

Resource Book for Yukon Teachers

2004-2005



YUKON 2004-2005 SCHOOL CALENDAR SYNOPSIS

Schools	Opening Date	Opening Date	Closing Date	Closing Date	Total Days	Hrs/Min/Day
All Whitehorse Elementary Schools	Mon. Aug. 30, 2004	.5 day	Fri. June 17, 2005	.5 day	181	5 hours/15 min.
Golden Horn Elementary	Mon. Aug. 30, 2004	.5 day	Tues. June 14, 2005	.5 day	179	5 hours/19 min.
Hidden Valley Elementary	Mon. Aug. 30, 2004	full day	Tues. June 14, 2005	full day	179	5 hours/19 min.
École Émilie-Tremblay Elementary	Mon. Aug. 30, 2004	.5 day	Fri. June 17, 2005	.5 day	181	5 hours/15 min.
F.H.C., P.C.S.S., & V.C.S.S. & É.É.T. Secondary	Wed. Sept. 1, 2004	full day	Thurs. June 23, 2005	full day	184	5 hours/10 min.
Beaver Creek School	Tues. Sept. 7, 2004	full day	Fri. June 17, 2005	full day	181	5 hours/15 min.
Carcross Community School	Mon. Aug. 23, 2004	full day	Fri. June 3, 2005	full day	178	5 hours/20 min.
Chief Zzeh Gittlit School (Old Crow)	Tues. Aug. 31, 2004	full day	Wed. June 15, 2005	full day	178	5 hours/20 min.
Del Van Gorder School (Faro)	Mon. Aug. 30, 2004	full day	Fri. June 10, 2005	full day	181	5 hours/15 min.
Eliza Van Bibber School (Pelly Crossing)	Mon. Aug. 30, 2004	full day	Fri. June 17, 2005	full day	178	5 hours/20 min.
J.V. Clark School (Mayo)	Thurs. Aug. 26, 2004	full day	Fri. June 17, 2005	full day	184	5 hours/10 min.
Kluane Lake School (Destruction Bay)	Mon. Aug. 30, 2004	full day	Fri. June 10, 2005	full day	178	5 hours/20 min.
Robert Service School (Dawson City)	Tues. Aug. 17, 2004	full day	Fri. May 27, 2005	full day	178	5 hours/20 min.
Ross River School	Mon. Sept 13, 2004	full day	Mon. June 20, 2005	full day	178	5 hours/20 min.
St. Elias Community School (Haines Junction)	Mon. Aug. 30, 2004	full day	Fri. June 10, 2005	full day	178	5 hours/20 min.
Tantalus School (Carmacks)	Wed. Aug. 18, 2004	full day	Fri. June 10, 2005	full day	188	5 hours/5 min.
Teslin School	Mon. Aug. 30, 2004	.5 day	Fri. June 17, 2005	.5 day	181	5 hours/15 min.
Watson Lake Schools	Wed. Sept. 1, 2004	full day	Fri. June 17, 2005	full day	178	5 hours/20 min.

Christmas and Spring Breaks	School Closed Days		Holidays	
Christmas Break				
All Yukon Schools	Mon. Dec. 20, 2004	Mon. Jan. 3, 2005	<u>Thurs. & Fri. September 2-3, 2004</u> Eliza Van Bibber	Discovery Day Mon. Aug. 16, 2004
Except:			<u>Thurs. & Fri. October 7-8, 2004</u> Tantalus School	Labour Day Mon. Sept. 6, 2004
Chief Zzeh Gittlit School	Thurs. Dec. 16, 2004	Tues. Jan. 4, 2005	<u>Friday, October 8, 2004</u> All Whitehorse Schools, Golden Horn, Beaver Creek, Eliza Van Bibber, Teslin, & Watson Lake Schools	Thanksgiving Day Mon. Oct. 11, 2004
Eliza Van Bibber School	Fri. Dec. 17, 2004	Mon. Jan. 3, 2005	<u>Friday, November 12, 2004</u> All Yukon Schools	Remembrance Day Thurs. Nov. 11, 2004
Tantalus School	Fri. Dec. 17, 2004	Mon. Jan. 3, 2005	<u>Monday, January 31, 2005</u> École Émilie-Tremblay & Whitehorse Secondary Schools	Christmas Day Sat. Dec. 25, 2004
Spring Break			<u>Friday, May 20, 2005</u> Eliza Van Bibber & Watson Lake Schools	Boxing Day Sun. Dec. 26, 2004
All Yukon Schools	Mon. March 21, 2005	Fri. April 1, 2005		New Year's Day Sat. Jan. 1, 2005
Except:				Heritage Day Fri. Feb. 25, 2005
Beaver Creek & Tantalus Schools	Mon. March 21, 2005	Thurs. March 24, 2005		Good Friday Fri. March 25, 2005
Chief Zzeh Gittlit School	Thurs. March 17, 2005	Tues. March 29, 2005		Easter Monday Mon. March 28, 2005
Del Van Gorder School	Mon. March 7, 2005	Fri. March 11, 2005		Victoria Day Mon. May 23, 2005
Robert Service School	Fri. March 18, 2005	Thurs. March 24, 2005		
Ross River School	Mon. Feb. 28, 2005	Fri. March 4, 2005		
J.V. Clark & Watson Lake Schools	Mon. March 14, 2005	Thurs. March 24, 2005		



Education
Box 2703, Whitehorse, Yukon Y1A 2C6

August 2004

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 would 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 Barbara J. Coppard at 667-8326. In the meantime, I wish you, your colleagues and your students a successful year filled with enjoyment and rewards.

Sincerely,

A handwritten signature in black ink that reads "Colin J. Kelly". The signature is written in a cursive, flowing style.

Colin J. Kelly

Superintendent of Schools

Assistant Deputy Minister of Education.

Resource Book for Yukon Teachers 2004/2005

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Overview of the Department of Education

Our primary responsibilities in the Department of Education are to provide a Kindergarten to Grade 12 public education system and to support adult education.

The **Public Schools Branch** operates 28 public schools across the Territory with almost 5,400 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.

Opening Doors to Lifelong Learning

An Operating Plan for the Department of Education

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

- We are committed to:
- Building and maintaining strong relationships with partners and communities;
- Effectively communicating information;
- Demonstrating honesty, integrity, and accountability;
- Respecting cultural and linguistic diversity;
- 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:

