



Standing Committee on Public Accounts

34th Yukon Legislative Assembly

Sixth Report

*Kindergarten Through Grade 12 Education in Yukon
Department of Education*

May 2020

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Department of Education***

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STACEY HASSARD, MLA

Pelly-Nisutlin

Chair

PAOLO GALLINA, MLA

Porter Creek Centre

Vice-Chair

TED ADEL, MLA

Copperbelt North

WADE ISTCHENKO, MLA

Kluane

HON. RICHARD MOSTYN, MLA

Whitehorse West

KATE WHITE, MLA

Takhini-Kopper King

Allison Lloyd
Clerk to the Committee

Volume 28



Yukon Legislative Assembly

Standing Committee on Public Accounts

34th Yukon Legislative Assembly

May 7, 2020

Hon. Nils Clarke, MLA
Speaker
Yukon Legislative Assembly

Dear Sir:

On behalf of the members of the Standing Committee on Public Accounts, appointed by order of the 34th Yukon Legislative Assembly, I have the honour to present the committee's Sixth Report.

Sincerely,

Stacey Hassard, MLA
Chair

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Preface

The Standing Committee on Public Accounts

The basic purpose of the Standing Committee on Public Accounts is to ensure economy, efficiency and effectiveness in public spending. The committee's authority is derived from Standing Order 45(3) of the *Standing Orders of the Yukon Legislative Assembly*, which says

At the commencement of the first Session of each Legislature a Standing Committee on Public Accounts shall be appointed and the Public Accounts and all Reports of the Auditor General shall stand referred automatically and permanently to the said Committee as they become available.¹

On January 12, 2017, the Yukon Legislative Assembly adopted the following motion:

THAT Stacey Hassard, Paolo Gallina, Ted Adel, Don Hutton, Wade Istchenko and Liz Hanson be appointed to the Standing Committee on Public Accounts established pursuant to Standing Order 45(3),

THAT the Committee have the power to call for persons, papers and records and to sit during intersessional periods; and

THAT the Clerk of the Legislative Assembly be responsible for providing the necessary support services to the Committee. (Motion No. 6)

The committee first met on March 1, 2017. At that meeting, the committee elected Stacey Hassard as Chair and Paolo Gallina as Vice-Chair.

On November 15, 2018, the Legislative Assembly adopted Motion No. 380, rescinding Mr. Hutton's appointment to the committee and appointing the Honourable Richard Mostyn to it. On October 29, 2019, the membership of the committee was further amended when the Legislative Assembly adopted Motion No. 71, rescinding Ms. Hanson's appointment to the committee and appointing Kate White to it.

This report

On June 18, 2019, the Office of the Auditor General of Canada presented a report, entitled *Report of the Auditor General of Canada to the Yukon Legislative Assembly — 2019: Kindergarten Through Grade 12 Education in Yukon — Department of Education*, to the Hon. Nils Clarke, the Speaker of the Yukon Legislative Assembly. The Speaker then authorized the report's distribution to Members of the Legislative Assembly and once members had received their copies the report became a public document.

¹ Yukon Legislative Assembly, *Standing Orders of the Yukon Legislative Assembly* (April 23, 2018), page 25.

On the same day, Members of the Yukon Legislative Assembly had the opportunity to ask officials from the Office of the Auditor General of Canada questions during an in-camera briefing in the Legislative Assembly Chamber.

The Public Accounts Committee of the 34th Legislative Assembly first discussed the report at a meeting held on June 18, 2019. Paolo Gallina, the Vice-Chair, presided over the meeting as Stacey Hassard, the Chair, was unavailable and Brad Cathers was serving as his substitute. Scott Kent also serve as substitute for committee member Wade Istchenko. At this meeting the committee adopted the following motion:

AGREED, on motion of Mr. Cathers, seconded by Mr. Adel,
"THAT the Standing Committee on Public Accounts hold public hearings on the Yukon Public Accounts 2018-19 and the *Report of the Auditor General of Canada to the Legislative Assembly of Yukon – Kindergarten Through Grade 12 Education in Yukon – Department of Education* the week of December 9-13, 2019, with the date for each hearing subject to confirmation with officials from the Office of the Auditor General of Canada."

At its meeting on November 8, 2019, the committee agreed to invite the Deputy Minister of the Department of Education to appear as a witness at a public hearing on December 11, 2019.

In preparation for the public hearing the committee also held meetings on November 15 and December 5, 2019. At these meetings members discussed the Auditor General's report, and drafted questions which were distributed amongst the committee members.

The public hearing took place on Wednesday, December 11, 2019. The Hon. Richard Mostyn was not available to participate in the public hearing and Don Hutton served as his substitute.

The following witnesses appeared from the Department of Education: Nicole Morgan, Deputy Minister; Lori Duncan, Assistant Deputy Minister, First Nations Initiatives; Kelli Taylor, Assistant Deputy Minister, Policy and Partnerships; Michael McBride, Director, Policy and Planning; and Jackie McBride-Dickson, Director, Finance, Systems and Administration. Karen Hogan, Assistant Auditor General, and Jo Ann Schwartz, Principal, from the Office of the Auditor General of Canada, also appeared as witnesses. The transcripts of the hearing are appended to this report.

At the hearing the Department of Education provided several documents to update the committee on progress made since the release of the Auditor General's report. The documents provided by the department are appended to this report.

Following the hearing the committee requested that the department answer additional questions in writing. The Department of Education provided a written response on February 3, 2020.

The committee held meetings February 19 and May 6, 2020, to prepare its sixth report. Liz Hanson served as a substitute for committee member Kate White for the meeting on February 19, 2020.

The Auditor General's report, transcripts of the public hearing, documents submitted by the department and this report may be found on the committee's web page at: <https://yukonassembly.ca/committees/pac>

The committee would like to thank officials from the Office of the Auditor General of Canada for their assistance in preparing the committee for the hearings and in assisting in the preparation of this report.

The committee would also like to thank the officials from the Department of Education who appeared as witnesses at the public hearing and provided additional information.



Standing Committee on Public Accounts

34th Yukon Legislative Assembly

Sixth Report

Kindergarten Through Grade 12 Education in Yukon Department of Education

May 2020

Introduction

1. The Office of the Auditor General of Canada released its *Report of the Auditor General of Canada to the Yukon Legislative Assembly — 2019: Kindergarten Through Grade 12 Education in Yukon — Department of Education* on June 18, 2019. In conducting the audit, the Office of the Auditor General

...focused on whether the Department of Education delivered education programs that were inclusive and reflected Yukon First Nations culture and languages, and whether it assessed and addressed gaps in student outcomes.²

2. The audit found that:

- 47....the Yukon Department of Education did not know whether its programs met the needs of students, particularly those with special needs and those from Yukon First Nations.
- 48....the Department still had not identified the underlying causes of long-standing gaps in student outcomes between First Nations and other Yukon students. These gaps included a lower high school completion rate for First Nations students compared with other students....
- 49....the Department had not identified the underlying causes of the long-standing gaps in student outcomes between students in rural and urban schools...
- 50. With respect to inclusive education, ... the Department did not monitor its delivery of services and supports to students who had special needs, nor did it monitor these students' outcomes...
- 51....the Department did not know whether its approach to inclusive education was working, or whether it needed more focused attention on particular schools, groups, teachers, or subject areas. Half of the teachers who responded to [the auditor's] survey felt that they did not have the supports they needed to deliver inclusive education, and two

² Auditor General of Canada, *Report of the Auditor General of Canada to the Yukon Legislative Assembly — 2019: Kindergarten Through Grade 12 Education in Yukon — Department of Education*, paragraph 7.

thirds of those same teachers reported that they lacked sufficient training to do so.

52.... the Department has responsibilities and commitments to provide education programs that reflect Yukon First Nations culture and languages. Despite this ... the Department did not do enough to create a partnership with Yukon First Nations that would allow it to fully develop and deliver such programs.... The Department did not provide enough direction, oversight, and support to help schools deliver culturally inclusive programming.³

3.The Auditor General's report made seven recommendations. The department agreed with all the recommendations.

The Standing Committee on Public Accounts

4.In his opening remarks at the public hearing on December 11, 2019, the Chair described the committee's role:

The Public Accounts Committee is an all-party committee with a mandate to ensure economy, efficiency, and effectiveness in public spending — in other words, accountability for the use of public funds. The purpose of this public hearing is to address issues of the implementation of policies, whether programs are being effectively and efficiently delivered, and not to question the policies of the Government of Yukon. In other words, our task is not to challenge the government policy, but to examine its implementation. The results of our deliberations will be reported back to the Legislative Assembly.⁴

5.The committee accepts and endorses the recommendations made by the Auditor General.

6.Based on the evidence provided by witnesses during the public hearing and the written responses received after the hearing, the committee believes that the department has seriously considered the Auditor General's recommendations. In some cases actions to deal with the problems identified in the report have already been taken since the release of the Auditor General's report. Further action continues to be taken to implement the recommendations identified in the report.

Conclusion

7.The committee would like to thank officials from the Office of the Auditor General of Canada for their work on the performance audit reports and for the assistance offered to the committee.

³ Auditor General of Canada, *Report of the Auditor General of Canada to the Yukon Legislative Assembly — 2019: Kindergarten Through Grade 12 Education in Yukon — Department of Education*, paragraphs 12-17.

⁴ Yukon Legislative Assembly, Standing Committee on Public Accounts, Public Proceedings: Evidence, December 11, 2019 page 4-1.

8.The committee would also like to thank the department officials who appeared as witnesses before the committee at the public hearings and responded to the committee's requests for additional information.

9.Finally, the Public Accounts Committee wishes to note that the committee will follow up on the implementation of the recommendations contained in the Auditor General's report. The Committee has the power to call for persons, papers and records and to sit during intersessional periods. Follow-up may include holding further public hearings.

Appendices

Transcript of public hearing December 11, 2020

Documents provided by the Department of Education:

- Department of Education response to the Standing Committee on Public Accounts, dated December 11, 2019
- Exhibits presented by witnesses during the public hearing:
 - Department of Education exhibit 1 - Behaviours for Success
 - Department of Education exhibit 2 - Government of Yukon Performance Plan 2018
 - Department of Education exhibit 3 - K-12 Curriculum Redesign
 - Department of Education exhibit 4 - Spiral of Inquiry
 - Department of Education exhibit 5 - Overview of actions re School Growth Plans 2018-19 and 2019-20
 - Department of Education exhibit 6 - Draft School Growth Planning Policy
 - Department of Education exhibit 7 - Charlotte Danielson's Framework for teaching (Smart Card)
 - Department of Education exhibit 8 - Overview of actions re teacher evaluations 2018-19 and 2019-20
 - Department of Education exhibit 9 -Teacher Evaluation Domains
 - Department of Education exhibit 10 - 2019-20 Review of inclusive and special education planning overview
 - Department of Education exhibit 11 - Joint Education Action Plan 2014-2024
 - Department of Education exhibit 12 - Letters from Deputy Minister to Northern Affairs Canada and Council of Yukon First Nations
 - Department of Education exhibit 13 - Presentation on MOU on Education Partnerships

- Additional documents provided by the Department of Education following the hearing:
 - Department of Education Reporting Structure October 2019
 - Department of Education Reporting Structure May 2018
 - Department of Education Reporting Structure 2015-16
 - "Nicole's Notes" email dated May 10, 2019
 - Legislative Return 34-2-209
- Follow-up documents provided by the Department of Education on February 3, 2020:
 - Letter re: Request for information following the Public Hearing on the Report of the Auditor General of Canada to the Legislative Assembly of Yukon – Kindergarten Through Grade 12 Education in Yukon – Department of Education, dated February 3, 2020, from Nicole Morgan, Deputy Minister of Education
 - Response to written questions
 - Additional information



Yukon Legislative Assembly

Issue 4

34th Legislature

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Public Proceedings: Evidence

Wednesday, December 11, 2019 — 9:00 a.m.

Chair: Stacey Hassard

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Chair: Stacey Hassard

Vice-Chair: Paolo Gallina

Members: Ted Adel
Don Hutton (substituting for the Hon. Richard Mostyn)
Wade Istchenko
Kate White

Clerk: Allison Lloyd, Clerk of Committees

Witnesses: **Office of the Auditor General of Canada**

Karen Hogan, Assistant Auditor General

Jo Ann Schwartz, Principal

Department of Education

Nicole Morgan, Deputy Minister

Lori Duncan, Assistant Deputy Minister, First Nations Initiatives

Kelli Taylor, Assistant Deputy Minister, Policy and Partnerships

Michael McBride, Director, Policy and Planning

Jackie McBride-Dickson, Director, Finance, Systems and Administration

EVIDENCE**Whitehorse, Yukon****Wednesday, December 11, 2019 — 9:00 a.m.**

Chair (Mr. Hassard): I will now call to order this hearing of the Standing Committee on Public Accounts of the Yukon Legislative Assembly.

The Public Accounts Committee is established by Standing Order 45(3) of the Standing Orders of the Yukon Legislative Assembly. This Standing Order says: “At the commencement of the first Session of each Legislature a Standing Committee on Public Accounts shall be appointed and the Public Accounts and all Reports of the Auditor General shall stand referred automatically and permanently to the said Committee as they become available.”

On January 12, 2017, the Yukon Legislative Assembly adopted Motion No. 6, which established the current Public Accounts Committee. In addition to appointing members to the Committee, the motion stipulated that the Committee shall — quote: “... have the power to call for persons, papers and records and to sit during intersessional periods.”

Today, pursuant to Standing Order 45(3) and Motion No. 6, the Committee will investigate the Auditor General of Canada’s report entitled *Report of the Auditor General of Canada to the Legislative Assembly of Yukon — Kindergarten Through Grade 12 Education in Yukon — Department of Education*.

I would like to thank all of the witnesses from the Department of Education for appearing. I believe that Deputy Minister Nicole Morgan will introduce these witnesses during her opening remarks.

Also present today are officials from the Office of the Auditor General of Canada. They are Karen Hogan, Assistant Auditor General, and Jo Ann Schwartz, Principal.

I will now introduce the members of the Public Accounts Committee. I am Stacey Hassard, the Chair of the Committee and the Member for the Legislative Assembly for Pelly-Nisutlin. To my left is Paolo Gallina, who is the Committee’s Vice-Chair and the Member for Porter Creek Centre. To his left is Kate White, Member for Takhini-Kopper King, and further left is Ted Adel, Member for Copperbelt North, and to the far left is Wade Istchenko, Member for Kluane. Finally, behind me is Don Hutton, Member for Mayo-Tatchun, who is substituting today for the Hon. Richard Mostyn.

The Public Accounts Committee is an all-party committee with a mandate to ensure economy, efficiency, and effectiveness in public spending — in other words, accountability for the use of public funds. The purpose of this public hearing is to address issues of the implementation of policies, whether programs are being effectively and efficiently delivered, and not to question the policies of the Government of Yukon. In other words, our task is not to challenge the government policy, but to examine its implementation. The results of our deliberations will be reported back to the Legislative Assembly.

So, to begin the proceedings, Ms. Schwartz will give an opening statement summarizing the findings of the Auditor

General’s report. Ms. Morgan will then be invited to make an opening statement on behalf of the Department of Education. Committee members will then ask questions.

As is the Committee’s practice, the members devise and compile the questions collectively. We then divide them up among the members. The questions each member will ask are not their personal questions on a particular subject, but those of the entire Committee. After the hearing, the Committee will prepare a report of its proceedings, including any recommendations that the Committee wishes to make. This report will be tabled in the Legislative Assembly.

Before we start the hearing, I would ask that questions and answers be kept brief and to the point so that we may deal with as many issues as possible in the time allotted for this hearing. I would also ask the Committee members, witnesses, and officials from the Office of the Auditor General to wait until they are recognized by the Chair before speaking. This will keep the discussion more orderly and allow those listening on the radio or on the Internet to know who is speaking.

So, with that, we will now proceed with Ms. Schwartz’s opening statement.

Ms. Schwartz: Mr. Chair, we are pleased to be in Whitehorse today to discuss our audit report on education. This report was submitted on June 18 to the Yukon Legislative Assembly. I am accompanied by Karen Hogan, Assistant Auditor General.

In this audit, we looked at whether the Department of Education assessed and addressed gaps in student outcomes. We also looked at whether the department delivered education programs that were inclusive and reflected Yukon First Nation culture and languages.

This audit is important because education is a path to helping youth become productive and participating members of society and communities. Of equal importance is that the Truth and Reconciliation Commission of Canada, which documented the history and impacts of the Indian residential school system, called for improving education levels and success rates for aboriginal peoples and for eliminating education gaps between aboriginal and non-aboriginal Canadians.

Overall, we found that the department did not know whether its programs met the needs of students, particularly those with special needs and those from Yukon First Nations. We found that 10 years after our previous audit, gaps in student outcomes continued to exist between First Nation and non-First Nation students. We also found that gaps in student outcomes existed between rural and urban students.

Our latest audit showed that the Department of Education had done little to identify and understand the root causes of these long-standing education gaps. Without this knowledge, the department had no way of knowing whether its supports for students were working to improve student outcomes or whether it was focusing its time and resources where they were needed most.

We also found that the department had no performance measurement strategy to set targets and guide its actions in closing the gaps and helping students achieve their maximum potential. This lack of strategy was a further obstacle that

prevented the department from addressing the root causes of education gaps and improving student outcomes.

The department has stated that it is committed to inclusive education. It defines “inclusion” to mean that all students are entitled to equal access to learning, achievement, and the pursuit of excellence in all aspects of their education. With respect to inclusive education, we found that the department did not monitor its delivery of services and supports to students who had special needs, nor did it monitor these students’ outcomes. As a result, the department did not know whether its approach to inclusive education was working or whether it needed to focus more attention on certain schools, groups, teachers, or subject areas.

We found that, although the department had responsibilities for and commitments to providing education programs that reflected Yukon First Nation culture and languages, it did not do enough to create a partnership with Yukon First Nations that would allow it to fully develop and deliver culturally inclusive programs. We also found that the department did not provide enough direction, oversight, and support to help schools deliver culturally inclusive programming.

The Department of Education has agreed with all of our recommendations. The successful implementation of these recommendations will be important to improving the department’s ability to provide inclusive education services and supports to Yukon students.

This concludes my opening statement. We would be happy to answer any questions the Committee may have.

Ms. Morgan: Good morning. Dänneh’e. Bonjour. I would like to acknowledge that we are here this morning on the traditional territory of the Kwanlin Dün First Nation and the Ta’an Kwäch’än Council.

With me today I have: Kelli Taylor, Assistant Deputy Minister, Policy and Partnerships; to my left, Lori Duncan, Assistant Deputy Minister, First Nations Initiatives; at the far end, Jackie McBride-Dickson, Director of Finance; and just to her left, Michael McBride, Director of Policy and Planning.

I appreciate the opportunity to be here today to speak on the Auditor General of Canada’s report on kindergarten through grade 12 education in Yukon. Through this audit, seven recommendations have been made for the Department of Education to improve how we deliver educational services to Yukon students. The Auditor General of Canada’s audit has highlighted that there are areas for us to improve how we deliver services to meet student needs, especially the needs of rural students, Yukon First Nation students, and students with special educational needs. We have accepted all seven recommendations. These recommendations have been incorporated into the department’s short- and long-term objectives and are reflected in the department’s plans and initiatives going forward.

We are using them to focus our efforts and improve modernized learning supports for Yukon students, including getting to root causes and building effective working partnerships with Yukon First Nation governments and our partners in education.

The department welcomed this audit as an opportunity for direction on improvements in student learning across the entire education system and we ensured the full cooperation of the central administration staff and schools throughout the review. It is important for us to know whether we are doing the right work so that all students can achieve their academic and personal goals with dignity and purpose. These recommendations show us a way forward.

The department is taking immediate actions and is undertaking long-term plans with partners to improve the education system in supporting student success. We are making changes to better understand at every level — from the classroom to the senior management of the department — what the intended student outcomes are; where our students, school staff, and leaders are at; where they are going and why; and how they will get there. This means focusing on student outcomes and quality assurance, developing an overall strategy that will include a performance framework for the department — including schools — to plan, implement, and evaluate strategic actions using student performance targets and outcome indicators to track our efforts to support the success of students, particularly Yukon First Nation and rural students.

We are working to improve how we use our annual student data to make positive change and to track cohort groups and student performance over time. A deeper understanding and analysis of what is happening for Yukon learners will provide evidence to guide actions and address the types of supports that students need to succeed at school.

We are working to improve staff understanding and ownership of their roles and responsibilities. This is critical to focusing on student outcomes and ensuring oversight — for example, by responding to the audit recommendation that we report on school growth plans to the minister and complete teacher evaluations and by ensuring school growth plans and teacher evaluations are completed and are tracked each year. Taking ownership also means looking at how we are supporting students and staff in their learning, including a review of inclusive and special education programs and services this year. Inclusive education means students with diverse abilities learning together in the same class, with varying supports for their learning needs directly in that class, and teachers and school-based teams identifying and implementing learning plans and individual education plans for students with advice and training from student-support service consultants such as educational psychologists.

We know and acknowledge that there are challenges with the current approach and delivery model for inclusive education and special education programs and services, and we want to ensure that all students receive timely, effective supports for their learning needs and that the approach is consistent across the system and aligned with modern learning approaches that inform Yukon’s curriculum redesign. Supporting staff learning needs means checking in with educators on the curriculum implementation and developing additional materials and training to support them in enhancing their professional learning networks.

Using the recommendations from this audit and working with our partners, we are identifying actions that will help us get to where we need to go. This audit has highlighted that Yukon First Nation governments are significant partners in education. Last year, the department undertook significant action in this area in response to the calls to action from the Truth and Reconciliation Commission of Canada. We worked with the Chiefs Committee on Education to establish a new position, an assistant deputy minister of First Nations Initiatives. This position is now filled at the Department of Education. This senior-level role leads the new First Nations Initiatives branch, which is building and sustaining collaborative relationships with Yukon First Nations, leading integration and strong understanding of the 14 Yukon First Nations and Yukon First Nations' ways of knowing, doing, and being throughout the Department of Education and developing First Nation curriculum resources through the First Nation Programs and Partnerships unit. As you know, Lori Duncan is here with me today and she has been in this role since June 2019. Her role and her branch are supporting the department's work with 14 Yukon First Nation governments both at the community level through education agreements and collectively on the joint education action plan through the Council of Yukon First Nations and the Chiefs Committee on Education.

These partnerships with Yukon First Nations include working to ensure that Yukon First Nations are informed about student outcomes and the learning performance of their citizens, including sharing performance data. The department also continues to work with partners in education through an advisory committee called the Advisory Committee for Yukon Education. This is the central table for partners to address some of the challenges in engagement and capacity that partners have identified, and it provides an ongoing forum to share perspectives and input into education while we continue to recognize and respect at the same time the unique relationships including government-to-government with Yukon First Nations.

In conclusion, these are just some highlights of the actions that we have taken and will take to respond to the Auditor General's recommendations. We will seek to understand root causes through collaboration with our partners and focusing on what is happening for our learners with an eye to improving student outcomes. This work is complex and important, and it will be guided by the recommendations from the Auditor General.

I appreciate the dedication of our staff, partners, and Yukon First Nation governments in supporting Yukon students. I would like to thank the officials from the Office of the Auditor General of Canada for their work to help us better understand the opportunities to improve the services that we provide to students in the Yukon.

Thank you to the members of the Standing Committee on Public Accounts for the opportunity to speak directly to the Auditor General's recommendations and how we are responding.

Thank you. Shaw nithän. Merci.

Chair: We'll start the questions with Mr. Gallina.

Mr. Gallina: Good morning, everyone. I would also like to thank the officials from the Office of the Auditor General for joining us today, as well as witnesses from the Department of Education. As mentioned, the audit is important to help the department improve educational outcomes. I would also like to reiterate the importance of public hearings on performance audits — in particular, this one. Hearings help the public understand opportunities for improvement, as we have just heard from the deputy minister — in this case, within our school programs.

Mr. Chair, the first questions that I have are for the officials of the Office of the Auditor General. Two questions: (1) Can you please explain how the Office of the Auditor General of Canada selected kindergarten through grade 12 education as a matter for evaluation and (2) can the OAG tell us how schools were chosen for the audit and why were other schools not chosen?

Ms. Hogan: I will answer the first question and then Ms. Schwartz will answer the second.

Education is an important topic. It affects both individuals and Yukon as a whole. Well-educated citizens are more likely to be healthy, contributing members of the community, and those with limited education face lesser opportunities for jobs and civil participation. Therefore, in education, it is critical that the system works well for all its students, whether they be aboriginal or non-aboriginal.

At the OAG, we go through a rigorous process in order to identify and select audits and that process usually focuses in on three aspects. The first is that we look for impact on Canadians. The second would be that we would focus on residual risk, so we would identify any risks that are left over after a department has set up controls and processes to monitor and implement the programs that it has. Third, we would look at where we can add value to Canadians and to the department. Education is one of those issues that we felt hit all three areas and hence drove a lot of the scope that we used in our audit.

I will ask Ms. Schwartz to answer how we selected those schools.

Ms. Schwartz: As part of the planning phase of our audit, we considered many factors when we decided which schools we would visit. This included but was not limited to recommendations from the department and stakeholders, as well as schools with a large First Nation population and schools with both a high and low number of individual education plans.

As part of the examination phase, we wanted to look closer at how services and supports were delivered at the school level. To do this, we chose a targeted sample of schools, and then we randomly selected student files within those schools with the help of our internal sampling specialist. These were files in which students with individual education plans had been identified as needing services and supports.

We selected the schools we reviewed files in based on a combination of factors as well, including but not limited to recommendations from the department and stakeholders, schools with a high population of Yukon First Nation students, and schools with a high number of individual education plans.

