

August 2006

Dear Yukon Teachers,

I would like to welcome everyone to the beginning of another school year in Yukon. This is always an exciting time of year for educators.

Along with students, parents, and the community as a whole, Yukon teachers play a key role in the partnership that is the foundation of public education in the Territory. I encourage all partners in education to work together to make the Yukon's schools the best they can be for all our students.

The Resource Book for Yukon Teachers has proven to be a valuable tool for members of Yukon's teaching profession and all our partners in education. This handbook contains valuable information that education professionals have relied on as well as information that reflects the progressive nature of education in the Territory.

For those of you new to Yukon, the resource book provides information on curriculum and programs, assessments, and the many support services provided to and by the Yukon Department of Education. For teachers who are already experienced in Yukon classrooms, the book is a refresher and a convenient reference.

As this is a resource for you, we value any feedback you can provide. If you have suggestions on how we can improve the *Resource Book for Yukon Teachers*, please contact Research Support at (867) 667-8326. In the meantime, I wish you, your colleagues and your students a successful year filled with enjoyment and rewards.

Sincerely,

Lee Kubica  
Superintendent of Schools  
Assistant Deputy Minister of Education.

# Resource Book for Yukon Teachers 2006/2007

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# Department of Education Overview

Our primary responsibilities at the Department of Education are to provide a Kindergarten to Grade 12 public education system, to support adult education and to encourage life long learning.

The **Public Schools Branch** operates 29 public schools across the Territory with 5,300 students. The branch also provides special programs support, curriculum, technology and administrative support to our schools.

The **Advanced Education Branch** administers and supports apprenticeship training, literacy programs, financial assistance for post-secondary students, and labour market services and programs. Support is also provided to Yukon College.

## Our Vision

All Yukoners have the knowledge, skills and abilities to participate effectively in their work and their communities and to be lifelong learners.

## Our Mission

With our partners in education, we make quality learning opportunities available.

## Guiding Principles

- Building and maintaining strong relationships with partners and communities;
- Effectively communicating information;
- Demonstrating honesty, integrity, and accountability;
- Respecting First Nation cultural and linguistic diversity;
- Respecting First Nation values: respect, love, sharing, caring, teaching
- Recognizing that education is life-long learning;
- Involving the community in education;
- Reflecting traditional knowledge, cultural practices, histories and languages;
- Respecting Elders and their knowledge as being foremost and integral to the transmission of language and culture;
- Focusing on results; and
- Encouraging and supporting teamwork, innovation, and leadership.

## Departmental Objectives

To ensure effective life long learning opportunities are available for all Yukon people so they may participate effectively in work and their communities. This is to be achieved through planning, developing, implementing and evaluating:

- Elementary and secondary education for all school age children;
- First Nations language education programs and the training of First Nations languages teachers;
- French language programs for school age children; and
- Adult training, education and labour force development programs.

## Education Reform

In August 2005, Yukon Government (YG) and Council of Yukon First Nations (CYFN) announced the Education Reform Process, a joint initiative.

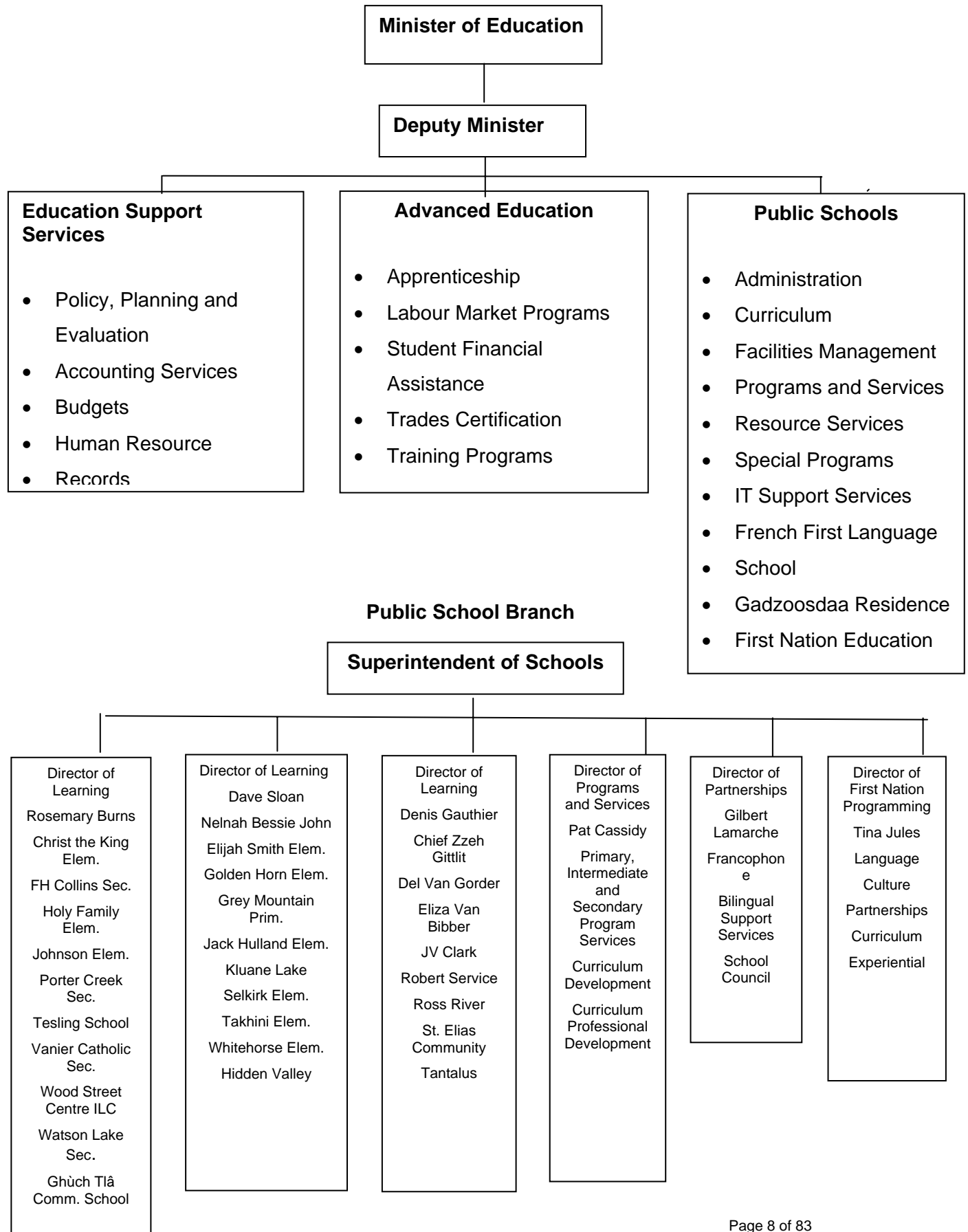
The Education Reform Project will establish a process to consult with partners in education, recommend changes to the education system and initiate change towards improving learning opportunities for First Nation students and all students (changes could be program based, administrative, and/or legislative). The Project will build on the information already gathered from the Education Act Review (1999-2001) and will confirm those issues with the partners in education. The partners in education are the First Nations, School Councils and the Yukon Teachers Association.

## Highlights for 2006/2007

- Full Day Kindergarten has been implemented in all Whitehorse elementary schools (with the exception of Golden Horn Elementary School remaining a half day due to a School Council decision). Rural schools have two full years of half-day kindergarten for four and five year-olds, with the exception of Tantalus School in Carmacks and Johnson Elementary School in Watson Lake. Robert Service School will have full-day kindergarten beginning in September 2006.
- Local First Nation curriculum and resource materials initiatives are in developmental stages and include the production of a series of multi-leveled primary reading books that focus on First Nations culture, a Grade 5 unit on Traditional Governance and a Grade 12 course on Land Claims and self-government.
- Funding has been allocated for high school students to access Yukon college courses and programs not available in the high schools. On a case-by-case basis, we will support students in these instances by paying the tuition to enable students to take these courses.

For more information, please see our website at <http://www.education.gov.yk.ca/>  
<http://yesnet.yk.ca>

# Department of Education – Organization Chart 2006/2007





# Yukon Public Schools

The Yukon public education system serves a population of about 29,960 people who live in an area of some 483,000 square kilometres, or about five percent of the total area of Canada. There are 14 First Nations of which 11 have self government agreements.

Enrollment reports (May 2006) indicate that there were 450 public school teachers (full time equivalent positions) who provided classes to approximately 5,200 elementary and secondary students in Yukon public schools. Public Schools Branch also represents the Government of Yukon in the Western and Northern Canada Protocol (WNCP) and on all matters relating to curriculum and assessment within both the WNCP and British Columbia.

## Supporting Our Partners

The Yukon's *Education Act* recognizes that meaningful partnerships with parental and public participation help to ensure a high quality education system.

Parents (through their individual activities and through their roles in school committees, councils, and boards), educators (through professional groups such as the Yukon Teachers' Association), and First Nations are the key building blocks in the Yukon's public system of education.

In addition, groups such as the Catholic diocese, the Francophone community, and home educators all play a role in directing the education of Yukoners of all ages.

## First Nation Programming

A recent change to the structure to the Public School Branch is the development of the First Nation Programming (FNP) unit which is dedicated to improving the results of First Nation students in the K-12 system and to work towards cultural inclusion in Yukon schools. The FNP unit is responsible for First Nation education programs (including First Nation language programs in Yukon schools), curriculum development, partnerships with all stakeholders involved in First Nation education issues, professional development, and coordination of the First Nation Education Advisory Committee. Priority issues in the upcoming year include: curriculum development of the FN 12 course, Grade 5 unit on traditional governance, more Eaglecrest Readers booklets, focus on First Nation Language acquisition and retention, exploring ways for meaningful involvement with First Nation parents and the education of their children, further strengthening of existing relations with First Nation governments and education officials and developing new partnerships.

Director of First Nation Programming  
First Nation Partnerships Coordinator  
Cultural Consultant  
Curriculum Consultant  
Experiential Coordinator  
Language Consultant

Tina Jules  
Janet McDonald  
Sharon Jacobs  
Shereen Hill  
Jim Boyde  
Barb Hobbis

See also developing site info at [www.yesnet.yk.ca](http://www.yesnet.yk.ca) First Nations

## **Yukon First Nation Education Advisory Council**

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch in relation to Yukon First Nations education in the K-12 system. The Committee also ensures that Elders' perspectives and knowledge are incorporated in the Public Schools Branch programming. Membership is comprised of representatives from participating YFNs, which includes an Elder and a youth representative. Representatives from the Department of Education staff participate as technicians/observers. This committee provides a regular forum for First Nations to have input on Yukon's education system and for the Department of Education to better align their work in relation to First Nation education with the direction that YFNs are moving in. This includes working groups of the YFNEAC such as the Primary Readers, Grade 5 and Grade 12 curriculum working groups.

The members of the YFNEAC are as follows:

Peter Johnston, Yukon Chief's Committee on Education (Chair)  
Lee Kubica, Superintendent, Dept. of Education, Public Schools (Chair)  
Liz Hall, Selkirk First Nation  
Jeananne Lindstrom, Carcross Tagish First Nations  
Colleen Joe-Titus, Champagne Aishihik First Nations  
Sam Sen, Kluane First Nation  
Sam Donnessey, Liard First Nation  
Melanie Tourangeau, Little Salmon Carmacks First Nations  
Sharon Peter, First Nation of Nacho Nyak Dun  
May Bolton, Ross River Dena Council  
Mary McGinty, Selkirk First Nation  
Nicole Kuster, Ta'an Kwach'an Council  
Marie Davies, Teslin Tlingit Council  
Pat Winfield, Tr'ondek Hwech'in First Nation  
Tracy Kassi, Vuntut Gwich'in First Nation  
Sid Jr. VanderMeer, White River First Nation

## **Yukon Chiefs' Committee on Education**

The Yukon Chiefs Committee on Education (YCCOE) aims to provide political direction, advice, and recommendations on educational matters affecting Yukon First Nations to the Council of Yukon First Nations (CYFN) grand Chief and Leadership. The Committee's mandate is to advocate the promotion of First Nation based education systems and maintain a process of communicating First Nation educational needs to governments and to provide support and advice for First Nations to engage in the process and share/exchange information. The Committee consists of four Chiefs and a political representative of the CYFN:

The members of the YCCOE are as follows:

Grand Chief, Andy Carvill (Ex-Officio)  
Regional AFN Chief, Rick O'Brien (Ex-Officio)  
Vuntut Gwitchin Chief, Joe Linklater (Chair)

Teslin Tlingit Council Chief, Eric Morris  
Selkirk First Nation Chief, Darin Isaak  
Champagne & Aishihik Deputy Chief, Kathy Van Bibber  
Teslin Tlingit Council, Executive Councilmember, Peter Johnston  
Shandell Kaerns, Education Technician

## **Local Governance: School Boards, Councils, and Committees**

**School boards** have many of the administrative powers of the Department of Education. The board ensures that its schools are conducted in accordance with the requirements of the *Education Act*. Unlike school boards in other jurisdictions, however, Yukon school boards are not able to tax and many operational supports such as curriculum resources and human resources are provided by the Government of Yukon. Boards request funding through the Department of Education in accordance with a formula that takes into account enrollment, the nature of the facility, and other community factors. The board maintains, repairs, and furnishes all of its real and personal property including board approved instructional materials.

At this time, there is only one school board in the Yukon: the Yukon Francophone School Board. Individuals elected or appointed to school boards are trustees.

Although school boards are responsible for personnel in their school(s), including selecting individuals for hiring, teachers are employed and paid by the Government of Yukon. Pensions are handled through the Government of Yukon's participation in the federal government's superannuation plan.

**School councils** have some - but not all - of the powers of a school board, including the following:

- Reviewing, modifying and approving school plans, school policies and rules, educational spending, courses of study and other matters required for the effective functioning of the school;
- Recommending how site-based school budgets should be allocated (for example, funding for field trips);
- Selecting the school principal, in conjunction with the superintendent of schools;
- Establishing a procedure for resolving disputes involving the school, parents and/or teachers;
- Establishing an attendance policy for students; and
- Preparing reports and providing information to the school's community and the Department of Education.

**School councils** may also take on other responsibilities such as requesting evaluations of administrators, teachers and other staff, recommending a school calendar, recommending specific courses of action in personnel matters or advising the Department of Education on

staff requirements, and transportation or facility needs. For certain matters such as student suspensions, school councils are the first line of appeal.

Individuals elected or appointed to school councils are members not trustees.

All Yukon schools have a School Council except École Émilie-Tremblay which has a school board, Kluane Lake School which has a school committee. Johnson Elementary and Watson Lake Secondary Schools share one school council.

**School committees** are limited to advising the school administration on matters relating to the school. They have no fiscal or administrative responsibilities.

### **Association of School Councils, Boards and Committees**

**Association of School Councils, Boards and Committees (AYSCBC)** is a non-profit organization, established by and accountable to its members. The focus of AYSCBC is on supporting the important roles that these elected and/or appointed individuals have and assisting them in working with their school community towards what is best for student learning. AYSCBC provides training and support on the roles and responsibilities of School Council, Board and Committee members. Through newsletters, meetings, sessions, phone, fax and email the AYSCBC provides information and conducts research on many educational issues and concerns pertinent to its members. You can contact the AYSCBC at PO Box 20409 Whitehorse, YT Y1A 7A2, phone (867)633-2692, fax (867)667-2921 or email [ayscbc@hotmail.com](mailto:ayscbc@hotmail.com).

### **Partnerships Unit**

The Department of Education has established the Partnerships Unit.

The Partnership Unit's primary role is to support the partnership relationships between the Department of Education and various stakeholders in the education system.

Unit personnel support partnerships through liaison with school councils/boards/committees (training and logistical support), the Francophone community, Catholic diocese, the Yukon Teachers Association, parents and community stakeholders.

The Partnership Unit can be reached at (867)-667-8237.

# School Emergency Planning

A critical part of ensuring the safety of the children in your care is being prepared for emergencies that might happen relating to the school itself, or to the community.

Each school prepares an emergency plan to document the roles and responsibilities for all school-based staff should an emergency arise. The emergency plan (part of the school plan) is updated each year to reflect changes in staffing, student needs and physical changes in the school structure.

A common plan of response has been provided to all schools to help them respond to - different scenarios that might arise. During the school year, mock exercises will be conducted to ensure that both students and staff know what to do should an emergency arise. It is important that each member of our school system know the contents of the emergency plan for the school to which they are assigned. Please speak with your administrator about reviewing the full emergency plan, and become familiar with your particular roles and responsibilities.

## Suspected Child Abuse — Teacher Responsibilities

As a teacher, you are required to notify the appropriate authorities when you have reasonable grounds to suspect a child is in need of protection. The child may be a student in your class and you might observe changes that lead you to believe there is a problem. The child may not be your student but, for whatever reason, has disclosed information to you that would indicate abuse or neglect is taking or has taken place. Whatever the reason, no matter if the child is a student of yours or not, you are legally obliged under the *Education Act* to initiate immediate action.