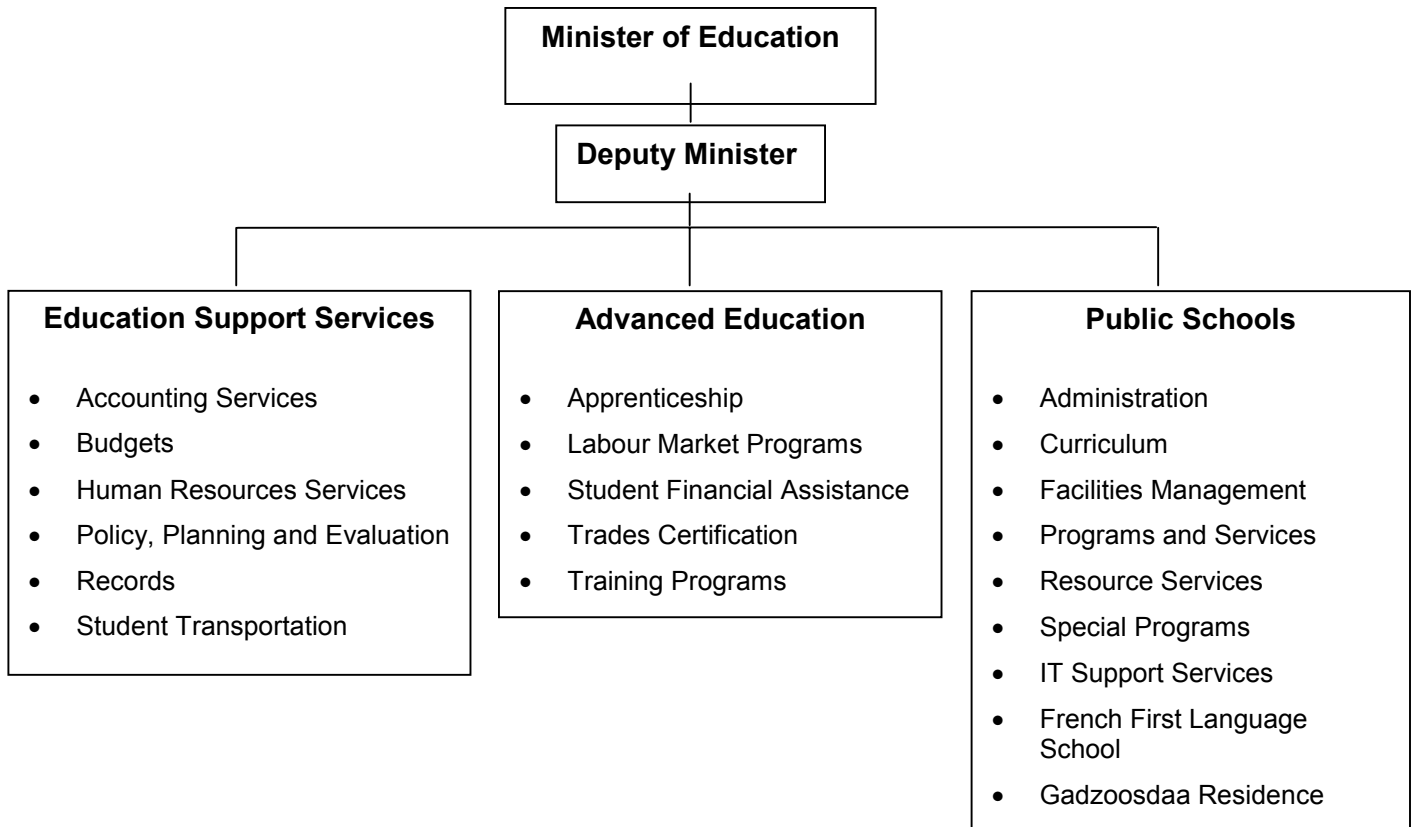
- Elementary and secondary education for all school age children;
- Native language education programs and the training of aboriginal languages teachers;
- French language programs for school age children; and
- Adult training, education and labour force development programs.

Operating Plan Action Highlights 2004/2005

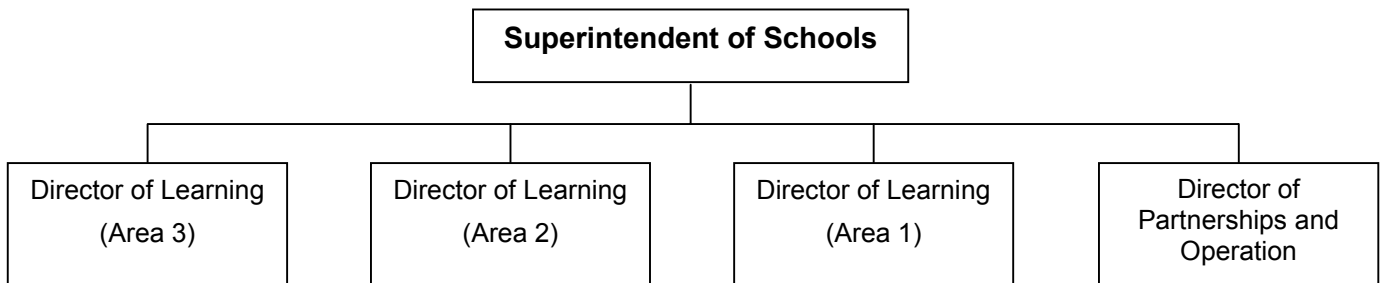
- ✓ Yukon Native Teachers Education program will offer six seats to non-aboriginal applicants in the 2004/2005 school year.
- ✓ For the first time in five years, the Department will be hiring new Native Language Instructor Trainees.
- ✓ \$500,000 in new funding has been dedicated to develop new and more culturally relevant curriculum resources to enhance the Yukon and Aboriginal content in our schools.
- ✓ A grade 5 Land Claim curriculum resource has been developed and will be piloted this year in five schools. Units for grades 9 and 11 are being developed this year.
- ✓ A Home Tutor Program in 13 rural communities is being launched to work with families and students in their homes.
- ✓ An alternative school in downtown Whitehorse is in the planning and design stages, and is scheduled to open February 2005. It will help school-aged dropouts finish school and achieve their career goals.
- ✓ FASD program initiatives are now underway to support classroom teachers and students. Schools will receive on-site FASD training and support based on a successful pilot program in Ross River. Led by a coordinator, schools will develop, implement and evaluate FASD plans using the best practices from the Yukon and other jurisdictions. Teaching strategies will focus on developing literacy and math skills.

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

Department of Education – Organization Chart



Public School Branch



Yukon Public Schools - An Introduction

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.

Just over 440 public school teachers (full time equivalent positions) provide classes to approximately 5,400 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.

Local Governance: School Boards, Councils, and Committees

School boards have many of the administrative powers of the Department of Education. Individuals elected or appointed to school boards are trustees. 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 all staff are employees of 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.

Although school boards are responsible for personnel in their school, including hiring, teachers are employed by 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 objectives, 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;
- 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 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 other than the noted exceptions: Ecole Emile-Tremblay has a Francophone School Board, Kluane Lake School has a committee and Johnson Lake Elementary and Watson Lake Secondary Schools share one council.

School committees are limited to advising the school administration on matters relating to the school. They have no fiscal or administrative responsibility. There is one school committee in the Yukon, at Kluane Lake School in Destruction Bay.

Association of School Councils, Boards and Committees 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's 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, this

Association provides information and conducts research on many educational issues and concerns pertinent to members. You can contact the Association at P.O Box 20409 Whitehorse, YT Y1A 7A2 or phone 633-2692, or fax 667-2921 or email ayscbc@hotmail.com.

Partnership and Operations Unit

The Department of Education has established the Partnerships and Operations Unit .

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

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

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

Be Prepared

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 for decision-making and responding 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.

Health and Social Services and the RCMP will do this.

Further information is available in:

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 principal or superintendent;

- Follow up immediately by filling out the “Initial Report of Suspected Child Abuse” form and forward it to the principal (Superintendent) 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.