We wanted coverage of both secondary and elementary schools as well as we wanted to make sure we had schools that were within Whitehorse and outside of Whitehorse. In addition, we had to consider our own resources in terms of time and travel. In total, throughout the audit, we visited eight schools and we looked at student files within five of those eight schools.

It's important to note that our audit recommendations and our audit conclusion are not specific only to the schools we visited. They are for the Department of Education overall.

Mr. Gallina: Education outcomes for Yukon students — the Office of the Auditor General previously examined public school programs with a performance audit in 2009. The 2009 report noted in paragraph 38 that student achievement can be adversely affected by absenteeism. What does the department do to ensure students attend school? Secondly, is there correspondence between students and parents to address this issue?

Ms. Morgan: What does the department do to ensure students attend school? Of course, there are many factors that contribute to student success at school. Attendance is one of those that is a priority because we know that when students miss school, they miss important learning opportunities. When they miss school a lot, they struggle in their ability to succeed at school.

Each school does identify ways to improve student attendance. As an example, they have targeted initiatives for groups of students whom they have identified as needing support. They typically do this through their school-based team. Also, individual teachers work collaboratively with parents to try to address student support for attendance.

It's important to note too that we are modernizing learning in Yukon schools as part of the curriculum redesign. So, we are working to make school more engaging. We know that sometimes attendance is linked to boredom at school or feeling like you don't fit in anymore at school, so when we talk about modernizing and having a student-centred learning environment, it is a place where students feel like we are meeting them where they are at in their learning.

When it comes to attendance, sometimes students miss school for valid reasons like illness, family circumstances, or participation in cultural activities. These are the students who will benefit from a learning environment that is more flexible. Sometimes students miss school because they are disengaging from their education. These are the students who will benefit from a learning environment that is personalized.

Other initiatives that are underway as part of this work — and I think that this is a good time to explain that we did bring some exhibits to help understand and show you some of the work that we're doing, so Committee Clerk has a little box there, and she is going to pass around the first exhibit. I thought this would be helpful for folks to see how, in the new process, we are using guidelines to report on student achievement and classroom learning. One of the things that we are doing as part of that work is keeping the classroom mark based on the student's learning and separating out the behaviours for success that we know students need to demonstrate in order to be successful at school. The exhibit that you have before you

shows what a "behaviours for success" report looks like. This would be a conversation that the teacher, parent, and student have as part of the informal reporting on classroom achievement and learning. You will see that attendance is on that list and that it is an important part of the student's responsibility to be successful at school. This is how, in our new curriculum, we have these conversations with students and their parents. On the final written report card, we do still report attendance there.

Other things that we are doing — we work with Victoria Gold, so we have the Every Student, Every Day initiative that is still a big part of our work with partners. We have recently increased the funding for that organization, so we now match the fundraising that they do to \$30,000 per year. There are a number of initiatives that schools bring forward and they use funding from that Every Student, Every Day initiative to help support their efforts in improving attendance for targeted groups.

Mr. Adel: Just a quick question — the schools you audited for this report — were they the same ones as 2009 or were they different? Did they overlap?

Ms. Schwartz: The schools that we visited as part of this audit in 2019 — we didn't do a cross-comparison to see if any of the same schools were a part of the 2009 audit. This was a separate, independent audit. We didn't set out to do a direct follow-up — although, as you can appreciate, there was some overlap with some of the issues we discussed.

Mr. Gallina: Just on the correspondence between students and parents — maybe if you could just elaborate a little more — the "behaviours for success" outline that you've just shared with us — does that have to be shared with the parent and signed off and then returned? Are there other reports where parents have to be included so that they're aware of student participation?

Ms. Morgan: The short answer is yes. The overarching goal is to make sure that parents are aware of where their child is at not only physically in the day, but in terms of their overall behaviours for success. In the work that we've been doing around changes to how we report on student learning in the classroom, the surveys that we've been doing with parents — parents are telling us that they want to continue to know this information. They're very interested to know: Does their child have the behaviours for success and where are they at in that?

We also know that parents — in our most recent second survey of parents — parents are telling us that they do like the informal reporting that is giving them this type of information as well as the achievement on where their child is at. This is part of that process. They do have to include this in their informal meetings with students and parents.

The other thing I would say on the awareness piece is that we have — also, schools have started to use an automated system for letting parents know whether or not their child is at school. So currently, there are 13 schools that have started using this automated attendance calling system. It's just a really quick and informative way that parents can just know if their child was at school that day.

I can certainly provide for you the list of schools that are using that messenger system. They use it for different purposes, so we are just trying out this new system. It does enable us to talk to parents about where their student is at in terms of attendance, but also, we can do safety updates and send out notifications to parents. It is important to us to improve that communication between school and home.

Ms. White: Just in follow-up to the absenteeism — we often hear from educators that they are tapped out; they are spread thin as they are. Was this developed in conjunction with educators?

Ms. Morgan: Yes, I am assuming that you are referring to the “behaviours for success”. That work is coming from our assessment committee and that committee is formed of — I am just going from my memory here — 40 members, the bulk of whom are teachers from across the system who are working to develop these tools.

Mr. Adel: One more follow-up question on the behaviours for success. How often is one of these given out to the parents, or how often — does the teacher drive this? Is it quarterly or twice yearly? How often do they go over this to see the progress or not?

Ms. Morgan: If I could just clarify the question. How often does the teacher go through —

Mr. Adel: How many times is it used in the course of the year to inform the parents and the students of where they are going?

Ms. Morgan: Thank you. In terms of communication with the parents, we are telling schools that they are required to use this tool around behaviours for success. Each school has the flexibility now to put together their assessment plan of how they are going to do their informal communication with parents and they need to do that a minimum of five times per year. Schools will then determine what they are focusing on in each of those moments — so it would be dependent on each school how often they are speaking directly to the behaviours for success. They do need to provide, two times in the year, their written interim, and at the final reporting period, they will use the “behaviours for success” sheet.

Mr. Hutton: I have a question about Victoria Gold. I recognize their Every Student, Every Day program. I’m really happy that Yukon government has decided to support them along with it, but Every Student, Every Day implies — why wouldn’t we have automatic attendance notification in every school in the territory?

Ms. Morgan: So, the automated system that we’re using is a new system that schools are piloting. The schools that are not using that system have other ways that they are communicating with parents. It really depends on the context of the school community how they would do that. In some, the teacher will just call in to the parents and let them know if their child was at school or not that day. The automated system may not necessarily work well in every community. For example, we know that, in Old Crow, we need to look at different ways of how we use technology around informing parents of what’s going on because the technology is just simply not the same as it is in larger communities. But schools do know and do stay in

touch with parents. Sometimes they’ll do that through, as I mentioned, the school-based team. Individual teachers typically follow up with parents if they have concerns about a student not attending. Some will do that on a daily basis; some will do that on a weekly basis.

Mr. Hutton: How do you track that those calls have been made?

Ms. Morgan: Again, each school is going to have a different process for how they do that. Some will use a call log where the teacher is logging when they called home or they left a message. Other schools will just leave it to the teacher to keep their own log of how they’re communicating with parents. If the attendance issue is something that is going through the school-based team, the school-based team will have a process for how they are keeping track of communication with parents.

Mr. Adel: One more question on the behaviours for success: Who is ultimately responsible for overseeing that the schools follow through with this? I think it’s a great-looking tool, but who does that rest with so that we make sure it gets done?

Ms. Morgan: The short answer of that is the school principal, who is of course responsible for making sure that all of the requirements under the guidelines for reporting on student learning and classroom learning are being followed.

Ms. White: According to paragraph 35 of the current report — the department’s data — and I’m quoting: “... indicated a higher percentage of rural than urban Kindergarten students, particularly those from Yukon First Nations, needed more support in two or more areas of early learning. This analysis allowed the Department to see that, to some extent, the differences in assessment results might relate to whether students attended rural or urban schools.”

What will be done to identify the underlying causes of the long-standing gaps in student outcomes between students in rural and urban schools? Given that the gaps still exist between rural and urban students, what strategies will be implemented to reduce this gap?

Ms. Morgan: I think to start to answer this question, I might start from the place that we are working on putting together a strategy around how to address performance gaps. One of the first places that we’re starting is digging into research to understand these performance gaps because they’re not unique to Yukon. They happen in jurisdictions all across Canada. Our research to date indicates that groups that experience student performance gaps typically include First Nation students, English language learners, students with disabilities, and students from low-income families.

This research also tells us that the achievement gap in education can also be described as an “opportunity gap” because children from these groups may not have had the same opportunities to support their learning that other children do, which affects their achievement levels.

We know, in terms of working with Yukon First Nations, that a large part of that conversation has been working with educators in the Yukon education system to understand the impacts of the intergenerational effects of residential school and how those impacts are continuing in communities today.

When we start from that lens to try to understand how we need to move forward, we have started to think about it around how we can provide more opportunities for these groups of students to start to address the underlying causes which are presenting themselves as an achievement gap.

In terms of our data, then, it means that we do need to continue to look at breaking out our data by groups of students so we can see what is happening for Yukon First Nation students. We are doing that work with the Chiefs Committee on Education, we have established a data working group, and we are very close to finalizing — Kelli can speak better to this — a “how we are doing” report that is specific to providing data around what is happening for Yukon First Nation students. We also track and report out what is happening for rural Yukon students. As the auditor has pointed out, we need to do more work to really dig into this data set because we need to understand more clearly if what is happening for those students is a rural phenomena or if it is connected to the higher number of First Nation students who are in rural schools. So, we have more work to do to separate out data there.

Then we have a data set that is missing. In all of these groups that we have separated out, we have not separated out students with IEPs to see what is happening for them. Do students come off of IEPs at some point? Do students with IEPs graduate with their Dogwood certificate or do they typically have a leaving certificate from school? So, we have work to do in those areas with Yukon First Nations and with the Advisory Committee for Yukon Education — our partners — to look at — we know we have current data that we can use right away, but we also know that we need to know what pieces of data we’re missing which are going to deepen our understanding.

Ms. White: One of the challenges that I see just as a member of the public is that early childhood education is housed in Health and Social Services, but every indication says that early access to early childhood education — equitable early childhood education — improves learning outcomes for students. There was the announcement about K4, but at this point in time, we are not incorporating this into all schools. So, will the research look at students who have had access to early childhood education and those who didn’t to see if the outcomes are reflective of that opportunity?

Ms. Morgan: The short answer is yes.

We know — the research is very clear — that early learning has a significant impact on future outcomes for students. We know that, if students are not reading to learn by grade 3, their likelihood of graduating is significantly reduced. If they are not reading to learn by grade 3, they have a less than 20-percent chance that they are going to get back to grade level, even with interventions in the school system. So, we do appreciate that we have, within our mandate going forward, a focus on early learning.

Yukon First Nations have been having this conversation and bringing this forward to the department as an area of importance. We do want to start to focus on this within our data strategy, because these are leading indicators. Our focus in this area and work in this area are going to start to change outcomes. When we are focused on lagging indicators or exit indicators

like graduation — yes, it’s important to know the exit of students from the system, but we have very little impact now that they are graduating. They have already run that breadth of experience. So yes — part of our data strategy and the conversations that we are having are absolutely getting focused in this area.

We are working with Health and Social Services, because the other thing that we know — from working with the Council of Ministers of Education Canada and the equivalent body that Health and Social Services participates in — is that the responsibility for early childhood cannot sit in one department or the other. If it’s going to be effective, it needs to be a collaboration across multiple departments.

We are in very early days, but we have started conversations with Health and Social Services around how, if we take the breadth of early development — so Health and Social Services will look at it from prenatal all the way through. Where it comes to us is right in that pre-kindergarten stage — so they are about to transition into kindergarten. Instead of waiting until they come to kindergarten, we want to partner together and really look at what’s happening with pre-kindergarten — that is leading us into early kindergarten — and what we can do in this area. As you know, we have, in our mandate, to focus on rural Yukon schools first as a priority because we know from our data that we need to provide additional support in this area for rural communities. That will be our starting point.

When we look at Whitehorse overall, the pre-kindergarten work doesn’t necessarily have to happen inside a school. So, this is why we want to have more conversations with Health and Social Services about how we can influence this transition that is happening between the two and use data to see whether or not we’re having an impact.

Mr. Adel: Is there any indication, going forward with this collaboration and partnership, that we will start assessing kids for reading to learn before grade 3? I mean, if you’re saying “at grade 3” — being the parent of a student who had a learning disability that was not recognized until grade 3, I appreciate the struggle after that. So, are we going to move this to a kindergarten level and so on where we start dealing with these students much earlier?

Ms. Morgan: I appreciate that question. This has historically been one of our struggles, and I think this is what the Auditor General was talking about when the observation was made that the department has no idea whether or not what we’re doing is making a difference.

We have these data sets. We do assess students when they come in at kindergarten. We use the Boehm and Early Years Evaluation as tools. I do want to acknowledge that my learning from Yukon First Nations is that it is questionable whether those tools are culturally relevant and appropriate assessments for all students.

I do want to acknowledge that, but suffice to say, we do an assessment. What are we doing with the data in between? Well, we start doing reading assessments and writing assessments in grade 2. In grade 1, we do the reading recovery program and observing where they’re at, but tying those pieces together so

that we are doing two things. One is to give schools a trend of what their data looks like over time, which we have not historically done. This year, for the first time, our school profiles are giving the schools a trend.

The other thing that we are going to start doing — we have a new tool that we're using to process our data. We need to follow the cohort group so that when students in a school write in the fall — they are going to do their Yukon foundation skills assessment. They're going to be tested on reading and writing, and it's happening in the fall. That means that you have come back from the summer as a student, and what did you retain? Where are you at from your end of grade 3? That assessment is significant.

What we want to be able to do is say to the school, "Okay, this is where they were at in kindergarten. What did you do to help them?" None of our schools are so big that we don't actually know the names of the kids at the school level. They know the names of the students, and they do this work. We just haven't put the story together so that they can see whether or not what they have been doing is effective and at what point they could have shifted what they were doing to have greater success.

That is the kind of work that we have to really dig into, and we have to support schools — the central building has to support schools in helping them with this data so that they can see readily where their efforts are showing for the students.

Ms. White: Members of the Legislative Assembly have recently received a number of concerns from rural Yukon teachers that insufficient teacher housing in rural communities is impacting teacher retention. What structural gaps is the department filling to address concerns such as teacher housing in rural communities?

Ms. Morgan: Thank you for that question. The department certainly recognizes that some rural communities have no private housing market and that the availability of housing has a role in staff recruitment and retention. Currently, 58 educators are in staff housing, 53 are in Government of Yukon housing units, and five are in leased units from other owners.

For Yukon communities that do not have private market housing, we work with the Yukon Housing Corporation and community contacts to identify options for staff housing on a case-by-case basis. To meet the growing demand for housing in communities, the Yukon Housing Corporation is supporting the development of new rental housing and home ownership in Yukon through the municipal matching rental construction grant and housing initiative. These are some of the broad strokes of where the Department of Education meshes with the Yukon Housing Corporation, which looks after a lot of that housing.

If this is helpful, we can provide a written return. I have it here with me, but obviously it is probably painful for me to read what each school community has going on, but we can give you a breakdown by community: if it is identified as having no private market, what the current housing needs are for the school staff, and any vacancies that are at the school.

Ms. White: I think written is fine.

Has the department looked at all to Yukon Housing for their new rental policy? Now, for example, for teachers in rural communities who are in Yukon Housing buildings, rent is increasing and so is shortening the allowable amount of time that they can be in housing in the communities where there are no private market rentals. Essentially, we're looking at, I guess, a three-year time limit before a teacher will time out of Yukon Housing. Has the department looked into how that new policy from Yukon Housing will affect rural teachers?

Ms. Morgan: We certainly have — in terms of the three years — heard a number of concerns about that restraint potentially creating a situation where — okay, three years, and now I'll just leave the community.

What we know is that, in any of the communities — in particular, those that are identified as having no private market — the deputy minister can work with the public service to have that extended.

Mr. Adel: Exhibit 1 in the report is a graph illustrating the percentage of grade 7 students who met or exceeded expectations on the Yukon foundation skills assessment for the school years from 2013-14 to 2017-18.

The next question is directed to both officials from the Office of the Auditor General and the department. Can you tell us why you believe the results of First Nation students improved in the Yukon foundation skills assessment for reading between 2016 and 2018, for writing between 2015 and 2018, and why numeracy remained the same for 2014 through 2018?

Ms. Schwartz: As part of our audit, we didn't analyze why there had been an improvement in that area, so it would be a question better suited for the Department of Education. That would be an example of something that they could be analyzing to get a better handle or a better understanding on fluctuations that they're seeing in terms of student outcomes.

Ms. Morgan: I would agree with the auditor's comments. I could speculate; I shouldn't speculate. I know that everybody here is going, "Read your notes, Nicole; don't speculate."

That being said, I feel compelled to try to answer the question. Here's an example of how we need to get better at knowing if what we're doing is making a difference.

I did a little research back and what was going on at this time — I do know two things. First of all, the Department of Education, as part of the redesign of the curriculum, was working quite intently at that time on implementing a balanced literacy approach. This was to address literacy gaps and work with teachers to say that literacy doesn't just happen in English class — you are learning the language throughout all of the subject areas — working on this type of approach.

That being said, I also looked into the annual reports of the department. In 2014, Eliza Van Bibber School was working, through their school growth plan and through the school community, to set a goal around improving students' writing. They were doing that through their school-wide writes, and they wanted to reduce the number of students who were "not yet meeting" by 10 percent. They did a number of initiatives that I could tell you about if you want to hear more — but to get the point and be brief, the short of it was that they did make

a significant improvement. It is reported in the 2014 annual report of the Department of Education.

So, two things going on — we don't know: Did they both have an impact? Did just one have an impact? It speaks to, again, that earlier conversation about how we need to be presenting data, using it at the school level, and then keeping the trend going. What happened at Eliza Van Bibber — again, personnel changes, and nobody really followed what was going on with that initiative and where it is at today.

Mr. Adel: Paragraph 32 of the report mentions that the gaps in student performance can start appearing as early as grade 4. What indicators are being used to measure the students' performances from grade 4 and onward? Is the plan for remediation of the gap in student performance specific to each year or grade? How can a long-term strategy be successful if the strategy itself doesn't account for each year of learning?

Ms. Morgan: I feel like I got ahead of myself because I have already talked a bit about this, but it's a good opportunity to go a little bit deeper into that conversation and say that, in terms of the data that we have at our hands and that we could look at in terms of student achievement, the central administration building is collecting data on grade 4 foundation skills assessments, and in grade 7 — and we have coming in for kindergarten and exiting at graduation.

Schools, on the other hand, have different sets of data at their fingertips and they are able — as I shared in the Eliza Van Bibber example — they do, from grade 2 to grade 9, DART and school-wide writes. The DART is a district reading assessment. They do these year over year. So, at the school level, they do have this ability — and many schools do use these assessments — to track what is going on for students in between the larger system-wide check-ins.

The system-wide assessments are of particular value in a different way because these are assessments that come to us. We have developed these with the BC ministry — so Yukon teachers have developed with British Columbia the assessment tools that are part of the new curriculum. What is helpful is that we are using performance measures so that we can see how we are doing with BC students, so it gives us a larger sample group to see how Yukon students are doing.

So, there are two different stories that come together — how Yukon students are faring in a broader system-wide assessment that can be — if we want to — and this comes out of the data strategy — to see how we do as compared to BC, and we can see how BC does as compared to the rest of the world. Then at the local level, year over year, what is going on for those learners who are in your school? So, who are the students who need the support the most? Who are the students who are meeting, exceeding, or on track?

Mr. Adel: We are going to keep on the same sort of vein here. Paragraph 33 notes that, in 2017-18, Yukon Foundation Skills Assessment statistics showed that grade 7 students — 68 percent of First Nation students — met or exceeded reading level expectations compared with 85 percent of non-First Nation students in the same year, and that 44 percent of First Nation students met or exceeded numeracy level expectations compared with 77 percent of non-First Nation students. The

question is: What will be done to identify the underlying causes of long-standing gaps in student outcomes between First Nation and other Yukon students?

Ms. Morgan: Thank you for the question. I will maybe start at 30,000 feet and work our way in.

I would just reiterate that the work that we are doing with the Chiefs Committee on Education establishing a data working group with Yukon First Nations — I think is very important work because these are unique conversations that are specific to the challenges with this persistent gap that we see with Yukon First Nation students. Again, I would acknowledge my learning from Yukon First Nations — that many would say that is our perception of a gap. The notion that we view students from a deficit model is also troublesome, but we will talk about that, I think, in some later questions.

That being said, the intergenerational impacts from residential school history have to be acknowledged. Yukon First Nations are telling us that we have to start with the truth part of reconciliation — start from there and then build our actions of how we will work together around reconciliation. So, when we get to the truth piece — this is the work that we are doing with the data working group, and they are helping us to develop specific reports that they want to see about how their citizens are doing and asking questions like “Why do we see twice as many students — Yukon First Nation students — with IEPs than not?” — taking those kinds of data sets and asking, “How does that then connect to the achievement in the classroom and attendance?” — and working together on addressing some of those underlying causes.

So, for example, working with the First Nations Education Commission on that conversation around attendance has resulted in us changing the school attendance policy to recognize cultural activities as reasonable reasons for a student to be away from school, and they should not be marked absent.

It is through this type of work that we are starting to understand our responsibilities to Yukon First Nation students. So, instead of “You're just absent. You should be here. Get caught up on your work.” it is an acknowledgement of, yes, why does school start in the fall when you are now with your family in your traditional territory harvesting, and then you are expected to come back to school and catch up?

The school system and the work that we're trying to do should be flexible enough to meet that student where they're at and provide them the opportunity to catch up on their learning without penalty for being away.

It's these kinds of conversations that we need to have. It's the data that helps us understand the shift that we need to make.

Mr. Istchenko: In paragraph 42, the Auditor General recommends that “... The Department of Education should develop an implement a strategy to address the long-standing gaps in student performance and improve student outcomes, particularly those of Yukon First Nations and rural students. The strategy should include: analyzing the root causes of poor student outcomes; defining performance targets; developing and implementing actions to reach these targets; and evaluating the effectiveness of these actions to improve student outcomes.”

The department agreed with the recommendations and committed to collaborate with Yukon First Nation governments during the 2019-20 school year to develop and implement an outcome management improvement strategy. So, a couple of questions: What groups, including First Nations, have been consulted and how were they chosen? How many have taken place to date and how many meetings are anticipated?

Ms. Morgan: Thank you for that question. I think we have an exhibit for this one. It should be a blue paper that has “Education” on the front of it. Yeah, that one there.

The first part of the question on what groups have been consulted and how we are doing this work — we are working with the data working group for Yukon First Nations. That work is happening with the Chiefs Committee on Education, the Council of Yukon First Nations, and the First Nations Education Commission at the collective level.

There are also conversations at a government-to-government level through education agreements — an example with Kwanlin Dün First Nation and their recent education agreement. They also are speaking with us about some initiatives that they would like to see around data specific to their citizens.

Then we also have the Advisory Committee for Yukon Education. That committee reconvened last year in the fall. We had a working group that was starting to look at performance indicators. We were really having a conversation at that point. It was really about: What is the data that we’re missing?

So, we know that we need to work on identifying some adult data to be able to talk about the transition after graduation — where are students going? This is particularly important to Yukon First Nations and relates to the conversation around students upgrading and being able to transition to post-secondary or employment.

Then the Advisory Committee for Yukon Education, which is formed by our partners in education — so the Yukon Teachers’ Association, school councils, Yukon College, the CSFY — they’re all part of that committee — we spoke quite a bit about needing student satisfaction data. We’re very interested in gathering the voice of students to be another piece of information that is going to help us. So, who are we talking to? We want to talk to students about this and we’re talking to our partners and we’re working with Yukon First Nations on multiple levels.

The performance exhibit that I have just passed on to you — this was some initial work to try to set a target based on the current data that we’re collecting. So, you can see here that — I believe this one is from the fall of 2018, but you can see where we have identified high school graduation targets. The little arrow shows the target that was provided. The Department of Education provided that target to inform this performance plan. But what we would like to do going forward is to develop these targets with partners and then to be able to have a data strategy that’s part of those targets saying that this is what schools are doing to reach those targets. This is what the central administration building is doing to reach those targets. That’s the work we want to achieve with our partners so that it is a

strategy that’s going to help us identify what’s actually working and what’s not.

Mr. Istchenko: Thank you for that. So, in your response to the recommendation, the department had stated that the strategy it will develop will identify programs and activities to better assist students who may need more support to improve their learning outcomes at school. It also says that it will also provide a framework of policy indicators and targets to track and measure student success and to evaluate program effectiveness.

So, can you explain a little bit further how the department will address the recommendations in line 42 for developing and implementing a strategy to address the long-standing gaps in student performance and improve student outcomes, particularly those of Yukon First Nation or rural students? Who will be tasked to identify First Nation students’ education needs? How will the effectiveness of these actions be determined, and what is the basic timeline for building and implementing the programs?

Ms. Morgan: Currently, in terms of what the framework is going to look like, we did a jurisdictional scan to see what other ministries and departments across Canada are doing. We liked British Columbia’s approach. They have what we would call a “business plan” — this is the work that the ministry is doing — but before that, they have priority areas, and they are identifying right in there that these are the targets we are trying to hit. We liked BC’s because BC is using student satisfaction to say whether or not these items that they are working on make a difference.

In terms of who is actually responsible, we are saying everybody — our partners with the senior officials in the department, as well as the teachers and the principals in the schools through their school growth planning process — we are all responsible for getting focused on making sure that these processes that we have for planning and developing actions are connected back to improving the outcomes for Yukon students.