**You will not be penalized if it turns out the child is not being neglected or abused as long as you have acted in good faith or believed you were acting in good faith.**

Often teachers are the first adults to become aware of factors that may be indicative of abuse or neglect. They are also in a position of trust with a child and often will be the one to whom a child in trouble turns.

Where a teacher has reasonable grounds to believe that a child is in need of protection, a report must be made immediately by the teacher to the administrator and to the Department of Health and Social Services, pursuant to the *Education Act*. Where school personnel receive a disclosure, Health and Social Services should be contacted without first contacting the parents or guardians. Principals must immediately report suspicions that a child is in need of protection to Health and Social Services and to the Director of Learning.

- Report the disclosure by phone to child welfare authorities and to your Administrator or Director of Learning;
- Follow up immediately by filling out the “Initial Report of Suspected Child Abuse” form (or a copy of it) and forward it to the Administrator or Director of Learning and child welfare authorities within 24 hours.
- If you believe the administrator is involved in the abuse or neglect, notify your Director of Learning instead.

**In all cases, you must maintain the strictest confidentiality.** You must not reveal your suspicions to anyone other than the Child Welfare Authority and the Administrator (or Director of Learning). When an investigation is underway, you should leave all communications with the parents on matters related to the alleged abuse or neglect to child welfare authorities.

In return, your report will be treated in confidence – as much as possible. You may be called to court to present evidence, however. Remember that you need fear no legal or disciplinary repercussions should your sincere suspicions prove unfounded. Without your intervention, a child could suffer abuse or neglect for many years.

**It is not up to you to investigate suspected cases of neglect or abuse.** The Child Welfare Authorities and the RCMP will do this.

### **Further information is available in the following publications:**

- Interdepartmental Protocol on Teacher/Principal Guidelines for Identifying and Reporting Child Abuse and Neglect (Revised)
- Inter-agency Agreement for the Investigation of Child Abuse
- Both documents are available from your school's Administrator, or from the Department of Education.

## **How to Respond to Disclosure**

Sometimes a student will tell a teacher that he or she is being neglected and/or abused, or was neglected or abused in the past. If this occurs, try to follow these steps:

- Listen to the child;
- Remain calm and do not express shock;
- If the disclosure happens in front of other students, acknowledge the child's statement but do not dwell on the information. Continue with the lesson;
- If the disclosure was not clear enough to lead you to suspect child abuse or neglect, seek a private moment with the student to confirm the allegation;
- Start off by reminding the child of the conversation by saying, "When we were discussing ... you mentioned ... Can you tell me more about it;"
- Remember that you only require enough information to have reasonable grounds to suspect abuse or neglect. You are not responsible for investigating the charges;
- Say that you believe the student;
- Tell the child it is not his/her fault;
- Acknowledge how difficult it is to talk about these things;
- Let the child know that you are going to tell someone who will try to help;
- Explain to the child what will happen next;
- Report the disclosure by phone to the child welfare authorities and to your administrator or superintendent;
- Follow up immediately by filling out the "Initial Report of Suspected Child Abuse" form and forward it to the administrator or Director of Learning and the Child Welfare Authorities within 24 hours.

## Recognizing Neglect or Abuse

The behavior of the child and parent can offer clues about the presence of abuse or neglect. Physical indicators may also be present.

### **The child may:**

- Show sudden changes in behavior or school performance;
- Steal, hoard or beg for food;
- Report that there is no caregiver at home;
- Receive no help for physical or medical problems brought to the caregiver's attention;
- Have academic problems that cannot be attributed to specific physical or psychological causes;
- Be watchful, as though preparing for something bad to happen;
- Be depressed, delinquent or self-destructive;
- Exhibit habit disorders such as sucking, biting, or rocking and/or traits such as sleep disorders or inhibition of play;
- Be excessively passive or aggressive;
- Have unexplained bruises, cuts, burns or fractures;
- Have sudden weight changes;
- Exhibit inappropriate or bizarre sexual knowledge or behavior;
- Be extremely wary of parents or adults;
- Be constantly fatigued, listless or hungry.

### **The parent may:**

- Show little concern for the child, rarely responding to the school's requests for information, conferences or home visits;
- Deny the existence of, or blame the child for, the child's problems at school or home;
- Ask the classroom teacher to use harsh physical discipline if the child misbehaves;
- View the child as entirely bad, worthless or burdensome;
- Demand a level of physical or academic performance the child cannot achieve;
- Look primarily to the child for care, attention and satisfaction of emotional needs;
- Be ostracized from the community/not involved in community.



	<b>Physical Indicators</b>	<b>Behavioral Indicators</b>
<b>Neglect</b>	<ul style="list-style-type: none"> <li>- Abandonment; unattended medical needs</li> <li>- Consistent lack of supervision</li> <li>- Consistent hunger, dressed inappropriately for the weather, poor hygiene</li> <li>- Lice, distended stomach, emaciated</li> <li>- Consistent fatigue</li> </ul>	<ul style="list-style-type: none"> <li>- Obsessed with food, stealing food; theft</li> <li>- Reports that no caretaker at home</li> <li>- Frequently tardy or absent</li> <li>- Destructive, delinquent, drug or alcohol abuse</li> <li>- Falling asleep in class, difficulty maintaining attention in class</li> <li>- Craves attention</li> </ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"> <li>- Frequent and/or unexplained bruises in various stages of healing and in suspicious locations/patterns, welts, human bite marks, bald spots, burns</li> <li>- Unexplained fractures, lacerations, or abrasions</li> <li>- Injuries regularly appearing after absences or weekends</li> </ul>	<ul style="list-style-type: none"> <li>- Extreme wariness of parents or adults</li> <li>- Uncomfortable with physical contact</li> <li>- Self destructive</li> <li>- Arrives at school early or stays late as if afraid to be at home</li> <li>- Complains of soreness or moves uncomfortably</li> <li>- Withdrawn and aggressive – behavioral extremes</li> <li>- Chronic runaway (adolescents)</li> <li>- Extreme fearfulness or fearlessness</li> <li>- Extreme tearfulness or tearlessness</li> </ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"> <li>- Difficulty in walking or sitting</li> <li>- Torn, stained, or bloody underclothing</li> <li>- Pain or itching in genital area</li> <li>- Venereal diseases, especially in pre-teens</li> <li>- Pregnancy</li> <li>- Frequent, unexplained sore throat</li> <li>- Frequent urinary or yeast infections</li> <li>- Sudden onset of involuntary urinating</li> </ul>	<ul style="list-style-type: none"> <li>- Displays unusual interest in sexual matters and uses terminology inappropriate for age</li> <li>- Does drawings which are sexually explicit, beyond developmental level</li> <li>- Inappropriate sexual behavior</li> <li>- Wariness of physical contact, especially when initiated by an adult</li> <li>- Seductive behavior for approval; promiscuity, prostitution</li> <li>- Role reversal, overly concerned for siblings</li> <li>- Massive weight change</li> <li>- Peer problems, lack of involvement</li> <li>- Depression, suicide attempts</li> <li>- Suddenly refuses to change for gym or participate in activities</li> </ul>

<b>Emotional Abuse</b>	<ul style="list-style-type: none"><li>- Speech disorders</li><li>- Delayed physical development</li><li>- Substance abuse</li><li>- Ulcers, asthma, severe allergies</li></ul>	<ul style="list-style-type: none"><li>- Habit disorders (sucking, biting, rocking)</li><li>- Developmental lags</li><li>- Destructive sleep disorders, inhibition of play</li><li>- Delinquent behaviour</li><li>- Extreme depression, suicide</li><li>- Extreme adult behaviour, appearing to take over and care for parents</li></ul>
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## Child Welfare Authorities Contact List

Yukon Department of Health and Social Services/Family and Children's Services

Community	Address	Phone	Fax
Whitehorse	Royal Bank Building, 4114 – 4 <sup>th</sup> Ave. Y1A 4N7	667-3002	393-6204
Carcross	Box 174, Carcross, Yukon Y0B 1B0	821-4301	821-4814
Carmacks	Box 95, Carmacks, Yukon Y0B 1C0	863-5800	863-5817
Dawson City	Box 339, Dawson City, Yukon Y0B 1G0	993-5543 or 993- 5546	993-5706
Faro	Box 148, Faro, Yukon Y0B 1K0	994-2749	994-2730
Haines Junction	Box 5445, Haines Junction, Yukon Y0B 1L0	634-2203 or 634- 2204	634-2205
Mayo	Box 9, Mayo, Yukon Y0B 1M0	996-2283	996-2203
Old Crow	Box 98, Old Crow, Yukon Y0B 1N0	Call collect 1-867- 993-5543	
Pelly Crossing	Box 62, Pelly Crossing, Yukon Y0B 1P0	537-3300	537-3616
Ross River	Box 111, Ross River, Yukon Y0B 1S0	969-2292	969-2244
Teslin	Box 147, Teslin, Yukon Y0A 1B0	390-2588 or 390- 2679	390-2902
Watson Lake	Box 305, Watson Lake, Yukon Y0A 1C0	536-2232	536-2790

**After hours child protection:**

**Whitehorse:** (867) 667-3002

**Outside Whitehorse:** Phone your local child welfare authority

## Sample Form – Initial Report of Suspected Child Abuse

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**CONFIDENTIAL**

### Part 1

Full name of child \_\_\_\_\_

Date of birth (month/date/year) \_\_\_\_\_

Present school \_\_\_\_\_ Grade \_\_\_\_\_

Student's address \_\_\_\_\_

Phone \_\_\_\_\_

### Part 2

Name of person making report \_\_\_\_\_

Position \_\_\_\_\_

Home address \_\_\_\_\_

Phone \_\_\_\_\_

School address \_\_\_\_\_

Phone \_\_\_\_\_

Administrator's name \_\_\_\_\_

### Part 3

Reason you are making report — be as specific as possible, including notation of specific symptoms observed and date of observance (add separate sheet if necessary.)

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Signature \_\_\_\_\_ Date \_\_\_\_\_

***A copy of this report must be initialed by the recipient and returned to the person making the report.***

# Curriculum

Under the direction of the Director of Programs and Services, curriculum staff encourage and assist teachers in developing appropriate strategies, adapting materials and creating curriculum to meet the needs of students.

The following specific resources are available to teachers through the Curriculum Unit:

## Primary, Intermediate and Secondary Program Services

The coordinators of primary, intermediate and secondary programs function as consultants to school administrators and teachers. The coordinators provide direct and indirect support in all areas of the curriculum through school visits, classroom visits and conferences with individual teachers. In addition, coordinators provide in-service workshops for groups of teachers, information presentations to teachers, administrators, parents and other interested individuals and collect and disseminate current information and resources related to curriculum implementation. Direct requests for services in addition to regularly scheduled visits may be made to the coordinators by administrators or teachers.

The Coordinator of Primary Programs assists K-3 classes. The Consultant for Intermediate Programs assists grade 4-7. The Consultant for Secondary Programs assists grade 8-12.

## Curriculum Consultants

Coordinator of Primary Programs: Jeanette McCrie	667-5186
Acting Coordinator of Intermediate Programs: Terry Markley	393-7104
Coordinator of Secondary Programs: Nicole Morgan	667-5679
Coordinator of Technology Assisted Learning: JoAnn Davidson Consultant of Technology Assisted Learning: Cam Good	667-5871 667-8876
Mathematics Consultant: Paula Thompson (located at Selkirk Elementary School.)	667-8249
First Nation Curriculum Consultants: Sharon Jacobs, Cultural Consultant; Shereen Hill, Curriculum Consultant; Barb Hobbis, Language Consultant; Jim Boyde, Experiential Consultant	667-5931 667-8179 (tba) 667-8564

## Mathematics Consultant

The Mathematics Consultant works primarily with teachers of grade 4, 5, and 6 in an effort to provide training support. The consultant will be working out of a new mathematics centre at Selkirk Elementary. The centre will provide a venue for training the Yukon's math educators. Training will emphasize the use of manipulatives and other practical mathematics teaching strategies.

## **Curriculum Advisory Committees**

There are three committees: a primary committee for grade K-3, an intermediate committee for grades 4-7 and a secondary committee for grade 8-12.

These committees meet two times a year to advise the Department of Education on program issues. They are generally comprised of teachers, administrators, representatives from Yukon First Nations and the appropriate Coordinator of Programs. These committees report to the Director of Programs and Services.

## **Yukon First Nation Curriculum**

The First Nation Programming unit of the Public Schools Branch in partnership with Yukon First Nations is currently developing curriculum that provides Yukon students with textbooks focused on Aboriginal content and culture. Current development includes an early-readers series on Yukon First Nations reflecting YFN people and their cultures and languages, a Grade 5 unit on Traditional Governance and a Grade 12 course on land claims and self-government. The Department of Education established a locally developed curriculum initiative in 1995 to facilitate the development of community driven curriculum resource projects, with content provided by the First Nation. The First Nation Programming unit staff provides technical and informational support and covers printing costs.

The development of Yukon First Nation Curriculum will:

- Concentrate on positive images of First Nation peoples,
- Reinforce and complement the beliefs and values of First Nation peoples,
- Include historical and contemporary issues, and reflect the cultural, social, political, economic, and regional diversity of First Nation peoples.

The First Nation Consultants are:

Sharon Jacobs, Cultural Consultant;	667-5931
Shereen Hill, Curriculum Consultant;	667-8179
Barb Hobbis, Language Consultant;	(tba)
Jim Boyde, Experiential Consultant	667-8564

## **First Voices Aboriginal Language Project**

First Voices is a web-base teaching and development initiative aimed at preserving and revitalizing Aboriginal languages and creating more culturally relevant curriculum in Yukon. The program operates by first archiving the language in print and with audio. Currently the Han, Tagish and Tlingit (some) languages are in the process of being archived. Once the languages are archived the teachers can use the web-based tool to assist in teaching students: words, phrases, songs and stories and can develop many classroom materials in the language.

## **Western and Northern Canada Protocol Common Curriculum Framework for Aboriginal Language and Culture Programs K-12**

The Common Curriculum Framework for Aboriginal Languages and Culture Programs K-12 is a support document for schools within the western provinces and three territories (Yukon, Nunavut and the Northwest Territories) wishing to develop curricula, learning resources or strategies dealing with Aboriginal cultures and languages. It is a framework that reflects the universal values and beliefs inherent in Aboriginal cultures. The outcomes provided are to be interpreted and specified by local developers based on the strength of their language, the availability of cultural resources and the expressed language goals of their community. The framework will continue to be implemented in Yukon schools on a gradual basis.

### **Elders**

Yukon First Nation Elders are the cultural bearers and language keepers of their people. Elders play an integral role within the revival, maintenance and preservation of First Nation cultures.

It is important to be aware that there are protocols for approaching Elders or individuals with specialized cultural skills and this varies from community to community. The local First Nation Community Education Liaison Coordinators, First Nation offices or Tribal Councils are able to assist you in locating an Elder. It is also important that adequate time is taken to meet the Elder prior to their visit, if you do not know them. It is recommended that this consultation with the Elder be held to share the nature of their visit to the class. It must be determined if the visiting Elder will require transportation to and from the school. Sensitivity, caring, respect, and a willingness to cater to the time constraints of Elders are necessary to develop a positive and lasting relationship. An adequate honorarium must be provided to the Elder as soon as possible after their visit. Students may want to make small gifts for them as well.

### **First Nation Curriculum Resources (under development)**

#### *Yukon First Nations Eaglecrest Readers*

A series of seven books for young readers that focus on First Nation culture were launched in 2005. The early reader books feature adults and children from Yukon communities, and reflect the lives and culture of Yukon First Nation people. *New Slippers* and *Hot Moose Stew* are about traditional First Nations knowledge and skills. *My Grandpa* recounts a story of a relationship between elders and students, and a third book in the series called *Big Things and Little Things* talks about artifacts of cultural significance to First Nation people. This was a collaborative effort involving elders, students, school administrators, curriculum staff at the Department of Education and the publishers at Eaglecrest Books. The seven books are available in French and English, for now. Yukon First Nation language translations are underway.

#### *Grade 5 Unit on Yukon First Nation- Traditional Governance*

A Working Group for YFN 5: Governance was established in 2005 and is comprised of members from each of the eight Yukon First Nation languages groups and includes Elder

representation. The working group is to review the development of the unit to reflect Yukon First Nation cultures, histories and perspectives. In this unit, students will develop an understanding of YFN governance in a pre-contact setting. This will include oral traditions, First Nation languages, traditional territories, clan systems, traditional laws, citizenship, potlatches and traditional ways of governance. The Department of Education will pilot the draft unit of YFN 5 in Yukon schools in the fall of 2006 and it will be integrated into the regular social studies program for grade 5.

*Yukon First Nations 12: Law and the Land Course*

The Yukon First Nation 12 course will focus on Yukon First Nations' governance and land claims. It will describe historical and contemporary events through a selection of articles (descriptions of events) and essays (opinion and perspectives) mainly from Yukon writers. Other features in the student text will include biographies of some YFN individuals involved in the land claim process, case studies specific to Yukon First Nations, a chronological time line, and activities and projects that will encourage going beyond the classroom. The Yukon First Nation 12 course will meet one of the required courses for graduation, will provide the students with grade 12 credits and will have a departmental exam.