	Physical Indicators	Behavioral Indicators
Neglect	<ul style="list-style-type: none"> - Abandonment; Unattended medical needs - Consistent lack of supervision - Consistent hunger, dressed inappropriately for the weather, poor hygiene - Lice, distended stomach, emaciated - Consistent fatigue 	<ul style="list-style-type: none"> - obsessed with food, stealing food; theft - reports that no caretaker at home - frequently tardy or absent - destructive, delinquent, drug or alcohol abuse - falling asleep in class, difficulty maintaining attention in class - craves attention
Physical abuse	<ul style="list-style-type: none"> - Frequent and/or unexplained bruises in various stages of healing and in suspicious locations/patterns, welts, human bite marks, bald spots, burns - Unexplained fractures, lacerations, or abrasions - Injuries regularly appearing after absences or weekends 	<ul style="list-style-type: none"> - extreme wariness of parents or adults - uncomfortable with physical contact - self destructive - arrives at school early or stays late as if afraid to be at home - complains of soreness or moves uncomfortably - withdrawn and aggressive – behavioral extremes - chronic runaway (adolescents) - extreme fearfulness or fearlessness - extreme tearfulness or tearlessness
Sexual Abuse	<ul style="list-style-type: none"> - Difficulty in walking or sitting - Torn, stained, or bloody underclothing - Pain or itching in genital area - Venereal diseases, especially in pre-teens - Pregnancy - Frequent, unexplained sore throat - Frequent urinary or yeast infections - Sudden onset of involuntary 	<ul style="list-style-type: none"> - displays unusual interest in sexual matters and uses terminology inappropriate for age - does drawings which are sexually explicit, beyond developmental level - inappropriate sexual behavior - wariness of physical contact, especially when initiated by an adult - seductive behavior for approval; promiscuity, prostitution - role reversal, overly concerned for siblings

	urinating	<ul style="list-style-type: none"> - massive weight change - peer problems, lack of involvement - depression, suicide attempts - suddenly refuses to change for gym or participate in activities
Emotional Abuse	<ul style="list-style-type: none"> - Speech disorders - Delayed physical development - Substance abuse - Ulcers, asthma, severe allergies 	<ul style="list-style-type: none"> - habit disorders (sucking, biting, rocking) - developmental lags - destructive sleep disorders, inhibition of play - delinquent behaviour - extreme depression, suicide - extreme adult behaviour, appearing to take over and care for parents

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 th Ave. Y1A 4N7	667-3002	393-6204
Carcross	Box 174, Carcross, Yukon Y0B 1B0	821-4301 or 821-3002	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	966-3734	
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 or 536-7955	536-2790

After hours child protection:

Whitehorse: 667-3002

Outside Whitehorse: Phone your local child welfare authority

Sample Form – Initial Report of Suspected Child Abuse

CONFIDENTIAL

Initial Report of Suspected Child Abuse

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.)

Signature _____ Date _____

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

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 granting an interview.

Following is a three-step guide to follow when you receive a call from the media:

1. Ask the reporter about the exact nature of the story (What do they need to know, and what is their deadline?).
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. The administrator will then contact the Communication Coordinator in advance of the response.

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: 393-7102

Email: Clea.Ainsworth @gov.yk.ca

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 4-7 classes. The Consultant for Secondary Programs assists 8-12 classes.

Mathematics Consultant

The mathematics consultant works primarily with teachers of grades 4, 5, and 6 in an effort to provide training support. The consultant will be working out of a new mathematics centre at Whitehorse Elementary School starting this year. 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 Consultants	Contact
Coordinator of Primary Programs: Jeanette McCrie	667-5186
Coordinator of Intermediate Programs: Terry Markley	393-7104
Coordinator of Secondary Programs: Pat Cassidy	667-5679
Mathematics Consultant: David Webber (located at Whitehorse Elementary School.)	667-8249

Curriculum Advisory Committees

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

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

Counselling Program Services

The Coordinator of School Counselling functions as a consultant to Career and Personal Planning (CAPP) and Planning 10 teachers and to school counsellors.

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, classroom visits and conferences with individual teachers and counsellors. The coordinator provides consultative services to elementary teachers delivering the Personal Planning Curriculum. This position also coordinates the Safe Schools initiatives, including child abuse prevention and substance abuse prevention.

The Coordinator of School Counselling can be reached at 667-3006

Distance Education and Distributed Learning in Yukon Schools

Distributed Learning - Distributed Learning courses provide expanded course offerings for students in rural areas, and allow for flexibility in programming at the school level. Students enrolled in CoNNect courses are assigned a distributed learning block in their regular timetable and are assigned to a teacher-facilitator at the school. The on-site teacher-facilitator oversees the work of students to ensure that they keep pace with the established timelines, monitors student attendance and provides on-site assistance to students working with their course material and technology.

The Yukon Department of Education offers a variety of courses through British Columbia's CoNNect program. CoNNect provides students the opportunity to enroll in a variety of distance education courses at the junior and senior secondary levels.

Students who enroll in a CoNNect course must complete an application for the course and have it approved by their school's principal. Applications should be forwarded to the coordinator of TAL. A list of courses available through CoNNect can be viewed at:

http://www.yesnet.yk.ca/tal/dist_learning_courses.html

Video Conferencing - In March, 2004, video conferencing was tested and piloted at Robert Service School in Dawson, 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.

Technology Assisted Learning Unit - The Technology Assisted Learning Unit provides pedagogical support and leadership in the use of information technology (IT) in Yukon schools. Information regarding professional development activities, curriculum projects and learning resources is available at YESNet (Yukon Education Student Network): <http://www.yesnet.yk.ca> . Technology initiatives, IT curriculum implementation and long-term IT acquisition plans are communicated to schools via administrators, school computer coordinators and regular newsletters.

Coordinator, Technology Assisted Learning: assists in the long-term planning for information technology professional development, computer hardware and software acquisitions for educational purposes, and computer facilities planning for public schools. The coordinator provides support for educators who are mentoring or facilitating the delivery of distributed learning programs in Yukon schools both online or via video conferencing. The coordinator also sits as Yukon's representative, on the National Working Group for Canada's SchoolNet, the CMEC Online Portal Steering Committee and the Provincial/Territorial Distance Education Association.

Coordinator, Technology Assisted Learning

JoAnn Davidson (joann.davidson@gov.yk.ca).....667-5871

Consultant, Information Technology: assists teachers integrating the use of technology with their classes. The consultant leads professional development activities, provides support for Yukon's electronic report cards (K-7) and other local and national technology-related initiatives such as the GrassRoots Projects Program and Marsville. Support provided by technology assisted learning consultants may take the form of classroom visitations, individual meetings with teachers, information sessions for school staffs or through formal professional development activities/workshops.

Consultant, Information Technology

Cam Good (cameron.good@gov.yk.ca).....667-8876

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

TAL Support Officer

Jane Downing (jdowning@yesnet.yk.ca).....667-5006

Technical Support for Public Schools – Information Technology Support Services (ITSS) Help Desk.....667-8535

The primary role of ITSS is to plan, install, support, and maintain computers and networks for all Yukon schools and the Education Building. This includes: planning, installing, maintaining and supporting the following responsibilities: hardware, application software, multi-platform (Mac/Win 9X/NT) software on individual machines, and maintaining network connectivity for all schools.

