 9

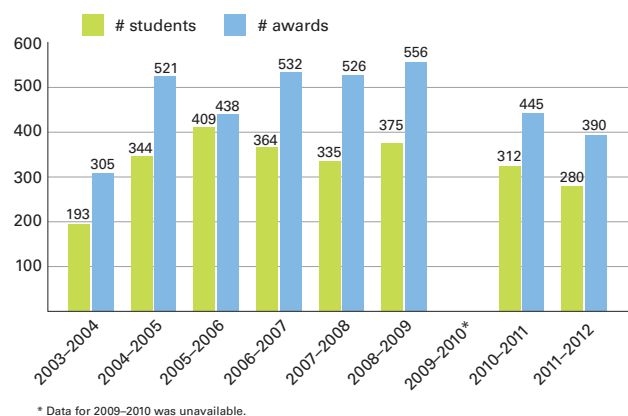


YATS — 49 students were eligible
for 101 awards totaling \$13,600

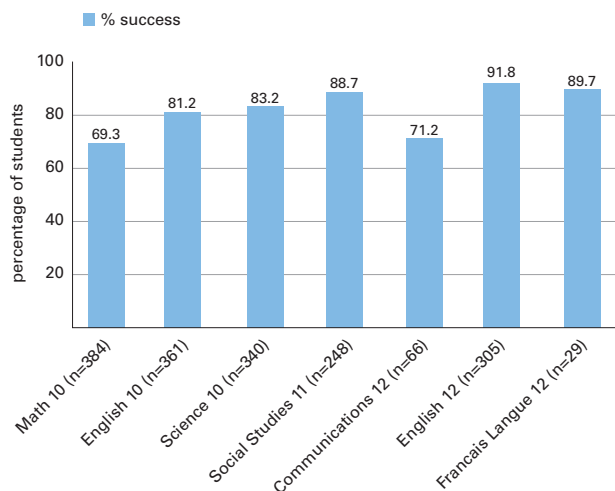
BCPs — 231 students were eligible
for 332 awards for total of \$119,200

180 students were eligible for
390 awards for a total amount
of \$132,800

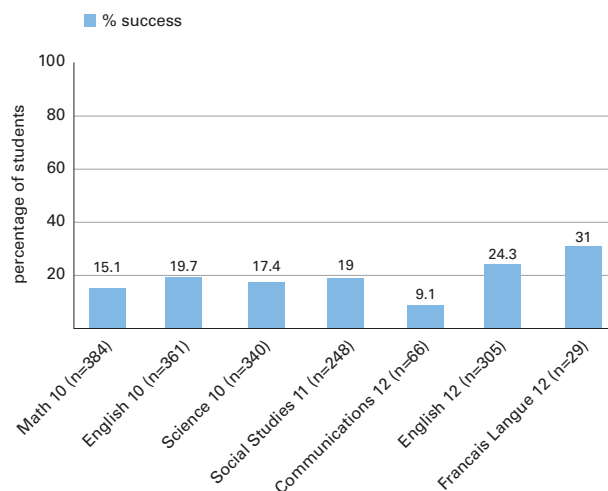
Yukon Excellence Awards (YEA) 2010–2011



B.C. Provincial Exams — Achievement in
Grades 10–12 (50% or better)



B.C. Provincial Exams — Excellence in
Grades 10–12 (80% or better)



In addition to the five mandatory exams, many Yukon students wrote optional B.C. Provincial Exams. For the 2010–2011 school year, 158 Yukon students wrote an optional exam; 21% achieved marks of 80% or higher.

B.C. Provincial Exams (average marks as sent from B.C.)

As of August 2011, B.C. no longer offered optional exams for B.C. and Yukon students. Five British Columbia Provincial Exams remain mandatory. This includes Language Arts 10 and 12, Science 10, Mathematics 10 and Social Studies 11 (or equivalent).

2011–2012 Required Exams	Yukon Average
English 10 (n=361)	64%
Math 10 (n=384)	59%
Science 10 (n=340)	64%
Social Studies 11 (n=248)	66%
Communications 12 (n=66)	59%
English 12 (n=305)	69%
Francaise Langue 12 (n=29)	70%

Average absence days for 2010–2011 school year

Yukon Schools 2011–2012 (Elementary)

RURAL/URBAN	FIRST NATIONS	NON-FIRST NATIONS
Rural	30	21
Urban	18	14

Yukon Schools 2011–2012 (Secondary)

RURAL/URBAN	FIRST NATIONS	NON-FIRST NATIONS
Rural	56	33
Urban	27	19

Yukon All Schools 2011–2012

RURAL/URBAN	FIRST NATIONS	NON-FIRST NATIONS
Rural	36	24
Urban	22	16

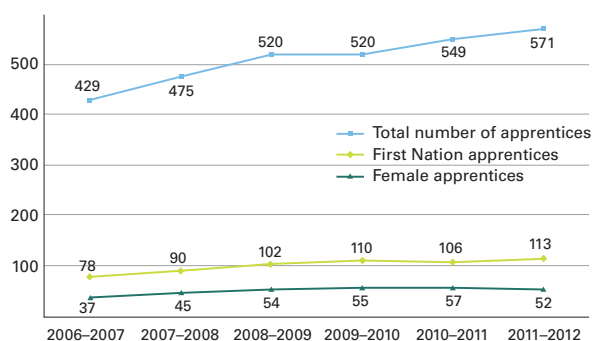
Goal 2

Yukon has an inclusive, adaptable and productive workforce that contributes to and strengthens the economy.