Of course, setting those targets for Yukon First Nation citizens will primarily be led by Yukon First Nations in that regard.

Knowing, though, that at the school level — that example of Eliza Van Bibber again — in an ideal setting, the school community and the school are identifying their goals together — because we know that, if the whole community is involved, there is tighter support for students in reaching those goals.

Ms. White: Looking at the Yukon indicators, it says that high school graduation — we can see the disparity. We have 54 percent of Yukon First Nation students graduating. The Department of Education often talks about lifelong learning, but we know that the last Auditor General’s report mentions the shortfalls of First Nation education.

If we look at 10 years on, our 14-year-old student is now 24 years old without the formal education required to progress. The question is: What do they do, where do they go, and how does that change? The reason why I want to highlight this is that the ILC is great for people who learn independently, but it’s not for everyone. Then, if we do a cross-jurisdictional check — I will use Manitoba as an example. Manitoba has the adult

learning and literacy program. It is free adult education. I don't need to quote everything from the website, but what it does is offers the opportunity for the student — my understanding is that, if you aged out of high school without getting the required education, this was an opportunity.

Is Yukon looking at something similar? So, adult learning centres where you actually get foundational skills to build toward — we talked about the ability to fully participate in society, the workforce, and the rest of it.

Just knowing that we have that 10-year gap — we had a 14-year-old student who now is 24 without that education. I realize that this is outside of grade 12, but is the Department of Education looking at how to capture the people who we have missed?

Ms. Morgan: Yes, we are. We are primarily because, in our work with Yukon First Nations — the First Nations Education Commission or in conversations around individual education agreements and also through the Yukon Forum — it has been made very clear to us that we have a responsibility. We are now working on creating an education system that is going to be more reflective of Yukon First Nation ways of knowing, doing and being, but what about the students who have been let down previously?

A couple of things that we have done to date — and I think you are probably familiar with them — were changes to the student financial assistance and the community training fund that allow for an additional 68 weeks of funding without penalty to the Yukon grant for students who need upgrading. Of course, it is not ideal to need upgrading, and for many students now, they don't want to upgrade. They want to actually get the Dogwood Diploma.

We have some tools where the deputy minister can override the age limit of 21. It says that, at that point, you can no longer be in a K-to-12 public setting.

I am overriding that age limit on a regular basis for the ILC and also for the Aurora Virtual School, which are taking in students who are 23- to 26-years old and need one or two courses to actually get their Dogwood. We are doing that, and then the other thing that we are doing right now is that we have an internal review going on around our alternative learning programs and our high school setting as part of the curriculum redesign.

Now I am jumping all over the place. There is an exhibit — a document that has an orange cover. It is just an overview of the redesign of the curriculum that we haven't passed out in a while. She is going to bring it to me, and I am going to pass it to you.

It is so important because it talks about environments needing to be personalized and flexible. This is a big, big shift for our high schools. We are kind of saying that high school now needs to start looking like an alternative learning environment, and an alternative learning environment has lots to share with — I can't talk and look at the same time, so I am going to pass this to one of you guys to find the handout on the curriculum redesign.

We need to blend the practices of the alternative learning environment to help high schools be more flexible so that we

don't have so many students feeling like they need to leave high school to find that flexibility — and at the same time, working with those alternative learning environments to expand their mandate so they can support students who are over the age of 21, don't really want to be in a high school setting, want an alternative environment, but want to get their Dogwood. They want to be able to say that they have completed their graduation. Often, those students need one or two courses — they were very close to graduating when they stopped — out of school.

Chair: Just for those listening either on the radio or via the Internet, we will be posting these exhibits that the deputy minister is talking about so that people will be able to access them through the website as well. The website is yukonassembly.ca, of course.

Mr. Hutton: My questions are going to relate to recommendation 47 on inadequate oversight. School growth plans set goals and monitor students' progress to help improve students' learning. They are developed with parents, students, teachers, and local First Nation communities.

The report found that the department did not submit a summary report of the school growth plans for the 2014-15, 2015-16, and 2016-17 school years to the Minister of Education as the department's policy required. The department also did not complete most teacher evaluations that it identified as required.

In paragraph 47, the Auditor General recommends that the Department of Education implement its required oversight mechanisms to provide summary reports to the minister and complete teacher evaluations. The department agreed with the recommendation and noted that it is currently revising its school growth planning policy.

Over the course of 2019, the department will implement an improved process for annually monitoring the completion of teacher evaluations. The revised process will align with the new collective agreement with the Yukon Teachers' Association and will include requirements for completing and tracking teacher evaluations.

My first question is: How is the department carrying out the implementation of this school growth planning policy?

Ms. Morgan: Thank you for that question. The school growth planning process was one area that was part of the Auditor General of Canada's recommendations in the 2009 audit. In response to that, the department developed and implemented an improved process involving greater community input and an appreciative inquiry model that really focuses on what school communities could build on to support the success of students.

In the spring of 2016, this process was placed on hold while a committee was formed to update the school growth process to align with Yukon's significant curriculum redesign. At this point in 2016, each Yukon school would have been through two evaluations since the 2009 audit.

Where we are today is that the committee did do its work. This is going to be helpful — two more exhibits to share with you.

The committee did do its work, and they identified a process for Yukon schools that would form the revised school growth planning process. That process is based on the spiral of inquiry. The spiral of inquiry is designed to be iterative so that schools just continue to work through their inquiry, and it's designed to get at root causes and ensure that the actions that are being taken are actually effective in that work.

Where we are right now in terms of implementation — and we are going to look at the exhibit, because I feel that this one is really important in terms of the department being able to show how we think we can get to some of these root causes.

Where we are right now is — we've been working with the Advisory Committee for Yukon Education to determine how we would do the external review portion of the school review process. This year, we are going to try what the committee has identified as a good way of doing external reviews, and that is by having each school principal — the school administration — share their inquiry with others. They will present what they've been doing as part of their school growth plan. Hopefully, this is going to create a community of learning and sharing best practices.

I really think it's important for us to just have a look at this spiral. You can see that the whole school growth process starts with these three questions: What is going on for our learners? How do we know? Why does it matter?

Schools start there. They receive, of course, a school data profile from the main administration building. They also have their own things that they have been collecting. Some schools do a survey with students called "tell them from me". They will have their own classroom data, they will have information from teachers, and what they are doing is putting together all of the information that they can to understand what is going on for our learners. They should be doing this in community — so conversations with the school council, the local First Nation — to really understand what's happening in their community and what's going on for their learners, and then you just follow the spiral.

Then they focus on: What can we do? Where can we have our biggest impact? What is happening for our students in our school? Then they move toward developing a hunch — what is leading to this situation? So, these are the kinds of questions that are going to lead them to what other kinds of information they need. They might want to pull in the health behaviours survey and start to look at some of the health behaviours of students in Yukon schools, asking questions about how they are, as school staff, contributing to what is going on for their learners.

They then move their way next toward: What learning do they need to do? It does take the lens of — if we are really going to address root causes, then there is probably some learning here that teachers, school administration, and maybe the school council will need to do, and then: How are they going to do this learning? Then they take a hunch. They take action toward what they can do to make a meaningful difference, and this becomes the basis of the school growth plan. What is the action? Then the spiral continues. They check in: Have we made enough of a difference and how will we know?

What we are seeing in terms of this spiral of inquiry — we have connected with school districts across Canada and BC that are using this disciplined spiral of inquiry. They are seeing changes and results for their students within a year of going through this process. Many of them find that, when you get to the end of the spiral, you just have more questions. Many just continue the spiral again, but now they have deeper questions and they are really getting to the heart of the matter.

We feel like this new school growth process is a foundational piece to informing that broader data strategy around: How are we going to get to root causes? How are we going to take actions that are actually connected to that data and that we will be able to monitor to know whether or not it has made a difference?

Mr. Hutton: Before I get to my next question, I would just like to make a few comments.

Born and raised in the Yukon, I represent three rural communities. I can't tell you how disappointed I am to see that we are here talking about gaps. We are talking about people from my communities who have missed out on opportunities in education for over 50 years here now in the territory.

I certainly didn't understand in 1962, when I attended grade 1, how our whole education system was slanted toward non-native people, but when I had a class of 31 people in grade 1 and only 15 of us made it to grade 2 — lo and behold, the vast majority of those 15 were all folks who were non-native.

So, it's fine to talk about steps right now. How big a priority is this, though — to catch up for the past 50 years where you have let down rural and First Nation students in the communities?

So, my question: Can you explain further how the department will implement its required oversight mechanisms to provide summary reports to the minister and complete teacher evaluations? Who will do these evaluations? My experience with the Yukon government was that supervisors do evaluations, and they are required to do them annually. Goals and objectives are set in the early part of the year and people's performance is measured against those goals and objectives over the course of the year, with possibly some reviews in between. It is not surprising that we have these terrible outcomes if this process has not been working. If the teacher evaluations are not getting done, that is a huge issue.

The final part of the question: How will the results be implemented with respect to the collective agreement? How will the results be reported?

Ms. Morgan: I thank you for that question, and I certainly want to acknowledge that I hear your words. We have work to do.

In terms of teacher evaluations and the required oversight — we have communicated with and are working with our school principals on a timeline to ensure that they are actually going to get these evaluations done. I am getting a bit ahead of myself, but we will talk further down about the culture shift that we are making from the department in our expectations that people need to know their roles and responsibilities and what their authorities are, and we need to start taking ownership. That is what — this audit, to me, is a bit of a tale of start the

work, but we are not making sure that it is happening and it's getting all the way through to the front lines.

That means that every one of us across the Department of Education has to take ownership. We are holding superintendents, principals, staff at the main administration building — we're holding people to that expectation. Much in the same way that we work in a classroom with students — this is the expectation. There might be a lot of things happening, but the bar doesn't drop. We have to stop dropping the bar. Hold the bar where it is and expect that folks are following through on these things.

I have some exhibits to give you on this so that you can see the communication that's going out and we are being very clear about timelines around teacher evaluations — that they need to be completed — that we will be submitting a summary report. There are two pieces here. The school growth process — we will leave with you the exhibit of the updated policy. You will see there is an added piece that schools will understand that a summary report will be created by the superintendent. The principals are feeding into the superintendent. The superintendent has the clear expectation from the deputy minister that they will be providing a summary report that I will be providing to the minister. That will be on teacher evaluation as well so that we are checking in.

To help schools and to make sure that we are following through with the teacher evaluations, we have a checkpoint coming up in January where we are checking in with our schools to say, "Where are you at with teacher evaluation?" It matters, because it connects to the collective agreement. So, we have just put together language around probationary and temporary teachers. We now have a time frame for when your probationary period starts and ends and, as the temporary teacher, when you become permanent after two years. So, there is a connection to a time frame that's built into the collective agreement to motivate the system to make sure that we are following through with the teacher evaluations and making sure that work gets done.

I just want to add — and it's to acknowledge that teacher quality matters — we know. There's a fair bit of research on this. The quality of the teacher matters. We want to support all of the educators in the Yukon to have the support they need to be high-quality educators and the tools they need.

The new teacher evaluation process — the Committee Clerk is passing it around for you. I just wanted to show you a bit of what this looks like. There is a cover page that has these four domain areas that talk about what we mean when we talk about a "quality educator". In the past, a checklist — no. Now it's more — we get that everybody is on a growth journey, so here are the four areas. What is really interesting is — there is a larger handout that looks like this — that teacher professional learning starts to look like exactly what we're talking about for students in the classroom. We get that there is a range of performance. That is why teachers have a 10-year — a pay grid — right? The thinking behind that is that, the longer you teach, the more experienced you become.

We are clearly saying what it means to be a quality teacher. Those descriptions are over here. As part of the evaluation

process, school principals are working with the staff who they are evaluating and saying, "Where are you on this range? Wherever you are, figure out where you need to go and how we can support you to get there." It's going to really help us to be clear about our expectations for teachers in schools, to create a process that is more meaningful to both the school principal and the teacher, and then, again, there is that connection to the collective agreement in making sure that, as teachers move through their probationary period, they are actually being evaluated and supported in their development.

Chair: Moving on to recommendation 70, "inclusion" is defined by the Department of Education to mean "... all students are entitled to equal access to learning, achievement, and the pursuit of excellence in all aspects of their education."

The Auditor General found that the department "... did not know whether its approach to inclusive education was working..." In paragraph 70, the report recommends that the department "... conduct a full review of its services and supports for inclusive education. It should exercise a leadership role by, for example, engaging with teachers, parents, and specialists to determine how the Department can help teachers maximize student success. The review should include examining how best to evaluate whether its approach to inclusive education is working; determine whether services and supports are having the desired effect; determine whether sufficient resources are in place to support inclusive education; prioritize students for specialized assessments; assess and track specialist recommendations; and assess and track teachers' use of recommended strategies."

So, the department agreed with the recommendation and committed to collaborate with Yukon First Nation governments to conduct an in-depth review of its services and supports for inclusive education. So, the question is: What groups and which First Nations have been consulted on this initiative? How will success be determined?

Ms. Morgan: In terms of what groups have been involved in developing how we're going to work with the review, we've had three primary groups that we've been in conversation with. One is the Chiefs Committee on Education and also the Council of Yukon First Nations through the work that they do with Jordan's Principle. We had a member from the First Nations Education Commission who also volunteered to help plan some process. We also have had conversations with the Advisory Committee for Yukon Education. We've also been working internally with the staff of Student Support Services, the assistant deputy minister of Schools and Student Services branch.

How will we measure success? Again, I think that maybe there is the broad — and then there's getting right down to targeted data. I have already mentioned that I do think that we need to start looking at a data group around what's going on for students who have IEPs. That's one piece when we're really into the details of what's happening.

In terms of success from that broader systemic area, we know that what we're doing currently is not working. We know that because we don't have to go very far to have evidence that school personnel are frustrated, parents and students are

frustrated, and partner groups are writing to us saying, “You know, your students are coming to us for help because they can’t get it at school.” All of those are strong indicators that we need to take a very serious look at our model for how we provide inclusive education and support for students with special education needs.

In these conversations that we are having with partners, we are getting ourselves to a place where we are close to figuring out how we are going to do the review. I have an exhibit for you that is currently where we are at in this planning, but — as this handout is coming around, I will just continue to speak — at that very high level, what we want to achieve with the review of student support services — and it’s really through the work of the Chiefs Committee on Education with their technical group that we are understanding that there is work to be done to, first of all, clearly communicate what the current system is. There are a lot of misunderstandings about what the process currently is — and then identifying where it is that we want to go to. Where we want to go to is, again, around alignment of the broader changes that we’re making with the redesign and with the modernizing of learning in Yukon. We have a model right now for student supports that is built on deficit. The whole model starts with: What do these students not have? What is their “dis-ability”? Then, we work to explain how they don’t fit into the system so that we can figure out how to support them to get through the system.

Where we would like to go and what we have been learning from other jurisdictions is that a strength-based model that starts with the student at the centre and says, “These are their strengths; this is where they are at. Now build on those to help them move through the system and their learning.” The changes that have happened with the curriculum redesign make this even more possible for us, especially in terms of literacy and numeracy and some of those broader changes that have happened within the curriculum redesign.

I think, by now, you have received the handout. The purpose of the review would be: first, to identify options to improve the consistency and effectiveness of inclusive education programming and services for successful learning outcomes for Yukon students; and second, to identify options to improve the effectiveness and efficiency of special education programming and services for successful learning outcomes for Yukon students.

The methodology that we are proposing with partners — and we have all agreed on this point. We need an external consultant to help us with this work. We don’t have that expertise here in Yukon. In conversations with Student Support Services, they too would acknowledge that we don’t know what we don’t know. We appreciate having an external expert who can come in and help us understand what some of the promising practices are that are happening in other parts of Canada.

We also feel very strongly that this review has to include the voices of school staff, of parents, and of students who receive these services — for them to be able to share their stories about what the experience has been. I think that is important, because the hunch is that there are some systemic barriers, and if we could just hear these stories, there are

probably some things that we could do to clear up barriers between Education and Health and Social Services, access to the hub and the integrated model that Health and Social Services has helping to support communication between school and home and helping to connect with other supports that Yukon First Nations provide to advocate for families and to support Yukon First Nation students. We have a hunch that there is a lot of miscommunication happening that could really help with that, and we want those stories to come forward as part of this work.

You can see here that we have identified what we think the essential qualifications are for an external consultant to do this work. In our conversations to date with the Council of Yukon First Nations and with the Chiefs Committee on Education, they have indicated that, for capacity reasons and over-engagement, there are two things. They would like a First Nation consultant to be part of this work, and they are working to determine how they would like to see that happen and, at the same time — instead of engagement on each aspect of the audit — if we could do a broader First Nation engagement on the audit overall.

So, we will of course respond and provide that opportunity to Yukon First Nations as they would like to see that happen.

If you flip over the page, you will see the timeline that we are proposing. I fully acknowledge that, in conversations to date with Yukon First Nations, they feel like the timeline is aggressive. What we’ve said is, “If we need to make adjustments, we are open to making adjustments.” That being said, we have this other pressure that is: Do we let another school year go by before we start to make some changes? We think that we can — in particular, around some of the broader systemic changes that need to happen — get some recommendations. Our target right now is that we would start work with this external consultant in January. We are already in some early conversation. We would start work in January with a goal of getting to some recommendations in June. We are still working through to determine how to do the engagement part of the work. It doesn’t mean that one aspect has to slow down the other. We will make sure that, as we determine what that engagement would be, we provide the time to make sure that it’s effective engagement and not just rushed through.

Here’s what we have in terms of a timeline right now: We would start that work in January and then in June get some recommendations from the external consultant and then in June we would meet with the Advisory Committee for Yukon Education, meet with the Chiefs Committee on Education and the First Nations Education Commission to start to look at those recommendations with the eye to starting with some implementation in September 2020.

We know that there will be multiple actions that come out of this review, so we’re not thinking that we’ll just implement everything in September and that will be done. We know that we’re going to have probably a series of recommendations, that there are some things we can get at early on, some things that are in the mid-term, and some things that are probably going to be a little bit longer term. Our goal is to try to start that work

by the start of the next school year and not have another school year go by.

Chair: Thank you. I think you have answered my next question fairly well, but I'll throw it out there anyway in case there's something that you want to add. The question was: Can you explain further how the department will conduct a full review of its services and supports for inclusive education as per the recommendations made by the Auditor General? Who will lead the evaluation and who will be involved in the prioritization of students for specialized assessments — whether it will be parents, schools, First Nations, et cetera?

Ms. Morgan: I will just take a moment to see what I can add. I think that the only thing that I will add is that it's not like we're waiting for this review to start to have conversations. So, I can tell you that we have engaged with the school principals and we are working with them to make sure that they are following the current processes. As the auditor pointed out, there are some schools where the IEPs — as part of their audit, they found that, in some schools, the IEPs were not being actioned. We have worked with the principals to say, "Okay, it is your responsibility to make sure that these are happening, so you need to take ownership of that, but we're here to tightly support you. Help us understand where things are breaking down for you. How can we help you?"

One of the things that we've learned is that, of course, there is a fair bit of turnover, especially in rural communities, with principals and school staff. So, things like just going through individual schools and walking them through what the process is helps to make sure that, right away, we are starting to tighten up that expectation that we have to action these IEPs. We will hold schools responsible for making sure that this gets done.

Ms. White: Just when we talk about the processes to help inclusion — but I think that one of the questions is: Does the department have the teaching staff and the support staff to carry out these recommendations? An example is that Whitehorse Elementary School just recently lost two teachers and an EA. We hear resoundingly, including in the report, that teachers are — again, they have reached their max. We use the line "tightly support you", but how do you support an education staff that just doesn't have any more capacity? I mean, there are stories of children coming out of the CDC — recognized as needing supports through the Child Development Centre — entering kindergarten and not receiving an individual education plan or the support there. So how do we reconcile those two? You know, we want to support the process. We will support the school. These things are important, but we are losing education staff, and I think, sometimes — often — due to stress, honestly.

Ms. Morgan: I appreciate the comment, and of course, there is no simple answer, but I will try to do my best to share some of the things that we have come to understand. For tightly supporting schools — we have questions around — we have to collect data to see if the supports we do provide are actually making a difference for those students. We do question — for example, EAs — we have significantly increased the number of EAs over the last five years. We don't see the corresponding improvements. So, it is not to say that we don't need as many EAs. That is not what I'm saying. I am saying that we need to

ask, then, what does that support look like at the school level, and how do we make sure that it is effective so that it is addressing some of that pressure that teachers are feeling?

The other thing that we know is that we have to give more tools to the schools to be able to respond quickly, as opposed to waiting for somebody from the central administration building to travel out to see you or you are in a rotation and you are waiting — so, this sense that you can't do anything until somebody arrives. We do want to build some general expertise.

Student Support Services is very much working from this lens right now to say: What are the types of training that we can provide to school staff so that they can do some of this initial work? Then the more targeted assessments and things can happen more quickly. They are working at looking at those kinds of efficiencies.

But as part of the review, we have this very broad question. We have this conversation with the Chiefs Committee on Education and certainly with the folks at CYFN who work around Jordan's Principle. We think that there might be other supports that we need to be bringing in — so, looking at, for example, the work that we're doing with Carcross/Tagish First Nation. They identified, through just their own school data and what they know about what's happening, that instead, what they really wanted from Health and Social Services was a trauma-informed counsellor who can work with students at the school. In some cases, we're hearing that the desire is to have a cultural support resource or youth support where students will make those connections more than they would with an adult in the school — and just trying to help them continue on their path toward success.

Our mind is wide open to what all the possibilities could be. We're trying to go into this review from that lens and not trying to say, no, this is what we think it is and shape the review that way. We're trying to keep it to — we need to learn what the other types of supports are. What are the most effective supports, and who can we learn from?

Chair: I have a question regarding individual education plans, or IEPs. There are two parts to it, I guess.

The first would be: How are these plans tracked between teachers in regard to priority?

Also, I have heard over the past couple of days that IEPs are being changed or phased out. Is there something changing with IEPs as well?

Ms. Morgan: I can give you a very specific answer as a written return of what the changes are. Yes, there are some adaptations that are being made to the IEPs so that they will align with the curriculum redesign.

Students with IEPs are also following the same process as all students in the school in terms of being able to talk about where they are at on their competencies — their abilities to communicate and their abilities to think critically and creatively. Students with different learning needs still have those competencies. We want to make sure that the IEPs are reflecting those same processes. There is some work underway there.

We also continue to move into our new student information system. We started that work — I need to be careful, but I

believe it was in 2017 when we started the implementation into the new student information system. The IEP lives inside of that system as well, and so there are adjustments that are being made.

I'm happy to provide a written response with more detail on that if you would like.

Chair: The other part of that question was how these plans are tracked between teachers in regard to priority. I'm not sure if I heard a complete answer to that.

Ms. Morgan: Thank you for reminding me; I appreciate that.

They are tracked. Schools have a learning assistance teacher — most schools do. Smaller schools that do not — typically, it is a staff member, and most often the principal, who is identified as tracking IEPs and making sure that they are being completed.

We do also have a process with the Yukon Teachers' Association through the diversity committee that, in the fall, we sit down and share the number of students who are on IEPs, in which school, and then what the nature of the IEP is so that we get a sense of what the makeup is of different classrooms across the territory. They are tracked at the school level.

But, as the Auditor General discovered in some of the schools that they visited, that tracking process was not very rigorous and IEPs were not actioned.

Mr. Adel: This is — I'm going to follow along on Mr. Hutton's line — a little bit more of a personal experience, but I have a question.

One of my children had an IEP, and they were following it through the system, but what we found was that it was quite often blocked. What was thrown back at us was that it was a privacy issue that one teacher couldn't find out what the IEP was from the other one, or it wasn't passed on because of privacy issues. Has that been addressed? It seemed rather odd to me that you have an IEP for a student — does it live in this new system that you are talking about where all teachers can access it? We had that experience where teachers had no idea that my child had an IEP.

Ms. Morgan: That is a troubling comment. Of course, there is not a privacy issue for the school staff. All school staff who work with a student with an IEP need to be provided the information about what the student's IEP says so that they know what adaptations or modifications they are making to support that student in their learning. There is no privacy issue there in terms of sharing with the school staff. Sharing out — definitely, there are privacy issues.

In terms of what you see inside of the student information system, the student information system is designed so that each teacher sees only their students, but they would see the information about the students they have. Schools are also very different in how they are putting that information into the system in terms of who is the staff member putting that information in. I would say that probably the most typical is that it is the learning assistance teacher who is putting the information about the IEP into the system, and then the teacher, in their view, is seeing the student's information from there. This is not to say that the information system is the only way

that they can share. They also have access to paper copies that they can print.

Mr. Adel: Do resource staff, like librarians and other people to whom these IEP learners have to go, have access to those as well?

Ms. Morgan: To the information system? No, it is just the teacher.

Ms. White: Mr. Chair, just to follow up on that, there are a number of glaring things that were highlighted. In paragraph 69 of the current report, it just says that: "Our finding that the schools did not monitor progress on individual education plans was particularly troubling, given our previous finding 10 years ago that the Department did not formally measure students' progress on these plans."

If we go back to paragraph 33 in the 2009 report, it highlights it again. When you just said that schools are very different in how they record that information on IEPs, one would think that a standardized or consistent approach to recording that information might help the department in the tracking of that information.

Is that something that is being looked at?

Ms. Morgan: Yes, that is something that was in numbers 1 and 2 of that review. Our goal is that we want to have a more consistent process across the system.

Chair: The department has said that it is conducting a review starting in 2019 with recommendations by spring 2020 and implementation starting in the 2021 school year. I know that you have answered this partially as well, but I will continue with the question and you can add to it.