Policies on Information Technology Use by Teachers and Students

Teachers:

Use of information communication technologies 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 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
3. 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.
4. 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 (ie., napster)
5. Students are prohibited from using the school's Internet for product and/or service advertisement or political lobbying.
6. 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 web pages 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 web pages are responsible for the content, accuracy and appropriateness of the data posted.
3. 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.
4. 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: www.yesnet.yk.ca/tal/schoolhomepagepolicy.html

Yukon First Nations Curriculum

The inclusion of First Nation perspectives benefits all students in a multicultural society. Cultural representation throughout the school's environment enables children to acquire a positive identity. The awareness of one's own culture - and the cultures of others - develops self-concepts and enhances learning. Educators must utilize a variety of teaching strategies to build upon the knowledge, culture, learning styles and strengths that First Nations students possess. Some expectations for First Nation curriculum content are that curricula and materials 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.

Many Yukon First Nations employ Community Education Liaison Co-ordinators (CELCs) who provide assistance to Yukon schools. (Please refer to the CELC contact list later in this Handbook.)

The Department of Education supports First Nations curriculum development with the following personnel:

- First Nations Education consultant: primary responsibilities include curriculum development, instructional strategies, support for teachers, and First Nations representation on local, territorial and national boards and committees.
- First Nations Aboriginal Languages Consultant: responsibilities include working in classrooms with teachers of aboriginal languages; developing teaching materials and implementation strategies.

The First Nations Consultant can be reached at 667-5931.

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 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 CELCs, 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 is 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 Nations 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'edeninth'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 Nations curriculum materials: www.resourceservices.gov.yk.ca

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, Ayamdigt Campus, Whitehorse. The Centre 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 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_

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
Language and Citizenship	45% (incl. Second Language)	35% (incl. Second Language)	30-36% (incl. Second Language)
Math, Science and Information Technology	30%	30%	30%
Physical Education	10%	10%	10-12%
Applied Skills	Integrated	Integrated	5-6%
Fine Arts	10%	10%	5-6%
Personal Planning	5%	5%	5%
Career and Personal Planning	Integrated	Integrated	5-6%
Unassigned Time	0%	10%	0-15%

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.

The ***Education Act*** stipulates that up to 20% of a student's classroom time may be spent in locally developed programming. This 20% is to be viewed as a 20% emphasis rather than as a separate program. For example, portions of the science and social studies curricula have been changed to reflect Yukon interests and experiences.

Note: Native Language and French as a Second Language programs in primary years and Grade 4 are considered locally developed programs, as B.C. 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 Consultant for Intermediate Programs.

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 Consultant of Secondary Programs.

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.

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 at 667-5931.

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 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 Outdoor Education Policy and Planning Kit is available from the school secretary. Numerous other resources are available through Resource Services.

Innovators in the Schools

The Innovators in the Schools program brings science and technology connections to Yukon schools. Contact program personnel to request volunteer experts and resources that highlight the fun, creativity and relevance of science and technology-related subjects. Special events are organized and/or promoted throughout the year via your School Science Contact. Watch for the following postings: the Regional Science Fair, a Bridge Building Competition, Crazy About Science: Adventures in Scientific Exploration, and First Contact: Encounters with Scientists and Innovators.

For more information please call the Program Coordinator at 668-8739 or visit their website <http://dl1.yukoncollege.yk.ca/innovators/>

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. The results from these assessments assist the Department 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 also provides additional assessment resources for optional use by schools at their discretion.

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 and 12 students in all courses that offer B.C. Provincial examinations are eligible 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.

B. C. Provincial Exams (BCPE):

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

- ensure that Grade 12 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, grade 10 students will be writing BC Provincial Exams in English 10, Science 10 and Math 10.

School Achievement Indicators Program (SAIP)

In the past few years, in Canada as well as in many other countries, increasing attention has been given to education systems and their performance. Parents, members of the business and industrial communities, concerned taxpayers, and others have asked the question: "How well are our schools preparing students for a global economy and for lifelong learning?"

In 1989 the Council of Ministers of Education Canada (CMEC) initiated the School Achievement Indicators Program (SAIP), the first-ever attempt to arrive at a consensus on the elements of a national assessment.

In the SAIP, the achievement of individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students. The SAIP is essentially a measure of how well each province/territory's education system is doing; it does not replace individual student assessment, which is the responsibility of teachers, schools, boards, and ministries of education. Similarly,

no attempt is made to compare schools or school districts. The results are reported at the provincial/territorial level only.

Optional Assessment Resources

The following 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 667-3707 for further information.

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.

Assessment Program (Mandated)	Grades Involved	Planned Administration Dates for the 2004/2005 School Year
Language Proficiency Index (LPI)	Grade 11 & 12	Dec. 1 and May 4
Yukon Achievement Tests (YAT)	Math Grades 3+6 and Language Arts Grades 3+6	May 10 th to May 20 th
	Math Grade 9 and Language Arts Grade 9	Late Jan. and mid June. Schedule available in Sept. 2004.
British Columbia Provincial Exams (BCPE)	Grades 10 and 12	Nov. 12 & 15 th , Jan. 25 th -Feb. 3, April 20 th and 21 st , June 21 st -29 th , and Aug. 12 th -17 th .
School Achievement Indicators Program (SAIP)	13 and 16-year-olds	April 15 th to May 15 th

The following assessment resources are available for schools as per the table below:

Assessment Resources (Optional)	Grades Available	Administration Dates
Classroom Assessment Materials Project (CAMP)	Math & Language Arts: Grades 4, 5, 7 and 8	At school's discretion

Additional Information:

For further information on the Yukon Student Assessment Program please refer to the “Student Information and Assessment - Handbook of Procedures and Guidelines”, or contact the Coordinator of Student Information and Assessment at 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 are entering grade 10 during the 2004/2005 school year.
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)

Curriculum Guide/Integrated Resource Package

SUBJECT	GRADE	IRP#
APPLIED SKILLS		
Business Education		
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)
Home Economics		
Home Economics	8-10	IRP056 (1998)
Home Economics	11-12	IRP071 (1998)
Technology Education		
Industrial Education Curriculum guide	11-12	CG0051 (1977)
Technology Education	8-10	IRP014 (1995)
Technology Education, Industrial Design	11-12	IRP076 (1997)
Tourism		
Tourism	11-12	CG0323 (1995)
CAREER & PERSONAL PLANNING		
Career and Personal Planning	K-7	IRP007 (1996)
Career and Personal Planning	8-12	IRP005 (1997)
CROSS STRAND		
Primary program document	K-3	RB0109 (2000)
ENGLISH LANGUAGE ARTS		
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)
FINE ARTS		
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)
Dance		
Dance	8-10	IRP015 (1995)
Dance	11-12	IRP066 (1997)
Drama		
Drama	8-10	IRP017 (1995)
Drama, Film and Television	11-12	IRP060 (1995)
Music		
Music	8-10	IRP018 (1997)
Music – Composition & Technology	11-12	IRP073 (1996)
INFORMATION TECHNOLOGY		
Information Technology	K-7	IRP034 (1996)
Information Technology	8-10	IRP035 (1996)
Information Technology	11-12	IRP036 (1996)
LANGUAGES		
French as a Second Language	5-12	IRP021 (2001)
German	5-12	IRP069 (1997)
Spanish		IRP075 (1997)
MATHEMATICS		
Mathematics	K-7	IRP003 (1996)
Mathematics	8-10	IRP031 (1996)
Mathematics, Principles, Applications,	10-12	IRP110 (2000)

Essentials and Calculus 12		
Mathematics	12	IRP026 (1996)
PHYSICAL EDUCATION		
Physical Education	K-7	IRP011 (1995)
Physical Education	8-10	IRP 013 (1995)
Physical Education	11-12	IRP083 (1998)
SCIENCE		
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)
SOCIAL STUDIES		
B.C. 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)

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 at 667-3707.