2.1 Monitor labour market needs and deliver courses for skill enhancement as required

The Advanced Education Branch administers registration for apprentices' in-school technical training. Yukon College, and other outside training institutions such as those in Alberta, offer the course training. Please note also, that as the department strategic plan was approved in February 2009, some of these indicators are newly created. Over time, the data to support these indicators will be more extensive and allow for comparisons, making the indicator itself more useful and informative.

2.1.1 Number of Yukon Apprentices registered in each year



2.1.2 Individuals who received certification

Trade	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012		Trade Total
	APP	TQ	APP	TQ	APP	TQ	APP	TQ	APP	TQ	
Automotive Painter	0	0	1	0	2	0	0	0	0	0	3
Automotive Service Technician	3	0	4	1	6	0	2	1	6	2	25
Baker	0	0	0	0	0	1	0	0	0	1	2
Cabinetmaker	0	0	0	1	0	0	0	1	0	0	2
Carpenter	15	1	24	3	17	1	17	0	14	2	94
Construction Electrician	4	2	9	0	7	1	8	1	1	1	34
Cook	2	1	1	4	1	1	1	3	0	1	15
Floorcovering Installer	0	0	0	0	0	0	0	0	0	0	0
Gasfitter (1St / 2Nd Class)	1	1	0	2	1	0	0	0	0	3	8
Glazier	0	0	0	0	2	3	0	0	0	0	5
Hairstylist	1	1	5	1	4	1	1	0	2	0	16
Heavy Duty Equipment Technician (Off Road)	2	0	3	2	0	0	3	0	6	3	19
Heavy Equipment & Truck & Transport Technician	0	0	0	0	0	2	0	0	0	0	2
Industrial Electrician	0	0	0	0	1	1	1	1	0	0	4
Industrial Mechanic (Millwright)	0	0	1	0	0	0	0	0	0	0	1
Machinist	1	0	2	0	0	0	0	0	1	0	4
Motor Vehicle Body Prepper	0	0	0	0	2	0	0	0	0	0	2
Motor Vehicle Body Repairer	0	0	0	0	1	0	0	0	0	0	1
Motor Vehicle Body Repairer (Metal And Paint)	0	0	0	0	1	1	0	0	0	1	3
Oil Burner Mechanic	0	0	0	1	2	1	3	0	2	1	10
Outdoor Power Equipment Technician	0	0	1	0	0	0	0	0	0	0	1
Painter And Decorator	0	0	0	0	0	0	0	1	0	1	2
Partsperson	1	0	1	1	1	1	2	3	0	1	11
Plumber	3	0	2	0	3	1	3	0	3	1	16
Power System Electrician	0	0	1	0	0	0	2	0	0	0	3
Powerline Technician	0	0	2	2	1	0	5	1	2	0	13
Recreation Vehicle Service Technician	0	0	0	0	0	0	1	0	0	1	2
Refrigeration And Air Conditioning Mechanic	0	0	1	0	0	0	0	0	2	0	3
Roofer	0	0	0	0	0	0	0	1	0	1	2
Sheet Metal Worker	0	0	1	0	4	0	0	0	0	0	5
Sprinkler System Installer	0	0	0	1	0	0	0	0	0	0	1
Steamfitter/Pipefitter	0	0	0	0	1	0	1	0	0	0	2
Transport Trailer Technician	2	0	1	1	3	0	0	0	5	0	12
Truck And Transport Technician	3	1	1	0	3	1	0	2	5	1	17
Welder	2	2	4	2	3	1	1	0	1	0	16
TOTAL	40	9	65	22	66	17	51	15	50	21	356

'APP' is Apprentice
'TQ' is Trades Qualifiers

2.1.3 Yukon Registered Apprentices by Trade who attended In-School Technical Training

Trade	Attendance
Automotive Service Technician	7
Carpenter	67
Construction Electrician	37
Cook	1
Gasfitter (1St / 2Nd Class)	0
Glazier	1
Hairstylist	4
Heavy Duty Equipment Technician (Off Road)	3
Heavy Equipment & Truck & Transport Technician	5
Industrial Electrician	1
Machinist	3
Motor Vehicle Body Repairer (Metal And Paint)	1
Oil Burner Mechanic	6
Partsperson	2
Plumber	17
Power System Electrician	2
Powerline Technician	8
Recreation Vehicle Service Technician	2
Refrigeration and Air Conditioning Mechanic	2
Sheet Metal Worker	7
Steamfitter/Pipefitter	0
Truck and Transport Technician	2
Welder	4
TOTAL	182