## Curriculum Guide/Integrated Resource Package

SUBJECT	GRADE	IRP#
<b>APPLIED SKILLS</b>		
<b>Business Education</b>		
Applied Skills	K-7	IRP012 (1995)
Applied Skills	11	IRP001 (1995)
Business Education	8-10	IRP055 (1998)
Business Education 11, Economics 12	11-12	IRP065 (1998)
<b>Home Economics</b>		
Home Economics	8-10	IRP056 (1998)
Home Economics	11-12	IRP071 (1998)
<b>Technology Education</b>		
Technology Education	8-10	IRP014 (1995)
Technology Education, Industrial Design	11-12	IRP076 (1997)
<b>Tourism</b>		
Tourism	11-12	CG0323 (1995)
<b>CAREER &amp; PERSONAL PLANNING</b>		
Career and Personal Planning	K-7	IRP007 (1996)
Career and Personal Planning	8-12	IRP005 (1997)
<b>CROSS STRAND</b>		
Primary program document	K-3	RB0109 (2000)
<b>ENGLISH LANGUAGE ARTS</b>		
Communications	11-12	IRP099 (1998)
English Language Arts	K-7	IRP038 (1996)
English Language Arts	8-10	IRP039 (1998)
English Language Arts	11-12	IRP040 (1997)
English Literature	12	IRP033 (1997)
<b>FINE ARTS</b>		

Art		
Fine Arts	K-7	IRP042 (1998)
Visual Arts	8-10	IRP016 (1995)
Fine Arts	11	IRP004 (1995)
Visual Arts (Media Arts)	11-12	IRP063 (1997)
<b>Dance</b>		
Dance	8-10	IRP015 (1995)
Dance	11-12	IRP066 (1997)
Drama		
Drama	8-10	IRP017 (1995)
Drama, Film and Television	11-12	IRP060 (1995)
<b>Music</b>		
Music	8-10	IRP018 (1997)
Music – Composition & Technology	11-12	IRP073 (1996)
<b>INFORMATION TECHNOLOGY</b>		
Information Technology	K-7	IRP034 (1996)
Information Technology	8-10 <a href="http://dl1.yukoncollege.yk.ca/ictreview89/">http://dl1.yukoncollege.yk.ca/ictreview89/</a>	IRP035 (2006)
Information Technology	11-12	IRP036 (2001)
<b>LANGUAGES</b>		
French as a Second Language	5-12	IRP021 (2001)
German	5-12	IRP069 (1997)
Spanish		IRP075 (1997)
<b>MATHEMATICS</b>		
Mathematics	K-7	IRP003 (1996)
Mathematics	8-10	IRP031 (1996)
Mathematics, Principles, Applications, Essentials and Calculus 12	10-12	IRP110 (2000)
Mathematics	12	IRP026 (1996)
<b>PHYSICAL EDUCATION</b>		
Physical Education	K-7	IRP011 (1995)
Physical Education	8-10	IRP 013 (1995)
Physical Education	11-12	IRP083 (1998)

<b>SCIENCE</b>		
Biology	11-12	IRP027 (1996)
Chemistry	11-12	IRP025 (1996)
Earth Science 11, Geology 12	11-12	IRP029 (1996)
Physics	11-12	IRP028 (1996)
Resource Sciences (Forests)	11-12	IRP074 (1997)
Science	K-7	IRP002 (1996)
Science	8-10	IRP032 (1996)
<b>SOCIAL STUDIES</b>		
Yukon First Nations	12	IRP008 (2000)
Comparative civilizations	12	IRP084 (1997)
Geography	12	IRP068 (1998)
History	12	IRP070 (1997)
Law	12	IRP072 (1997)
Social Studies	K-3	CG0160 (1983)
Social Studies	4-7	IRP058 (1998)
Social Studies	8-10	IRP061 (1998)
Social Studies	11	IRP062 (1998)
Civics	11	Not assigned

# Education Programs

## Experiential Programs

### **MAD (Music, Art, Drama, Dance) 9-12**

**MAD 9/10** is a unique performing arts program that provides students with credit courses including: English, Social Studies, Physical Education, Theatre Performance and a choice between several fine arts and applied skills courses. The goal of the program is to provide students with a solid foundation in creative dramatics, acting, stagecraft, music, dance and play writing fundamentals. This program is based out of Wood Street Centre and is available for all Yukon students.

**MAD 11/12** has received national recognition and is unique to the Yukon and allows students to immerse themselves in all aspects of the performing arts, every hour, every day, all semester long. Students receive credits for English, Social Studies, Fine Arts, and Theatre Performance and during the course of the semester prepare three productions. This program is open to grade 11 and 12 students from all Yukon Secondary schools

### **Experiential Science (OPES 9, PASE 9, ACES 10, ES 11, FEAST)**

**Outdoor Pursuits and Experiential Science 9 (OPES 9)** is a co-education program open to all Grade 9 students enrolled at F.H. Collins High School. This integrated program of studies provides students with opportunities in a variety of exciting outdoor pursuits and enriches the regular science curriculum. OPES provides students with the following courses: Outdoor Pursuits 9, Science and Technology 9, Social Studies 9 and Physical Education 9.

**Plein Air et Science Expérientielles 9** offers a new approach for grade 9 students and will be taught in French and will require French communication with the teacher and between students at all times. This integrated program provides students with opportunities in a variety of exciting outdoor pursuits and enriches the regular sciences 9 and social studies 9 curriculum through field study experiences. PASE provides students with the following courses: Science Naturelles 9, Outdoor Pursuits 9, Social Studies 9 and Physical Education 9.

**Achievement, Challenge, Environment and Service 10 (ACES)** is a coeducational program that is open to all Yukon Grade 10 students. Students will be expected to be actively involved in a minimum of twenty-five days in outdoor expedition settings. The five courses offered include: Social Studies 10, Science 10, Outdoor Pursuits 10, Physical Education 10, and Applied Skills 10.

**Experiential Sciences 11** is a program designed to extend and enrich students understanding of science through projects and field experiences. Students take the following courses: Biology 11, Chemistry 11, Forestry 11, Physical Education 11, Art 11 and Field Methods 11. These courses will be based on experiences and activities both found inside and outside the school setting, and will involve both the school and professional science communities.

## **Foods Education and Service Training (FEAST)**

FEAST is designed for students with a high interest in food preparation, chefs training, dietetics and careers in the hospitality tourism industry. Students develop practical skills and knowledge in food preparation techniques used in industrial and commercial kitchens/restaurants and catering for banquets, luncheons and formal reception. They also learn nutrition principles and receive training and certification in Food Safe (Sanitation Food Certification) and First Aid.

FEAST is offered at F.H. Collins Secondary School in both first and second semesters. Students can take FEAST in one semester and a conventional program of study in the other semester.

## **Independent Learning Centre**

The Individual Learning Centre (ILC) opened in February 2005 in downtown Whitehorse. It is designed for school-aged youth (15—21) who have dropped out of school to help them re-engage in learning. It is a welcoming, flexible environment that encourages academically capable students to complete high school. Currently 87 students are enrolled in the Centre. During the last school year, 9 students received a high school graduation certificate.

## **Teen Parent Centre**

This program provides a supportive environment to assist young parents to finish high school. It also teaches parenting skills, as well as healthy meal preparation, money management and effective job-search techniques. Since its inception in 1990, 243 students have enrolled in this program. 38% have since graduated.

## **Gadzoosdaa Student Residence**

Parents from communities where there is no senior grade secondary school can apply to have their children stay at the 38-bed Gadzoosda Student Residence (located beside F.H. Collins Secondary School) and attend either F.H. Collins Secondary School or Vanier Catholic Secondary School (located nearby). For more information, contact the residence at (867) 667-8067. Parents can also make private room and board arrangements for their children to attend secondary school in Whitehorse.

## **Student Living Allowance Policy**

The Student Living Allowance Policy allows a boarding allowance for those Yukon students where there is no grade 10, 11 and 12 program in their communities or where they have moved to Whitehorse to attend a specialized program such as M.A.D., A.C.E.S., etc. Previously, the allowance was paid only to students living at Gadzoosdaa Residence or to those living in private accommodation without a parent present. However, a recent amendment now allows students to collect a living allowance while living in private accommodation with a parent or guardian present.

## **School Related Programs**

### **Reading Recovery Program**

The Reading Recovery Program is a specialized reading program focusing on academically at-risk six year-old students. This one-on-one approach teaches the child to be an independent reader, and accelerates the assimilation of learning skills. Results of the Reading Recovery program collected by the Department of Education show that 65 to 70 per cent of children leave Reading Recovery at reading level that matches the average of their class. Other results that are encouraging show that Yukon students in the Reading Recovery program are retaining the gains they make in Grade One through to the Grade Three level.

### **Food for Learning**

Food for Learning provides funds to assist schools in offering nutrition programs such as breakfast, lunch or snacks for students who do not have enough to eat.

### **Whole Child**

The Administration and Staff at Whitehorse Elementary School initiated the Whole Child Project— “it takes a whole community to raise a child” in the 2001/2002 school year. The program was established for any family in Whitehorse and in particular, kids and families “at risk”, and includes preschool children living in the downtown catchment area. The program is supervised by volunteers and offers a wide variety of programs and activities: weekly crafts night, dads’ ping pong league, parent child mother goose (songs, rhymes, storytelling), nobody’s perfect parenting classes, babysitting courses, computer lab, gym, healthy cooking classes, swimming. The project is governed by a steering committee composed of all major partners including Department of Education, Department of Health and Social Services, Learning Disabilities of Yukon, Council of Yukon First Nations, Yukon Family Service, RCMP, etc. The program is very successful and will expand to Elijah Smith Elementary School one evening a week for the 2006/2007 school year.

### **Yukon Arts Ed-Venture**

This is a new program that started in the 2005—2006 school year and is currently open to Whitehorse elementary students. Community artists (visual, drama, dance, music, art) and classroom teachers work collaboratively to engage students in core curricular areas of language arts, math, science and social studies using the arts (i.e. students can learn math patterns by beading, telling time by singing and playing rhythm instruments). Each school is given a number of artist hours dependent upon the population of the school.

### **Artist in the Schools**

The Artist in the School Program is designed to give elementary and secondary school students the opportunity to work with, learn from and be inspired by practicing artists.

Artists of all disciplines are encouraged to put together a program that they feel would be appealing to school children and that reflects their own media.

## **Skills Canada**

Skills Canada Yukon (SCY) works with employers, educators, labour groups, and governments to reposition trade and technical careers as a first choice career option for Yukon youth.

The program reaches out to youth and exposes them to trades and technologies in a fun, hands-on, learning environment where they acquire the skills and confidence to continue in their chosen field.

During the school year, SCY offers skills clubs in a wide range of trades and technologies: baking, carpentry, electrical wiring, automotive service, 2D animation, aesthetics, and more. These clubs vary from year to year and are run by volunteers who are considered experts in their field. These clubs are located in nearly every community of the Yukon and are generally offered as part of an after school program.

The Junior Skills program, open to elementary schools, allows a small group of students to visit the Skills Centre and work with a resident Carpenter/Educator on a variety of projects which enables students to experience carpentry prior to selecting a career path.

Last year, SCY hosted the first Young Men Exploring Trades at FH Collins Secondary School. Grade 8 boys from across the Yukon travelled to Whitehorse and participated in hands-on workshops with a skilled tradesperson or technologist prior to choosing their secondary school career path.

SCY also hosts the Annual Yukon Skills Competition which is open to youth in secondary school as well as apprentices. Winners of the Yukon Skills Competition may have the opportunity to represent Team Yukon at the Canadian Skills Competition which occurs each year in a different province or territory.

## **Innovators**

The Innovators in the Schools program brings science and technology connections to Yukon schools. Special events are organized and/or promoted throughout the year via your School Science Contact. Watch for the following postings: the Regional Science Fair (December 2, 2006), the 14<sup>th</sup> Annual Bridge Building Competition (April 14, 2007), Crazy About Science: Adventures in Scientific Exploration, Stay-A-Day at Yukon College (Grade 7), Science Olympics (Grades 8 & 9) and the Youth Research Fund. Be sure to contact program personnel to request volunteer experts and resources that highlight the fun, creativity and relevance of science and technology-related subjects.

For more information please call the Program Coordinator, Heather Dundas at (867) 668-8739. Fax: (867) 668-8734 E-mail: [innovators@yukoncollege.yk.ca](mailto:innovators@yukoncollege.yk.ca)  
Website: <http://dl1.yukoncollege.yk.ca/innovators/>

## **French Language Programs**

The Department of Education supports many different kinds of French language education in our public schools.

### **French First Language**

Under Section 23 of the Canadian Charter of Rights and Freedoms, the goal of the French First Language program is to provide education to Francophone students who choose to be educated in their first language.

All subjects from Kindergarten to Grade 12 are taught in French with the exception of English that is taught starting in Grade 4. École Émilie-Tremblay is the Yukon's only French First Language school.

### **French Immersion**

The French Immersion Program is for those students whose mother tongue is other than French. The goal of this program is to develop excellent linguistic competencies in French.

French Immersion students attend Whitehorse Elementary School for Kindergarten through Grade 7 and FH Collins Secondary School for Grades 8 through 12.

In 2004/05, the Department of Education introduced Late French Immersion for those students entering Grade 6 who had previously been schooled in English.

### **French Second Language**

The goal of the French Second Language program is to provide students the opportunity to attain a level of comprehension of the language which will allow them to read, write and converse in French in simple terms. French as a second language is offered in most Yukon schools from primary through senior secondary classrooms.

### **Intensive Core French**

In September 2005, the Department of Education introduced an Intensive Core French program for Grade 5 students at Holy Family Elementary School. Intensive Core French is different from French Immersion or Late French Immersion in that roughly half of the student's learning is done in French and the other half is done in English.

### **Extensive French Courses**



Vanier Catholic Secondary School will continue to offer Social Studies Extensive French. This course allows students to study Social Studies in French, with the rest of their coursework taking place in English.

## **Yukon First Nation Education Programs**

### **Elders in the School Program**

This is a cost-shared program jointly sponsored by the Department of Education and the participating First Nation. The budget covers the cost of an honorarium to the elders who come into the school to share their knowledge and experiences. The Elders in the School Program increases Elder involvement in the school and establishes a stronger cultural presence in the school; provides individual teachers with cultural expertise on-site; may provide students with a counselor that is sensitive to their First Nation ancestry; and may provide school-wide cultural activities or classroom-based cultural activities. This program is currently operating in Carcross, Teslin, Ross River, Mayo and Old Crow.

### **Cultural Inclusion Programs**

Cultural activity funding has been made available to Yukon schools for the development and implementation of cultural activities. The primary focus has been on First Nations activities like carving, beading, drum making, canoe building, culture camps, bison hunts, etc. The initiative involves the schools and the First Nations community working alongside each other to increase and improve the cultural programs, projects and activities in schools and classrooms. Your school principal can provide information on how to access funds for this program.

### **Community Orientation Programs**

This funding initiative is to assist with teachers and administrator's orientation to Yukon First Nations history and culture at the community level on a more frequent and regular basis. Some activities or cultural experiences could be participation by all school staff in potlatches or community dinners, elders meeting, language meetings, hand games, story-telling, drum-making, visitation to a traditional site, harvesting activity etc. The orientation events will occur outside the instructional day unless the entire school (staff and students) participate in the activity.

### **Community Tutoring Programs**

In partnership with local First Nations and local school councils, the Home Tutor Program provides the opportunity for students to participate in after school/home tutoring in their community. Currently this program is operating in 14 Yukon communities.

### **Master-Apprenticeship Program**

The Master-Apprenticeship Program is designed to provide independent, motivated students with the opportunity to pursue structured study of an Aboriginal language. This program has open admission to those interested in learning their YFN language and is a step towards developing a critical mass of young fluent speakers to transmit the language in Yukon public schools, in communities or at home. Currently there are 18 students (accompanied by 18 fluent speakers) enrolled in their first course.

## **Special Programs**

Special Programs supports schools in developing and implementing programs and services for students with special needs. The policy of the Department of Education is to educate students with special needs in the least restrictive and most enabling environment, as much as is practicable. It is believed that in general, the least restrictive educational environment for children is the regular classroom with appropriate program modification to meet their unique needs. The department does operate a number of specialized, low enrolment resource programs for those students with greater needs.

### **School-based Services**

Yukon schools strive to develop school based programs to address the educational needs of all students. Students with mild academic and behavioural difficulties are served through the Learning Assistance Program. In addition, learning assistance teachers provide differentiated learning opportunities for gifted and talented learners.

A school-based team coordinates services at the school level. This team, usually consisting of the learning assistance teacher, the counsellor, departmental consultant (by invitation), and the teacher of any student under consideration, is chaired by the school administrator. The primary function of the school-based team is to provide assistance and support to teachers in accommodating all students in the regular classroom. The team also determines when assistance is required from the Department of Education's Special Programs consultants for further consultation and/or assessment.