Yukon Native Teacher Education Program

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

Through Y.N.T.E.P., Yukon students can earn their B. Ed. and become fully qualified teaching professionals. Y.N.T.E.P. 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, Y.N.T.E.P. 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 Y.N.T.E.P. 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.

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

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 is used for a variety of professional development activities. The Department 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.

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 668-6777.

Cooperating Teachers' Incentives Package/Yukon Native Teacher Education Program (Y.N.T.E.P.)

The Cooperating Teachers' Incentives Package facilitates the professional development of teachers who work with students in the Yukon Native Teacher

Education Program. Participating teachers supervise the classroom practicum of a Y.N.T.E.P. 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 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. 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 a.m. to 5:00 p.m. Monday through Friday. Alternative hours can be arranged by phoning Resource Services at 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.

Materials Preparation Room

Audio and video editing equipment is available for use at Resource Services. This equipment is suitable for production or dubbing of audio and videotapes where copying rights have been acquired. Teachers may book this room and make it available to students under their supervision.

Equipment Repair and Maintenance

Audiovisual repairs and maintenance for all Yukon schools are administered by Resource Services, at the school's discretion. Repair costs are charged to the school's O&M budget. During the school year, equipment for repair is picked up

from and delivered weekly to the main offices of Whitehorse schools. Rural schools ship equipment (prepaid) to Resource Services for repair and maintenance. Repaired equipment will be shipped prepaid to rural schools. (Resource Services does not service business equipment, musical instruments or sewing machines).

NOTE: Computer equipment is serviced through Information Technology Services at (867) 667-8535.

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 Coordinator of School Libraries, Eliane Mulholland (667-8167), provides assistance and guidelines to administrators, teachers and teacher-librarians. The Coordinator of Resource Services, Kate Quinsey (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 Web Site.

Media Resources

The Media Resources catalogue for all English audiovisual resources is available in all schools. The catalogue was last published in 1999, and an updated version will be available in fall of 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 most up-to-date access to this collection is on the website: www.resourceservices.gov.yk.ca

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. Teachers are encouraged to take advantage of Cable in the Classroom programs on several television channels. Fall and spring catalogues of classroom-authorized programs are provided by WHTV and distributed by Resource Services to Yukon schools.

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 TPL purchase. The Teachers' Professional Library 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 Web Site.

Hours: Monday to Friday 8:30 a.m. – 5:00 p.m.

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.

Special Programs

The role of Special Programs is to support 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 rooms for those children 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 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 the Department of Education 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. 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. The following consultants are available:

- **Coordinator, Special Programs:** coordinates the activities of the Special Programs unit.
- **School Psychologists** provide a full range of psycho-educational services including assessments and help schools to develop programs that meet individual student needs.
- **Speech and Language Pathologists (SLP):** provide programming and assessment services to schools for students who have communication difficulties.
- **Itinerant Teacher, Vision Impairments:** supports students who have significant visual impairments by providing consultation, assessment and programming.
- **Physiotherapists (PT):** 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):** supports students experiencing physical difficulties with printing and handwriting and other fine motor-related skills. The OT and a PT 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 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, 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.

Resource programs are offered for students with intellectual impairments that require life-skills programming. Programs for elementary students are located in Takhini, and Jack Hulland elementary schools. Programs for secondary school students are offered at Vanier Catholic, F.H. Collins, and Porter Creek secondary schools.

Programs for students with multiple handicaps are located at Selkirk Elementary. Several resource programs are offered for students with emotional/behavioural difficulties requiring social skills training. The resource program for elementary-aged students is located in Jack Hulland School. Students of secondary school age with serious social/emotional difficulties are offered a program in the Riverfront resource program. Riverfront is administered through Vanier Catholic Secondary School.

The Department of Education provides the educational component for students in the Young Offenders Facility operated by Youth Services (Health and Social Services) for young people in secure custody. The Young Offenders program is administered through Vanier Catholic Secondary School.

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. This form asks for a 3 year school plan and the Department 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 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 (2) 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 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 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 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, YHES and schools.

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 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 offers six different types of financial assistance:

- Yukon Grant
- Student Training Allowance
- Yukon Excellence Awards
- Canada Student Loans Program
- Millennium Scholarship Fund
- Various Scholarships, Bursaries, and Awards

Note regarding Yukon Excellence Awards: Students who earned Yukon Excellence Awards during high school may apply to receive the financial award upon acceptance to a post-secondary institution.

Students must apply to receive funding from any of the assistance programs. A short guidebook to available student financial assistance 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

Mailing Address:

Student Financial Assistance
Department of Education
Government of Yukon
P.O. 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) 667-3328

Clients with last names beginning with:

A-K: Contact Carole Theriault E-mail: carole.theriault@gov.yk.ca

L-Z: Contact Nancy Flemming E-mail: nancy.flemming@gov.yk.ca

Processing applications takes at least four (4) 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.

Support Programs — Health and Social Services

Health Promotion Unit

The Health Promotion Unit is committed to the provision of high quality health promotion and illness prevention services. Programs currently offered focus on reproductive health and on tobacco. Due to high demand, we encourage groups to make requests for workshops or other services as early as possible.

For more information please call:

(867) 667-8393 – tobacco line

(867) 667-8394 – health promotion consultant

(867) 667-8395 – health promotion consultant

(867) 667-8338 - fax line

E-mail: 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)

Sewage Disposal
(Community & Private)

Recreational Facilities

Environmental Health

Food Safety Education

Education

Germ busters Hand
washing Session
(elementary schools)

Institutional Hygiene

Special Events

Contaminants

Food Quality

Communicable
Disease Control

Pest Control Advice

Housing

Solid Waste

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

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 Center

9010 Quartz Road, Whitehorse, Yukon, Y1A 2C6

Telephone (867) 667-6371 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
- Drop in Mon-Fri 8:30 a.m. - 12:00 noon or appointments 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 and assistance with programming or school related concerns, please contact Special Programs Division, Public Schools Branch at 667-8000.

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: 2nd. Floor Royal Centre, 294 -4114 4th Avenue, Y1A 4N7

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

Fax: 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 enrollment 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.