What interim measures is the department implementing to ensure that students who need immediate attention, or who are in the later stages of their high school career, receive the support that they need?

Ms. Morgan: Currently, we are continuing with the process that we have in place, and I acknowledge that there is not a consistent understanding of what that is — but just to say that the first step for a student who potentially is needing an IEP is that it will be identified at the school level. It can also be brought forward by the parent, and then the school-based team begins their work to informally assess the student's learning needs. Then, if they feel like they have a student who needs some additional classroom support, they begin their work with Student Support Services to determine how they can provide that support in the best way.

Unlike some jurisdictions, Yukon students do not need to have a formal assessment in order to receive support at school. I know that, in our recent conversations with the Chiefs Committee on Education, this is seen as a potential opportunity because there is a question of whether or not some of these formal assessments are culturally appropriate. While we continue to look at the cultural appropriateness of some of the tools that are used to assess students, we would provide support regardless of whether or not that official assessment was there.

Then I can go through — there is a parent guide and I can provide some examples of parent support that we have to help them understand where decisions are made, how decisions are

made, and where their rights are to appeal decisions. I can provide that to you maybe as a written addition.

I can go through the whole referral process. It's two pages long. But again, I'm happy to provide it as a written —

Chair: Yeah. That would be great if you could provide that.

Ms. Morgan: Yeah, it's a commonly asked question and so we're happy to provide that if you would like.

Mr. Gallina: It was outlined in the audit that, while the department was implementing a number of quality programs to reduce gaps and improve outcomes, it was not adequately tracking the programming to understand whether or not it was having the desired effect.

Of 82 individual education plans examined in total, only five percent showed that the services and supports recommended by specialists or school staff had been delivered. Does the department have a plan to ensure that 100 percent of the recommended supports and services are delivered?

Assuming the department is able to reach 100 percent service delivery, what increases in both cost and staff hours are anticipated to implement those recommendations? How will the department evaluate whether its approach to inclusive education is working? How will it prioritize students for specialized assessments?

Ms. Morgan: I think this question brings in an observation that the auditor made which was getting to the definition of a student's "maximum potential" and what that means. We certainly see that as part of defining that more clearly as part of the review of inclusive and special education programming.

Currently, we look at the model of how we provide support for students with different learning needs and how that fits within inclusive education — to say to teachers that not every student needs an IEP, but many students have different learning needs. In the lens of our new curriculum, when we talk about that personalized and flexible piece of education and service delivery of classroom learning — that the teacher is able to personalize the learning for students so that you know where students are at in their learning and every student has their own personal learning goals and they're working toward those goals.

That actually is quite realistic. I know for some teachers, it feels like it's not, but having been an educator in the classroom, I can describe what that looked like in my English 11 classroom. I had some students who were advanced and they know how to make paragraphs and they know how to write a multi-page essay and they're really working on refining their work — vocabulary, trying to make complex sentences. Then I had a group of students over at the other end of the scale who still, in grade 11, are struggling to make paragraphs, so I know those students are going to need my attention the most. Then there's this group in the middle — they're right on track; they make paragraphs; they're just really working on getting some more meaning and meat on the bones of their writing. In that way, they all have different learning goals. I can instruct the class and support them.

If we look at it from that lens, this is where we start to need the definition around what is the student's maximum potential. Where are we leading all of these students to? For students who have IEPs, they are typically going to be students who are receiving some modification or adaptation to their learning. For some, they may not be on a path toward graduating; they may be on a path where they have some individual goals that are going to take them as far along in their reading as possible. It might be facilitating them toward a transition from school that is leading to employment — that is leading to whatever the next step is for those students.

From that lens, we do want to reach 100 percent. We don't think that's an absurd goal because we should be able to have a system that's flexible enough that we know where students are at, where they're going, and how we're supporting them to get there. It's going to happen in the classroom as well as very specifically for students who have specific learning needs as identified in their IEP.

In terms of, then, resources and what do we need — what are the additional resources? I think we'll have a better understanding of what that looks like after we go through the review of student support services.

I think a few things are going to happen. There is going to be some organizing for effectiveness with the resources that we do have. There is some training and support that probably needs to continue and there is probably some new training and support that we're not even aware of yet that will need to be part of this process. Then there is the whole conversation of: Are there other supports that are needed and, if so, what do those look like and where do we get them? Are they supports that come from the community? Are they supports that come from other departments? Are they supports that come from our partnerships — whether they be with Yukon First Nations, organizations like LDAY — the Learning Disabilities Association of Yukon?

So, I think it's premature at this point to say what those will be, but we fully expect that we are probably doing some realigning and then we're looking at where we go from there.

Mr. Gallina: Thank you for that. Just to follow up and maybe have you elaborate a little bit more — I appreciate that the review of student support services is going to define some of the strategies moving forward and that there may be some change and evolution. But how will the department evaluate whether its approach currently to inclusive education is working? How will it prioritize students for specialized assessments? I would like you to elaborate more on that.

Ms. Morgan: Yes, thank you. I always miss a part.

I think that this gets back to how we need to start paying attention to what is happening for students who have individual education plans and tracking to see what actions are taken right at the school level, right at the very front line, of the things that we provided and we see that the support is working — then that these are the supports that we need and we can't find, so there's a barrier there. I am looking at Ms. White because we are fully aware of a situation that we're working on right now where we are trying to find the support. It's not an easy support to find, but we are working on it. So, what do we do in the meantime to

continue to support that student? Then it's really looking at — I think it's really important for us to be able to talk about and understand: What is the transition out of the system for students with IEPs? We are often looking at graduation — and to be honest, we are not tracking right now how many of those graduates are students with IEPs and achieve their Dogwood and what portion are students who are on the leaving certificate pathway.

There are some students who we know will not graduate. Those conversations happen with parents as part of their IEP. What is their transition plan?

Mr. Hutton: So, 82 individual education plans were examined. Only five percent showed the services and supports recommended had been provided, so responsibility is on the principal to do the IEP. Whose responsibility is it to provide the support and services? You create a huge expectation — a hope with the child and the parents and the teacher — that they've done this plan and their education outcome is going to get better because of it. It can't possibly when only four people out of 82 got the required supports that they needed.

I guess my first question is: Who is responsible for providing those supports once the IEP is completed?

Ms. Morgan: At the end of the day, the Department of Education — who at the Department of Education? The Deputy Minister of the Department of Education is responsible for making sure that every aspect of the *Education Act* is being followed through and that we are providing those services.

Of course, we work our way through to the assistant deputy minister, to the superintendent, to the principal at the school level. There is a piece here where everybody needs to take ownership. I'm hoping that what you're hearing in my words today is that, at the very highest level of the department, we are saying, "It's time to take ownership of who is doing what and when things are getting done." In the case of where supports are being identified as apart of an IEP and they're not being provided, we need to know why they're not being provided. Are they not being provided because the IEP wasn't actioned? Are they not being provided because we're waiting for somebody to come out to the school like a speech and language therapist or some type of support? Or are they not being provided because we don't have access in the territory?

All of those have different scenarios, but all of those are possible reasons why an IEP would not be actioned. So, we have to be able to understand and hold one another accountable right from the front line of the teacher understanding what is going on, the principal knowing what the supports are that are required, and what the school-based team and Student Support Services are doing together and the superintendent being aware that these IEPs are actually being followed through on so that, at every level, we are doing that work.

We do know that the territory is small and that we — even in Whitehorse — don't have the access to some types of very specialized services. I was quite surprised, at the Council of Ministers of Education meeting in the summer, to hear that a jurisdiction as large as British Columbia — that they were working on a mental health strategy and they are finding that they too cannot get enough access to specialists. One of the

actions that they are taking to is have more highly trained generalists.

These are the kinds of conversations that we need to have when we run up against a situation where we don't have enough capacity to provide a service — then what are some of the other ways that we can get to that service — always with the eye to providing the service. In cases where we struggle and we have to find that service from outside the territory, those are the ones that should be coming up to the deputy minister's attention, and then how are we working to get that service into the Yukon or supporting that student to be able to access the service in a different way?

Mr. Hutton: It seems like you have a real challenge ahead of you trying to determine whether these IEPs have any value at all. You have no way of measuring what impact they have, because you didn't provide the supports along with the IEP that would have perhaps changed the outcome. At some point, these IEPs were approved as a tool to be used, but it seems like they haven't been adequately funded to do the job that they were intended to do. Would you care to comment on that?

Ms. Morgan: Thank you for that comment. We have come to that same realization as we have gone through this audit process — that the Student Support Services unit in the central administration building, they are the group that — their consultants are working with schools and identifying, yes, this student needs an IEP. These are the kinds of services.

Then we now know that we have to do a better job of tracking, through that unit, what the IEPs are for. Are they behavioural IEPs? Are they IEPs related to different learning challenges? So, we are going to start collecting that kind of information so that we are making sure that we know who has IEP, we can say with assurance that those IEPs are being actioned, and we can identify the ones where it's a specialized service that we're struggling to provide.

Mr. Hutton: Of the 82 IEPs that were done, how many of those were in rural communities versus Whitehorse?

Ms. Morgan: I'm not sure that we have that data. My understanding is that number provided as part of the audit was not separated out by school and so some of the schools were urban and some were rural. My understanding is we wouldn't be able to identify which ones were rural.

Ms. White: I think this highlights what Mr. Hutton has brought forward. It highlights again the discrepancy between the 2009 recommendations, the response from the Department of Education — and again, we have a response saying we're going to collect data and we're going to improve.

The one thing I just want to highlight is that the Department of Education in 2009 is the Department of Education in 2019 and will be the Department of Education in 2029. I highlight regularly that the Yukon government of 2009 is the Yukon government, and it continues on. I remain optimistic and hopeful that what we'll see is a difference as education moves forward. But I think — as my colleague has highlighted — there is a shortcoming. I'm hopeful that the next time the Auditor General comes through, that what we will see

is there will be a change, and we won't be talking about the same recommendations that remain from 10 years previously.

Ms. Morgan: I am not sure there was a question there, but I would say that I share that same observation. This is where the department is as I find it today. My focus is taking ownership. My observation is that lots of things that were tried were not followed through on. I am asking the leadership of the system across the system to take ownership and follow through, with students at the centre of everything we do.

Ms. White: That could be like the end wrap-up.

We are moving on to Yukon First Nation culture and languages. In Recommendation No. 87, it says, "No policy or strategic action plan to collaborate with Yukon First Nations."

The Auditor General found that the Department of Education established some partnership structures to work with Yukon First Nations, but the department was not meeting its legislated responsibilities to reflect Yukon First Nation culture, language, and education programs. In paragraph 89, the report recommends that the department "... complete and implement its policy to collaborate with Yukon First Nations to meet the *Education Act*'s requirements. It should also develop a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations."

In its response to the recommendation, the department stated that it has "... established the position of Assistant Deputy Minister, First Nation Initiatives." We heard high-level points of this position in the opening remarks. It is important to note that some of these aspirations have been reflected previously from the department. So, what is the new assistant deputy minister position doing differently from the past? I don't need a retelling of the opening statement; I am able to read that and reflect on that. What is different now than the aspirational comments that have been coming out of the department previously?

Ms. Morgan: I thank you for that question. It is interesting that you added that piece because I was going through some of my preparation last night and looked at the response to this question, thinking, "How do you explain what the difference is?" I want to share that, for me, it is interesting being the deputy minister of an education system that I started in, in kindergarten. I feel like I have this full 360 lens now. What I have learned in my journey along the way is that the education system that I was part of did not prepare me for this job that I have.

It certainly did not prepare me to be a teacher in the Yukon education system because, while I was prepared for post-secondary — I was an honour student my first year in post-secondary education — what it didn't prepare me for was how to live and work in the Yukon. I didn't have the full history of the territory. I did not have any understanding of Yukon First Nation culture, and ways of knowing and doing. I'm very grateful to the many Yukon First Nation teachers that I have had along the way who have helped me to shore up that blind spot that I had. I know that I am an infant in my learning journey of how to work with Yukon First Nations.

If that's my story, I'm sure that's the story of many people who work in Yukon government and in other organizations

throughout the territory where they have stayed here in their home and are working. We count on and need Yukon First Nations to help us learn and understand how to do this work. That to me is the most fundamental difference that the ADM of Yukon First Nations — this position — brings because, at the most senior level — where the department is making decisions about budget, about FTEs, about how we are moving forward with our business plan — with everything we do, we have a strong voice at that table that is guiding us and reminding us of what it means to work with Yukon First Nations to be in partnership, to work in reconciliation. It's very important. I can tell you that the department sees that as well.

The shift in how we value Yukon First Nation ways of knowing and doing is very palpable. Just yesterday I was with Lori and her branch — with the First Nations Programs and Partnerships unit — and we were talking about the difference in being a unit that's somewhere buried in the department and anything that has to do with First Nations — just send it over to those guys — to what is now — where you are a branch and your direct supervisor is sitting with the deputy minister on a weekly basis hearing about the work that you're doing and learning with and from the folks in that branch.

To me, that is the most significant difference. That shift tells everybody in the system that we value Yukon First Nations. We value learning about Yukon First Nation culture, history, languages, and ways of knowing, doing and being.

Ms. White: I am going to veer off my list here for a second. I really appreciate what you have just shared about your own journey. The Member for Mayo-Tatchun and I will have different experiences, although we both grew up in the territory.

How do we make sure that this sensitivity is shared with people from Outside? Again, it is important that, at the top, we understand, so we have an ADM, which I appreciate. We have signalled the importance. I appreciate that we have a deputy minister who has shared that, but how do we make sure that educators throughout understand the importance?

I use the example often of myself. I grew up here. I didn't understand, when I was in elementary school, the challenges that were facing my classmates. I went to Whitehorse Elementary. At that point in time, it had one French immersion class, and the rest was an English stream — often indigenous children — but I didn't understand. I could see that there were problems. I didn't understand where they stemmed from, and it wasn't until I went through the correctional training to be a cooking instructor in the correctional facility that I actually did the residential school training — this huge understanding — and I was actually quite upset that I didn't learn about it until I was in my late 20s, because that would have informed my childhood self to better understand what was happening.

How do we make sure that people — even people who grew up here — understand what that reality is?

Ms. Morgan: That is such a paramount learning journey. We want to make sure that we have mandatory training and support in place because we know that this is a journey that, regardless of whether or not you were born here in the Yukon or come from another part of Canada, you have to take. It is that

part of truth and reconciliation and really starting to understand, anyway, the place where you are now.

Some of the things that we have done — we have made the First Nations 101 course mandatory. That course is mandatory for all new staff who come into the Department of Education — the central building — and all new teachers will take the mandatory course.

The challenge for the Department of Education is, then, access to the First Nations 101 course for large groups of staff. If we just pick on the largest school in the Yukon, F.H. Collins — and they are going to try to train approximately 70 staff all at once — so they take a PD day, or they need 70 substitute teachers. They are going to use the PD day, and then Yukon College tries to figure it out — that's a much bigger class than we typically deal with.

We're looking on a school-by-school basis how we rotate them through their training around that, but all of the schools are working, as part of their work around cultural inclusion, to make sure that all staff have the mandatory training. Of course, the central administration building is making sure that all new teachers and all staff within the central administration building are taking that course.

We also offer to the new teachers — and as part of our welcome week for new teachers coming into the territory — they do a full-day orientation provided by First Nations Programs and Partnerships in partnership with First Nation community leaders. This year, that happened at Brooks Brook, and it was actually two days. So, we are building that into the work.

The other piece that we do provide as well as part of the residential school program — so we have, in grade 10, a unit, and now we are introducing piloting resources this year for grade 5 residential school learning outcomes. As part of that training, we built in a cultural awareness piece to support educators in teaching that particular topic. For lack of a better word, it is intimidating for a lot of teachers who want to do that work in a good way. They just are sometimes unsure of how to go about that, so we do have mandatory training for all teachers who do teach those units.

Ms. White: Just in noticing the time, I'm just going to read these questions into the record and ask for a written response so that I can move on.

How many rural schools has the new assistant deputy minister visited to date? How will the department evaluate the successes of the new ADM position? What outcomes, objectives, and metrics will be used to assess the efficacy of the position? Should it prove successful, is there potential for expanding the resources and staff available to this position? I will just thank you for a written response to those.

Mr. Adel: Recommendation 93 — slow implementation of the joint education action plan. The joint education action plan was established five years ago and included among its priorities incorporating the cultural and linguistic heritage of the Yukon First Nation people in the curriculum and having the First Nation students meet and exceed academic requirements. The Auditor General — quote: "... found that the Department did not implement many of the partnership actions it was

responsible for in the Yukon First Nation Joint Education Action Plan." That is in paragraph 90.

In paragraph 93, the report recommends the department — I quote: "... meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete those that remain."

The department responded that it would — quote: "... seek without delay to resume meetings with Yukon First Nations and federal government representatives on this plan."

My question is: How many meetings have taken place to date with the First Nations? Which First Nations did they meet with? How many meetings have taken place with the federal government?

Ms. Morgan: Thank you for that question. This one, I will read off my notes because I want to make an effort to give you some important dates.

We know because there was a joint education action plan — so I'm just going to refer to it as JEAP. That's the acronym for it — joint education action plan.

There was a JEAP implementation team that was meeting on a fairly regular basis up until December 2016. It was the director at the time — of the First Nations Programs and Partnerships unit — who, in 2016, was responsible for pulling those meetings together.

There was a change in personnel, and the meetings stopped. Then there were further changes in personnel at the Department of Education. Some of those changes led to strained relationships with Yukon First Nations. All of this is to say that we found ourselves in a place, as the audit was underway, where we were unsure — "we" being Yukon First Nations and the Department of Education — as to what was happening with the joint education action plan.

This led to, on May 30, 2019 — just prior to the release of the audit report at the Yukon Forum — the executive director of CYFN and me, as Deputy Minister of Education, delivering a joint presentation on the JEAP. We're going to pass around to you, as an exhibit, that presentation.

What you will see in that presentation is that we acknowledged that the joint education action plan was not without challenges. So, there are two pieces that you will see where, together, we talked about: challenges around initiatives being worked on by the Yukon government and First Nations Education Commission and being sort of from the side of the desk; initiatives needing to be funded by the Yukon government; what Canada's role is; and for some initiatives, difficult-to-achieve consensus at the collective Yukon-wide level and just generally being unsure of how we would be able to address that; there was a question about Canada's role; and then confusion around how the individual education agreements that we have, government-to-government, connect with the work of the joint education action plan.

What we also identified was that there are possibilities and that perhaps the problem is not so much the joint education action plan itself, but our commitment to it.

From that meeting, it was agreed that the joint education action plan was still supported by many First Nations and by

the Yukon government as something that we wanted to keep going.

On June 18 — I believe that was the day the audit was released — the minister and senior officials from the Department of Education and Aboriginal Relations met with the Chiefs Committee on Education to discuss moving forward and working together. This included discussion of the JEAP and also a draft framework agreement with the Chiefs Committee on Education.

At this meeting, a commitment was made to establish a technical working group that would meet to discuss with Canada a framework agreement providing greater authority and control to Yukon First Nations over education priorities and also a data working group to work on Yukon First Nation student performance data. These were discussed at that meeting, and they are both joint education action plan priorities.

If you look at the document that is the overview of the action plan, you will see that, in the yellow column, greater authority and control is one of the overarching areas, and then, under “Sustainability, Supports and Success”, item 3.4 is “Accountability, Assessment & Evaluation”, and you see there the reference to “How are We Doing Reports”.

From that meeting, we were starting to action some of the action priorities that are identified in the joint education action plan. From there, there were a number of meetings. There are several dates here. If the Committee so chooses, we will certainly provide the dates that they occurred, but essentially, from this time, a Chiefs Committee on Education technical group was established, and these meetings have been ongoing since — and discussions around framework agreement. We are hopeful that we will reach — let’s say this: The timeline around the work that is happening around the draft framework agreement is scheduled for, I believe, September 2020 — that we will be at a point where we have some actions out of that work.

Also at this time, on November 25, 2019, the joint education action plan senior officials group met, and that senior officials group is the Council of Yukon First Nations executive director — also, there has been a resolution passed by CYFN establishing the Chiefs Committee on Education as the lead for education. So, the lead technician for the Chiefs Committee on Education attended this meeting, as well as Canada — so the regional director joined us — and also me, as the deputy minister of the Government of Yukon Department of Education. During this meeting, we agreed that those broad four areas of the joint education action plan are still the priorities, that we can continue to view the collective work that we are doing as well as the individual work through government-to-government agreements and local agreements, and that those agreements will have some connection to those broad areas of the joint education action plan. We will get back together in April 2020 to see where we are at in determining next steps for an implementation group. That is where we are at.

Mr. Istchenko: Recommendation 99 — “No policy developed for Yukon First Nations language instruction.” It was suggested and recommended that the Department of

Education develop policies and guidelines to support First Nation language learning, so the department has agreed with that recommendation. Can you explain how the department will work in partnership with Yukon First Nations, school boards, and school councils to develop policies and guidelines to support First Nation language learning? Who is going to lead and be responsible for the implementation of these policies? The big one is: Will the policies be ready for the 2020-21 school year?

Ms. Morgan: Thank you for that question. I think that, first and foremost, the Department of Education is supportive and is working as an ally with Yukon First Nations to support the revitalization efforts of their languages, which are endangered here in the Yukon. The department has been meeting with the Council of Yukon First Nations and the Yukon Native Language Centre to discuss language programming and the transfer payment agreement that we have with the language centre to provide services to train and certify language teachers. That agreement is \$1.1 million that we provide to the Yukon Native Language Centre.

The focus of these discussions has been seeking collaboration to develop a policy that supports both the Yukon Native Language Centre’s current work — which is to develop more fluent community speakers — and the department’s obligation under the *Education Act* to provide Yukon First Nation language learning to Yukon students. As part of these conversations, the challenge that we have is the lack of fluent speakers. First Nations are leading the way in telling us how we can support them in their efforts to develop more fluent speakers at the community level.

Each community is approaching this work in different ways. We are taking our lead from them. Saying a certain timeline — that this is going to occur at this time — is challenging on this file.

That being said, to support this collaboration, we are working on a position within the Yukon First Nations Initiatives branch that would be focused on First Nation language learning — so they would be part of Lori’s team. We are working with the language centre to develop the job description for this position. We want this position to be a conduit between the Department of Education and the language centre to help us to continue to work toward a language policy that we can lay out for schools.

We just have to be very aware that anything we do around the language file really hinges on having speakers who can do that training. Really, the priority right now is: How do we support the development of more fluent speakers in all eight language groups?

Mr. Istchenko: In the department’s response, they make mention of the government’s commitment toward reconciliation. What specific actions is the department taking in response to the Truth and Reconciliation Commission’s education calls to action under the territorial responsibility?

Ms. Morgan: There are a lot of things that I could read here for you. I’ll just do some high-level — and certainly, if you want me to provide more detail, we can do that.

One of the most significant things that we have done — actually, there are a few. We have already talked about call to action 62 and the establishment of a senior-level position within government. We are also working on curriculum and resources within the curriculum. I'm just going to move myself through all of my notes. We are providing different resources to teachers. We've already talked about the grade 5 residential school curriculum. The grade 10 curriculum is already in place, but we continue to update and provide training.

We also provide to the schools a blanket exercise. That's where the First Nations Programs and Partnerships unit has adapted a blanket exercise as part of their workshops that deepens participants' understanding of how federal policies and programs impacted the lives of indigenous peoples.

I think I've already put on the record the pieces around training for teachers and what is mandatory.

Also, under the joint education action plan, we are working with schools. One of the things under that action plan that we did with the First Nations Education Commission was to develop cultural inclusion standards. Schools are working on implementing those right now. They are required to report on what they are doing on that through their school growth plan process. Of course, a big part of that is getting additional training.

We're also working with the chiefs committee on data sharing. We talked about that.

We are also working with other parties, as I've mentioned, to sustain our focus on the four pillars of the joint education action plan.

In the post-secondary and labour market, the Truth and Reconciliation Commission call to action 11 calls upon governments to provide adequate funding to end the backlog of First Nation students seeking post-secondary education. We have made changes to Yukon's financial assistance program. That happened in 2016. Its intent is to ensure that more First Nation students in Yukon are eligible for post-secondary financial assistance.

The department also supports various training-related employment services. The Youth Employment Centre and community outreach service at Skookum Jim Friendship Centre provides youth ages 16 to 30 with employment skills, knowledge, and work experience. Kwanlin Dün First Nation's House of Learning has an education and employment training program that provides education upgrading, employment and trades-specific training, certificates and tickets, career and personal counselling, and personal growth programs. That is supported through the labour market. Also, the building northern apprenticeship program with Yukon College and First Nation governments provides opportunity for rural apprentices to access technical training in home and in their communities.

So, I am just checking if there's anything I have missed. I have mentioned the cultural training.

Call to action 63 calls upon the ministers of education in Canada to maintain an annual commitment to aboriginal education issues, including developing and implementing kindergarten to grade 12 curriculum and learning resources. We do participate at that table just to say that, as part of our

curriculum design, we do have right now in draft a kindergarten to grade 10 curriculum where Yukon First Nation ways of knowing and doing outcomes are identified for Yukon educators to see where they can work to make those connections in our current curriculum. We have also developed integrated units that show teachers how they can integrate Yukon First Nation ways of knowing and doing into their planning and the learning opportunities that they provide students.

The assessment committee's work was also designed at the start to include Yukon First Nation culturally appropriate guidelines for assessing. There is a chapter within that Apple book that is specifically targeted toward assessment practices that are culturally responsive.

I think that maybe I will just stop there, but the list goes on.