Some students may require modification and/or adaptations, adaptive technologies or health care plans provided through a collaborative planning process culminating in an Individualized Education Plan (IEP). Parents, school personnel and, as necessary, Special Programs consultants, other departments and/or community agencies work together to develop an IEP which reflects the complexity of the student's needs. Accordingly, the IEP can be brief or more detailed and lengthy.

### **Department-based Services**

Personnel from Special Programs function as consultants to school administrators and teachers. The consultants from Special Programs support teachers to allow children with

special needs the opportunity to benefit from the educational experiences provided by the school. In keeping with this policy, services are provided at the school level.

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

In addition, consultants provide in-service workshops to teachers, administrators, parents and other interested individuals and present current information and strategies related to student programming. Special Programs consultants serve all schools in the Yukon. Check with your learning assistance teacher or principal to find the consultant team assigned to your school:

**Coordinator, Special Programs:** coordinates the activities of the Special Programs unit. Micki Deuling Kenyon can be reached at (867) 667-5986.

**Special Education Consultant:** provides school based support to educators working with students with special needs such as developing Individual Education Plans (IEP), choosing and locating appropriate resources and inclusion. Donna Jones can be reached at (867) 667-8565.

**School Psychologists :** Stacey Burnard, Peter White, and Sharon Davis provide a full range of psycho-educational services including assessment to help schools to develop programs that meet individual student needs.

**Speech and Language Pathologists (SLP):** Carol Miller, Wendy Kitchen, Lisa Dymond and Lana Demers provide programming and assessment services to schools for students who have communication difficulties which may cause difficulties in learning and/or behavior.

**Itinerant Teacher, Hard of Hearing/Deaf:** Kelly Power supports students who have significant hearing loss by providing consultation, assessment and programming. Available on a contract basis.

**Itinerant Teacher, Vision Impairments:** supports students who have significant visual impairments by providing consultation, assessment and programming. Available on a contract basis.

**Physiotherapists (PT):** Phaedra Beatty and Heather Alton support students with gross motor difficulties ranging from physical disabilities to developmental delays. Physiotherapists acquire and monitor equipment, and consult with students, teaching staff and parents to provide assessment, programming, and adaptations to the school environment.

**Occupational Therapist (OT):** Pauline Craig and Carolyn McCrea support students experiencing physical difficulties with printing and handwriting and other fine motor-related skills. The Occupational Therapist and a Physiotherapist work together to assist students with physical disabilities experiencing problems related to physical access in the

environment. The OT will help develop technological solutions to enable these students access to learning media such as computer and switch technology.

Specialized equipment for students with exceptional educational needs (for example, assistive devices for students with sensory impairments or augmentative communication devices for students with communication disorders) is available through consultation with the appropriate Special Programs consultant. Materials to support individual program plans are also available through Resource Services.

### **Professional Development for Special Needs**

Consultants from Special Programs are available to address special education learning and/or behaviour concerns at the invitation of school staff. As well, the Department of Education, often in collaboration with the Yukon Teachers Association or other departments or agencies, makes available throughout the year specialized professional development opportunities for teachers and educational assistants working with students with exceptional educational needs. This usually takes the form of workshops on topics of relevance to service delivery in Yukon schools.

Information on the workshops is sent to the administrator of each school and should be posted on the staff bulletin board as well as announced at staff meetings.

### **Shared Resource Services**

A small number of specialized resource programs provide alternative environments for students who are unable to benefit from education in more traditional settings. Students considered for these programs must be approved by the appropriate Shared Resource Program Committee (SRPC).

There are 3 types of shared resource programs:

#### **Life Skills Programs:**

Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills. Programs are at

Jack Hulland Elementary School (primary/intermediate aged students)

Vanier Catholic Secondary School (secondary aged students)

F.H. Collins Secondary School (secondary aged students)

Porter Creek Secondary (secondary aged students)

#### **Behavioural Intervention Programs:**

Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances.

Riverfront Shared Resource Program (off campus program for secondary age students administered by Vanier Catholic Secondary. Students must be recommended by the school psychologist and approved by SRPC)

Young Offenders Facility/Outreach at the Youth Achievement Centre (teacher supported programming for youth in closed custody and outreach students, administered by Vanier Catholic Secondary).

### **Multi-needs Programs:**

Students recommended for these programs have severe and/or multiple handicaps.

Selkirk Elementary school (primary age students)

### **Home Education**

The *Education Act* and its Regulations define the Department of Education's obligation to home-educated children.

When a parent/guardian chooses to educate their child(ren) at home, they are required to complete a Home Education Student Registration Form (AD068) and submit this to the Director of Programs and Services. This form asks for a 3 year school plan and the Department of Education requests that the registration be renewed on an annual basis. The home educator becomes responsible for providing the school plan, which the student will follow.

The Director of Programs and Services examines the submitted registration form to determine if it meets the requirements of the *Education Act*, pursuant to Home Education. If so, it is forwarded to the Minister's office for final approval.

Students registered in a Home Education Program between grades 4 and 12 inclusive will be provided with British Columbia correspondence programs at no cost, upon request. Students will be able to access two courses at a time. As students complete courses, they will be allowed to obtain further courses at that grade level until requirements are fulfilled.

Resources may be requested through either Resource Services or through the school of preference. Textbooks will be loaned to the student for an approved program of study. These materials must be selected from the current Catalogue of Curriculum Materials (ADM074), the Department of Education's prescribed and recommended list of textbooks. Materials are to be returned to the school or Resource Services immediately after completion of the course. The Department of Education will provide a copy of the Catalogue of Curriculum Materials on request. Teacher guides are also available for viewing through Resource Services; however, teacher-constructed resources, teacher tests, unit placement tests, long-range plans, theme boxes, and unique or irreplaceable materials are not available to home-educated students.

Parents may request the loan of audiovisual material from the catalogues of media resources available in each school. The school will then submit textbook requisitions and media-loan requests to Resource Services. Media resources are usually loaned for two-week periods and are the responsibility of the Home Educator until returned to the school. Registered home-educated students may request use of school equipment and facilities through the school administrator at their school of preference. However, access may only be available outside regular school hours depending upon the overall scheduling needs of the school. Materials from the library will also be available at the school's convenience.

Parents are encouraged to take advantage of standard academic testing, including student assessment tests, school-based subject tests, Language Proficiency Index (LPI) tests, Yukon Achievement Tests and British Columbia Provincial Examinations. School administrators can advise when appropriate tests will be administered and will permit home-educated students to write these exams at the same time and in the same location as other students. Home-educated students may register for BC Provincial Exams at their selected school of preference. The school then registers home-educated students by faxing the Ministry a completed Form 3008. Schools should not report a school grade to the BC Ministry of Education unless they have assessed the student.

A pamphlet outlining home education in the Yukon has been co-produced by the Yukon Home Education Society (YHES) and the Department of Education. This pamphlet is available from the Department of Education, YHES and schools.

## Support Programs — Health and Social Services

### Health Promotion Unit

The Health Promotion Unit (HPU) is committed to the provision of high quality health promotion and illness prevention services. The HPU works collaboratively with the Department of Education to promote and coordinate comprehensive school health. Classroom resources and presentations currently being offered focus on reproductive health and tobacco prevention and education. The HPU also provides links to community resources on many other health issues. Due to high demand, we encourage groups to make requests for workshops or other services as early as possible.

#### For more information please call:

Ian Parker, Health Promotion Coordinator responsible for School Health:(867) 667-8563

Fax:(867) 667-8338

E-mail: [health.promotion@gov.yk.ca](mailto:health.promotion@gov.yk.ca)

### Environmental Health

Environmental Health Officers carry out a broad range of programs directed towards enhancing environmental quality in the interest of human health. Education, promotion and enforcement strategies are utilized. These may be broadly summarized under the following main categories:

Water Quality (Community & Private)	Germ Busters Hand Washing Session (elementary schools)	Food Quality
Sewage Disposal (Community & Private)	Institutional Hygiene	Communicable Disease Control
Recreational Facilities	Special Events	Pest Control Advice
Environmental Health	Contaminants	Housing
Food Safety Education		Solid Waste
Education		

#### For information contact:

Environmental Health Services, 2 Hospital Road, Whitehorse, Yukon Y1A 3H8

Phone: (867) 667-8391 Fax: (867) 667-8322

E-Mail: [environmentalhealth@gov.yk.ca](mailto:environmentalhealth@gov.yk.ca)

## **Nurse Practitioners and Community Health Nurses**

A Community Health Nurse is available to assist schools in rural communities. Among the services they provide are:

- Student health counselling
- Conducting classes on a variety of health promotion and lifestyle related topics & serving as a resource to teachers in preparation of health-related classes
- Referrals to other agencies and professionals
- Emergency birth control and contraceptive pills
- Daily treatment & community health clinics
- 24 hr. emergency call
- Members of the multi-disciplinary team for children with special needs
- Immunization

For more information please contact the local community nursing station, or health centre.

## **Whitehorse Health Centre**

9010 Quartz Road, Whitehorse, Yukon, Y1A 2C6

Telephone (867) 667-8864 Fax (867) 393-6407

Public Health in Whitehorse offers a variety of services to people of all ages.

A summary of these services include:

- Early and late prenatal classes
- Post natal hospital and home visit follow-ups
- A broad variety of parent support programs
- Screening and assessments for the Healthy Family Program
- Team conferences for families with special needs
- Referrals to other agencies and professionals
- Immunization programs for infants and children, adults, seniors and foreign travel clinics
- Family life education grades 8-12
- Support, resources and consultation for teachers on health related topics
- Outreach services including needle exchange and disposal site
- Individualized health education sessions available upon request



## **Yukon Communicable Disease Control**

Yukon Communicable Disease Control delivers a variety of programs dedicated to Communicable Disease Control by way of health promotion, prevention, diagnosis, treatment, control and regulatory functions throughout the Yukon.

It offers:

- Free confidential testing and treatment for pregnancy and communicable or sexually transmitted diseases
- Emergency birth control and contraceptive pills
- Emergency Post Exposure Protocol for HIV or Hepatitis
- Appointments Mon-Fri 8:30 a.m. - 12:00 noon or drop ins 12:30 p.m. – 4:00 p.m.
- Needle Exchange and Needle Disposal Site
- Resources, information for health care providers, agencies and the general public
- Teaching sessions available on request
- Referrals to other agencies

Contact Information: 4 Hospital Road, Whitehorse Yukon Y1A 3H8

Telephone (867) 667-8323 or 1-800-661-0408 (local 8323) for people outside of Whitehorse

Fax (867) 667-8349

## **Hearing Services, Health and Social Services**

The Hearing Services Unit provides full audiological services for diagnostic testing and hearing aid services. All students entering kindergarten are screened for hearing and middle ear problems.

In Whitehorse this is done by Hearing Services staff at the Spring Health Fair for five-year-olds, or in the schools in the fall. For referral to more complete testing for assistance with programming or school related concerns, please contact Hearing Services, Special Programs at 667-5913.

In the rural communities, the community health nurse conducts kindergarten screening at the time of the pre-kindergarten interview. The community health nurse may also do screenings and monitoring of other students at the request of the school or Hearing Services. Follow-up is done by Hearing Services.

Hearing Services also dispenses and provides repairs on hearing aids. Use and function of students' hearing aids is monitored with the assistance of the classroom teacher and the Community Health Nurse.

Hearing Services staff are also available, time permitting, for staff in-services or education programs for students.

**Contact information:** 2<sup>nd</sup> Floor Royal Centre, 294 4114 4<sup>th</sup> Avenue, Y1A 4N7

Telephone Device for the Deaf (TDD): (867) 667-5913

Fax: (867) 667-5922

## Dental Health

The Yukon Children's Dental Program is a voluntary program providing basic dental services to all Yukon children (Whitehorse and Watson Lake) up to and including grade 8. All other Yukon communities without a resident dentist receive services up to and including grade 12.

Children receive annual enrolment forms that the parent(s)/guardian(s) may wish to complete and return to the school. The children are then eligible to receive the following dental services:

- Diagnostic x-ray films
- Oral hygiene instruction
- Cleaning of teeth
- Application of fissure sealant
- Restoration of decayed teeth (fillings)
- Extractions if required

All school children enrolled will receive yearly examinations by a licensed dentist. A dental therapist in a school dental clinic provides dental services. Preschool and home-schooled children are eligible for examinations through advertised monthly dental clinics.

**Contact information:** For information on registration, eligibility or dental services contact Dental Health at (867) 667-8360, outside of Whitehorse call 1-800-661-0408, extension 8360, or by facsimile: 667-8335.

# Teaching Essentials

## Long-Range Course Plans and Daily Planning

All teachers are required to prepare long-range course plans. The purpose of such planning is to help teachers develop their courses within an appropriate time frame and with adequate attention to all areas of the topic being taught. Factors to be considered when formulating course plans include the content, the methods and approaches to be used, the interest and ability level of the students, the instructional aids and resources available, the evaluation procedures to be employed and approximate amount of time to be spent on each unit.

Plans should be completed in duplicate, with one copy being submitted to the administrator and the other being retained by the teacher for reference purposes. Administrators may require plans to be submitted bi-monthly, at the beginning of each term or semester, or for the entire year, depending upon their individual preferences. Teachers are encouraged to use a broad range of resources, themes and integrated units, and to plan collaboratively with other teachers and the teacher-librarian.

### Daily Lesson Plans

The preparation of daily lesson plans by all teachers is mandatory. Daybooks with differing formats for the elementary and secondary levels are provided for this purpose. Daybook preparation should occur at least one day in advance. The work to be covered in each time period should be outlined and the texts, supplementary materials, etc. to be used noted. Both course plans and daily lesson plans will be inspected periodically by the superintendent and/or administrator as part of the supervisory process.

## Timetables and Instructional Time Allotments Primary and Intermediate

Primary and Intermediate teachers should consider organizing their timetables around large blocks of uninterrupted time: e.g., Language Arts, Math, and Integrated Studies. If a large integrated study block is used to incorporate Social Studies/Science/Art/Music/Drama, etc., then the percentage of time devoted to these subjects on particular days (or weeks) should be indicated.

Teachers are encouraged to use flexible and innovative approaches to this process. The following recommended time allocations provide balance and flexibility in the curriculum:

Subject Area	Primary	Early Intermediate	Late Intermediate
<b>Language and Citizenship</b>	45% (incl. Second Language)	35% (incl. Second Language)	30-36% (incl. Second Language)
<b>Math, Science and Information Technology</b>	30%	30%	30%
<b>Physical Education</b>	10%	10%	10-12%
<b>Applied Skills</b>	Integrated	Integrated	5-6%
<b>Fine Arts</b>	10%	10%	5-6%
<b>Personal Planning</b>	5%	5%	5%
<b>Career and Personal Planning</b>	Integrated	Integrated	5-6%
<b>Unassigned Time</b>	0%	10%	0-15%

The Department of Education strongly encourages primary teachers, teaching grades one through three to provide two hours a day of uninterrupted instruction in the area of language arts and another one hour a day in the area of mathematics.

Unassigned time may be used to increase the time allocation in one or more subject areas, or may be used for optional courses.

*Note:* In the early intermediate years, it is recommended that some or all of the unassigned time be allocated to the Language and Citizenship subject area. Check with your administrator.

*Note:* Native Language and French as a Second Language programs in primary years and Grade 4 are considered locally developed programs, as BC program guidelines do not require a second language until Grade 5.

Further information for primary and intermediate teachers may be requested from the Coordinator of Primary Programs and the Coordinator for Intermediate Programs.

# First Nation Teaching Essentials and Information

## Strategies to Help Become Part of a First Nation's Community

A teacher should:

- introduce yourself to community members;
- participate in events not only in the school but in the community: i.e. Christmas dinners, floor hockey tournaments, etc;
- ask for help in the community when you need it;
- get to know the parents. Encourage parents to visit the classroom and follow-up on invitations to visit with them at home (i.e. to discuss the students' report card) or in the community. Ask for suggestions about classroom visitors and for introductions to individuals and organizations in the community;
- learn some of the language in the community—"when you learn the language, you learn the culture" (quotation from First Nation Education Advisory Committee member). Language tapes are available at the Department of Education Language Resource Centre;
- ask and learn about the traditions and protocols of the community;
- Look for resources. Parents, Elders, and other community members can provide excellent suggestions and feedback regarding the appropriateness and cultural validity of resources for use in the classroom. Discuss with your principal on how to access cultural funds.
- make contact with the Elders;
- visit the First Nation Education Department and meet with the First Nation Community Education Liaison Coordinator;
- send a newsletter to parents at the beginning of the school year with information about yourself;
- Participate in professional development opportunities that will help you learn about the First Nation culture and community;
- make yourself available outside of the classroom. Realize that it will take time to learn about the community and to build relationships. When people recognize that a teacher is sincere, open and respectful, most people will value that teacher's interest and effort.