Policies, Acts and Advisory Groups

Gender Equity Policy for Public Schools

Creating and sustaining a gender equal school system encourages and helps us to develop according to our interests and abilities, regardless of gender. With this in mind the Yukon Department of Education, with assistance from the Women's Directorate, issued the *Gender Equity Policy for Public Schools* in 1996. During April and May of 1998, a series of focus group meetings were held with stakeholder groups in the field of education in a number of schools and other venues in the territory. The result was an implementation plan aimed at helping everyone - students, staff, administrators, departmental staff, school councils and boards, parents and the community at large - to develop high standards of quality education for all. A copy of this policy is available at www.womensdirectorate.gov.yk.ca

The Women's Directorate also has publications of interest to young people, most notably *Money Smarts for Young Women (Just in Case You Don't Win the Lottery)*. Another in partnership with Education, the Directorate has produced a series of bulletins based on information gathered during the A Cappella North 2 survey, undertaken in the fall of 2001. Copies are available at www.womensdirectorate.gov.yk.ca

For more information about the Gender Equity Policy's user-friendly version, *It All Adds Up, Money Smarts for Young Women, A Cappella North 2* and bulletins or any of their other publications, please contact the Women's Directorate, 667-3030, or visit at 204 Lambert St., 4th floor Financial Plaza building, or visit their website: www.womensdirectorate.gov.yk.ca

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 and school boards are covered by the Act, but not school councils. The Act 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 Act. An individual can access their personal information and request corrections to these records.

The Act also specifies that government departments must collect personal information directly from an individual or 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 parents of a student, a student who is 16 years of age or older, or both the parents 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/guardians.

Under the **ATIPP Act** guardians may be refused access to information provided on a confidential basis by a student of any age if his/her privacy would be violated by the release of the information.

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, Barbara J. Coppard (667-8326) can also provide practical advice on what information can and cannot be provided in various circumstances. The Act and regulations, forms, and other ATIPP information are also available online through the Department of Highways and Public Works ATIPP webpage at www.atipp.gov.yk.ca or by calling the Education ATIPP Coordinator, or the ATIPP Office at 393-7048.

Advisory and Decision Making Groups

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 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.

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 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, 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.

Yukon Education Contacts 2004-2005

Department of Education		667-5141 Fax: 393-6254
1000 Lewes Blvd.		
Mailing Address: Box 2703 Whitehorse, Yukon Y1A 2C6		
Patricia Haight	Department receptionist	667-5141
Deputy Minister's Office		
Judy Moore	Deputy Minister	667-5126
Ione Irvine	Executive Assistant	667-5126 Fax: 393-6254
Clea Ainsworth	Communications Coordinator	393-7102
Public Schools Branch		Fax: 393-6339
Administration		
Colin Kelly	Superintendent of Schools/Assistant Deputy Minister of Education	667-5127
Shawna Mather	Administrative Assistant	667-5127 Fax: 393-6339
Chris Gonnet	Director of Learning Area 1	667-5180
Bertha Ayers	Administrative Assistant	667-5068
Carol McCauley	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
Lee Kubica	Director of Programs and Services	667-8238
Dawna Davey	Administrative Assistant	667-5607
Curriculum		
Jeanette McCrie	Coordinator, Primary Programs	667-5186
Terry Markley	Consultant, Intermediate Programs	393-7104
Pat Cassidy	Consultant, Secondary Programs	667-5679
Judith McIntyre	Coordinator, Personal and Career Counselling	667-3006
Sharon Jacobs	Consultant, First Nations Education	667-5931
JoAnn Davidson	Coordinator, Technology Assisted Learning	667-5871
Cameron Good	Consultant, Information Technology	667-8876

David Webber	Consultant, Mathematics (Office located at Whitehorse Elementary School)	667-8249
Madeleine Lanctôt	Pedagogical Consultant, French First and Second Language	667-8504
Eliane Mulholland	Coordinator of School Libraries	667-8167
Special Programs		
Micki Deuling Kenyon	Coordinator, Special Programs	667-5986
Shirley Loo	Administrative Assistant	667-8000
		Fax: 393-6423
Phaedra Beatty	Physical Therapist	667-5142
Heather Alton	Physical Therapist	667-5142
Pauline Craig	Occupational Therapist	667-8243
Peter White	Educational Psychologist	667-5928
Sharon Davis	Educational Psychologist	667-8244
Cheryl Dolan	Educational Psychologist	667-5211
Carol Miller	Speech/Language Pathologist	667-5497
Wendy Kitchen	Speech/Language Pathologist	667-8662
Lisa Dymond	Speech/Language Pathologist	667-8297
Linda Lamers	Consultant, Special Programs	667-8565
Melissa Duncan	Speech/Language Assistant	667-8000
Resource Services		
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
Dora Cichon	Resource Services Technician - Circulation of media and Teachers' Professional Library materials - Main reception for Resource Services	667-5161
John Brown	Administrative Assistant, Curriculum Materials - Shipping and Receiving textbooks and related materials, forms, and teacher plan books	667-5609
Lynn Stewart	Cataloguer - Production and editing of electronic catalogue records for school libraries and Resource Services - Supervision of cataloguing standards and processing	667-8025

C.J. Bruce	Library Database Technician - website and Resource Services software management - Library technical and inventory support for schools - Management of school library and Resource Services data	667-5193
Katherine Hall	Processing Clerk - processing of school library books - shipment of text materials to schools	667-8025
Partnerships and Operations		Fax 393-6339
Vacant	Director, Partnerships and Operations	To be determined
Gilbert Lamarche	Coordinator, Francophone Partnerships	667-8610 Fax 393-6399
Tina Jules	Coordinator, First Nations Partnerships	393-6905
Bob Walker	Coordinator, School Council Liaison/Coordinator, School Evaluation	667-8226
Lorraine Troy	Bilingual Support Services	667-8237 Fax: 393-6366
Education Support Services		
Eric Hegsted	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
Information Technology		
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

Human Resources		
Val Stehelin	Director, Human Resources	667-5808
Lynn LeBarge	Substitute teacher employment and pay	667-8163
Karen McLachlan	Employee pay, benefit and leave administration	667-8295
Anne Kinsey-Jansen	Teacher qualification for the determination of pay upon employment, and other duties	667-3719
Peggy Dorosz	Teacher recruitment and teacher certification, other duties	667-8631
Trish Millions	Teacher Recruitment Officer	667-8658
Facilities and Transportation		
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
Records Centre		
	Leona Comeau – Departmental Records Administrator	667-5369
	René Carlson – Records Assistant	667-3714
Student Information and Assessment		
Geana Hadley	Win/School Help Desk and support	667-5170
Doug Kelsch	Departmentally mandated student assessments; student information and award programs; Departmental reporting	667-3707
Advanced Education Branch		
Gordon McDevitt	Assistant Deputy Minister	667-5131
Liane Fedoriak	Administrative Assistant	667-5131 Fax: 667-8555
Brent Slobodin	Labour Force Development	667-5129
Carole Theriault, Nancy Flemming	Student Financial Assistance	667-5929