Chair: As you know, we had 11 questions, I believe, that we were going to submit to the department to receive written responses. I realize that this has been a very complex morning with a lot of questions and a lot of supplementary questions. In light of the time, there are eight more questions that we had anticipated asking this morning. Maybe I will just read those questions into the record now so that we have them on record and, when the department is providing the Public Accounts Committee with the responses to those other 11, we could also receive responses to these eight as well.

With regard to Recommendation No. 109 — insufficient supports, resources, and cultural training — we had three questions: Can you explain further how the department will determine the human resources and training required to develop classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nation cultures and language? Will the department be hiring more FTEs in anticipation of the increased workload? What are the timelines for implementation? Does the department have any plans if the feedback on the implementation of the new curriculum is not as good as the department had hoped?

Further, the report deals broadly with capacity issues within the Department of Education and specifically with the teachers. We saw that the engagement survey saw an increase in negative answers since 2016 on the following statements: "My workload is manageable", "My work-related stress is manageable", and "I feel support during times of change".

How does the department plan to implement the recommendation of the Auditor General without increasing the strain on an already strained public service? What additional staffing cost does the department anticipate with regard to the implementation of the recommendations? What will the department be doing to prioritize the recommendations of the Auditor General?

Two questions regarding the previous report from 2009: What are some of the more significant changes that have taken place in the department since the 2009 audit? How will these changes address the shortcomings that this audit has identified?

With that, I would just give Ms. Morgan a chance to maybe make some closing remarks.

Ms. Morgan: I feel like I have to start with again expressing my gratitude to all of you — in particular, providing questions to us so that we could make every effort to answer your questions here today. We certainly understand and we've accepted all of these recommendations with the full intention that this is the work of the Department of Education moving forward. Thank you very much for that.

Thank you to my staff who are here today supporting. They have done the lion's share of this work behind the scenes, so thank you very much.

Finally, my gratitude — to Joanne in particular — but the Auditor General's office for helping us to respond to the audit in a good way and for all the learning that we've done with you. Thank you very much as well.

Chair: Thank you. Are there any closing remarks from the Auditor General's office?

Ms. Schwartz: I think that this hearing has been very useful. We did note that the department accepted all seven of our recommendations. But today I think that we definitely heard that actions are being taken to implement those recommendations, and so we feel very positively about that.

I would like to thank the department for their cooperation and collaboration throughout the audit. As auditors, we make many demands on departments on top of the jobs that they already carry out, and we definitely had great cooperation and collaboration from the department, so we thank them for that.

I would also like to thank the Committee for giving our performance audit on education in Yukon the attention that we think it deserves, and we hope that, in the future, our performance audits will have hearings like this so that we can continue to debate some of the important audits that we bring forward for the territory.

Chair: Before I adjourn this hearing, I would like to make a few remarks as well on behalf of the Standing Committee on Public Accounts.

First of all, I would like to thank all of the witnesses who appeared before the Public Accounts Committee this morning, and I would also like to thank the officials from the Auditor General's Office for their help, obviously.

The Committee's report on this hearing will be tabled in the Legislative Assembly and we invite those who appeared before the Committee and other Yukoners to read the report and communicate to the Committee their reactions to it.

This morning's hearing does not necessarily signal the end of the Committee's consideration of the issues raised in the Auditor General's report on education in the Yukon. The Committee may follow up with the department on the implementation of the commitments made in response to the recommendations of the Auditor General and of the Committee itself, and this could include a follow-up public hearing at some point in the future and further status update reports.

With that, I would again thank all who participated in and helped to organize this hearing. The Public Accounts Committee will return at 1:00 p.m. this afternoon for a hearing on the Yukon Public Accounts.

I now declare this hearing adjourned. Thank you.

The Committee adjourned at 12:02 p.m.



Response to the Standing Committee on Public Accounts

Department of Education

December 11, 2019



Audit 2019 response

This report provides an update on action planning with partners and the implementation status of department activities underway to address recommendations from the 2019 June Report of the Auditor General of Canada to the Yukon Legislative Assembly “Kindergarten Through Grade 12 Education in Yukon – Department of Education”.

The Department of Education has accepted all of the recommendations contained in the 2019 Auditor General’s report, and provided its initial response to those recommendations. The focus of this audit was whether the department delivered education programs that were inclusive and reflected Yukon First Nations culture and languages, and whether it assessed and addressed gaps in student outcomes.

The department is committed to working with students, educators, families, education partners, and Yukon First Nations governments to address the issues and recommendations contained in the Audit Report, to ensure students have the supports they need to succeed at school, and to improve educational outcomes for Yukon students.

The department is using the audit’s recommendations to guide its plans and decisions to improve and modernize learning supports for Yukon students, with Yukon First Nations governments and our partners in education. This document provides an update on the actions the department is taking to address the Auditor General’s recommendations from the 2019 report.

Audit report 2019 themes and actions



Yukon First Nations education

- Partnerships to support and improve First Nations student outcomes
- A protocol for collaboration with Yukon First Nations on cultural and language programming
- Guidelines for Yukon First Nations language instruction



Supporting student learning needs

- Review of inclusive and special education programs and services
- Formal Individualized Education Plan (IEP) policies and guidelines



Supporting staff learning needs

- System-wide check-in on K-12 curriculum implementation with school staff
- Continued development of professional learning resources and curriculum materials for educators
- Enhanced professional learning networks for staff



Focus on outcomes & quality assurance

- Yukon student outcomes improvement strategy and targets, focused on primary learning (ready to learn, literacy and numeracy)
- School Growth Plans, informed by student performance data
- Modernizing and tracking school staff evaluations

Action planning and implementation status

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>42. The Department of Education should develop and implement a strategy to address the long-standing gaps in student performance and improve student outcomes, particularly those of Yukon First Nations and rural students. The strategy should include:</p> <ul style="list-style-type: none"> • analyzing the root causes of poor student outcomes; • defining performance targets; • developing and implementing actions to reach those targets; and • evaluating the effectiveness of these actions to improve student outcomes 	<p>The Department of Education has gathered and published student performance indicators about Yukon students in Kindergarten through Grade 12, including urban, rural, and Yukon First Nations students. The Department acknowledges that it has not implemented a comprehensive strategy for measuring and analyzing differences in student outcomes and for targeting initiatives to address those differences.</p> <p>During the 2019-2020 school year the Department will seek to collaborate with Yukon First Nation governments, who are in the best position to understand and respond to Yukon First Nations students' educational needs, to develop and implement an outcome management</p>	<p>Work with Yukon First Nations and education partners to develop and implement a strategy to improve student outcomes, particularly for Yukon First Nations and rural students, including:</p> <ul style="list-style-type: none"> ○ analyzing the root causes of poor student outcomes; ○ defining performance targets; ○ actions to reach those targets; and ○ evaluating the effectiveness of those actions. 	<p>Underway. The department is developing its strategy to improve student outcomes, and expects to have it initially in place by August 2020. This strategy will include an analysis of the root causes that negatively impact Yukon student outcomes.</p> <p>Complete. The department worked with the Advisory Committee for Yukon Education and published initial performance targets for literacy and numeracy in Grades 4 and 7, as well as for high school graduation, in the Government of Yukon's Performance Plan in December 2018 and March 2019.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
	improvement strategy for the Yukon education system. This strategy, which will also include the participation of education partners, will identify programs and activities to better assist students who may need more support to improve their learning outcomes at school, and will also provide a framework of performance indicators and targets to track and measure student success and to evaluate program effectiveness.	<ul style="list-style-type: none"> With Yukon First Nations and the Advisory Committee for Yukon Education, refine outcome indicators and performance targets such as cohort tracking through transition periods, student satisfaction, graduation rates, and primary years' literacy and numeracy. Implement new data software and processes to improve access and usability of student performance data. 	<p>Underway. The department is continuing to work with the Advisory Committee for Yukon Education and Yukon First Nations on student outcome indicators and performance targets over the 2019-20 school year. This work will inform the department's strategy to improve student outcomes.</p> <p>Underway.</p> <p>Complete. The department created a Data and Analytics Unit in 2018, and has implemented new software and processes to manage and analyze student performance data. For example, the department redesigned its data system to enable more frequent (e.g. monthly, and by semester) reporting of its student data.</p> <p>Underway. The department is currently working to phase in 'data dashboards' that will enable on-demand access for authorized users.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
		<ul style="list-style-type: none"> Improve data sharing with Yukon First Nations and analysis of First Nation student performance data. 	<p>Complete. As of December 2018, the department reports system-wide on how many students are ‘emerging or unknown’ rather than ‘meeting or exceeding’ to focus attention on students most in need of support.</p> <p>Complete. In August 2019, the department established an internal data review and approval process.</p> <p>Complete. In September 2019, the department developed and distributed school data profiles to Principals. Underway.</p> <p>The Data and Analytics Unit is working with Yukon First Nations to improve data sharing. A draft data sharing MOU is in development and a joint working group on data is being established for sharing of system-wide data about Yukon First Nations students, and cooperation on identifying root causes that negatively impact student outcomes and initiatives to improve student outcomes with the Chiefs Committee on Education. We expect that the</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
		<ul style="list-style-type: none"> Defining 'maximum potential' 	<p>MOU will be finalized in December 2019.</p> <p>Underway. The department expects that in December 2019 Yukon First Nations will receive finalized How Are We Doing Reports for 2017/2018 and 2018/2019.</p> <p>Planning. The department will develop a definition of 'maximum potential' through the review of inclusive and special education in the 2019-20 school year.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>47. The Department of Education should implement its required oversight mechanisms to provide summary reports to the Minister and complete teacher evaluations.</p>	<p>The Department of Education is currently revising its School Growth Planning Policy. The Department will ensure that a process is in place to provide the Minister of Education with an annual summary of the goals, data trends, and objectives from school growth plans. This process will be developed and implemented by the end of the 2019-20 school year.</p> <p>Over the course of 2019, the Department will implement an improved process for annually monitoring the completion of teacher evaluations. The revised process will align with the new collective agreement with the Yukon Teachers' Association and will include requirements for completing and tracking teacher evaluations.</p>	<p>The department is working to implement its required oversight mechanisms to provide summary reports to the Minister and complete teacher evaluations. This includes working with staff to enhance understanding and take ownership of roles and responsibilities regarding School Growth Plans and teacher evaluations, including:</p> <ul style="list-style-type: none"> Align new School Growth Plan process with best practices in improving student learning, with a focus on student success and embedding of Yukon First Nation ways of knowing and doing and being in schools. Establish a process for annual reports to the Minister of Education, with summaries of School Growth Plan goals, actions data trends and results. 	<p>Underway.</p> <p>Underway. In collaboration with the Advisory Committee for Yukon education, the department is revising its School Growth Planning Policy, including a more detailed process for meeting the continuing annual reporting requirement in the policy, to be completed by June 2020. The department's objective is to finalize the School Growth Planning Policy and implement the modernized process based on this policy for School Growth Plans starting in August 2020 for the 2020-21 school year.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
		<ul style="list-style-type: none"> Establish a process and system to notify school administrators when staff evaluations are due, prioritizing probationary employee evaluations. Establish a process for annual status summary report to the Minister of Education on completion of teacher evaluations as an additional oversight measure. 	<p>Underway. The department began introducing a new teacher evaluation process in 2018-2019, and has now implemented this “Yukon Framework for Teacher Growth”. A process for tracking teacher evaluations is now in place, including notifications to administrators about staff evaluations that are due.</p> <p>Underway. As an additional oversight measure, the department is also developing a summary report format annually reporting on teacher evaluations to the Minister that should be complete by February 2020, with the first summary report being submitted to the Minister of Education by July 1, 2020.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>70. The Department of Education should conduct a full review of the services and supports for inclusive education. It should exercise a leadership role by, for example, engaging with teachers, parents, and specialists to determine how the Department can help teachers maximize student success. The review should include examining how best to:</p> <ul style="list-style-type: none"> • evaluate whether its approach to inclusive education is working; • determine whether services and supports are having the desired effect; • determine whether sufficient resources are in 	<p>The Department of Education will seek to collaborate with Yukon First Nation governments to conduct an in-depth review of its services and supports for inclusive education. This review will ensure all students have access to quality education by addressing their diverse learning needs in a supported environment that allows them to meet their maximum potential. The review will start in Fall 2019 and provide recommendations by Spring 2020, and will result in the development of appropriate strategies, to be implemented starting in the 2020-21 school year.</p> <p>The review will focus on inclusive education supports and services for Yukon students, including the delivery and monitoring of special education programs. We will seek to conduct the review in</p>	<p>The department will conduct a review of the delivery of inclusive and special education to Yukon students in the 2019-20 school year, including:</p> <ul style="list-style-type: none"> • Arranging for an external consultant to lead the review. • Gathering perspectives from staff, Yukon First Nations and partners about these services. 	<p>Planning.</p> <p>Planning. The start of this review was delayed in order to have further conversations with the consultant on the review, and with Yukon First Nations about their preferred approach for engagement on the 2019 Audit. The updated timeline for the initial recommendations for the review is projected for January – June 2020.</p> <p>We are currently working with the consultant to finalize plans for the review to start before January 31, 2020, and with the Council of Yukon First Nations, the Chiefs Committee on Education and the First Nations Education Commission on responding to Audit 2019 as a whole over the 2019-20 and 2020-21 school years.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>place to support inclusive education;</p> <ul style="list-style-type: none"> • prioritize students for specialized assessments; • assess and track specialist recommendations; and • assess and track teachers' use of recommended strategies. 	<p>partnership with Yukon First Nations because they are best placed to understand and respond to their citizens' educational needs and to direct targeted resources to support the success of First Nation students. The review will also consider perspectives from Yukon educators, parents, school councils, the Commission scolaire francophone du Yukon, and the Yukon Teachers' Association, all of whom have important responsibilities in supporting students.</p> <p>The Department notes that the actions it takes in response to other recommendations contained in this audit report will also improve its ability to provide inclusive education services and supports to all Yukon students.</p>	<ul style="list-style-type: none"> • Collaboration with Yukon First Nations and with the Advisory Committee on Yukon Education in developing the department's response to the recommendations from this review from June-August 2020. 	<p>The target timeline for completing the initial recommendations for the review is still June 2020, and the department expects to receive the consultant's report by June 1, 2020.</p> <p>Planning. The department will work with Yukon First Nations and the Advisory Committee for Yukon Education in August and September 2020 to develop its response to the recommendations from the review, and will begin implementation of the response in the 2020-21 school year.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>89. The Department of Education should complete and implement its policy to collaborate with Yukon First Nations to meet the Education Act's requirements. It should also develop a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations.</p>	<p>Collaboration with Yukon First Nation governments on education priorities is essential to make sure that Yukon schools meet the needs of Yukon First Nations students and offer all Yukon students real opportunities to learn about Yukon First Nations languages, cultures, perspectives, and traditional knowledge.</p> <p>Over the 2019-20 school year, the Department of Education will seek to partner with Yukon First Nations to complete and implement a policy for collaborating with Yukon First Nations to meet the requirements of the <i>Education Act</i> and to improve educational outcomes for Yukon First Nation students.</p> <p>The department will focus its strategic plans (e.g. its Business Plan and its curriculum implementation plan)</p>	<p>The department will work with Yukon First Nations to establish and implement a framework for collaboration on joint education priorities, both at the collective and community levels:</p> <ul style="list-style-type: none"> Engage with Yukon First Nations to complete a 'Collaboration with Yukon First Nations Under the <i>Education Act</i> Policy'. 	<p>Underway.</p> <p>Planning. In Spring 2020, the department will consult with the Chiefs Committee on Education, the First Nation Education Commission, Council of Yukon First Nations and the Joint Education Action Plan Senior Officials Group on an appropriate policy and/or strategic plan for ongoing collaboration between the government and Yukon First Nations to address education priorities.</p> <p>The target date for finalizing the policy and/or plan will be determined in collaboration with Yukon First Nations as part of these discussions.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
	<p>accordingly, and ensure that they have specific, measurable actions and timelines.</p> <p>The Department has also established the position of Assistant Deputy Minister, First Nation Initiatives. This Assistant Deputy Minister will plan and organize the Department's work to engage with Yukon First Nation governments and to implement agreed to strategies at both the Yukon-wide and local school levels.</p>	<ul style="list-style-type: none"> Work with Yukon First Nations to identify and implement collective education priorities. 	<p>Underway.</p> <p>Underway. The department is negotiating an agreement with the Chiefs Committee on Education to establish greater Yukon First Nation authority and control over First Nations education. This agreement is tentatively expected to be completed by September 2020.</p> <p>Underway. The JEAP Senior Officials Group met on November 25, 2019, and agreed that the priority areas in the Joint Education Action Plan should continue to be pursued through collective and community level agreements and initiatives. The next meeting is being scheduled for April 2020.</p> <p>Underway. The department is working with CYFN and CCOE representatives on data sharing arrangements to facilitate monitoring, analyzing, and reporting on the</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
			<p>performance of the Yukon education system.</p> <p>This includes work to finalize a new MOU and a Data Working Group on sharing system-wide First Nation student data with the Yukon First Nations. It is expected that this will be completed in December 2019.</p> <p>Planning. The department is also working with the Council of Yukon First Nations, the Chiefs Committee on Education and the First Nations Education Commission to engage Yukon First Nations on responding to Audit 2019 as a whole upon their request, including the review of inclusive and special education. This collaboration will take place over the 2019-20 and 2020-21 school years.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
		<ul style="list-style-type: none"> Work with Yukon First Nation governments on Education Agreements identifying community-level educational priorities. Identify additional funding to support the implementation joint education priorities, including collective education priorities and the Joint Education Action Plan, and community education priorities and Education Agreements with Yukon First Nation governments. 	<p>Underway. Update on Education Agreements:</p> <ul style="list-style-type: none"> Kwanlin Dün First Nation – signed a new agreement in June 2019. Teslin Tlingit Council – in negotiations for a new agreement Carcross/Tagish First Nation – in negotiations to renew agreement Tr’ondëk Hwëch’in – existing section 17.7 agreement. Selkirk First Nation – existing agreement. Kluane First Nation – existing agreement. <p>Underway. The department has identified \$1.5 million to support community-level education priorities of the 14 Yukon First Nations, as well as an additional \$300,000 to allocate to implementation of collective education priorities such as areas of the Joint Education Action Plan.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>93. The Department of Education should meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete those that remain.</p>	<p>The Department of Education acknowledges there is room to improve and reinvigorate the work on the priorities identified in the Joint Education Action Plan, which has not yet been adequately implemented. The plan was jointly developed and endorsed by all 14 Yukon First Nations, the Government of Yukon, and the federal government.</p> <p>The department will seek without delay to resume meetings with Yukon First Nations and federal government representatives on this plan. The Department will seek to continue to meet on a regular basis, subject to agreement by Yukon First Nations, for the duration of this plan (that is, to 2024).</p> <p>At these meetings, the department will seek to establish and prioritize agreed to initiatives to implement the plan, both on a Yukon-wide basis and at the local community level, to</p>	<p>The department will resume meeting with Yukon First Nations and the Government of Canada to assess the status of the Joint Education Action Plan, including:</p> <ul style="list-style-type: none"> • Meeting of the Senior Officials Group to discuss next steps for the Joint Education Action Plan working group. • Establish and prioritize agreed-to initiatives with Yukon First Nations, and when and how to complete them. 	<p>Underway.</p> <p>Complete. The Senior Officials Group met on November 25, 2019, and agreed that the priority areas in the Joint Education Action Plan should continue to be pursued through collective and community level agreements and initiatives.</p> <p>Planning. The parties will continue to meet to monitor implementation of the Joint Education Action Plan. The target date for the next Senior Officials Group meeting is planned for April 2020.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
	agree to timelines, and determine how to appropriately resource this work.		

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>99. In partnership with Yukon First Nations, school boards, and school councils, the Department of Education should develop policies and guidelines to support First Nations language learning. While developing the policies and guidelines, the Department should:</p> <ul style="list-style-type: none"> work with these partners to determine the language goals for individual schools; consider a range of approaches – for example, exposure classes to full immersion programs – that depend on the specific language, student population density, and community interest; and 	<p>The Department of Education acknowledges the importance of meeting its obligation under subsection 52 (5) of the <i>Education Act</i>. Under this subsection, the department is to, in consultation with Yukon First Nation governments and school boards and school councils, establish approved policies and guidelines on the amount of instruction and timetabling for the instruction of Yukon First Nation languages.</p> <p>The department supports Yukon First Nations in their commitment to restore and revitalize their languages as a critical priority. The department recognizes that revitalizing languages and restoring Yukon First Nations control over and responsibility for their languages are essential to the Government of Yukon’s work toward reconciliation.</p>	<p>The department will work with Yukon First Nations the Council of Yukon First Nations and the Yukon Native Language Centre to:</p> <ul style="list-style-type: none"> Determine how school-based Aboriginal language instruction programs can best support: <ul style="list-style-type: none"> the revitalization of Yukon First Nations languages; the certification of teachers for these language programs in schools; and develop and revise the Yukon First Nation language curriculum for use in schools. 	<p>Planning. The department has held meetings with the Council of Yukon First Nations and the Yukon Native Language Centre to discuss these programs and the transfer payment agreement for the Yukon Native Language Centre to provide related services. These discussions are ongoing, and the department’s focus will be on seeking collaboration with the CYFN and the YNLC to develop a policy that supports the YNLC’s focus on developing Yukon First Nation language fluency, and the Department of Education’s focus on Yukon First Nation language learning by Yukon students, both during regular school hours and outside the regular classroom. The target date for completion of this policy will be determined in collaboration with the YNLC and CYFN as part of these ongoing discussions.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<ul style="list-style-type: none"> identify options to support Yukon First Nation languages both during regular school hours and outside the regular classroom. 	<p>The department will seek to work with Yukon First Nations as well as with school councils and the Yukon Francophone School Board over the course of the 2019-20 school year to develop and implement a Yukon First Nations Language Instruction in the Schools policy to support and enhance Yukon First Nations language learning in Yukon schools, with full consideration of the specifics of this recommendation.</p>	<ul style="list-style-type: none"> Establish a Yukon First Nation language position within the Department of Education to coordinate the department's work. 	<p>Planning. The department is working on a position focused on Yukon First Nation language education in its First Nations Initiatives Branch to be in place before the end of the 2019-20 school year.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
<p>109. The Department of Education should determine the human resources and training required to develop sufficient classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages.</p>	<p>The provision of training, professional development, support, and materials is critical for successfully implementing the curriculum.</p> <p>The department will continue to develop and distribute modernized guidelines and materials to educators each year. This will include seeking as a priority to continue to work with Yukon First Nations to embed Yukon First Nations ways of knowing and doing in the new Kindergarten through Grade 9 curriculum and resources.</p> <p>The department will improve educators' access to supports and materials over the 2019-20 school year. It will also provide collaborative professional development and training opportunities by:</p> <ul style="list-style-type: none"> • setting common professional development and non-instructional dates in Whitehorse for 	<p>The department will continue to enhance support for the ongoing implementation of the new curriculum for Kindergarten to Grade 12 in Yukon schools, including:</p> <ul style="list-style-type: none"> • with Yukon First Nations, development of planning tools, training, resources and materials that embed Yukon First Nations ways of knowing and doing and being into learning at school. 	<p>Underway. The department has a number of ongoing initiatives to continue to provide educator resources and training to support the delivery of the curriculum, including resources and training relating to Yukon First Nations cultures and languages developed with Yukon First Nations. The department's First Nations Programs and Partnerships unit works with Yukon First Nations to develop curriculum materials and to deliver training and support to Yukon educators relating to how students learn about Yukon First Nations cultures, languages, and histories such as:</p> <ul style="list-style-type: none"> • Complete. Draft sample units for K-12 integrating Yukon First Nations ways of knowing and doing and being for educators. • Complete. In partnership with Yukon First Nations, the department delivered Yukon First Nation orientation for new teachers at Brooks Brook in August 2019.