2.1.4 Student Training and Employment Program (STEP)

	2006– 2007	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012
Budget	\$368,000	\$368,000	\$368,000	\$368,000	\$368,000	\$368,000
Number of Jobs	138	134	113	111	122	118

2.1.5 Summer Career Placement (SCP) Program

	2006– 2007	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012
Budget	\$114,500	\$114,500	\$114,500	\$114,500	\$114,500	\$114,500
Number of Jobs	69	54	39	42	63	54

2.1.6 Post-Secondary Funding for Yukoners

In 2011–2012, Yukon Education provided the following support to Yukon students:

Funding Source	Number	Amount (as of Sept. 2012)
Yukon Grants	787	\$3,642,703
Student Training Allowance	189	\$540,910
Canada Student Loans	204	\$1,111,767
Canada Student Grants	197	\$357,115

2.2 Identify future labour needs and address through training and immigration

Two labour market programs administered by the Advanced Education Branch of the Department of Education support labour market needs: Temporary Foreign Workers and Yukon Nominee Program.

From August 31, 2011 to August 31, 2012 there were 195 nominee applications received by the Immigration Unit. A total of 133 were approved (107 Critical Impact Workers and 26 Skilled Workers).

A total of 72 employers applied to the program during this period.

During the same period, 67 dependant of nominees arrived that were school-aged. The breakdown is as follows:

- one dependant: 18
- two dependants: 10
- three dependants: 7
- four dependants: 2

2.3 Support the strategic goals with the Community Training Funds

The following list of organizations applied for and received funds under the Community Training Fund. This list represents 83% of those applying for funds. 100% of organizations funded submitted final reports, as required by Yukon Government Transfer Payment Agreements.

Community Funds

Watson Lake	\$66,000
-------------	----------

Sector Funds

Tourism	\$50,000
Heritage	\$50,000
Cultural Industries	\$50,000
Community Training Trust Society	\$75,000
Non-Governmental Organization	\$50,000

Project Funds: 2011-2012

Yukon Women in Trades & Technology (YWITT)	\$98,100
Learning Disabilities Association of Yukon (LDAY)	\$60,000
Skills Canada Yukon	\$79,431
- Yukon Skills Competition	\$40,000
Association Franco Yukonnaise	
- French as a Second Language (SOFA 2011-2013)	\$90,000
- Destination Canada	\$29,000
Yukon Learn	
- Computer Employability classes	\$20,000
- Strategic Plan	\$21,000
- Marketing Plan	\$10,325
Yukon Child Care Association - Child Care Workshop	\$9,600
Yukon Tourism Education Council (YTEC) — ESL & Integration Service	\$161,404
Leaping Feats Creative Danceworks — Costume Construction Project	\$50,000
Yukon Federation of Labour — Health & Safety Training for Immigrants	\$84,906
Training Initiative for Older Workers (TIOW) Note: 84% Federal Funding, 16% CTF Funding	\$581,190
Yukon College	
- Enhanced Language Training	\$46,185
- Survey Technician Program	\$90,367
- Pelly Crossing Campus Essential Skills Food Preparation	\$71,313
- Dual Credit (English, Math)	\$53,581
- Heavy Equipment Mechanic	\$44,958
- Millwright Pre-Employment	\$41,699
- Ross River Campus — Occupational First Aid	\$15,165

2.4 Canada–Yukon Labour Market Agreement Performance Indicators

2.4.1 Client Indicators

Total number of clients who started their training during the reporting year by employment status		Total number of clients who started their training during the reporting year by educational attainment		Total number of clients who started their training during the reporting year by designated group status	
Employed	104	Less than high school	148	Aboriginal peoples	222
Unemployed	233	High School	102	Immigrants	47
Self-employed	3	Post-secondary	85	Older workers	7
None of the above	2	Unknown	7	Persons with disabilities	50
				Women	172
				Men	170
				Youth	198

2.4.2 Service Satisfaction Indicators

	Clients who started their training during the reporting year
Employment services for unemployed and employed clients	200
Skills development and upgrading	218
Work experience for unemployed clients	4
Combination of skill development and work experience for unemployed clients	76
Workplace-based skills development for employed clients	13

Clients who reported they were satisfied with the service received: 150
 Clients who reported they were unsatisfied with the service received: 29
 Clients who did not report: 163
 Total clients: 342

2.4.3 Completion Indicators

Number of clients who completed their training during the reporting Year:
 187 of 342 (55%)

Number of clients who earned credentials or certifications through participation
 in an intervention or program: 183 of 342 (54%)