Barb Laughton	Training Support Officer, Training Programs	667-5298
Ken Smith	Director, Training Programs	667-5140
Other Contacts		
Association Franco-Yukonnaise Box 5205 Whitehorse, Yukon Y1A 4Z1	Jeanne Beaudoin, Executive Director	668-2663 Fax: 667-8555
Yukon Francophone School Board 3151 C Third Ave. Whitehorse, Yukon Y1A 1G1	Edmond Ruest, Executive Director	667-8680 Fax: 393-6946
Child Development Centre 1000 Lewes Boulevard Whitehorse, Yukon Y1A 5B4	Irene Szabla, Executive Director	667-8182 Fax: 393-6974
Education Appeal Tribunal	Mary Gamberg, Secretariat	668-7023 Fax: 668-7024
Yukon College P.O. Box 2799 Whitehorse, Yukon Y1A 5K4	Sally Webber, President	668-8800 Fax: 668-8890
Yukon Native Language Centre Box 2799 Whitehorse, Yukon Y1A 5K4	John Ritter, Director	668-8820 Fax: 668-8825
Yukon Native Teacher Education Program Box 2799 Whitehorse, Yukon Y1A 5K4	Brian Aubichon, Executive Director	668-8781 Fax: 668-8828
Yukon Teachers' Association 2064 2 nd Avenue Whitehorse, Yukon Y1A 1A9	Ian Oostindie, President Laura Markle, Professional Development Chair	668-6777 Fax: 667-4324
Yukon Teacher Qualification Board Box 2703 Whitehorse, Yukon Y1A 2C6	Teacher Qualification Secretary Anne Kinsey-Jansen	667-8631 Fax: 393-6254

Community Education Liaison Coordinators, Education Co-ordinators and/or Education Support Workers 2004-2005

Community	Name	First Nation	Address	First Nation Phone	School Phone#
Beaver Creek	Olympia Marra Education Co-ordinator	White River First Nation	Gen. Del. Beaver Creek Y.T. Y0B 1A0	862-7802	862-7250
Beaver Creek	John Van Der Meer CELC	White River First Nation	Gen. Del. Beaver Creek Y.T. Y0B 1A0	862-7802	862-7250
Burwash Landing	Will Jones CELC	Kluane First Nation	Box 20, Burwash Landing, Y.T. Y0B 1H0	841-4274	841-4506
Carcross	Georgie Low CELC	Carcross/ Tagish First Nation	Box 130 Carcross, Y.T. Y0B 1B0	821-4251	821-2929
Carmacks	Alma Wrixon CELC	Little Salmon/Carmacks First Nations	Box 135, Carmacks, Y.T. Y0B 1C0	863-5576	863-5371
Dawson City	Cathie Findlay-Brook Education Co-ordinator	Tr'ondek Hwech'in First Nation	Box 599, Dawson City, Y.T. Y0B IG0	993-5385	993-6553
Haines Junction		Champagne/Aishihik First Nations	Box 5309 Haines Junction, Y.T. Y0B 1L0	634-2288	634-2231
Mayo	Nancy Hager Education Co-ordinator	First Nation of Nacho N'Yak Dun	Box 220, Mayo, Y.T. Y0B IM0		
Mayo	Joanne Buyck CELC	First Nation of Nacho N'Yak Dun	Box 220 Mayo, Y.T. Y0B 1M0	996-3261	996-2275
Old Crow	Tracy Kassi Education Co-ordinator	Vuntut Gwitchin First Nation	Box 94, Old Crow Y.T. Y0B 1N0		
Old Crow	Mabel Tetlich CELC	Vuntut Gwitchin First Nation	Box 94, Old Crow Y.T. Y0B 1N0	966-3261	966-3151
Pelly Crossing		Selkirk First Nation	Box 40, Pelly Crossing, Y.T. Y0B 1P0	537-3331	537-3231
Ross River	Mary Maje CELC	Ross River Dena Council	Gen. Del. Ross River, Y.T. Y0B 1S0	969-2722	969-2216
Teslin	Daleyn Secord CELC	Teslin Tlingit Council	Box 133 Teslin, Y.T. Y0B 1B0	390-2532	390-2570
Watson Lake		Liard First Nation	Box 328 Watson Lake, Y.T. Y0A 1C0	536-2131	536-7333
Whitehorse	Shirley Smith, Manager	Kwanlin Dun First Nation	Elijah Smith Elementary School Whitehorse, Y.T. Y1A 6G3	633-7840	667-5992
Whitehorse	Sandra DeWeert Education Support	Ta'an Kwach'an Council	117 Industrial Road, Whitehorse, Y.T. Y1A 5P9	667-4848	
Whitehorse	Evelyn Troy CELC	Kwanlin Dun First Nation	Porter Creek Secondary School Whitehorse, Y.T. Y1A 4M4		
Whitehorse	Isabelle McClements CELC	Teslin Tlingit Council	F.H. Collins Secondary School Whitehorse, Y.T. Y1A 3J1		
Whitehorse	Gary LaChance Education Support	Champagne and Aishihik First Nations	100-304 Jarvis Street Whitehorse, Y.T. Y1A 2H8	668-6877	667-8164

Yukon First Nations Education and/or Social Services Directors

Director	First Nation	Address	Phone	Fax
David Ravensdale Dir. of Health & Social Services	Carcross/Tagish First Nations	Box 130 Carcross, Y0B 1B0	821-4251	821-4802
Melanie Tourangeau Dir. of Education	Little Salmon/ Carmacks First Nations	Box 135 Carmacks, Y0B 1C0	863-5576	863-5710
Colleen Joe Education Manager	Champagne and Aishihik First Nations	100 –304 Jarvis Street Whitehorse, Y1A 2H2	667-6098	667-6202
Monique Martin Dir. of Health & Social Services	Kluane First Nation	Box 20 Burwash Landing, Y0B 1V0	841-4274	841-5900
	Kwanlin Dun First Nation	35 McIntyre Drive Whitehorse, Y1A 5A5	633-7840	633-7841
Kathy Magun Dir. of Education	Liard First Nation	Box 238 Watson Lake, Y0A 1C0	536-2131	536-2332
Ken Hodges Dir. of Operations	First Nation of Na-cho N'Yak Dun	Box 220 Mayo, Y0B 1M0	996-2409	996-2738
May Bolton Dir. – Margaret Thompson Centre	Ross River Dena Council	General Delivery Ross River, Y0B 1S0	969-2722	969-2019
Mary McGinty Dir. 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	390-2204
Roger Kyikavichik Councillor	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
Wayne Potoroka Director of Culture & Education	Tr'ondek Hwech'in First Nation	Box 599 Dawson City, Y0B 1G0	993-5385	993-6553
Nora-Lee Peters Dir. of Health & Social	Ta'an Kwach'an Council	117 Industrial Road Whitehorse Y1A 5P9	668-3613	667-4295
Chief Joe Linklater Vuntut Gwitchin First Nation	Chiefs' Representative for Education, Council of Yukon First Nations	Council of Yukon First Nations, 11 Nisutlin Drive, Whitehorse, Y1A 3S4	393-9225	633-6397