OAG recommendation	Department response	Current plans and actions	Status and timeline
	<p>collaborative learning, starting in the 2019-20 school year;</p> <ul style="list-style-type: none"> having principals submit professional learning plans for their schools based on their staff's learning needs about the new curriculum for the 2019-20 school year; and dedicating one professional development day in the 2019-20 school year for learning about Yukon First Nation ways of knowing and doing, with orientations from Yukon First Nations and reviews of Cultural Inclusion Standards for schools and school growth plans. <p>In the 2020–21 school year, the Department will gather feedback from educators on the implementation of the new curriculum. This feedback will determine what further training and supports are needed to ensure educators have the skills and knowledge they need to</p>	<ul style="list-style-type: none"> Increased collaborative professional learning and training opportunities for staff: <ul style="list-style-type: none"> Principals developing annual school professional development plans with their teams based on learning needs relating to the curriculum, starting in 2019-20 school year; 	<ul style="list-style-type: none"> Underway. Current field testing of a new Grade 5 unit about the history of residential schools in the 2019-20 school year. Planning. Grade 10 materials. Planning. Updates to the English First Peoples materials. Complete. Collaboration on a chum salmon project for Kluane Lake School. Complete. Purchased and distributed Indigenous atlases for each school. <p>Underway.</p> <p>Underway. In 2019, senior officials delegated the planning for annual professional learning for educators to Principals, with the requirement that the plans are collaboratively developed with staff and based on student and staff learning needs.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
	effectively deliver the modernized curriculum.	<ul style="list-style-type: none"> Common dates for professional development and non-instructional days for Whitehorse schools each school year, starting in 2019-20; A minimum of one day each year dedicated to professional learning about Yukon First Nations ways of knowing and doing and being and cultural inclusion standards for staff; and 	<p>These plans were submitted to the department in August 2019. Principals will provide an update to their Superintendents for the deputy minister on these plans in December 2019.</p> <p>Complete. In discussion with staff and School Councils, the central administration of the department established several common dates for professional development and non-instructional days for Whitehorse schools to support collaborative professional learning as of March 31, 2019.</p> <p>This included one day to focus on Yukon First Nations ways of knowing, doing and being and cultural inclusion standards for schools. Many schools held this day on August 20, 2019.</p>

OAG recommendation	Department response	Current plans and actions	Status and timeline
		<ul style="list-style-type: none"> ○ Increase communication and access to curriculum materials and supports in the 2019-20 school year. • In the 2020–21 school year, the Department will gather feedback from educators on the implementation of the new curriculum. 	<p>Underway. On a rolling basis, staff are taking the Yukon First Nations 101 course from Yukon College and the intention is for all staff to complete this course or equivalent.</p> <p>Complete. As of September 2019, the department increased the frequency of Educator Update newsletter to twice per month during the school year.</p> <p>Underway. Additional resources and curriculum support materials are being added on a continual basis to the Educators' Place, the online resource portal for Yukon teachers.</p> <p>Planning. This will include educator feedback on additional training and resources educators feel that the need in order to effectively implement the curriculum, including for how it pertains to Yukon First Nations cultures and languages.</p>

BEHAVIOURS FOR SUCCESS
(not included in achievement grade)



NAME:

COURSE:

TEACHER:

CRITERIA		CONSISTENTLY	SOMETIMES	RARELY
ACADEMIC RESPONSIBILITY	Seeking help	<ul style="list-style-type: none"> Seeks extra help when needed. 	<ul style="list-style-type: none"> Seeks extra help when needed. 	<ul style="list-style-type: none"> Does not seek extra help when needed.
	Completing assignments	<ul style="list-style-type: none"> Completes assignments on time to the best of their ability. 	<ul style="list-style-type: none"> Completes assignments on time to the best of their ability. 	<ul style="list-style-type: none"> Incomplete assignments and inconsistent effort are affecting academic progress.
	Goals and self-assessing	<ul style="list-style-type: none"> Sets goals and self-assesses using criteria. 	<ul style="list-style-type: none"> Needs reminders to set goals and self-assess using criteria. 	<ul style="list-style-type: none"> Needs reminders to set goals and assess own work; may not be goal-setting or self-assessing.
	Accepting feedback	<ul style="list-style-type: none"> Accepts feedback and makes corrections. 	<ul style="list-style-type: none"> Tries to use feedback to improve work; may not be sure how to respond. 	<ul style="list-style-type: none"> Rarely uses feedback to improve work.
	Ownership	<ul style="list-style-type: none"> Hands in work featuring their own thoughts and ideas and giving others credit for theirs. 	<ul style="list-style-type: none"> Hands in work featuring their own thoughts and ideas and giving others credit for theirs. 	<ul style="list-style-type: none"> Does not always hand in work featuring their own thoughts and ideas.
ENGAGEMENT	Contributions	<ul style="list-style-type: none"> Contributes ideas and thoughts. 	<ul style="list-style-type: none"> Contributes ideas, but only when required or prompted to by the teacher. 	<ul style="list-style-type: none"> Unwilling and/or unprepared to contribute ideas.
	Helpfulness	<ul style="list-style-type: none"> Helpful to other students and in creating a positive and supportive learning community. 	<ul style="list-style-type: none"> Helps others be positive but may slip up. 	<ul style="list-style-type: none"> Rarely interacts with peers during group/class activities; may be negative towards others.
CONDUCT	Respect	<ul style="list-style-type: none"> Respects the rights and opinions of others; always listens when others are speaking. 	<ul style="list-style-type: none"> Respects the rights and opinions of others; usually listens when others are speaking. 	<ul style="list-style-type: none"> Does not respect the rights and opinions of others. Frequently disruptive or does not listen to others.
	Focus	<ul style="list-style-type: none"> Focuses on task at hand. 	<ul style="list-style-type: none"> Focuses on task but may need reminders. 	<ul style="list-style-type: none"> Off task; needs frequent reminders to focus.
PREPARATION		<ul style="list-style-type: none"> Comes to class with all materials and prepared to learn. 	<ul style="list-style-type: none"> Comes to class without materials and unprepared to learn. 	<ul style="list-style-type: none"> Frequently comes to class without materials and unprepared to learn.
ATTENDANCE		<ul style="list-style-type: none"> Present (excluding rare excused absences). Communicates with teacher and completes missed work. 	<ul style="list-style-type: none"> Misses class. 	<ul style="list-style-type: none"> Frequently misses class without permission; academic progress has been affected. Total absences =
PUNCTUALITY		<ul style="list-style-type: none"> On time and ready to learn at the bell. 	<ul style="list-style-type: none"> Late for class. 	<ul style="list-style-type: none"> Frequently late; punctuality is affecting academic progress. Total lates =

<insert date> <insert course> <insert Teacher>

Name: _____

Signature: _____

Behaviours for Success	Consistently	Sometimes	Rarely
Responsibility			
Fulfills responsibilities and commitments within the learning environment			
Completes and submits class work, homework, and assignments according to agreed-upon timelines			
Takes responsibility for and manages own behaviour			
Organization			
Devises and follows a plan and process for completing work and tasks			
Establishes priorities and manages time to complete tasks and achieve goals			
Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks			
Independent Work			
Independently monitors, assesses, and revises plans to complete tasks and meet goals			
Uses class time appropriately to complete tasks;			
Follows instructions with minimal supervision			
Collaboration			
Accepts various roles and an equitable share of work in a group			
Responds positively to the ideas, opinions, values, and traditions of others			
Builds healthy peer-to-peer relationships through personal and media-assisted interactions			
Works with others to resolve conflicts and build consensus to achieve group goals			
Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions			
Initiative			
Looks for and acts on new ideas and opportunities for learning			
Demonstrates the capacity for innovation and a willingness to take risks			
Demonstrates curiosity and interest in learning			
Approaches new tasks with a positive attitude			
Recognizes and advocates appropriately for the rights of self and others			
Self-Regulation			
Sets own individual goals and monitors progress towards achieving them			
Seeks clarification or assistance when needed			

Assesses and reflects critically on own strengths, needs, and interests;			
Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;			
Perseveres and makes an effort when responding to challenges			

These Behaviours for Success are not part of your child's achievement grade. If you have any questions or concerns, please contact me at <insert name>@yesnet.yk.ca

SAMPLE

<insert date>
<insert course>
<insert Teacher>
email@yesnet.yk.ca



<insert school> Written Progress Report
Behaviours for Success: Student Self-Assessment

Name: _____

Signature: _____

Behaviours for Success	Consistently	Sometimes	Rarely
Work Habits			
I attend to and complete tasks			
I persevere when met with challenges			
I manage my time			
I work independently			
I demonstrate organization			
Active Participation in Learning			
I listen effectively			
I participate in class discussions			
I participate in class activities			
I follow classroom routine and expectations			
I work cooperatively with others			
Citizenship			
I treat adults with respect			
I treat other students with respect			
I treat property with respect			
I solve problems appropriately			

* These Behaviours for Success are not part of your child's achievement grade

Please sign and return by <insert date>. If you have any questions or concerns, please note them below or email me at <insert name>@yesnet.yk.ca

Parent name: _____

Parent signature: _____

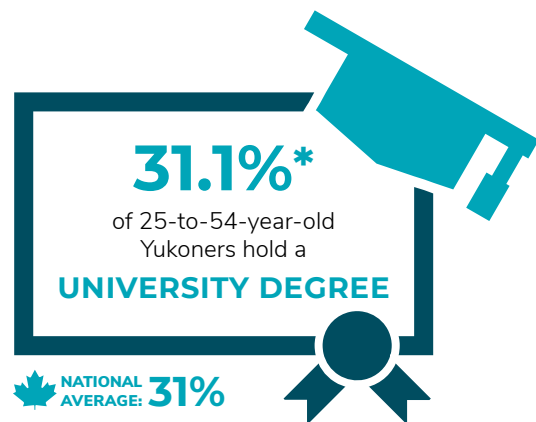
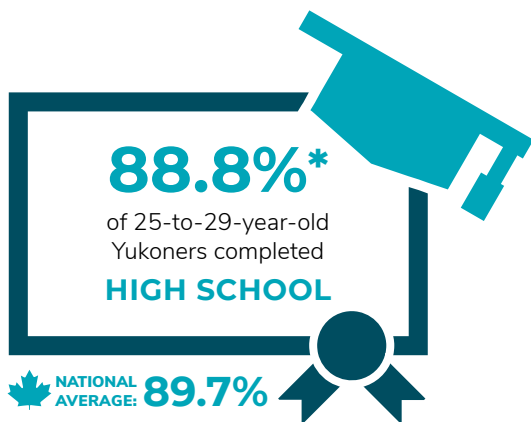
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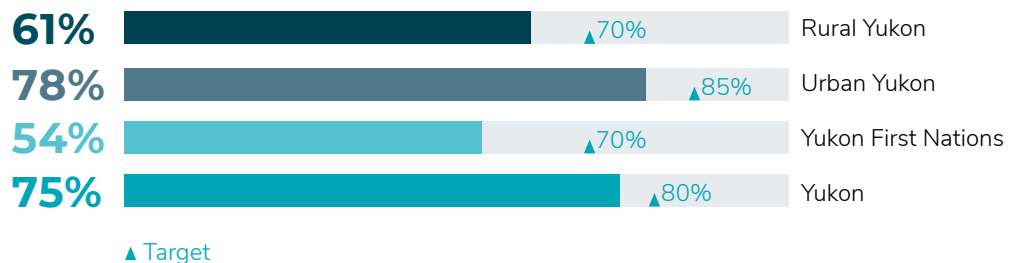
Education

Whether it's children starting Kindergarten or adults returning to college to embark on a new career, we help all Yukoners thrive as learners throughout their entire lives. When it comes to measurably improving educational outcomes for our youth, there should be no grey area. That is why we use precise data to determine whether we are succeeding and effectively preparing Yukon children to flourish at every step along the way.

Yukon indicators



High school graduation





STRATEGIC OUTCOME

We thrive as learners throughout our lives

Some of our work so far

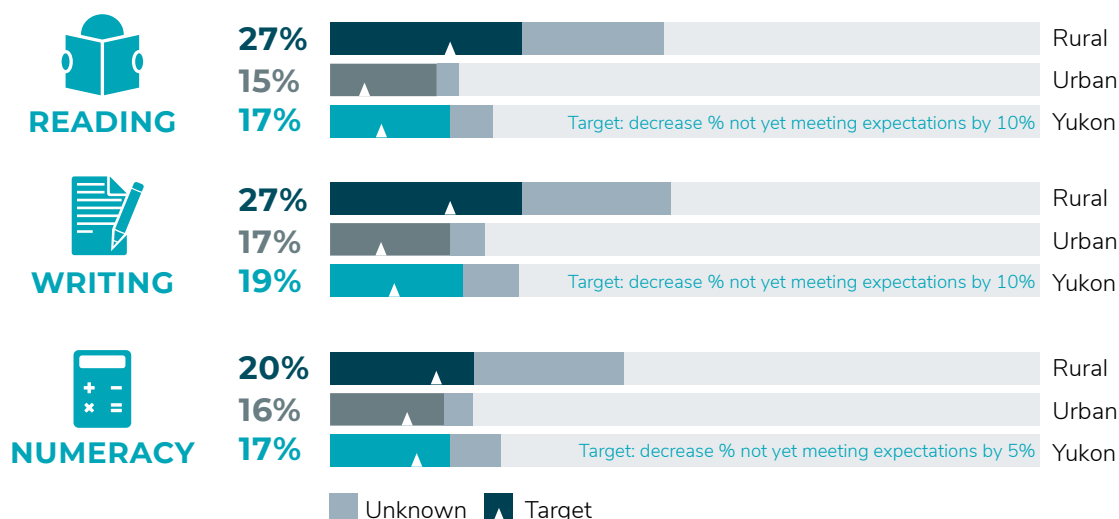
- We launched a modernized education curriculum for Kindergarten to Grade 10 with a focus on experiential learning.
- We invested in more mobile technology for Yukon schools so students have access to digital learning in class and on the land.
- We finalized a post-secondary international student policy, the first step toward helping designated institutions in Yukon begin enrolling international students.
- We supported the Ember Fire Academy, which gave 12 women hands-on experience with firefighting and emergency response.
- We partnered with Yukon College's Ross River campus, Dene Cho Kê'endj, to promote entrepreneurship in the community through a hairdressing course completed by eight students.
- We hosted Yukon Arts Digital Day in partnership with the Canada Council for the Arts to explore how digital tools can improve and innovate the operations of Yukon's arts sector.
- We worked with Yukon College to increase the intake for the licensed practical nursing program so that more nurses will be trained in Yukon.
- Eligible post-secondary students training with Alkan Air can now apply for student financial assistance from the Government of Yukon, as Alkan Air is now a designated institution.

What we are working on

- Continuing to modernize the school curriculum to be student centred and to incorporate Yukon First Nation perspectives, so that children and youth are prepared with the skills they need for their careers and lives.
- Supporting the transition and developing legislation for Yukon College to become Yukon University, which will meet a range of educational needs and give Yukon students more education options closer to home.
- Finalizing a modernized teacher evaluation process that we developed with partners and Yukon First Nations, aligned with the new curriculum and focused on effective instructional practices.
- Supporting Yukon students by developing programming at the Yukon Beringia Interpretive Centre to enhance the new curriculum.
- Exploring ways to create more opportunities for rural students to learn French as a second language in partnership with the Government of Canada.

Grade 4 students:

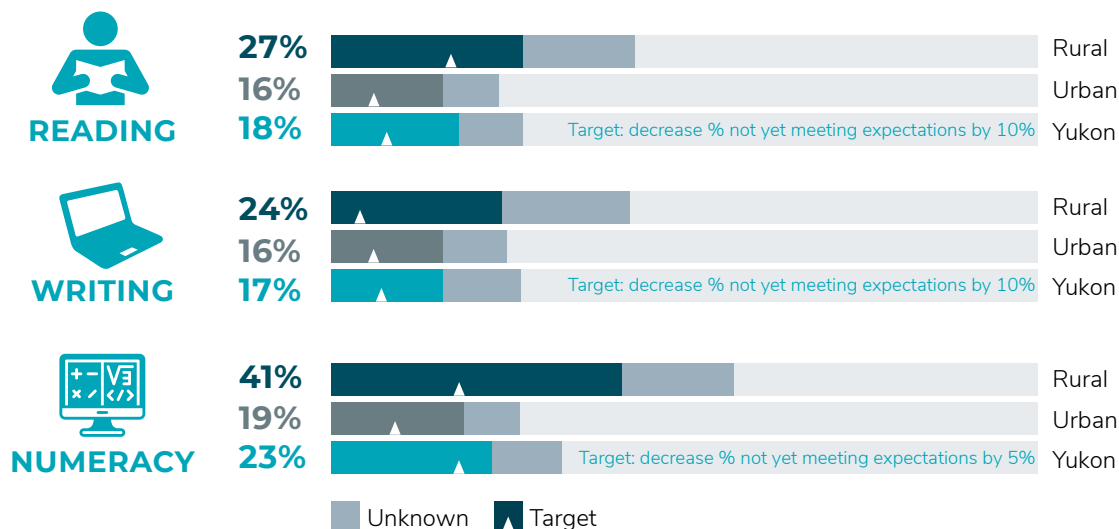
% Not yet meeting expectations in Yukon Foundational Skills Assessment



Note: "Unknown" students may be exempted from the Yukon Foundational Skills Assessments if they meet the following criteria: unable to meaningfully participate, are on a modified Individual Education Plan, are working below grade level, or a parent has elected that student should not participate.

Grade 7 students:

% Not yet meeting expectations in Yukon Foundational Skills Assessment



Yukon follows British Columbia's school curriculum and the Yukon Foundation Skills Assessments follow the B.C. Foundation Skills Assessments. They test students on reading, writing and numeracy at critical points in their school years to ensure they are developing the foundational skills they will need in school and in life.

The Yukon Foundation Skills Assessments are written in the fall and educators use the information gathered from the assessments to identify where further learning supports are needed so they can make adjustments and evaluate a student's improvement over time.

K-12 Curriculum Redesign

An introduction to Yukon's new competency-based curriculum

Changing how students learn

Students have different learning needs. They learn successfully in different ways.

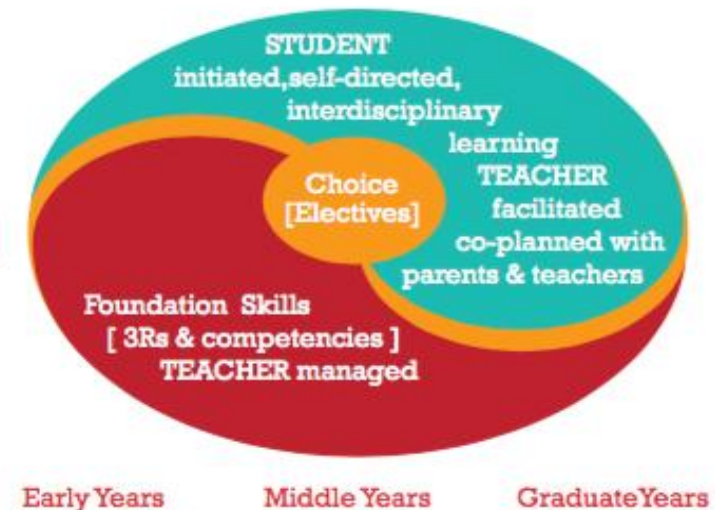
B.C. and other jurisdictions across Canada and around the world are moving to personalized learning, which puts the student at the centre of learning. B.C. reviewed trends, research and good practices from Canada and around the world in making these changes toward more student-centred and competency-driven learning.

Personalized learning motivates students by:

- giving them more choice in what and how they learn
- working from their strengths, interests, goals and needs
- involving them in reflecting on and taking greater control of their learning

Personalized learning also means more learning opportunities that are connected to the student's local context and individual experiences.

PERSONALIZED



Essential aspects of Yukon's curriculum redesign

Yukon will use B.C.'s new competency-based curriculum as a base, with additions and adaptations to fit our northern and Yukon First Nations contexts.

Competency-based learning and instruction requires that our focus shifts from primarily what students need to know to how they learn and understand. The content becomes the vehicle to enable students to demonstrate their competencies.

Competency profiles and illustrations are available at <https://curriculum.gov.bc.ca/competencies>



Core competencies

The Core Competencies are sets of intellectual, personal and social skills that all students need to become educated citizens, able to engage in life-long learning.

- Thinking (critical and creative)
- Communication (includes digital media)
- Personal and Social Responsibility (cultural identity)

In this curriculum these skills are more specifically represented through the curricular competencies that appear in all areas of learning.

Foundational literacy and numeracy

These are skills fundamental to ALL learning, although they are seen as relating to English language learning and mathematics.

Foundational literacy

The ability to understand, critically analyze, create and use a variety of forms of communication (reading, writing, speaking, listening, visual, digital, multimedia)

Foundational numeracy

The ability to understand and use mathematical concepts, processes and skills to solve problems in a variety of contexts

Big ideas and deeper learning

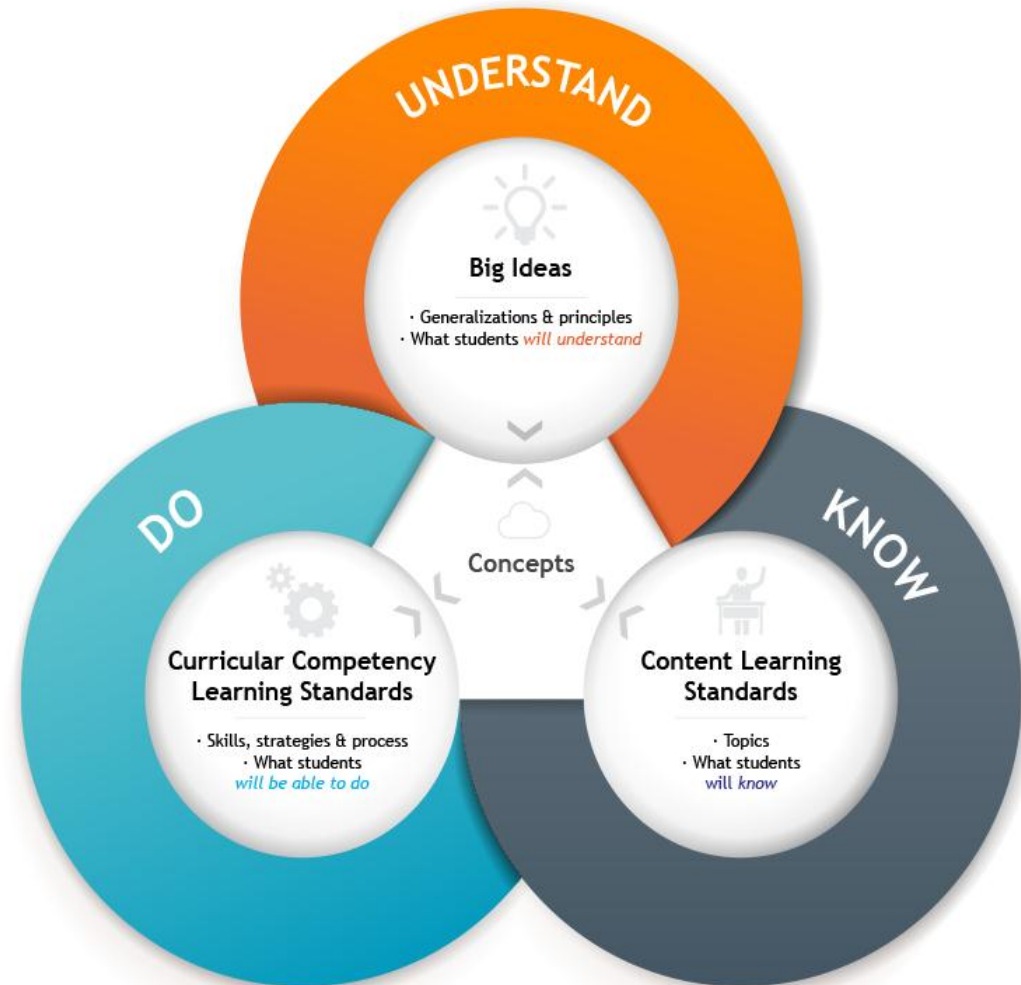
All areas of learning have been redesigned based on the “Know-Do-Understand” model.

This model fosters higher order thinking and deeper learning. It also allows for greater flexibility (inter-disciplinary, localized, hands-on).

KNOW - Content Learning Standards that reflect essential topics and knowledge at each grade level

DO - Curricular Competencies that are subject specific and reflect the skills, strategies and processes that students will develop over time

UNDERSTAND - Big Ideas are key concepts that students will understand at the completion of the subject curriculum for their grade



Yukon and Yukon First Nations contexts and perspectives

Yukon students need to be able to see themselves and their experiences in what they learn in order to connect with what they are learning.

Exemplars and resources that reflect Yukon, northern and Yukon First Nations contexts and perspectives will be developed with Yukon educators and with advice from Yukon First Nations to replace the B.C. specific references in the curriculum.

In collaboration with Yukon First Nations, First Nations worldviews will be embedded in all grades and subject areas. All students K-12 will learn about Yukon First Nations cultures, knowledge, histories and reconciliation. References to First Nations perspectives and knowledge are both explicit and implicit in the redesigned curriculum.

We encourage Yukon educators to read the [Yukon First Nation Literacy Framework Workshop report](http://cyfn.ca/wp-content/uploads/2013/09/Lit-Framework-Report-Web.pdf) on literacy and lifelong learning, at <http://cyfn.ca/wp-content/uploads/2013/09/Lit-Framework-Report-Web.pdf>.

The curriculum in Yukon will also reflect the ways Yukon students learn - in the classroom, in the community and on the land. In all areas of learning, teachers are encouraged to teach in ways that respect where the students are as learners and as citizens of their communities.



Flexible learning environments & community involvement

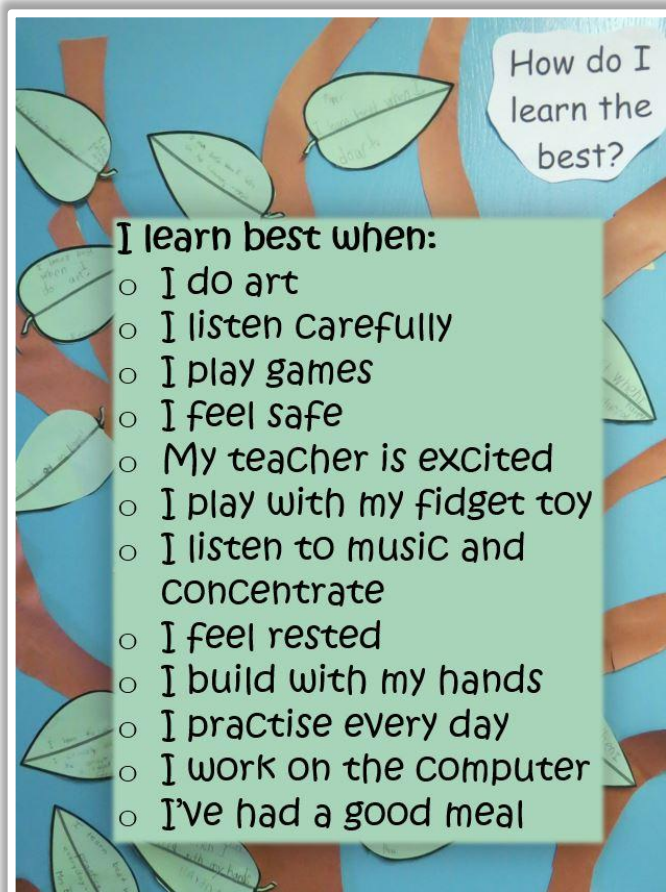
Building on the good practices already underway in many of our schools, we will keep designing and providing more flexible learning environments for Yukon students.