## Teaching Respect for First Nation Peoples

*Do's and Don'ts*(from *Oyate 1993*—Oyate is an organization that promotes an accurate portrayal of the First Nation community. Oyate does this by evaluating texts, resource materials and fiction. Consult their website [www.oyate.org](http://www.oyate.org) for a list of recommended books and a list of books that are not culturally appropriate.)

- **Do** present First Nation peoples as appropriate role models with whom a First Nation child can identify.
- **Do** look for books and materials written and illustrated by First Nation people.
- **Do** make sure you know the history of First Nation peoples, past and present, before you attempt to teach it.
- **Do** present First Nation peoples as separate from each other, with unique cultures, languages, spiritual beliefs, and dress.
- **Do** teach First Nation history as a regular part of Canadian history.
- **Do** use materials which show respect for, and understanding of, the sophistication and complexities of First Nation societies.
- **Do** use primary source material—speeches, songs, poems, writings—that show the linguistic skill of peoples who come from an oral tradition.
- **Do** use materials which show First Nation women, elders, and children as integral and important to First Nation societies.
- **Do** talk about the lives of First Nation peoples in the present.
- **Do** read and discuss good poetry, suitable for young people, by contemporary First Nation writers.
- **Do** invite First Nation community members to the classroom. • **Do** offer them an honorarium. Treat them as teachers, not as entertainers.
- **Don't** use materials that stress the superiority of European ways, and the inevitability of European conquest.
- **Don't** assume that every First Nation person knows everything there is to know about every First Nation.

## Yukon First Nation Governments

There are 14 First Nation governments in the Yukon Territory:

### Yukon Land Claims

First Nation	Community	Year Final and Self Government Agreements Came into Effect	Tribal Council
Vuntut Gwichin First Nation	Old Crow	1995	
Little Salmon Carmacks First Nation	Carmacks	1997	Northern Tutchone
Selkirk First Nation	Pelly Crossing	1997	Northern Tutchone
First Nation of Nacho Nyak Dun	Mayo	1995	Northern Tutchone
Tr'ondek Hwech'in First Nation	Dawson	1998	
Teslin Tlingit Council	Teslin	1995	Daak Ka
Carcross Tagish First Nation	Carcross	2006	Daak Ka
Kwanlin Dun First Nation	Whitehorse	2005	Southern Tutchone
Ta'an Kwach'an Council	Whitehorse	2002	Southern Tutchone
Kluane First Nation	Burwash	2004	Southern Tutchone
White River First Nation	Beaver Creek		
Champagne Aishihik First Nation	Haines Junction	1995	Southern Tutchone
Liard First Nation	Watson Lake		Kaska
Ross River Dena Council	Ross River		Kaska

Land claims is the term used in the Yukon to describe a modern-day treaty-making process between the First Nation people of the area and the governments of Canada and the Yukon. The Council of Yukon First Nations (CYFN) is the central political organization for the First Nation people of the Yukon.

## **Final Agreements**

The treaties, known as First Nation Final Agreements, are recognized under s35 of the *Constitution Act 1982*. The Yukon agreements are unique and in many ways are at the forefront in Canada. The final agreements are an exchange of undefined aboriginal rights for defined treaty rights. Through the Final Agreements, Yukon First Nations acquired 41,595 square kilometers (16,000 square miles—8.5 % of the total land area of the Yukon) as Settlement Land which is legally owned and controlled by the First Nation governments.

Included in a final agreement are First Nation ownership and control of Settlement Land, financial compensation, and rights to harvest fish, wildlife and forest resources and other rights to participate in decision-making processes of public government.

## **Self Government Agreements**

Self-Government Agreements (SGAs) have also been negotiated and are in effect. While these are not recognized as treaties under the Canadian Constitution, they are legally binding on the parties. In August 2006, eleven of 14 Yukon First Nations had signed and are implementing their Final and Self-Government Agreements.

Self-Government Agreements provide First Nations with legal authority as governments over the management of their own affairs. This includes authority and jurisdiction equivalent to that of provinces and territories to enact laws on Settlement Land about resource management, land use management, licensing and regulation of businesses and municipal-type powers such as zoning and the establishment and regulation of local services and facilities.

Self governing First Nations also have law-making authority to develop and administer programs and enact laws for their citizens in other areas such as:

- education programs and services for citizens choosing to participate;
- language, culture and spiritual beliefs;
- marriage, adoption, guardianship, custody, care and placement of children;
- health care and services;
- social services.

Section 17 of the SGAs gives the First Nations jurisdiction to assume responsibility specifically for education on settlement land thru Program Service Transfer Agreements (PSTAs). Little Salmon/Carmacks, Nacho Nyak Dun and Kwanlin Dun First Nations have put the Yukon Government and federal government on notice that they would like to assume responsibility for education through PSTAs.

The Tr'ondek Hwech'in First Nation (TGFN) is currently engaged in negotiations of their SGA with the Yukon and federal government. Under section 17.7, the THFN negotiated



the right to share responsibility for the design, delivery and administration of education programs in the following areas:

- Indian student counseling;
- cross cultural teacher/administrator orientation;
- composition of teaching staff;
- early childhood, special, and adult education curriculum;
- kindergarten through grade 12 curriculum;
- evaluation of teachers, administrators and other employees.

Section 17.9 of the SGA allows the TGFN guaranteed representation upon school committees, school councils or school boards.

Other First Nations have requested amendments to their Self Government Agreements regarding s17.7 and s17.9:

- First Nation of Nacho Nyak Dun
- Teslin Tlingit Council
- Champagne and Aishihik First Nations
- Vuntut Gwich'in First Nation
- Ta'an Kwachan Council
- Kluane First Nation.

The Yukon First Nations which have not concluded Final and Self-Government Agreements are:

- White River First Nation (Beaver Creek)
- Liard First Nation (Watson Lake)
- Ross River Dena Council (Ross River)

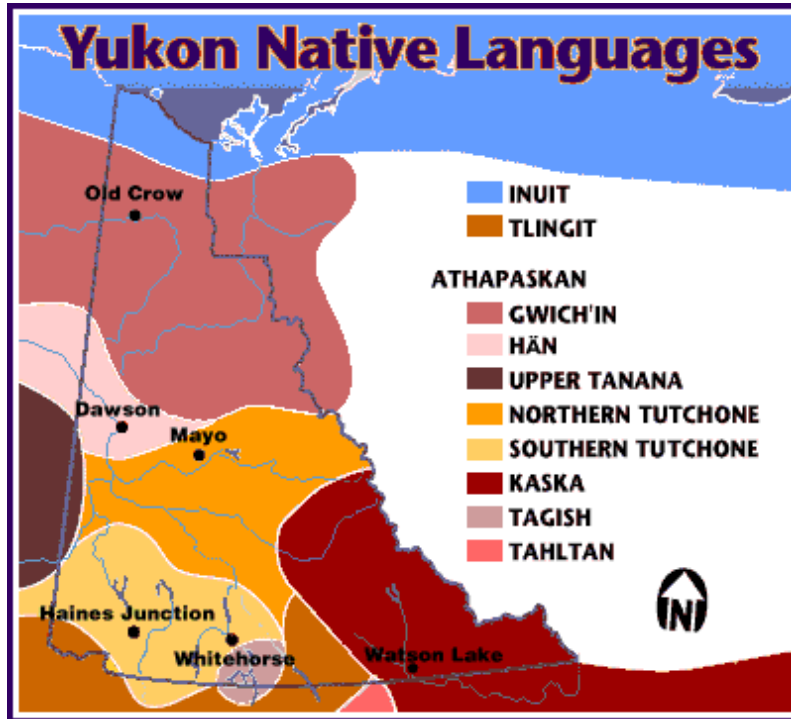
Both the Liard First Nation and Ross River Dena Council represent Kaska people and have chosen to organize themselves as part of the Kaska Nation with the Kaska people of Northern B.C.

For more information about land claims, contact CYFN or a local First Nation office.

## Yukon First Nation Languages

“The more your language grows, the more you grow. It makes you a stronger person.”

(Emma Sam, July 20, 2006)



There are eight Yukon First Nation language groups in the Yukon Territory: Upper Tanana, Southern Tutchone, Northern Tutchone, Han, Gwich'in, Kaska, Tagish and Tlingit.

Every language group comes from a language family. In the Yukon, 7 of the 8 First Nation language groups are from the Athabaskan language family. The Tlingit language is from the Na Dene language family because the Tlingit people migrated from the coastal areas of Alaska and British Columbia. Therefore, Tlingit paintings, carvings, totem poles and the button blankets that they use for dancing are different from the other Yukon First Nations.

All Yukon First Nation languages are not as strong as they once were and are at risk for extinction. Today, very few children, if any at all, start daycare or kindergarten that are able to speak their language fluently. The new generation of speakers must be in place before the Elders of today pass on. First Nation students can be encouraged to learn their language at school by listening closely to invited speakers in the classroom. Invite speakers into the classroom to encourage First Nation students to listen and learn their language.

## **Yukon First Nation Clan System**

Yukon First Nations organize all of their people into two main groups known as a moiety. Moiety means “half or one of two equal parts”. A Yukon First Nation person is born as a member of the Wolf or Crow moiety. This way of organizing a Yukon First Nation society is called the “clan system”.

A Yukon First Nation person is born either a Wolf or a Crow person, dependent upon what clan the mother is from. Children follow their mother’s lineage. Knowing if you are Wolf or Crow helps you to know your responsibilities towards the opposite clan.

## **Oral Traditions**

Yukon First Nations kept their knowledge through storytelling. Stories tell about how people lived, what they believed in, how they shared with other First Nations, and how the world came to be.

Oral tradition uses stories in everyday life to learn about the past and to pass the information from the old to young. Songs and talking about one’s important dreams are also part of oral traditions. Using oral traditions is a way of teaching children without using reading and writing because the language is only “spoken”.

## **Storytellers**

Every person who hears and shares the story with others become carriers of that story. Elders and storytellers tell stories over and over to help them remember and to help people learn the history and all the lessons in each story.

## **Potlatch**

A potlatch is a sacred ceremony—a gathering of Yukon First Nations for ceremonial purposes: celebration of life, handing down of Yukon First Nations’ traditional names, “first kill”, marriages, agreements. The word potlatch means ‘to give’ in the Chinook language.

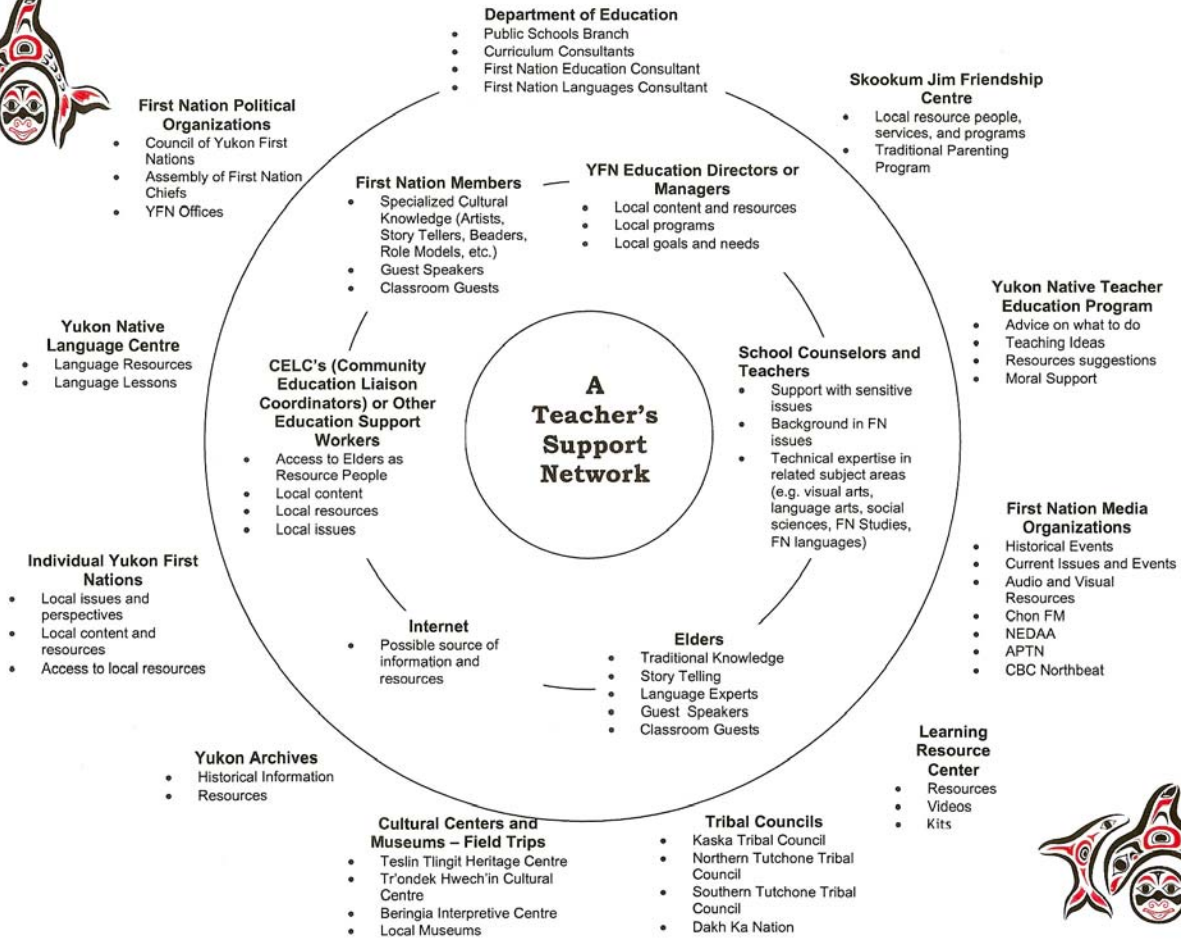
The most common potlatches today are burial and memorial potlatches. A potlatch is always hosted by one of the two moieties—the Wolf or Crow clan. The people hosting a potlatch provide a feast and give gifts to their honored guests. Those that host a potlatch are always of the opposite clan of those that are the invited guests. —if a Wolf clan hosts a potlatch, the Crow people would sit and eat the foods offered to them and receive the gifts from the Wolf people. Those that eat the foods offered at a potlatch return the honor by acting as witnesses to the potlatch itself. In this way the stories about what happened at the potlatch would become a part of the oral history. Singing and dancing are also an integral part of the potlatch system.

One year later, First Nations place a headstone upon the person’s grave.

## **Sacred Areas**

Areas where First Nation people are cremated or buried are called **sacred areas**. Yukon First Nation people have traditional laws that must be followed when passing by or walking upon sacred areas.

# A Circle of Relationships



# A CIRCLE OF RELATIONSHIPS

# Secondary Graduation Programs

Secondary schools are encouraged to explore various timetabling processes as one step in achieving educational goals. Increasing emphasis is being placed upon developing student-centered scheduling practices. These may be characterized as situations in which:

- “Time” will be regarded as a resource
- The learner assumes increasing responsibility for learning
- The role of the teacher is conceptualized as being a coach, a mentor, a coordinator and a guide
- School schedules may be characterized by high variability
- School leaders regard the organizational/administrative responsibilities of schools as important
- Teachers face three broad inter-related tasks:
  - ◊ outcomes
  - ◊ management aspects
  - ◊ support system for learners

Time allocations for courses in the Secondary Program years vary and depend on an individual school’s program designs. Administrators and teachers should be aware that the secondary school year in British Columbia contains 1000 hours compared to the Yukon’s 950 hours. Traditionally, a secondary course has run approximately 120 hours. However, some secondary schools in the Yukon are using module, credit, half-course or other timetable organizations. For further information or assistance with secondary-level timetables and time allocations, contact the Coordinator of Secondary Programs.

## Student Assessment

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective system-wide measures of achievement and growth. Assessment programs make it possible for the Department of Education to meet its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The results from these assessments assist the Department of Education in curricular renewal and in-service planning as well as provide educators with valuable information that can be used to improve student learning. The Department of Education also provides additional assessment resources for optional use by schools at their discretion.

For more information contact the Coordinator, Student Information and Assessment, Doug Kelsch at (867) 667-3707.

## Language Proficiency Index (LPI)

The *Language Proficiency Index*, developed by the Applied Research and Evaluation Services of the University of British Columbia, is administered twice yearly in Yukon

secondary schools. It provides post-secondary institutions with information related to an individual student's competency in English. This information is one factor used by most post-secondary institutions to register students in appropriate courses. For example, universities usually require a score of 5 or better and colleges usually require a 4 or better on the essay test (based on a six-point scale) for direct entrance to first-year English courses. Students with lower scores are generally required to take an introductory or "catch-up" course before they can take the regular first-year English course.

### **Yukon Achievement Tests (YAT)**

The *Yukon Achievement Tests* are based on the Western and Northern Canada Protocol common curriculum frameworks in Mathematics and Language Arts utilized in the western provinces and the territories. The key purposes to be served by the assessment of student learning against the curriculum based standards are as follows:

- To ensure that all students in Yukon public schools are provided instruction consistent with meeting the expectations of the mandated curriculum;
- To improve the quality of instruction in Yukon public schools;
- To ensure graduating students from all schools in the province/territory will be treated equitably when applying for admission to universities and other post-secondary institutions; and
- To respond to strong public concerns for improved standards of education.