DIRECTORY – YUKON PUBLIC SCHOOLS – 2004/2005

Grade	Code	School	Phone	Fax	Principal's Email	Address	Post Code	Secretary	Vice-Principal	Principal
		Director of Learning (Area 1)								
		Chris Gonnet	667-5180	393-6339	Chris.Gonnet@gov.yk.ca	Box 2703, Whitehorse, YT	Y1A 2C6	Bertha Ayers		
K-7	1617	Christ the King Elem. School	667-3527	667-3666	Marj.Hlady@gov.yk.ca	20 Nisutlin Dr., Whse	Y1A 3S5	Kay Tenney	Rob McDonnell	Marj Hlady
8-12	1619	F.H. Collins Sec. School	667-8665	393-6385	Darren.Hays@gov.yk.ca	1001 Lewes Blvd., Whse	Y1A 3J1	Margaret Black	Imants Bunkis & Christine Klaassen-St. Pierre	Darren Hays
K-7	1629	Holy Family Elem. School	667-3500	667-3502	Theodore.Hupe@gov.yk.ca	55 Wann Rd., Whse	Y1A 5X4	Susan Dear		Ted Hupe
K-7	1515	Johnson Elem. School	536-7333	536-7737	Denis.Ryan@gov.yk.ca	Box 367, Watson Lake	Y0A 1C0	Deidre Werrun	Barbara MacRae	Denis Ryan
8-12	1623	Porter Creek Sec. School	667-8044	667-8953	Kerry.Huff@gov.yk.ca	1405 Hickory St., Whse	Y1A 4M4	Val Birss	Angela Skidd & John Reid	Kerry Huff
K-9	1414	Teslin School	390-2570	390-2414	Richard.Burke@gov.yk.ca	Box 16, Teslin	Y0A 1B0	Sharon Sterritt		Richard Burke
8-12	1618	Vanier Catholic Sec. School	667-5901	393-6370	Rosemary.Burns@gov.yk.ca	16 Duke St., Whse	Y1A 4M2	Kim Bicudo	Trevor Ratcliff	Rosemary Burns
8-12	1516	Watson Lake Sec. School	536-2501	536-2518	Carson.Atkinson@gov.yk.ca	Box 308, Watson Lake	Y0A 1C0	Joanne Glowa		Carson Atkinson
9-12	1632	Wood Street Centre	667-8413	393-6244	Darren.Hays@gov.yk.ca	411 Wood St., Whse	Y1A 2E9	Anne Daub		Darren Hays
		Director of Learning (Area 2)								
		David Sloan	667-3747	393-6339	David.Sloan@gov.yk.ca	Box 2703, Whse, YT	Y1A 2C6	Bertha Ayers		
K-9	0101	Nelna Bessie John School	862-7250	862-7904	Erin.Davies@gov.yk.ca	Beaver Creek	Y0B 1A0	Marti Peeler		Erin Davies
K-9	0202	Carcross Community School	821-2929	821-3505	Brian.Shanahan@gov.yk.ca	Carcross	Y0B 1B0	Linda Henry		Brian Shanahan
K-7	1631	Elijah Smith Elem. School	667-5992	393-6288	John.Wright@gov.yk.ca	1399 Hamilton Blvd., Whse	Y1A 6G3	Joan Gould	Jan Wallace	John Wright
K-7	1628	Golden Horn Elem. School	667-8130	393-6389	Chris.Wright@gov.yk.ca	Box 10500, Whse	Y1A 7A1	Josie Edmunds		Chris Wright
K-3	1620	Grey Mountain Primary School	667-5189	667-5179	Penny.Prysnuk@gov.yk.ca	186 Alsek Rd., Whse	Y1A 4N9	Donna Sherman		Penny Prysnuk
K-7	1622	Jack Hulland Elem. School	667-8496	393-6234	Jim.Tredger@gov.yk.ca	1304 Fir St., Whse	Y1A 4C4	Dawn Underhill	Giles Lansfield	Jim Tredger
K-8	0505	Kluane Lake School	841-4506	841-5604	Jill.Potter@gov.yk.ca	Deconstruction Bay	Y0B 1H0	Heather Marshall		Jill Potter
K-7	1624	Selkirk Elem. School	667-3688	667-3693	David.Thompson@gov.yk.ca	5 Selkirk St., Whse	Y1A 3J5	Shiela Whitehead	Cathi Dunham	David Thompson
K-7	1625	Takhini Elem. School	667-3625	667-3623	Kelly.Collins@gov.yk.ca	526 Range Rd., Whse	Y1A 3A3	Sandra Rose	Glenna Howard	Kelly Collins
K-7	1626	Whitehorse Elem. School	667-8083	393-6211	Richard.Johnson@gov.yk.ca	4181 4th Ave., Whse	Y1A 1J7	Jacqueline Carew	Margot Simonot	Richard Johnson
		Director of Learning (Area 3)								
		Carol McCauley	667-3722		(Secondary Office)	Whitehorse, YT				
		Carol McCauley	993-5723	993-5730	Carol.McCauley@gov.yk.ca	Box 1500, Dawson City, YT	Y0B 1G0	Colleen Smith		
K-10	1111	Chief Zzeh Gittlit School	966-3151	966-3702	Gary.Vokey@gov.yk.ca	Old Crow	Y0B 1N0	Teresa Frost		Gary Vokey
K-12	0707	Del Van Gorder School	994-2760	994-2236	Paula.Thompson@gov.yk.ca	Box 160, Faro	Y0B 1K0	Roxine Cull		Paula Thompson
K-12	1212	Eliza Van Bibber School	537-3231	537-3103	Chris.Kingsbury@gov.yk.ca	Pelly Crossing	Y0B 1P0	Jessyca Trudeau		Chris Kingsbury
K-7	1630	Hidden Valley Elem. School	667-8164	393-6316	Len.Walchuk@gov.yk.ca	5 MacPherson Rd., Whse	Y1A 5S3	Kathryn Secord		Len Walchuk
K-12	1010	J.V. Clark School	996-2275	996-2116	Bruce.MacGregor@gov.yk.ca	Box 38, Mayo	Y0B 1M0	Joann Aird		Bruce MacGregor
K-12	0404	Robert Service School	993-5435	993-6112	Denis.Gauthier@gov.yk.ca	Box 278, Dawson City	Y0B 1G0	Bonnie Barber	Maggie Mann	Denis Gauthier
K-10	1313	Ross River School	969-2216	969-2702	Thomas.Jirousek@gov.yk.ca	Ross River	Y0B 1S0	Judy Sisson		Thomas Jirousek
K-12	0808	St. Elias Community School	634-2231	634-2921	Ruth.Lawrence@gov.yk.ca	Haines Junction	Y0B 1L0	Charlotte Clark	Richard Godson	Ruth Lawrence
K-12	0303	Tantalus School	863-5371	863-5814	Cully.Robinson@gov.yk.ca	Carmacks	Y0B 1C0	Carla Gage	Carrie-Lyn Robinson	Cully Robinson
		Director of Francophone School Board, Edmond Ruest	667-8680	393-6946	Ed.Ruest@gov.yk.ca	3151C-3rd Ave., Whitehorse	Y1A 1G1	Marie-France Pourreaux		
K-12	1627	École Émilie-Tremblay	667-8150	393-6360	Helene.Saint-Onge@gov.yk.ca	20 Falcon Dr., Whse	Y1A 6B2	Sylvie Jutras		Hélène Saint Onge