The redesigned curriculum empowers teachers to create learning experiences that go deeper than the written curriculum to better address students' needs, interests and local context.

Yukon schools and teachers are encouraged to:

- develop more hands-on learning opportunities
- find flexible ways to organize the times and spaces when and where learning occurs
- create courses, modules and thematic units that are inter-disciplinary
- enrich learning by involving community expertise and perspectives to reflect local context, especially when learning about culture-specific contexts
- integrate technology to explore deeper understanding, creativity and ways to access global audiences





Questions?

Please contact Learning Support Services at the Yukon Department of Education

867-393-6339

1-800-661-0408 ext. 5607

curriculum@gov.yk.ca

Standards & Assessment

Performance standards

Performance standards ensure students are prepared for life after school and that their education is recognized by other schools and post-secondary institutions. They enable teachers and students together to identify where they are at in the learning, where they need to go next and how they will get there.

Performance Standards are available at https://www.bced.gov.bc.ca/perf_stands/

More feedback (formative assessment)

Teachers give students and parents more ongoing feedback to help students participate in and manage their own learning. This means a greater emphasis on formative assessment practices such as co-constructing criteria, self-assessments and student portfolios.

Teachers and students set learning goals together and students develop the skills to self-direct their studies and self-assess their progress.

Tests and projects (summative evaluation)

Students also complete tests and projects to demonstrate their learning.

More information

More information on this curriculum is available online.

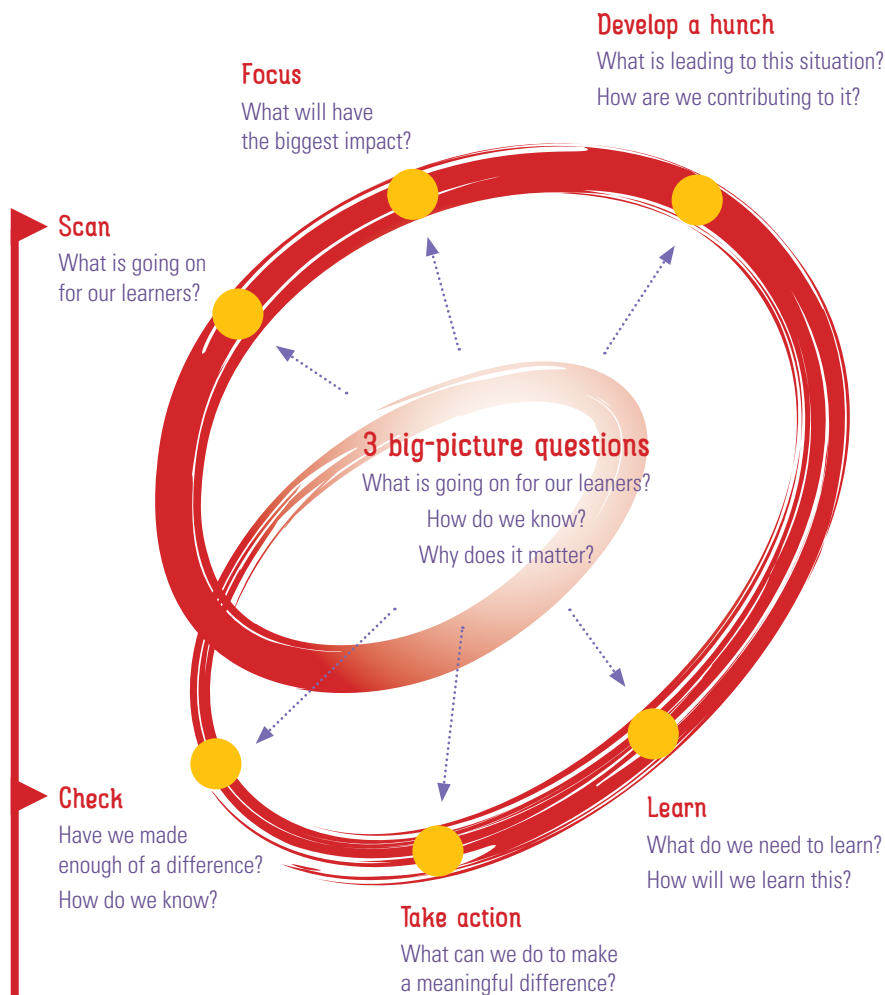
Yukon Department of Education

<http://www.education.gov.yk.ca/curriculum.html>

B.C. Ministry of Education

<https://curriculum.gov.bc.ca/curriculum-updates>

the spiral of inquiry



4 key questions for learners

Can you name two people in this setting who believe you will be a success in life?

What are you learning and why is it important?

How is it going with your learning?

What are your next steps?

Inquiry

is about being open to new learning and taking informed action.

Overview of actions re School Growth Plans 2018-19 and 2019-20

School Growth Plans	
December 7, 2018	Session to review School Growth Plan process and collaboration to review/refine plans at meeting for Yukon School Administrators
March 11, 2019	Session on School Administrators' self-assessment on implementation of School Growth Plan process at meetings with School Administrators by Areas of Schools
May 9 , 2019	Session to review, present and get feedback on School Growth Plans at meetings with School Administrators by Areas of Schools
May 28, 2019	Session with partners including educators re revisions to School Growth Plan policy at meeting of Advisory committee for Yukon Education
2018-2019 & 2019-2020	Superintendents working with School Administrators on School Growth Plan process as one of four identified priority areas for professional development and implementation. Superintendents are reviewing School Growth Plans with School Administrators in the fall semester and will prepare a summary report for the Minister in May each year.



SCHOOL GROWTH PLANNING POLICY

DM Approval:

Effective Date: DRAFT

GENERAL INFORMATION

The *Education Act* provides that each school administration must prepare a school growth plan that contains the school's goals and educational priorities for the school. Teachers have the right to participate in the preparation of the school growth plan, and each School Council must review, modify if necessary, and approve the school growth plan.

The Act further provides that every school administration, in consultation with the local Yukon First Nation, must include in the school program activities relevant to the culture, heritage, traditions, and practices of the local Yukon First Nation.

School administrators and Area Superintendents are responsible for the implementation of the school growth plan for a school.

PURPOSE

The purpose of this policy is to establish guidelines, standards, conditions, and procedures for the development of School Growth Plans for schools.

DEFINITIONS

'School Growth Plan' means the annual plan prepared for each school by the school administration in collaboration with school staff, the School Council or School Board, the Area Superintendent and the local Yukon First Nation and which contains the goals and educational priorities for the school.

'School Growth Planning Team' means the team, chaired by the school principal, that is responsible for developing the School Growth Plan for a school.

POLICY STATEMENT

A. Principles of School Growth Planning

School Growth Plans are intended to:

- Improve the educational success of the students at the school.
- Engage the local Yukon First Nation, the School Council or School Board, and the school community in the work to improve the educational success of the students at the school.
- Identify and implement the best ways to support improvement efforts at the school.

B. Goals for School Plans

Improving the educational success of all students at the school is the fundamental goal for all School Growth Plans.

School Growth Plans are also a means by which school administrators will meet their obligation under the *Education Act* to, in consultation with the local Yukon First Nation, include in the school program activities relevant to the culture, heritage, traditions and practices of the local Yukon First Nation.

1. Criteria for Success

The department and schools will collaborate with the School Council or School Board and the local Yukon First Nation to ensure that all school growth plans outline criteria for success as well as the evidence that will be used to monitor progress towards achieving the criteria.

2. Goals

Taking into consideration the local needs of each school community, School Growth Plans must focus on achieving the following priorities:

- improving the academic achievement of all students at the school, and reducing academic achievement gaps among students;
- improving the services and supports provided for inclusive education at the school;
- including activities relevant to the culture, heritage, traditions, and practices of the local Yukon First Nation at all levels in the school; and
- promoting student engagement and well-being at school and engaging parents in the education of their children.

C. Standards and Procedures

3. Composition of School Growth Planning Teams

All School Growth Planning Teams shall be chaired by the school administrator and include a balance of membership from students, school staff members including paraprofessionals, School Councils or School Boards, and the local Yukon First Nation.

It is the responsibility of the school and the department to make every effort to include local First Nation representation on all School Growth Planning teams, and additionally to ensure that there is equitable representation on the team, including, where possible, the presence of an Elder from the local Yukon First Nation.

4. Implementation of School Growth Plans

The implementation of School Growth Plans should proceed in manageable stages, and School Growth Plans should contain a small number of objectives and priorities that are consistently pursued over a sustained period of time.

The department and schools will work together to ensure that School Growth Plans include measures (e.g. collaborative time, professional development, financial, and other support) that assist schools to meet the goals set out in their School Growth Plan.

D. Annual Reporting

A summary report of the School Growth Plans will be provided by the Deputy Minister to the Minister of Education on an annual basis.

The Department of Education will ensure that the goals and objectives from School Growth Plans are included in the Department of Education's Annual Report that is tabled in the Legislative Assembly.

ROLES AND RESPONSIBILITIES

School Planning Teams are responsible for developing the School Growth Plan for each school.

The School Council or School Board is responsible for reviewing, modifying if necessary, and approving the school growth plan for each school.

Teachers and other school staff have the right to participate in the preparation of the school growth plan for their school.

Principals are responsible for the implementation of the school growth plan.

Department of Education staff are responsible for providing support to the school planning and review processes, and the implementation of school growth plans.

Area Superintendents are responsible for ensuring that a summary report of the school growth plans for the schools they supervise are completed each year.

Principals and Area Superintendents are responsible for ensuring that local Yukon First Nations are given every opportunity to have equitable representation on School Growth Planning Team, including, where possible, the participation of an Elder from the local Yukon First Nation.

APPLICATION

This policy applies to all staff of the Department of Education as well as School Councils, School Boards, and all other members of the school community.

EXCEPTIONAL CIRCUMSTANCES

In situations where the individual circumstances of a case are such that the provisions of this policy cannot be applied or to do so would result in an unfair or an unintended result, the decision may be based on the individual merits and facts of the situation. Such a decision will be considered for that specific case only and will not be precedent setting.

EFFECTIVE DATE

This policy is effective DRAFT.

LEGISLATIVE AND POLICY REFERENCES

Education Act s. 55, ss. 113 (1) (a), ss. 114 (2), ss. 168 (l), ss. 169 (q), ss. 186 (1) (k).

HISTORY

School Growth Planning Policy, effective November 19, 2009, amended effective January 1, 2013; amended effective DRAFT.

Charlotte Danielson's FRAMEWORK FOR TEACHING (Smart Card)

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Learning Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning

- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Routines and Procedures

- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Adaptation of physical environment

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy • Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments • Student progress in learning

4c Communicating and Engaging with Families and Caregivers

- About instructional program • About individual students
- Engagement of families in instructional program

4d Communicating and Engaging with the Community and Yukon First Nations

- Understanding, communicating and collaborating with Yukon First Nations in Teaching and Learning

4e Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4f Growing and Developing Professionally

- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4g Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students

- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Inquiry, Questioning and Discussion Techniques

- Quality of questions • Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students
- Persistence

Overview of actions re teacher evaluations 2018-19 and 2019-20

Teacher evaluation framework	
September 17-18, 2018	Session at Association of Yukon School Administrators conference to review spring seminar and plan implementation of revised framework for teacher evaluation
October 25, 2018	Supervisor check-ins on implementation of framework with School Administrators
December 7, 2018	ADM of Schools and Student Services reminder to School Administrators re expectations for timelines and procedures
March 11, 2019	School Administrators self-assessment of implementation of framework
September 26, 2019	Framework updated to align with new YTA Collective Agreement and redistributed to School Administrators
October 2019	Initial lists of staff due for evaluations this year provided by HR to Superintendents, who then distributed to School Administrators
December 20, 2019	Prioritized lists of staff due for evaluations this year to be distributed to School Administrators.
May 31, 2020	Principals' summary reports on teacher evaluations due to Superintendents

Teacher Evaluation Domains

Competency		Level of proficiency				
		Not Meeting	Developing	Meeting	Exceeding	Supporting Evidence
Domain 3: Instruction	3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors with grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors' some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct, but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning' directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to enhance student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	
	3b: Using inquiry, questioning and discussion techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, questions are designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	

Teacher Evaluation Domains

Competency		Level of proficiency				Supporting Evidence
		Not Meeting	Developing	Meeting	Exceeding	
	3c: Engaging students in learning	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</p> <p>The groupings of students are unsuitable to the activities.</p> <p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> <p>In discussions, planning and practice, the teacher demonstrates no understanding of the spirit and intent of the six key competencies identified by Yukon First Nations (see Competencies – Appendix?)</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</p> <p>The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p> <p>In discussions, planning and practice, the teacher demonstrates minimal understanding of the spirit and intent of the six key competencies identified by Yukon First Nations (see below Competencies – Appendix?)</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</p> <p>The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>In discussions, planning and practice, the teacher demonstrates a substantial understanding of the spirit and intent of the six key competencies identified by Yukon First Nations (see below Competencies – Appendix?)</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p> <p>The teacher provides suitable scaffolding and challenges students to explain their thinking.</p> <p>There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.</p> <p>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding. In discussions, planning and practice, the teacher demonstrates an extensive understanding of the spirit and intent of the six key competencies identified by Yukon First Nations (see below Competencies – Appendix?)</p>	
Domain 3: Instruction	3d: Using assessment in instruction	<p>Students are unclear of the assessment criteria, and there is lack of monitoring of student learning. Feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students are partially aware of the assessment criteria, and the teacher only monitors student learning for the class, as a whole. Questions and assessments are minimally used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Clear evidence of student awareness of the assessment criteria. The teacher monitors student learning for groups of students. Questions and assessments are consistently used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction through extensive use of assessment practices.</p> <p>Students demonstrate awareness of, and there is evidence that they have contributed to, the assessment criteria. Questions and assessments are used seamlessly to diagnose evidence of learning by individual students.</p> <p>A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress.</p> <p>The teacher successfully differentiates instruction to address individual students.</p>	



Teacher Evaluation Domains

	3e: Demonstrating flexibility and responsiveness	The teacher ignores students' questions. When students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students, but has a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	
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2019-20 Review of inclusive and special education planning overview

Purpose

This review is in response to the audit report from the Office of the Auditor General of Canada on K-12 programs in Yukon published in June 2019.

The department wants to ensure that all students receive timely, appropriate supports for their learning needs and that the approach is consistent across the system. As Yukon government modernizes education, inclusive and special education programming also needs to be modernized and aligned with the curriculum redesign, its revised student assessment and reporting guidelines, etc.

The purpose of this review is to:

1. Identify options to improve the consistency and effectiveness of inclusive education programming and services for successful learning outcomes for Yukon students.
2. Identify options to improve the effectiveness and efficiency of special education programming and services for successful learning outcomes for Yukon students with special educational needs.

Methodology

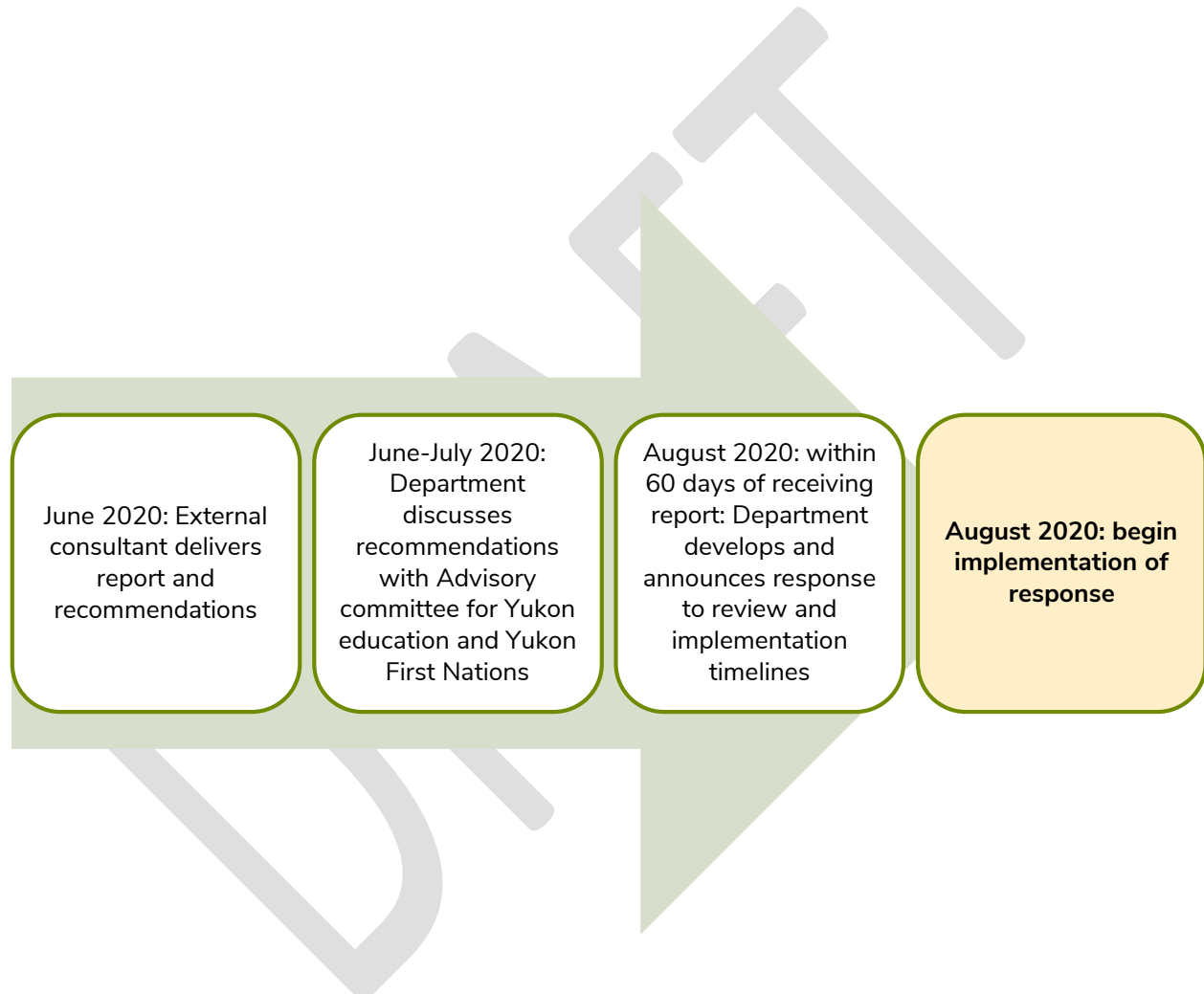
The Yukon Department of Education will work with an external consultant through a disciplined inquiry approach and reconciliation lens to conduct this review in the 2019-20 school year.

Essential qualifications for this consultant:

- Extensive experience in teaching and/ or leadership of special education programming in a public school setting;
- Post-graduate studies in the delivery and/ or assessment of special education services and programming; and
- Current knowledge of research related to promising practices for differentiated or personalized instruction and program delivery.

This review will include the following.

- Research and jurisdictional scan of special educational programming
- Perspectives of Yukon First Nations and partners
- Past recommendations and reports, including OAG 2019 audit
- Consideration of relevant legislation, regulation and policy for the Yukon Department of Education, including the *Education Act*
- Literature review of best and emerging practices



Goals and Common Threads

JOINT EDUCATION ACTION PLAN 2014-2024



COMMON THREADS



*Community, Family, Parent and Student Involvement & Engagement
Pre-Natal, Early Childhood, Lifelong Learner*

PRIORITIES

CULTURE AND LANGUAGE

AUTHORITY, CONTROL AND RESPONSIBILITY

SUSTAINABILITY, SUPPORTS AND SUCCESS

CLOSING THE ACADEMIC ACHIEVEMENT GAP

GOALS for each PRIORITY AREA

1.1 Culturally Inclusive Councils, Staff & Students

- É Teacher Certification
- É Local Teacher Orientation
- É Mandatory - Cultural Awareness Training

1.2 Culturally Inclusive Schools

1.3 Culture & Language Curriculum

1.4 K-12 School Language Programs

1.5 Culturally Relevant Programs

- É Land based, experiential, in language

2.1 Community Priorities, Implementation & Capacity Building

- É Policy, planning, capacity building, etc.
- É FN school, Ed Act, etc.

2.2 Challenges & Barriers

- É Committees
- É Upgrading
- É Yukon Grant
- É Rural Equity
- É FN involvement: Hiring, Evaluation & Certification

2.3 YFNs Jurisdiction & Implementation

- É Yukon Ed Act, Inherent Rights, Land Claims, Self-Government, Constitution, etc.

3.1 Funding, Supports and Resources

- É Environmental Scan to identify and prioritize financial resources & obligations

3.2 Capacity Supports

- É CELC-ESW-EOC
- É Front Line Student Support

3.3 Policy & Protocol Framework (examples)

- É Engagement, involvement & consultations
- É OCAP compliancy

3.4 Accountability, Assessment & Evaluation

- É YFN Education: How are We Doing Reports

3.5 Relationships & Partnerships

- É Meetings, Workshops, Summits
- É Interagency Cooperation

4.1 Family & Community Engagement & Supports

4.2 Foundations for Success

- É Pre-natal
- É Early Childhood
- É Lifelong Learner

4.3 Student Supports

- É Basic Needs & Employment
- É Attendance
- É Tutoring
- É Engagement & Involvement

4.4 Literacy & Numeracy in English

4.5 Transitions



Deputy Minister's office (E-1)
PO Box 2703, Whitehorse, Yukon Y1A 2C6

October 21, 2019

Dionne Savill, Regional Director General
Crown-Indigenous Relations and
Northern Affairs Canada
300 Main St., Room 415C
Whitehorse, YT Y1A 2B5

Dear Ms. Savill:

RE: Joint Education Action Plan

I am writing to you because the Government of Yukon would like to reconvene the Joint Education Action Plan Senior Officials Group to renew our focus on the implementation of our joint priorities for First Nation education, and to discuss the potential next steps to resume regular meetings of the JEAP Working Group so that we can move forward with the implementation of the JEAP.

As you know, the Government of Yukon, the federal government, the Council of Yukon First Nations and all fourteen Yukon First Nations governments have endorsed the "Yukon First Nation Joint Education Action Plan 2014-2024: A Blueprint to Strengthen Our Roots and to Close the Education Gap". In April 2018, the Minister of Education reconfirmed the Government of Yukon's support for the JEAP.

Recognizing that a significant amount of time has passed since the JEAP Working Group has met to discuss and work on the implementation of our joint priorities, I would like to convene a meeting of the JEAP Senior Officials Group to reinvigorate this work. As you are both no doubt aware, the joint priority of providing Yukon first Nations with greater 'Authority, Control, and Responsibility' over education in Yukon is of particular interest at this time, and we are hopeful that the JEAP remains a vehicle to facilitate collaboration and action on this and our other education priorities.

With this in mind, my office will be in touch to confirm your availability and schedule an initial meeting. I look forward to working with you and all Yukon First Nations to improve the Yukon education system and education outcomes of First Nations students in Yukon.

Sincerely,

Nicole Morgan
Deputy Minister of Education



Deputy Minister's office (E-1)
PO Box 2703, Whitehorse, Yukon Y1A 2C6

October 21, 2019

Shadelle Chambers, Executive Director
Council of Yukon First Nations
2166 – 2nd Avenue
Whitehorse, YT Y1A 4P1

Dear Ms. Chambers:

RE: Joint Education Action Plan

I am writing to you because the Government of Yukon would like to reconvene the Joint Education Action Plan Senior Officials Group to renew our focus on the implementation of our joint priorities for First Nation education, and to discuss the potential next steps to resume regular meetings of the JEAP Working Group so that we can move forward with the implementation of the JEAP.

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Recognizing that a significant amount of time has passed since the JEAP Working Group has met to discuss and work on the implementation of our joint priorities, I would like to convene a meeting of the JEAP Senior Officials Group to reinvigorate this work. As you are both no doubt aware, the joint priority of providing Yukon first Nations with greater 'Authority, Control, and Responsibility' over education in Yukon is of particular interest at this time, and we are hopeful that the JEAP remains a vehicle to facilitate collaboration and action on this and our other education priorities.

With this in mind, my office will be in touch to confirm your availability and schedule an initial meeting. I look forward to working with you and all Yukon First Nations to improve the Yukon education system and education outcomes of First Nations students in Yukon.

Sincerely,

Nicole Morgan
Deputy Minister of Education

MOU on Education Partnerships

- ❖ In 2012, Canada, Yukon Government, CYFN and a number of Yukon First Nations signed on to the MOU on Education Partnerships.
- ❖ *"Yukon First Nations, Canada and Yukon hold a common vision wherein Yukon First Nations' students achieve or exceed the full educational outcomes, levels and successes, to the highest standard within Yukon and Canada." (Compliments TRC 7th Call to Action as well as the recommendation to develop and implement culturally appropriate curricula).*
- ❖ The MOU commits the parties "to establish a partnership in education that will result in the creation and implementation of a joint action plan [JEAP], for the success of First Nations' learners."



Champagne & Aishihik



All 14 Yukon First Nations signed the MOU and appointed a First Nation Education Commission to work with Yukon Government on joint priorities under the JEAP.




Council of Yukon First Nations



FNEC
"Holding up our dreams"


Yukon
Government



Yukon First Nation
Student success is

Confidence in both worlds

Vision
Our students are excelling in both worlds, rooted with fluency in their traditional language and knowledge of their culture and history, and confidently living life side by side with others, in a multi-lingual and multi-cultural Yukon society. Our students are lifelong learners and First Nation citizens that will empower the present and future generations.