### **Yukon Excellence Awards:**

Students earn Yukon Excellence Awards solely through their academic performance at the secondary school level. Currently, all students in grade 9 Mathematics and English classes who write a Yukon Achievement Test (YAT), and grades 10, 11 and 12 students in all courses that offer BC Provincial Examinations are eligible to qualify for an award. To qualify for an award, students must achieve a test score of 80% or better. Awards are used for the purpose of paying tuition, fees and book costs incurred by the student while studying at a post-secondary institution.

Grade 9 - \$200 for:

Mathematics 9, English 9, Français Langue 9

Grade 10 - \$300 for:

Mathematics 10, Science 10, English 10, Français Langue 10

Grade 11 - \$400 for:

Social Studies 11, Civic Studies 11

Grade 12 - \$500 for:

Biology 12, Chemistry 12, Communications 12, English 12, English Literature 12, Français Langue 12, French 12, Geography 12, Geology 12, German 12, History 12, Mathematics 12, Physics 12, Spanish 12

### **BC Provincial Exams (BCPE):**

The *British Columbia Provincial Examination Program* was implemented to:

- Ensure that students meet consistent provincial/territorial standards of achievement in academic subjects;
- Ensure graduating students from all schools in the province/territory will be treated equitably when applying for admission to universities and other post-secondary institutions; and
- respond to strong public concerns for improved standards of education.

The Yukon Department of Education participates in the British Columbia Provincial Examinations Program in order to provide Yukon high-school graduates with an official transcript which is recognized for admission purposes to post-secondary institutions. Beginning with the 2004/2005 school year, under the provision of the new Graduation Program, students will be writing BC Provincial Exams in English 10, Science 10 and Math 10, Social Studies 11 and several grade 12 subjects including English, Math and the Sciences.

### **Classroom Assessment Materials Project (CAMP)**

The Classroom Assessment Materials Project (CAMP) package is a set of mini-assessments that mirror the YAT in Math and Language Arts for grades 4, 5, 7, 8, and 10. These materials allow teachers to continue to evaluate the progress of their students, and schools to evaluate the effectiveness of programs within schools, for the grade levels where the YATs are not used. These following optional assessment resources may be requested through Resource Services at the Department of Education. The implementation and scoring of these resources is the responsibility of the school. Please contact the Coordinator of Student Information and Assessment at (867) 667-3707 for further information.

<b>Assessment Program (Mandated)</b>	<b>Grades Involved</b>	<b>Planned Administration Dates for the 2006/2007 School Year</b>
Language Proficiency Index (LPI)	Grade 11 & 12	Dec. 6 and May 2
Yukon Achievement Tests (YAT)	Math grades 3+6 and Language Arts grades 3+6	May 8—17
	Math Grade 9 and Language Arts Grade 9	Jan. 26, 29 & 30 June 20, 21, & 22 Rural schools – Late May, early June
British Columbia Provincial Exams (BCPE)	Grades 10, 11 and 12	Nov. 14, 15, Jan. 29 - Feb. 2, April 19-20, June 20–28, and Aug. 10 – 16.

For further information on the Yukon Student Assessment Program please refer to the document “Student Information and Assessment - Handbook of Procedures and Guidelines”, or contact the Coordinator of Student Information and Assessment at (867) 667-3707.

## Yukon Graduation Requirements

1995 Graduation Program Requirements	2004 Graduation Program Requirements
For students, who were in grades 10 & 11 during the 2003/2004 school year	For students, who entered grade 10 during the 2004/2005 school year, or grade 11 in 2005/2006
CREDIT REQUIREMENTS	
Grades 11-12	Grade 10-12
52 credits (equivalent to 13, 4-credit courses) required for graduation	80 credits (equivalent to twenty 4-credit courses) required for graduation
28 of 52 credits must be in Foundation Studies, including:  Language Arts 11 (4 credits) Language Arts 12 (4 credits) Social Studies 11 or BC First Nations Studies 12 (4 credits) Mathematics 11 or 12 (4 credits) Science 11 or 12 (4 credits) Fine Arts 11 (2 credits) Applied Skills 11 (2 credits) Career/Personal Planning 11 (2 credits) Career/Personal Planning 12 (2 credits)	48 credits are Required Courses, including:  Language Arts 10 (4 credits) Language Arts 11 (4 credits) Language Arts 12 (4 credits) Social Studies 10 (4 credits) Social Studies 11, Canadian Civics 11 or BC First Nations Studies 12 (4 credits) Science 10 (4 credits) Science 11 or 12 (4 credits) Mathematics 10 (4 credits) Mathematics 11 or 12 (4 credits) Physical Education 10 (4 credits) Fine Arts or Applied Skills 10, 11 or 12 (4 credits) Planning 10 (4 credits)
	4 credits for Portfolio Assessment
24 credits in Selected Studies	28 credits are Elective Courses
Minimum of 16 credits of ministry developed courses at the Grade 12 level, including Language Arts 12 for 4 credits	Minimum of 16 credits at the Grade 12 level including Language Arts 12. All Ministry-authorized and Board/Authority-Authorized courses count.

*Overall Total, 52 credits for Students who were in grades 10 & 11 during the 2003/2004 school year \*excludes locally developed courses*

- Partial credit in a Foundations Studies course can only apply towards Selected Studies
- Courses listed in two Foundation Studies subject areas may only be used to satisfy the requirement for one subject area:
  - Information Technology 11 and 12 satisfies Science or Applied Skills
  - Technology 11 or 12 satisfies Science or Applied Skills
  - Computer certification courses 11 and 12 level (external courses) satisfy Science or Applied Skills

Of the 24 required credits in the Selected Studies section, at least 10 credits must come from grade 12 level provincially-authorized or external courses. Also, of the 24 required credits, only 8 credits may come from locally developed courses when graduation is based on 52 credits.



## **French Immersion**

Students wishing to graduate from grade 12 with a Yukon French Immersion Certificate must meet the regular graduation requirements including successfully completing a minimum of the following:

- Français langue 11 (4 credits)
- Français langue 12 (4 credits)

One other grade 11 or grade 12 course in French (4 credits)

## **Additional Information**

For further, information on the Yukon Student Assessment Program please refer to the document “*Student Information and Assessment — Handbook of Procedures and Guidelines*”, or contact the Coordinator of Student Information and Assessment, Doug Kelsch at (867) 667-3707.

## **Recording Student Progress and Reporting to Parents**

Teachers must maintain clear, accurate records of student progress on an on-going basis. This includes students on Individualized Education Plans. A variety of information sources provide a comprehensive account of individual progress. These sources could include anecdotal comments, samples of student work, test scores, and records of project work and daily assignments. Consistent, careful assessment and evaluation of students’ work provides information to teachers, students, and parents, and is a critical component of a teacher’s on-going recording and planning process.

Records must include dates of tests or assignments, maximum scores, student score and, where applicable, weighted scores and cumulative term scores.

## **Reporting to Parents**

The Department of Education provides standard reporting forms to enable consistent reporting throughout the Territory. Information about students’ progress is provided to parents in a minimum of three formal reports and/or conferences per year. Assessment of progress is based on evidence obtained through observation of students during class activities, and on evaluation of materials produced by the students. Achievement scores, where shown, must be supported by data in the teacher’s record of student progress. In addition to the formal reports, on-going collection of data and informal communication with parents on a regular basis is encouraged.

**Formal and informal communication with parents should have a positive tone, and yet provide a realistic picture of the actual level of progress of students. It is also useful to include the student in the evaluation process, including parent/teacher conferences.**

# Information Communications Technology

## Technology Assisted Learning Unit

The Technology Assisted Learning Unit (TAL) provides pedagogical support and leadership in the use of information communications technology (ICT) in Yukon schools. Information regarding professional development activities, curriculum projects, distributed learning, video conferencing and learning resources is posted in the TAL Conference on YESNet's Communications System.

The Coordinator, Technology Assisted Learning: is responsible for the long-term planning for information communications technology in public schools. This includes planning and implementation of professional development activities, providing support for educators mentoring or facilitating distributed learning programs in Yukon schools, video conferencing, YESNet's communications system and support for the electronic Graduation Portfolio Program. This position is also responsible for software acquisitions and licensing for educational purposes and assists with the long-term hardware acquisitions and computer facilities planning for public schools. The TAL coordinator sits as Yukon's representative on the CMEC Online Portal Steering Committee and is a member of the Provincial/Territorial Distance Education Association.

Coordinator, Technology Assisted Learning  
JoAnn Davidson ([joann.davidson@gov.yk.ca](mailto:joann.davidson@gov.yk.ca)) (867) 667-5871

The Consultant, Information Technology assists teachers integrating the use of technology within their classes. The consultant leads professional development activities, provides support for Yukon's electronic report cards (K-7), web-based homework pages, classroom writing blogs and local and national technology-related initiatives such the Yukon Quest and Marsville programs. Support provided by the technology assisted learning consultant may take the form of classroom visitations, individual meetings with teachers, information sessions for school staff or through formal professional development activities/workshops.

Consultant, Information Technology  
Cam Good ([cameron.good@yesnet.yk.ca](mailto:cameron.good@yesnet.yk.ca)) (867) 667-8876

The TAL Support Officer maintains the YESNet website and provides support for teachers and students involved in developing or participating in technology-based projects. The TAL Support Officer also provides technical support for distributed learning.

TAL Support Officer  
Jane Downing ([jdowning@yesnet.yk.ca](mailto:jdowning@yesnet.yk.ca)) (867)667-5006

## Video Conferencing

In March, 2005/06, video conferencing was tested and piloted at Robert Service School in Dawson City, St. Elias Community School in Haines Junction, Watson Lake Secondary School and in Whitehorse. This technology will assist in further expanding distributed learning opportunities for Yukon students and professional development opportunities for staff.

# **Policies on Information Technology Use by Teachers and Students**

## **Teachers:**

Use of information communication technologies (ICT) in public schools is limited to educational research, projects, activities and communications directly related to the pedagogical goals of the school community.

## **Students:**

All Yukon students are required to sign an ICT acceptable use policy. *Please ensure you are familiar with the policy guidelines and ensure your students have signed the school's Information Technology Use Policy before going online.*

## **Student Internet Use Guidelines**

Yukon schools are connected to the Internet through YESNet, the Wide Area Network for public schools in Territory. To ensure YESNet is fully operational and stable, students are required to follow the technology use guidelines and policies outlined below:

1. School Internet access is a publicly funded resource to be used for educational purposes only;
2. General guidelines for student Internet use:
  - a) K-3 - Teacher led Internet Use
  - b) Grades 4-7 – Teacher supervised
  - c) Grades 8-12 – Teacher permission
1. Students are not permitted to play games, download files (MP3, jpegs, real audio, etc.) or install applications except when the activity is both supervised and related to their curricular studies.
2. Students are prohibited from using:
  - a) personal e-mail
  - b) instant messaging (ICQ, MSN Messenger, etc.)
  - c) chat rooms
  - d) peer-to-peer file sharing (i.e., napster)
1. Students are prohibited from using the school's Internet for product and/or service advertisement or political lobbying.
2. Students are reminded to follow Canadian Copyright Guidelines when using internet resources for class projects or reports.

## **Server Use Guidelines**

All Yukon students are provided with data storage space on their school's server.

1. Students are permitted to store only curriculum related documents on the school's server.
2. Contents of student folders are accessible by classroom teachers.
3. The contents of student folders will be deleted at the end of each school year.
4. Students may not access - or attempt to access - documents or folders of other students.

### **Yukon Schools' Web Publishing Policy**

Purpose - School websites provide an effective means to communicate various aspects of a school's day-to-day operations with parents, community, students and educators.

Guidelines - To insure information published is appropriate for the school's educational community, the following guidelines have been established for content, protection of privacy and management of school websites.

1. All content, links and graphics published on a school website should be appropriate for the school community and directly related to the goals of the school's website.
2. All school webpages and changes to the school website are to be approved by the school's administration prior to being posted to the web.
  - a) Teachers who maintain individual class or homework webpages are responsible for the content, accuracy and appropriateness of the data posted.
1. A parent/guardian's signature must be provided before any information about a student (name, work or photo) is published on a school's website.
  - a) Student names are not to be published with any individual or group photos on a school's website.
  - b) Only a student's first name will identify a written work published on a school's website.
1. Canadian Copyright Guidelines apply to all content posted on school websites.

### **School Homepage Policy**

On occasion, student work or images may be published on school websites. Student privacy will be protected. For further information, please visit:

<http://www.yesnet.yk.ca/tal/schoolhomepagepolicy.html>

## **Information Technology Support Services**

ITSS Help Desk ([itss@yesnet.yk.ca](mailto:itss@yesnet.yk.ca))

(867) 667-8535

Information Technology Support Services (ITSS) is the primary information technology service provider of the Yukon Department of Education. ITSS provides and promotes information technology services that support the mission of Yukon schools and the Yukon Department of Education.

ITSS supports and maintains a Yukon wide, fully operational computing and networking environment that facilitates the Yukon schools and administration's access to instructional tools, academic resources, and administrative systems. Also supported is the department's hardware, software, and network infrastructure; 2,000 desktop computers, 350 printers, 35 network server, and a Yukon wide private IP network connecting 30 sites to the Internet. ITSS supports two OS platforms, Macintosh and Windows.

# Access to Community Resource Personnel

## Cultural Inclusion

Recognition of the role of First Nations peoples in the Yukon, Canada and the world is an important element of Yukon education. The contributions and concerns of these cultural groups are integrated into daily classroom life, rather than being presented primarily as a separate curriculum. Consistent use of First Nations resource people in classroom and field settings strengthens community/school ties and enhances cultural awareness for all students. Funding for cultural inclusion activities is available.

For more information on cultural inclusion activities and funding, contact the First Nations Education Consultant, Sharon Jacobs at (867) 667-59, your local First Nation Community Education Liaison Coordinator and your principal.

## Outdoor Pursuits/Outdoor Education/Community Resources

Teachers are encouraged to make use of Yukon's natural environment and community resources to enhance students' learning experiences. Whether the students will be moving out of the classroom for a few minutes to collect leaves, or undertaking an extended canoeing or camping trip, the time spent in the environment can be a valuable adjunct to their classroom learning.

Outdoor pursuits may include hiking, biking, snow shoeing, cross country, telemark and downhill skiing, snowboarding, kayak touring, tandem and voyageur canoeing and in controlled opportunities, snow machining.

Outdoor education also promotes the development of positive attitudes about learning and the environment. Assistance with planning, ideas, equipment, identification of resource people and ideas for outdoor education are available from the curriculum staff.

The Department of Education Field Trip Policy and the Outdoor Education Resource Manual are available online at [www.education.gov.yk.ca/policy/index.html](http://www.education.gov.yk.ca/policy/index.html). Numerous other resources are available through Resource Services and contact Jim Boyde 667-8564.

## Experiential Education

Science, social studies, geography, English, theatre and nutrition course curricula have been integrated with experiential learning opportunities—both indoors and out. As well, five bison hunt permits are available to Yukon public schools. Hunting, trapping and fishing programs are also been included in experiential learning activities.

## Innovators in the Schools

Innovators in the Schools brings science and technology connections to Yukon schools. Special events are organized and/or promoted throughout the year via your School Science Contact. Watch for the following postings: the Regional Science Fair (December 2, 2006), the 14<sup>th</sup> Annual Bridge Building Competition (April 14, 2007), Crazy About Science: Adventures in Scientific Exploration, Stay-A-Day at Yukon College (Grade 7), Science

Olympics (Grades 8 & 9) and the Youth Research Fund. Contact program personnel to request volunteer experts and resources that highlight the fun, creativity and relevance of science and technology-related subjects.

For more information please call the Program Coordinator, Heather Dundas at (867) 668-8739. Fax: (867) 668-8734 E-mail: [innovators@yukoncollege.yk.ca](mailto:innovators@yukoncollege.yk.ca)  
Website: <http://dl1.yukoncollege.yk.ca/innovators/>

## **Yukon Native Teacher Education Program**

The Yukon Native Teacher Education Program (YNTEP) is a four-year Bachelor of Education degree program offered at Ayamdigut Campus of Yukon College, in conjunction with the University of Regina.

Through YNTEP, Yukon students can earn their BEd and become fully qualified teaching professionals. YNTEP is designed to provide students with plenty of classroom experience, often in their home community while they pursue their studies.

In addition to Bachelor of Education courses, YNTEP students take courses tailored to meet the demands of teaching in the North: Northern Studies, Native Language, and Cross-Cultural Education Methods. In each of the first three years, students spend time in a school classroom working with an experienced teacher. The school-based teacher education model carries on throughout the four years of the program, concluding with a 16-week practicum in the fourth year.

A major goal of YNTEP is to ensure that Yukoners are well prepared to fill teaching positions in the territory and promote increased participation by them in the territory's education system. The program is designed to provide students with experiences that allow them to develop their teaching skills and promote personal growth.

The Department of Education supports the goal of increasing Yukon participation in the teaching workforce. For instance, the Department of Education offers a Cooperating Teachers' Incentive Package for experienced teachers who volunteer to supervise a classroom practicum for a student enrolled in the YNTEP.

Demand for experienced teachers willing to mentor a YNTEP student has traditionally been strong. See the following section – Professional Development – for additional details on the Cooperating Teachers' Incentive Package, and talk with your school administrator or the rural Director of Learning for more information.

## **Professional Development**

The Yukon *Education Act* recognizes the importance of professional development for educators and complements the government's commitment to enhancing the many skills already present in the Yukon's education system to the benefit of all the partners in education. In the *Education Act*, the duties of the Minister of Education include the duty to contribute to the professional development of teachers. The Minister is also bound to make reasonable efforts to provide for the upgrading of teaching qualifications by individuals.

A Professional Development Fund jointly administered by the Yukon Teachers' Association and the Department of Education is used for a variety of professional

development activities. The Department of Education also administers several awards and academic programs designed to recognize and enhance skills among educators.

The curriculum staff of the Department of Education holds a **Summer Institute** for teachers each year in August. This is a multi-day institute, with instructors who have expertise in curricular areas of current interest to primary, intermediate and secondary teachers and administrators. Information on the next Summer Institute will be available in the spring.

## **New Teacher Orientation**

New Teacher Orientation is an annual three-day event for teachers who are new to the Yukon. One of the three days is dedicated for teachers to learn about one of the YFN culture, history and language. The event is co-hosted by the Department of Education and a First Nation community. This event provides newly hired teachers with an introduction to Yukon First Nations culture and languages and helps to set the tone for the upcoming year in terms of teachers developing strong, lasting and meaningful relationships with the FN community they serve. The remaining two days will help familiarize teachers to the Yukon, students and Department of Education initiatives.

## **Teacher Mentoring**

The Department of Education - in conjunction with the Yukon Teachers' Association (YTA) and the Retired Teachers' Association - has developed a mentorship program to assist new teachers. The program will see experienced teachers collaborating with new teachers in order to provide support throughout the school year. The program gives priority to communities with high staff turnover, recognizing the difficulties sometimes involved in transition to these communities and the often overwhelming expectations placed on new teachers.

Mentorship Program participants will meet as a group two or three times per year in order to allow new and experienced teachers to share their expertise. In addition, each New Teacher/Experienced Teacher pair will meet quarterly. Twice a year the new teacher will observe the experienced teacher at work in the classroom for half the day and leave the last half of the day for a collaborative meeting. The alternate two meetings will see the experienced teacher observing the new teacher for half of the day, with the second half of the day set aside for collaborative work.

Program participants will be identified early in the new year, with the first common meeting being held at the new teacher orientation.

For more information please contact the YTA at (867) 668-6777.

## **Cooperating Teachers' Incentives Package/Yukon Native Teacher Education Program (YNTEP)**

The Cooperating Teachers' Incentives Package facilitates the professional development of teachers who work with students in the Yukon Native Teacher Education Program (YNTEP). Participating teachers supervise the classroom practicum of a YNTEP student.

For more information contact the Director of Learning for Rural Schools in Dawson City at (867) 993-5723, or your school administrator.



## **Innovations in Education Awards**

Teachers, parents, paraprofessionals and school board, council or committee members who have made a significant contribution to the Yukon public school system may apply or be nominated for an Innovations in Education Award. The award recognizes the efforts made by Yukon educators and promotes excellence in Yukon education. Up to five awards will be presented annually. Further information and nomination/application forms are available from the office of the Superintendent of Schools at (867) 667-5127.

## Resource Services

Resource Services warehouses and distributes all Kindergarten through Grade 12 English and French language curriculum materials (textbooks), curriculum computer software, novels and administrative forms. Each school is assigned a Curriculum Materials Credit Allocation (CMCA) from which these goods are purchased. CMCA is an annual allocation for the purchase of curriculum materials needed to meet increased enrollments or to replace worn out, lost or consumable resources.

Newly approved program materials are shipped to schools, according to scale of issue, at no cost to their CMCA. Further information about CMCA is available in the CMCA User Guide that has been supplied to all school administrators.

The media collection, part of Resource Services, is housed at the Learning Resource Centre at 1000 Lewes Boulevard in Whitehorse. The English and French collections are comprised of evaluated and selected resources that meet curricular guidelines. This curriculum-based collection of several thousand audiovisual items including videotapes, slide sets, filmstrips, audio cassettes, theme boxes, resource kits and big books is available for loan to provide Yukon students and teachers with excellent classroom resources.

Video cameras, a lecternette (portable amplified lectern) and limited other audiovisual materials are available for loan to schools.

Resource Services can be reached by FAX, mail, telephone, in person or at our website address: [www.resourceservices.gov.yk.ca](http://www.resourceservices.gov.yk.ca). Requests provided on appropriate forms for all materials and services will be processed as quickly as possible, usually within 24 hours.

Resource Services is open 8:30 am to 5:00 pm Monday through Friday. Alternative hours may be arranged by phoning Resource Services at (867) 667-5161.

### Preview Room

The Preview Room is available to teachers and supervised students to view audiovisual materials or to prepare materials for classroom use.

### School Library Services

School library services are administered by Resource Services. Budgets for books and periodicals, cataloguing and processing, and selection and ordering procedures are provided for each school library. The School Libraries Consultant, Eliane Mulholland (667-8167), provides assistance and guidelines to administrators, teachers and teacher-librarians. The Coordinator of Resource Services, Kate Quinsey (867) 667-3521, provides information on school library budgets and purchasing procedures.

## **Cataloguing and Processing**

Cataloguing and processing of new English and French titles is provided by Resource Services staff. All school library print collections are accessible through the Resource Services website.

## **Media Resources**

The most up-to-date access to this collection is on our website:

[www.resourceservices.gov.yk.ca](http://www.resourceservices.gov.yk.ca).

The print catalogue for all English audiovisual resources is available in all schools. The catalogue was last published in 2003. More than 10,000 curriculum-related media resources and computer software are annotated in the catalogue. Included are videotapes, kits, theme boxes, filmstrips, slide sets, Big Books and many other resources.

The catalogue titled *Resources audiovisuelles*, annotating more than 3,000 French language media resources is also available in all schools and on the website.

All Resource Services videotapes and other media have been cleared for copyright use in Yukon classrooms.

## **Authorized Use of Rental Videos**

Resource Services has contracted with Audio Ciné Films Inc. to provide teachers the right to use selected rental videos from local outlets. Videos produced by many major studios are included under this agreement. Please check with the teacher-librarian in your school for a list of producers covered by the agreement.

## **Teachers' Professional Library (TPL)**

This professional print collection continues to be developed to provide curriculum-based support in every subject area and at every level. Teachers are encouraged to recommend titles for Teacher's Professional Libraries (TPL) purchase. The TPL is located at 1000 Lewes Boulevard in the Department of Education Building. The library is open during regular office hours and is available for on-line ordering through the Resource Services website.

Hours: Monday to Friday 8:30 am – 5:00 pm

## First Nation Curriculum Resources

The following First Nation resources are available in all schools:

- *Athapaskan/Tlingit Cultural Enrichment Kit for Kindergarten*
- *Athapaskan/Tlingit Family: Grade 1*
- *Athapaskan/Tlingit Community: Grade 2.*
- *Athapaskan/Tlingit Transition: Grade 3*
- *Kaska Tales* by Mida Donnessey: Primary/ Intermediate
- *Land of My Ancestors - A First Nation Perspective on the Environment: Grades 5-9*, for intermediate levels. The unit is contained in a set of three booklets and is also available in French.
- *Early Yukon Cultures* — Teacher Resource box and student text: Grade 4
- *Potlatch: The Southern Tutchone Way* — booklet and video set: Grades 4- 8
- *(Dene) Gedeni: Traditional Lifestyles of Kaska Women: Grade 8/9* — Social Studies
- *Part of the Land, Part of the Water*, student text: Grade 9 — Social Studies
- *Dan Dha'Ts'edenintth'e, Reading—Voices*, student text: Grade 10 — Social Studies
- *The Healthy Eating Handbook for Yukon First Nations: Grades 8–12* — Foods and Nutrition
- *Land Claims*, Teacher and student text: Grade 10 — Social Studies
- *B. C. First Nations Studies 12 I.R.P. Localized Yukon Module.*
- *Society and Culture - Grade 6 Social Studies for Shared Learning*
- *Shared Learning - British Columbia Ministry of Education*

Please check the Resource Services website for additional First Nation curriculum materials: [www.resourceservices.gov.yk.ca](http://www.resourceservices.gov.yk.ca).

### Use of Copyrighted Material in Yukon Classrooms

*Resource Services negotiates rights for teachers to photocopy print resources for use in classrooms. Guidelines are provided annually for each teacher and posters outlining teacher rights and responsibilities are located near every school photocopier.*

### Yukon Native Language Centre

The Yukon Native Language Centre (YNLC) is a training and research facility that provides a range of linguistic and educational services to Yukon First Nations and to the general public. It is located in the Commons wing of Yukon College, Ayamdigut Campus, Whitehorse. The YNLC is administered by the Council of Yukon First Nations with funds provided by the Government of Yukon. The staff of YNLC have developed a widely used curriculum guide titled *Teaching Yukon Native Languages*, as well as various classroom and reference materials for teaching native languages from pre-school to adult levels.

The Yukon Native Language Centre maintains a web site with information on Yukon native languages, school teaching programs, teacher training, and materials and publications. The web site address is: [www.yukoncollege.yk.ca/ynlc](http://www.yukoncollege.yk.ca/ynlc).

## **Counselling Program Services**

The Coordinator of School Counselling functions as a consultant to Health and Career Education (K-9 HCE), Planning 10 teachers and to elementary and secondary school counsellors. The coordinator is also responsible for the implementation of the Graduation Portfolio.

The coordinator provides direct and indirect support for the implementation and delivery of the curricula from grades K-12. This is done through school visits, professional development, workshops to teachers and parents, liaising with community, government and business, classroom visits and conferences with individual teachers and counsellors. The coordinator provides consultative services and professional development to elementary teachers delivering the Health and Career Education Curriculum. This position also coordinates and delivers Safe Schools initiatives including child abuse prevention, bully and violence prevention and intervention, school codes of conduct, development of pro-social skills and substance abuse prevention.

The Coordinator of School Counselling can be reached at (867) 667-3006.

# Communications and Media Relations Guidelines for Teachers

If a reporter calls you directly and asks for straightforward information (i.e. the date or time of a graduation ceremony, or the itinerary of a planned field trip) please feel free to respond if you are comfortable doing so. In all other cases, including any requests for interviews, teachers must speak to their administrator before doing an interview with a reporter.

**Following is a three-step guide if you are requested to do an interview with a reporter:**

1. Ask the reporter what they need to know for the purposes of their story and if they have any critical deadlines.
2. Explain that you will need to discuss the request with your administrator, and that someone will get back to the reporter as soon as possible.
3. Inform your administrator about the details of the media request and request permission to do an interview.

***If schools would like to arrange media interviews for students, consent from the parents must be obtained before the interview is conducted.***

For further information and advice on communications and media relations, please contact the Department's communications coordinator.

Department of Education Communications Coordinator:

Clea Ainsworth

Phone: (867) 393-7102

Email: Clea.Ainsworth@gov.yk.ca

## **Policy, Planning and Evaluation Unit**

The Policy Planning Evaluation unit considers suggestions, recommendations or requests for the development or revision of a policy. A school committee, school council, parent group or member of the public may suggest, in writing, the need for a policy or policy revision to be included in the Department of Education Policy Manual.

Written requests for policy development or revision should be forwarded to the Director, Policy, Planning and Evaluation (PPE), Department of Education. Requests will be reviewed and prioritized by the Executive Management Committee of the Department.

In consultation with the Executive Management Committee, the Policy, Planning and Evaluation Branch will periodically create a work plan to ensure that all required policy issues are dealt with on a timely basis.

A work plan does not preclude any school council, committee, board, parent, member of the public or branch from bringing forward a suggestion for policy work or policy revision on a priority basis, where required.

For more information contact the Director of Policy, Planning and Evaluation, Ann MacDonald at (867) 667-3520.

To view general policies or a list of policies in developmental stages please go to [www.education.gov.yk.ca/policy/index.html](http://www.education.gov.yk.ca/policy/index.html)

# Access to Information and Protection of Privacy Act

The *Yukon Access to Information and Protection of Privacy Act (ATIPP)* guarantees the public certain rights of access to information in Yukon Government records and protection of privacy for personal information collected by government departments.

The Act applies to all Yukon Government departments, boards, corporations and commissions. All public and separate schools, school councils, school committees and school boards are covered by the ATIPP. ATIPP guarantees the public the right of access to government records with some exceptions, such as cabinet records less than 15 years old, law enforcement records, and personal or business information protected by the privacy provisions in the ATIPP. An individual can access their personal information and request corrections to these records.

ATIPP also specifies that government departments must collect personal information directly from an individual or parent/legal guardian, indicate how the information will be used and under what authority. Departments are also responsible for protecting personal information from unauthorized use, disclosure or destruction.

Teachers and school administrators should ensure that forms used to collect information about students contain a statement outlining the purpose for collecting the information and whether it will be used in electronic databases.

As specified in Section 20 of the *Education Act*, the parent/legal guardian of a student, a student who is 16 years of age or older, or both the parents/legal guardian and the student may examine and copy the information on the student's record.

According to provisions in the *Education Act* and *ATIPP* legislation, information on a student's record is confidential and is not to be shared with anyone not involved in the student's educational program without the written consent of the parent/legal guardians.

The Yukon Government is committed to open and accountable public administration. This means that people should be able to access most information informally by asking departments or agencies about their services and programs. If a department is unable to provide the information, the person should be told the reason for the refusal based on the provisions of the *ATIPP Act* and advised of their right to make a formal ATIPP application through the ATIPP Office. Brochures describing the *ATIPP Act* and forms for requesting access or correction of personal information are available at all schools and community libraries.

The Education Department's ATIPP Coordinator, Jan Slipetz at (867) 667-8326 can also provide practical advice on what information can and cannot be provided in various circumstances. ATIPP and regulations, forms, and other information are also available online through the Department of Highways and Public Works ATIPP webpage at [www.atipp.gov.yk.ca](http://www.atipp.gov.yk.ca) or by calling the Education ATIPP Coordinator, or the ATIPP Office at (867) 393-7048.



# Advisory Bodies to the Department

The *Education Act* provides for the establishment and operation of several types of groups within the education system. Most are advisory in nature, but some have quasi-judicial powers and operate more or less independently of the Department of Education. The Department of Education consults frequently with the advisory groups listed below to ensure that the goals of all partners in education are being addressed.

## Education Appeal Tribunal

The Education Appeal Tribunal (EAT) hears appeals of decisions made by authorities dealing with significant education, health, and safety issues within the education system. Part Eight of the *Education Act* deals with appeals, including the Education Appeal Tribunal.

Although the Minister of Education appoints the members of the 10-person tribunal, it is in every other way independent of the Department of Education and the government. The *Education Act* contains explicit information about the tribunal's mandate. There is also a guideline available concerning the procedures involved in an EAT hearing. Copies are available from the school administrator or the school council.

Education Act Tribunal c/o Rose Rowlands, Chair Box 31689 Whitehorse, Yukon  
Canada Y1A 6L3 Phone: (867) 667-5900 or email: rowland@kdfn.yk.ca

## Yukon First Nation Education Advisory Council

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch in relation to Yukon First Nations education in the K-12 system. The Committee ensures that Elders' perspectives and knowledge are incorporated in the Public Schools Branch programming. Membership is comprised of representatives from each Yukon First Nations, which includes an Elder and a youth representative. Representatives from the Department of Education staff participate as technicians/observers. This committee provides a regular forum for First Nations to have input on Yukon's education system and for the Department of Education to better align their work in relation to First Nation education with the direction that YFNs are moving in. This includes working groups of the YFNEAC such as the Primary Readers, Grade 5 and Grade 12 curriculum working groups.

## Teacher Certification Board

The seven-member Teacher Certification Board is made up of representatives nominated by the Yukon Teachers' Association, the Department of Education, school councils and Yukon College. The Teacher Certification Board evaluates and sets the standards of training and experience required for Yukon teachers. It can also make recommendations to the Minister Of education with respect to the certification of any person whose status, with respect to qualifications, is referred to the Teacher Certification Board.

## **Teacher Qualification Board**

The Minister of Education appoints the three-member Teacher Qualification Board. It is composed of a representative of the Yukon Teachers' Association, a representative of the Minister of education, and a professional educator selected by mutual agreement of the Yukon Teachers' Association and the Minister. The Minister's representative chairs the board. The Teacher Qualification Board determines, for salary purposes, the category of qualification and the years of teaching experience to be assigned to a teacher, in accordance with the regulations.

## **Yukon Teachers' Association**

Professional and paraprofessional educators in the Yukon belong to the Yukon Teachers' Association (YTA). The YTA acts as both a professional body and a union for teachers and paraprofessionals. Its major activities include representing and improving the teaching profession in the Yukon. The YTA is the bargaining agent for its membership.

The YTA can be reached at (867) 668-6777 or [www.yta.yk.ca](http://www.yta.yk.ca)

# Advanced Education Branch - Student Financial Assistance

Students who indicate an interest in pursuing post-secondary education or training and who are seeking financial assistance should be directed to the Student Financial Assistance Unit of the Advanced Education Branch of the Department of Education. Students are expected to pursue available financial assistance on their own initiative. Teachers, administrators and others who work with students can facilitate this process by making sure that students are informed of the availability of assistance.

The Student Financial Assistance Unit administers a variety of student financial assistance programs:

- Yukon Grant
- Student Training Allowance
- Yukon Excellence Awards
- Canada Student Loans Program
- Canada Millennium Scholarship Programs
- Various scholarships, bursaries, and awards

Students must apply each year to receive funding from any of the assistance programs. An information booklet is available in English and in French through the Advanced Education Branch. For more detailed information and applications please contact the Student Financial Assistance Unit.

**Phone:** (867) 667-5929

**Website:** [www.education.gov.yk.ca/advanceded/sfa](http://www.education.gov.yk.ca/advanceded/sfa)

**Mailing Address:**

Student Financial Assistance  
Department of Education  
Government of Yukon  
PO Box 2703, Whitehorse, Yukon Y1A 2C6

**In Person:**

The Education Building  
1000 Lewes Building  
Whitehorse, Yukon

Yukon residents living outside of the Whitehorse area can phone 1-800-661-0408 local 5929

Fax: (867) 667-8555

Clients with last names beginning with:

**A-K:** Contact Carole Theriault E-mail: [carole.theriault@gov.yk.ca](mailto:carole.theriault@gov.yk.ca)

**L-Z:** Contact Darlene Gammel E-mail: [darlene.gammel@gov.yk.ca](mailto:darlene.gammel@gov.yk.ca)

**Processing applications takes at least four weeks.**

**Information on additional financial assistance available to First Nations students can be obtained by contacting the Department of Indian Affairs at (867) 667-3395 or by contacting Yukon First Nation offices.**

## Yukon Education Contacts 2006/07

<b>Department of Education</b>		667-5141 Fax: 393-6254
1000 Lewes Blvd.		
<b>Mailing Address:</b> Box 2703 Whitehorse, Yukon Y1A 2C6		
Patricia Haight	Department receptionist	667-5141
<b>Deputy Minister's Office</b>		
Gordon McDevitt	Deputy Minister	667-5126
Ione Irvine	Executive Assistant	667-5126 Fax: 393-6254
Clea Ainsworth	Communications Coordinator	393-7102
<b>Public Schools Branch</b>		<b>Fax: 393-6339</b>
<b>Administration</b>		
Lee Kubica	Superintendent of Public Schools	667-5127
Debbie Savage	A/Administrative Assistant	667-5127 Fax: 393-6339
Rosemary Burns	Director of Learning Area 1	667-5180
Bertha Ayers	Administrative Assistant	667-5068
Denis Gauthier	Director of Learning Area 3	993-5723 (Dawson City) 667-3722 (Whitehorse)
Colleen Smith	Administrative Assistant	993-5723
Dave Sloan	Director of Learning Area 2	667-3722
Pat Cassidy	A/Director of Programs and Services	667-8238
Dawna Davey	Administrative Assistant	667-5607
<b>Curriculum</b>		
Jeanette McCrie	Primary Consultant	667-5186
Terry Markley	Intermediate Consultant	393-7104
Nicole Morgan	Secondary Consultant	667-5679
	Coordinator, Counselling Services	667-3006
JoAnn Davidson	Coordinator, Technology Assisted Learning	667-5871
Cameron Good	Consultant, Information Technology	667-8876
Jane Downing	Technology Assisted Learning Support Officer	667-5006
Paula Thompson	Mathematics Curriculum Consultant (Office located at Selkirk Elementary School)	667-8249
Madeleine Lanctôt	Pedagogical Consultant, French First and Second Language	667-8504
Eliane Mulholland	Bilingual Resource Coordinator	667-8167

<b>First Nation Programming</b>		
Tina Jules	Director of First Nation Programming	393-6905
Sharon Jacobs	First Nation Education Consultant	667-5931
Janet McDonald	Coordinator, First Nation Programs and Partnerships	667-8479
Jim Boyde	Experiential Coordinator	667-8564
Barb Hobbis	First Nation Language Consultant	To be determined
Shereen Hill	First Nation Curriculum Consultant	667-8179
<b>Special Programs</b>		
Micki Deuling Kenyon	Coordinator, Special Programs	667-5986
Shirley Loo	Administrative Assistant	667-8000
		<b>Fax: 393-6423</b>
Phaedra Beatty	Physiotherapist	667-5142
Heather Alton	Physiotherapist	667-5142
Melissa Croskery	Occupational Therapist	667-8243
Pauline Craig	Occupational Therapist	667-8243
Stacey Burnard	Educational Psychologist	667-5211
Sharon Davis	School Psychologist	667-8244
Peter White	School Psychologist	667-5928
Carol Deuling	Speech/Language Coordinator	667-5497
Wendy Kitchen	Speech/Language Consultant	667-8662
Lisa Dymond	Speech/Language Consultant	667-8297
Donna Jones	Consultant, Special Programs	667-8565
Melissa Duncan	Education Assistant	667-8000
<b>Resource Services</b>		
Kate Quinsey	Coordinator, Resource Services - Supervision of policy for Resource Services - Management of budgets, purchase of school library texts and A/V materials	667-3521
Roxanne Gunter	A/Resource Services Technician - Circulation of media and Teachers' Professional Library materials - Main reception for Resource Services	667-5161
Lynn Stewart	Cataloguer/Technician - Production and editing of electronic catalogue records for school libraries and Resource Services - Supervision of cataloguing standards and processing	667-8025
Richard Legner	Library Database Technician - website and Resource Services software management - Library technical and inventory support for schools - Management of school library and	667-5193

	Resource Services data	
Katherine Hall	Processing Clerk - processing of school library books - shipment of text materials to schools	667-8025
<b>Partnerships and Operations</b>		<b>Fax 393-6339</b>
Gilbert Lamarche	Coordinator, Francophone Partnerships	667-8610 Fax 393-6399
Bob Walker	Coordinator, School Council Liaison/Coordinator, School Evaluation	667-8226
Lorraine Troy	Bilingual Support Services	667-8237 Fax: 393-6366
Doug Kelsch	Departmentally mandated student assessments; student information and award programs; Departmental reporting	667-3707
Geana Hadley	Win/School Help Desk and support	667-5170
<b>Education Support Services</b>		
<b>Policy, Planning and Evaluation</b>		
Ann MacDonald	Director	667-3520
Sarah House	Policy Analyst	667-8181
Daisy Lemphers	Policy Analyst	667-8027
Jan Slipetz	ATIPP Coordinator	667-8326
<b>Finance and Budget</b>		
Barbara Smith	Telecommunications - Telephone services - Cash management	667-5132
Cyndy Dekuysscher	Manager of budgets - Budget planning and reporting - Capital commitments and payments	667-3720
Anita Simpson	Accounts Manager - O+M commitments and payments - Status of requests for purchase - Processing travel and petty cash claims - Supplier queries, financial procedures, and trust funds	667-5263
<b>Information Technology</b>		
Help Desk	Receives, assigns and tracks computer problems; manages private sector-contracted services; supports to schools YESNet; EDUnet implementation (infrastructure); network installation and maintenance	667-8535
<b>Human Resources</b>		
Val Stehelin	Director, Human Resources	667-5808

Lynn LeBarge	Human Resources Assistant	667-8163
Karen McLachlan	Pay and Benefits Administrator	456-7907
Janis Gutta	Staff Relations Advisor	667-3719
Peggy Dorosz	Coordinator, Teacher Recruitment	667-8631
Trish Millions	Teacher Recruitment Officer	667-8658
Bonnie Palamar	Human Resources Advisor	667-8794
<b>Facilities and Student Transportation</b>		
Gordon deBruyn (Rural schools)	Project management services related to new school projects, school renovations, capital maintenance upgrades, liaison with school councils and administrators to assist in establishment of school renovation priorities	Gord deBruyn 667-3741
Dale Enzenauer (Urban schools)		Dale Enzenauer 667-5229
Dea Hrebien	Student transportation; water, garbage and sewer services; pool vehicle bookings; joint use agreement	667-5172
<b>Records</b>	Colleen Smyth – Departmental Records Officer	667-5369
	René Carlson – Records Assistant	667-3714
<b>Advanced Education Branch</b>		
Terri Patten	Administrative Assistant	667-5131 Fax: 667-8555
Brent Slobodin	Assistant Deputy Minister	667-5131
Carole Theriault, Darlene Gammel	Student Financial Assistance	667-5929
Sheila Tarr	Training Support Officer, Training Programs	667-5298
Ken Smith	Director, Training Programs	667-5140
<b>Other Contacts</b>		
<b>Association Franco-Yukonnaise</b> Box 5205 Whitehorse, Yukon Y1A 4Z1	Jeanne Beaudoin, Executive Director	668-2663 Fax: 667-8555
<b>Yukon Francophone School Board</b> 3151 C Third Ave. Whitehorse, Yukon Y1A 1G1	Lorraine Taillefer, Executive Director	667-8680 Fax: 393-6946
<b>Child Development Centre</b> 1000 Lewes Boulevard Whitehorse, Yukon Y1A 5B4	Irene Szabla, Executive Director	667-8182 Fax: 393-6974

<b>Education Appeal Tribunal</b>	Mary Gamberg, Secretariat	668-7023 Fax: 668-7024
<b>Association Of School Councils, Boards &amp; Committees</b> PO Box 20409 Whitehorse YT Y1A 7A2	Carol Coote, Executive Director	633-2692 Fax: 667-2921
<b>Innovators in the Schools</b> Box 2799 Whitehorse YT Y1A 5K4 (E-4)	Heather Dundas, Program Coordinator	668-8739 Fax: 668-8734
<b>Keyakwadan</b> 61 Hyland Whitehorse, Yukon Y1A 4P6	Melanie Bennet, President	633-3414
<b>Yukon College</b> PO Box 2799 Whitehorse, Yukon Y1A 5K4	Sally Webber, President	668-8800 Fax:668-8890
<b>Yukon Native Language Centre</b> Box 2799 Whitehorse, Yukon Y1A 5K4	John Ritter, Director	668-8820 Fax: 668-8825
<b>Yukon Native Teacher Education Program</b> Box 2799 Whitehorse, Yukon Y1A 5K4	Brian Aubichon, Executive Director	668-8781 Fax: 668-8828
<b>Yukon Teachers' Association</b> 2064 2 <sup>nd</sup> Avenue Whitehorse, Yukon Y1A 1A9	Sandra Henderson, President Debbie Oostindie, Professional Development Chair	668-6777 Fax: 667-4324
<b>Yukon Teacher Qualification Board</b> Box 2703 Whitehorse, Yukon Y1A 2C6	Teacher Qualification Secretary Janis Gutta	667-8631 Fax: 393-6254



# Yukon First Nation Community Education Contacts 2006/07

Community	Name	First Nation (FN)	Address	FN Phone #	School Phone #
Beaver Creek	vacant Education Coordinator	White River FN	General Delivery Beaver Creek Y.T. Y0B 1A0	862-7802	862-7250
Beaver Creek	John Van Der Meer CELC	White River FN	General Delivery Beaver Creek Y.T. Y0B 1A0	862-7802	862-7250
Burwash Landing	Becky Miller CELC	Kluane FN	Box 20, Burwash Landing Y.T. Y0B 1H0	841-4274	841-4506
Carcross	vacant CELC	Carcross/Tagish FN	Box 130 Carcross Y.T. Y0B 1B0	821-2952	821-2929
Carmacks	Alma Wrixon CELC	Little Salmon/Carmacks FN	Box 135 Carmacks Y.T. Y0B 1C0	863-5576	863-5371
Dawson City	Cathie Brook-Findly Education Coordinator	Tr'ondek Hwech'in FN	Box 599, Dawson City Y.T. Y0B 1G0	993-5385	993-5435
Haines Junction	Diane Benjamin Education Support Worker	Champagne & Aishihik FN	Box 5309 Haines Junction Y.T. Y0B 1L0	668-3627	634-2231
Mayo	Joanne Buyck CELC	First Nation of Nacho Nyak Dun	Box 220, Mayo Y.T. Y0B 1M0	996-2420	996-2804
Old Crow	Kim Rumley CELC	Vuntut Gwitchin FN	1001 Lewes Blvd. Whitehorse Y.T. Y1A 3J1	966-3261	667-8665
Old Crow	Mabel Tetlich CELC	Vuntut Gwitchin FN	Box 94 Old Crow Y.T. Y0B 1N0	966-3200	966-3151
Pelly Crossing	vacant CELC	Selkirk FN	Box 40 Pelly Crossing Y.T. Y0B 1P0	537-3331	537-3231
Ross River	Elizabeth Shorty CELC	Ross River Dena Council	General Delivery Ross River Y.T. Y0B 1S0	969-2722	969-2216
Teslin	vacant CELC	Teslin Tlingit Council	Box 133 Teslin Y.T. Y0B 1B0	390-2532	390-2570
Watson Lake	Cindy Hollind CELC	Liard FN	Box 328 Watson Lake Y.T. Y0A 1C0	536-2912	536-7333
Whitehorse	Shirley Smith CELC	Kwanlin Dun FN	Elijah Smith Elementary School Whitehorse Y.T. Y1A 6G3	633-7840	667-5992
Whitehorse	Margi Paszkowska	Ta'an Kwach'an Council	117 Industrial Road Whitehorse Y.T. Y1A 5P9	668-3613 ext. 102	667-8083
Whitehorse	Evelyn Troy CELC	Kwanlin Dun FN	Porter Creek Secondary School Whitehorse Y.T. Y1A 4M4	633-7840	667-8044
Whitehorse	Brandon Johnson Education Support Worker	Teslin Tlingit Council	F.H. Collins Secondary School Whitehorse Y.T. Y1A 2H8	390-2532	667-8665
Whitehorse	Deannalee Jazur (secondary) Heather Housen (elementary) Education Support Workers	Champagne & Aishihik First Nations	100-304 Jarvis Street Whitehorse Y.T. Y1A 2H8	668-2622	667-8044

## Yukon First Nation Education and Social Services Directors 2006/07

Director	First Nation	Address	Phone	Fax
Jeananne Lindstrom Director of Capacity Development (Education)	Carcross/Tagish First Nations	Box 130 Carcross, Y0B 1B0	821-8223	821-8214
Rachel Byers Director of Health & Social Services Sandra Coombs Director of Education	Little Salmon/ Carmacks First Nations	Box 135 Carmacks, Y0B 1C0	863-5576	863-5710
Colleen Joe-Titus Director of Education	Champagne and Aishihik First Nations	100 –304 Jarvis Street Whitehorse, Y1A 2H2	667-6098	667-6202
Sam Sen Dir. of Health & Social Services & Education	Kluane First Nation	Box 20 Burwash Landing, Y0B 1V0	841-4616 ext 241 cell 332- 8008	841-5900
Kara Smith Director of Education	Kwanlin Dun First Nation	35 McIntyre Drive Whitehorse, Y1A 5A5	633-7840 633-7830	633-7841
Dorothy Dickson Dir. of Education	Liard First Nation	Box 238 Watson Lake, Y0A 1C0	536-2912	536-2109
vacant Director of Education	First Nation of Nacho Nyak Dun	Box 220 Mayo, Y0B 1M0	996-2122	996-2193
May Bolton Director of Margaret Thompson Centre	Ross River Dena Council	General Delivery Ross River, Y0B 1S0	969-2722	969-2019
Mary McGinty Director of Education & Training	Selkirk First Nation	Box 40 Pelly Crossing, Y0B 1P0	537-3331	537-3902
Marie Davies Director of Education	Teslin Tlingit Council	Box 133 Teslin, Y.T. Y0A 1B0	390-2532	390-2176
Traci Kassi Director of Education	Vuntut Gwich'in First Nation	Box 94 Old Crow, Y0B 1N0	966-3261	966-3800
Sid VanDerMeer Executive Director	White River First Nation	General Delivery Beaver Creek, Y0B 1A0	862-7802	862-7806
Edith Robinson Director of Human Resources & Education	Tr'ondek Hwech'in First Nation	Box 599 Dawson City, Y0B 1G0	993-7111	993-6553
Brenda Sam A/Manger of Health & Social Services	Ta'an Kwach'an Council	117 Industrial Road Whitehorse Y1A 5P9	668-3613 ext. 102 cell 333-2094	667-4295