JOINT EDUCATION ACTION PLAN 2014-2024			
COMMON THREADS <i>Community, Family, Parent and Student Involvement & Engagement Pre-Natal, Early Childhood, Lifelong Learner</i>			
PRIORITIES			
CULTURE AND LANGUAGE	AUTHORITY, CONTROL AND RESPONSIBILITY	SUSTAINABILITY, SUPPORTS AND SUCCESS	CLOSING THE ACADEMIC ACHIEVEMENT GAP
GOALS for each PRIORITY AREA			
1.1 Culturally Inclusive Councils, Staff & Students <ul style="list-style-type: none"> • Teacher Certification • Local Teacher Orientation • Mandatory - Cultural Awareness Training 1.2 Culturally Inclusive Schools 1.3 Culture & Language Curriculum 1.4 K-12 School Language Programs 1.5 Culturally Relevant Programs <ul style="list-style-type: none"> • Land based, experiential, in language 	2.1 Community Priorities, Implementation & Capacity Building <ul style="list-style-type: none"> • Policy, planning, capacity building, etc. • FN school, Ed Act, etc. 2.2 Challenges & Barriers <ul style="list-style-type: none"> • Committees • Upgrading • Yukon Grant • Rural Equity • FN involvement: Hiring, Evaluation & Certification 2.3 YFNs Jurisdiction & Implementation <ul style="list-style-type: none"> • Yukon Ed Act, Inherent Rights, Land Claims, Self-Government, Constitution, etc. 	3.1 Funding, Supports and Resources <ul style="list-style-type: none"> • Environmental Scan to identify and prioritize financial resources & obligations 3.2 Capacity Supports <ul style="list-style-type: none"> • CELC-ESW-EOC • Front Line Student Support 3.3 Policy & Protocol Framework (examples) <ul style="list-style-type: none"> • Engagement, involvement & consultations • OCAP compliancy 3.4 Accountability, Assessment & Evaluation <ul style="list-style-type: none"> • YFN Education: How are We Doing Reports 3.5 Relationships & Partnerships <ul style="list-style-type: none"> • Meetings, Workshops, Summits • Interagency Cooperation 	4.1 Family & Community Engagement & Supports 4.2 Foundations for Success <ul style="list-style-type: none"> • Pre-natal • Early Childhood • Lifelong Learner 4.3 Student Supports <ul style="list-style-type: none"> • Basic Needs & Employment • Attendance • Tutoring • Engagement & Involvement 4.4 Literacy & Numeracy in English 4.5 Transitions



Overarching challenges:

- The last JEAP Implementation Working Group meeting was November 2016.
- First Nations feel that the Yukon and Federal Governments have not addressed the 'power imbalances':
 - Insufficient funding for joint priorities and initiatives
 - Many initiatives worked on by Yukon Government and the First Nation Education Commission from the 'side of the desk'
 - Initiatives need to be funded by Yukon Government/Canada and Yukon First Nation -driven
- Yukon Government is incorporating Yukon First Nations Ways of Knowing and Doing within the schools and the school curriculum, however it has faced the following challenges:
 - It is implementing initiatives (including some that are identified under the JEAP Implementation Plan) with First Nation involvement, however it is acknowledged that these do not meet the Yukon Government's commitments under the JEAP.
 - For some initiatives, it has been difficult to achieve consensus at a Yukon wide level about how these should be addressed.



Overarching Challenges (cont'd)

- Roles and responsibilities within the MOU are unclear.
 - Who is responsible and accountable for ensuring that joint priorities are both identified and implemented?
 - Who has the power and authority to make decisions? How is reporting and evaluation done?
- Canada has not been at the table.
- What has been done to implement the joint initiatives that have been identified? To what depth and degree? What has not been done?
- Confusion around Bi-lateral Education Memorandum of Understandings/Agreements with Yukon First Nations – at the local level, they address some initiatives identified in JEAP.



Possibilities

- JEAP has not gotten us far, BUT it provides the potential to address joint priorities in a meaningful way:
 - All 14 Yukon First Nations, Canada and Yukon Government are signatories.
 - The JEAP is based on numerous reports and consultations over the course of history and is broad enough to address individual Yukon First Nation aspirations.
- The problem is not the JEAP itself but our commitment to the JEAP.
- We need to focus on our key joint priorities and identify funding and resources needed to achieve those priorities.



Next Steps

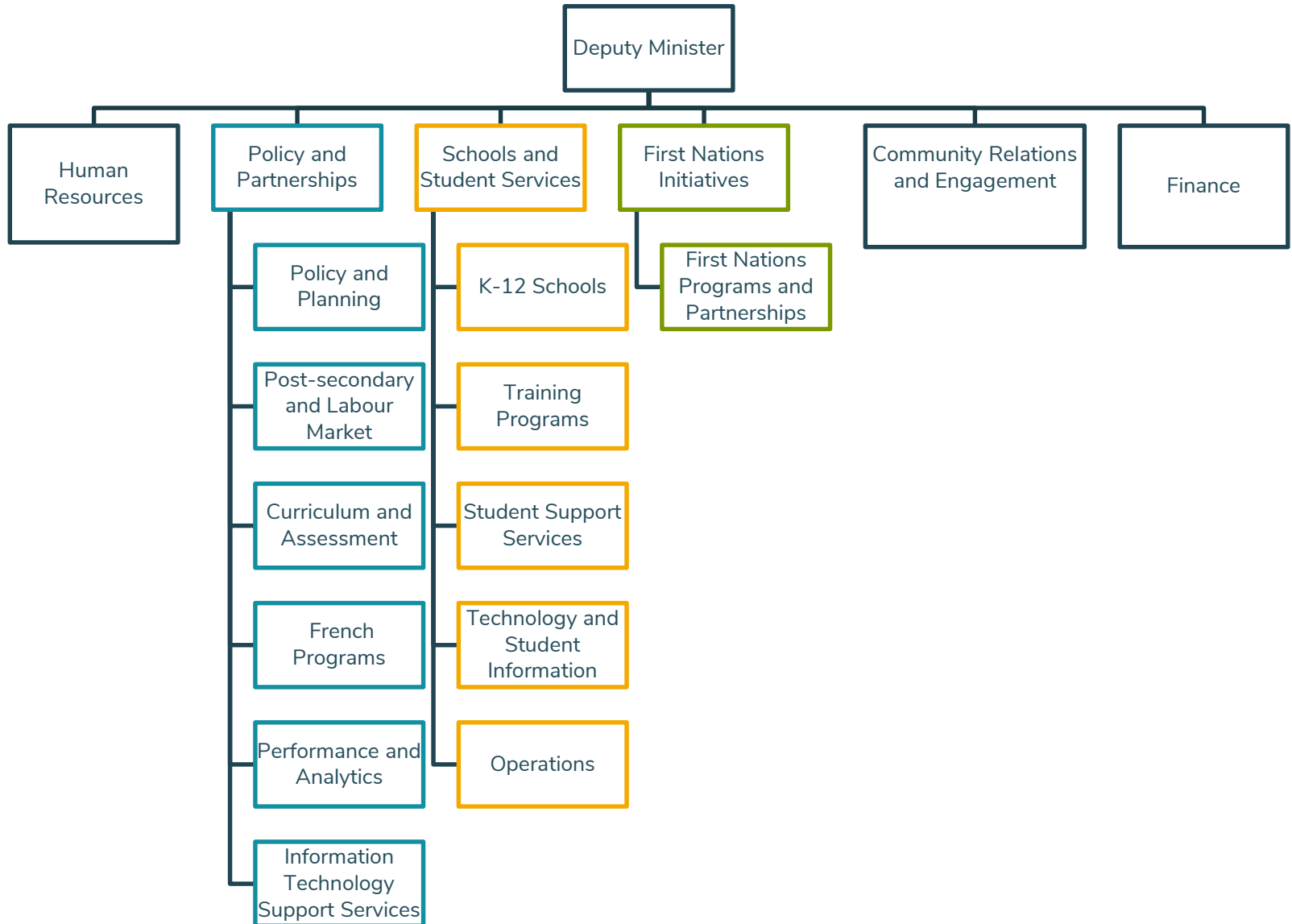
- » Do we want to continue to partner on JEAP?
- » If so, how do we make sure that the process is effective (Implementation Working Group with clear responsibility, accountability, funding, resources and focus)
- » If not, what other ways are there for us to move forward together on Yukon wide joint education priorities?

Department of Education

October 2019

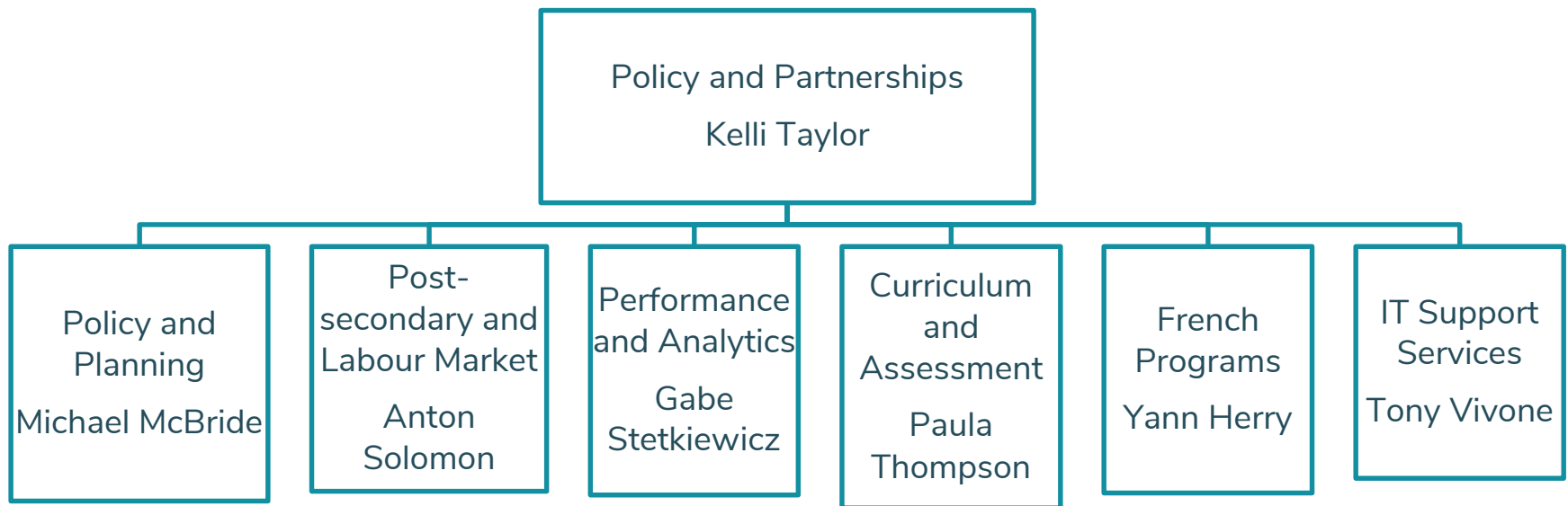


Reporting structure



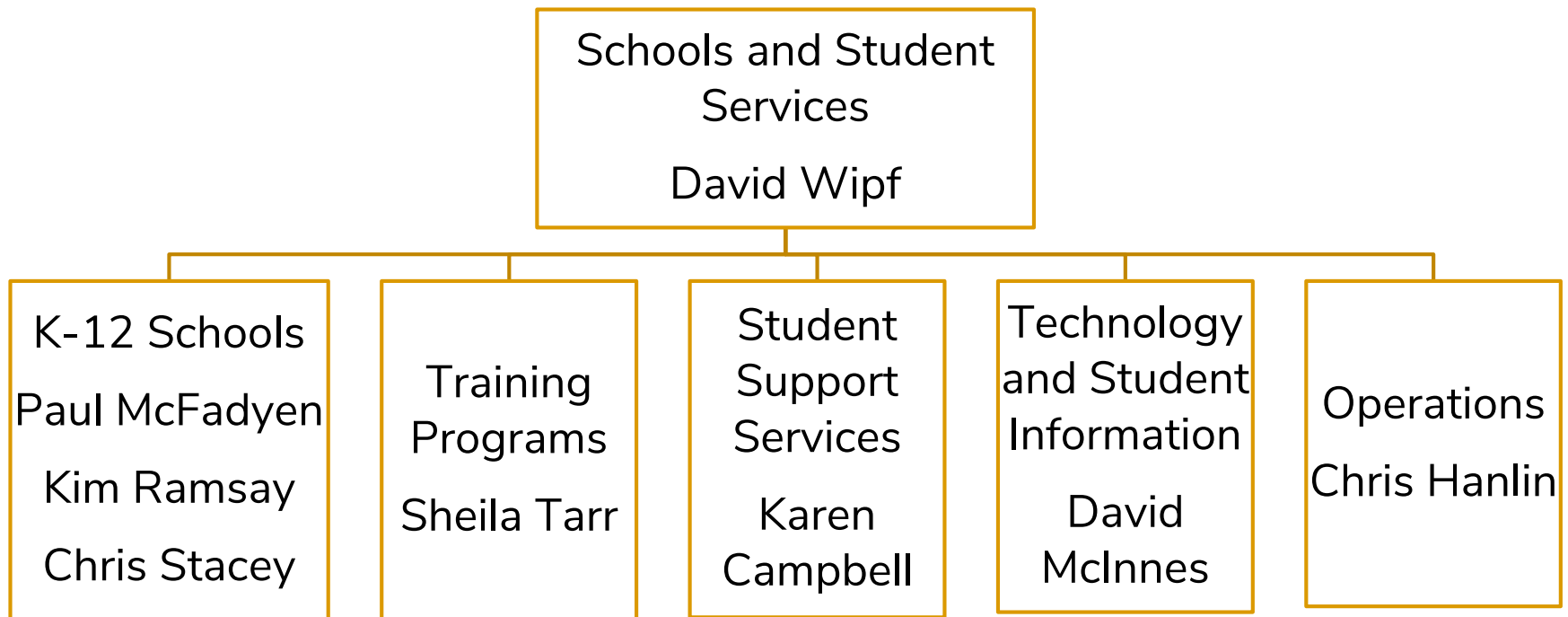


By branch





By branch





By branch

First Nations
Initiatives
Lori Duncan

First Nations Programs &
Partnerships
Georgina (Gina) Guiboche



SERVICE STRUCTURE



Human Resources

Services

- Recruitment
- Employee equity, accommodation and engagement
- Labour relations
- Pay and benefits
- Organizational design



Policy & Partnerships

Services:

- Policies, legislation, records, strategic planning
- Policies and standards for K-12 curriculum, French Second Language programming, Yukon's labour market
- Partnership with CSFY on French First Language programming
- Funding programs for labour market development
- Development of curriculum resources for K-12 and French Second Language programming and training/professional development for Yukon educators
- Yukon College transition to Yukon University
- Research, data and business intelligence
- IT and technical support for schools and main building



Schools & Student Services

Services:

- Delivery of school programs and operation of K-12 schools
- Student achievement and school growth planning
- Teacher mentorship and evaluation
- Apprenticeship
- Student financial assistance and student employment
- Special education services and supports
- Student information, ATIPP and privacy, school resources library, digital tools/content
- School Council Liaison and support to School Councils
- Health and safety; facilities
- Student transportation
- Custodial for Whitehorse schools



First Nations Initiatives

Services:

- Partnerships and agreements with Yukon First Nations governments, CCOE and CYFN on First Nations education initiatives
- With Yukon First Nations:
 - development of policies and First Nations curriculum resources for K-12 and training/professional development for Yukon educators
 - Cultural programming resources, training and support
- Aboriginal Language programming, training and teacher certification (with YNLC)



Community Relations & Engagement

Services:

- External and internal communications
- Media and public relations
- Public engagement



Finance

Services:

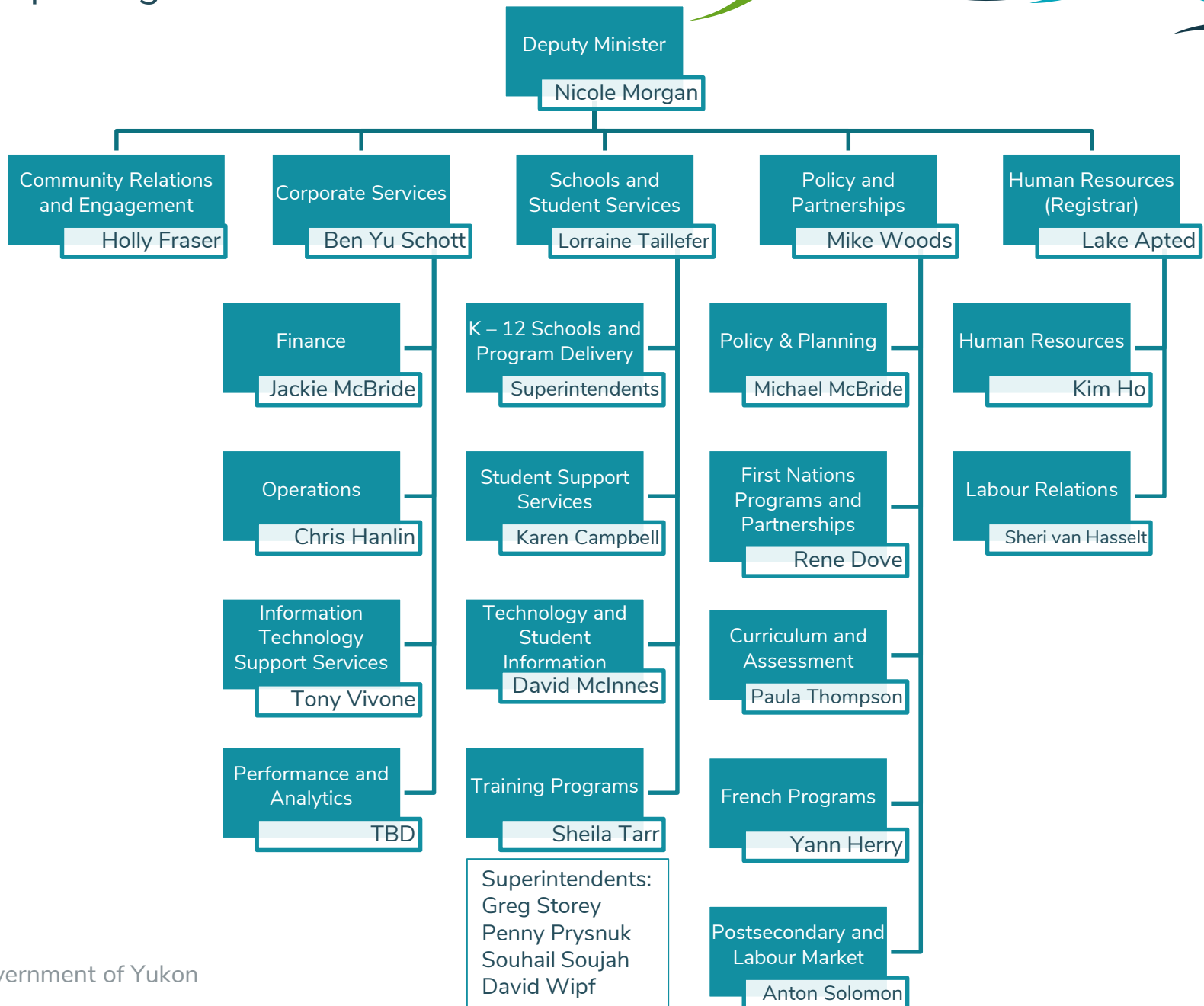
- Budget and accounting
- Risk management
- Procurement advice

Department of Education

May 4, 2018



Reporting structure



Service structure

Community Relations and Engagement

Minister's Office support

Communications and public engagement

School Councils support

Corporate Services

Finance

- Budgets and accounting
- Risk management
- Procurement

Operations

- Health and safety
- Facilities and capital planning
- Custodial
- Student Transportation

Information technology

- School and department IT infrastructure and tech support

Performance and Analytics

- Research and data

Schools and Student Services

K-12 schools

- Delivery of school programs and services
- Student achievement (school growth planning)
- Teacher mentorship and evaluation

Student supports

- Services for learning needs (support, formal assessments, learning plans, IEPs, etc.)

Student info & resources

- Aspen, ATIPP and Privacy
- Resource services
- Digital tools/content

Training programs

- Student financial assistance and employment
- Apprenticeship

Policy and Partnerships

Policy and planning

- Planning, policy and legislation
- Records

First Nations education

- Yukon First Nations education initiatives and curriculum resource development

French education

- French First partnership
- Second Language policy, standards and resources

Curriculum and assessment

- curriculum and assessment policy, standards and resource development for K-12

Post-secondary / labour market

- Labour market policy and standards
- Transition to Yukon University

Human Resources

Staffing and recruitment

Employee engagement and leadership development

Labour relations

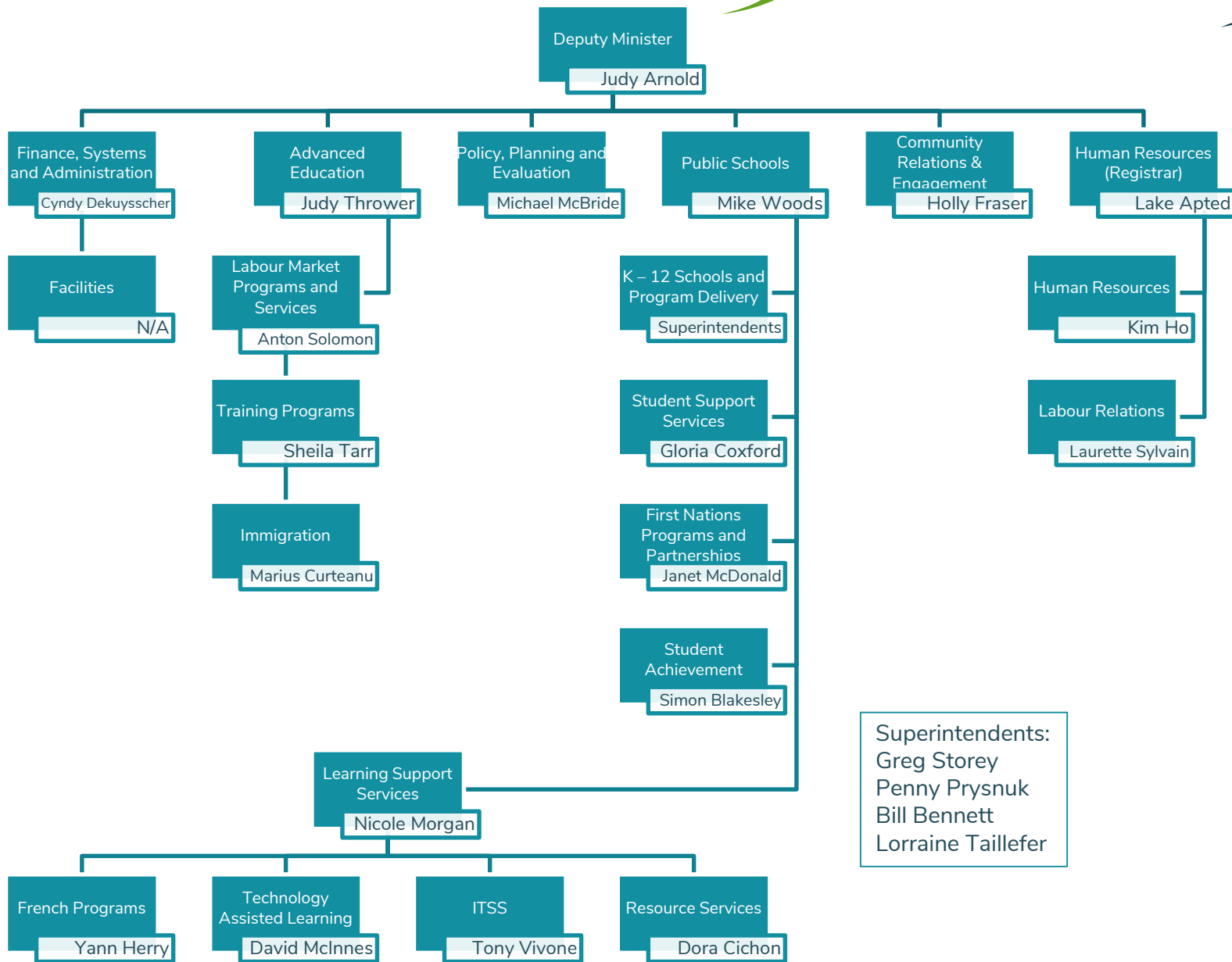
Registrar / Teacher Certification and Qualification

Department of Education

2015-16



2015-16 Reporting structure



From: Amanda.Daub on behalf of Nicole.Morgan
Sent: Friday, May 10, 2019 5:08 PM
Subject: Nicole's notes - May 10, 2019

Nicole's notes

Living in Yukon, thriving in life



We talk a lot about engaging students and parents in education, but just as important is engaging adult and professional learning with staff, teachers, and administrators. Engagement matters to everyone. It is a key factor not only in successful learning environments, but also in effective teams and workplaces. High employee engagement reduces staff turnover, improves productivity, and leads to more happiness at home. The Government of Yukon [Employee Engagement survey](#) gives us a chance to check our own report card as a department.

Engagement is also an important part of how we ensure we are meeting the needs of students, and how governments ensure they are meeting the needs of their citizens. This week we celebrate the first Canadian Association of Principals (CAP) National Conference to be held north of 60° – with a theme of engaging students through authentic learning and First Nations ways of knowing and doing. We also present a current public engagement on new Yukon vaping laws in which youth are specifically being asked to participate.

This week in Education:

- [Results from the 2018 Employee Engagement survey](#)
- [Yukon hosts Canadian Association of Principals National Conference](#)
- [Vaping information van visits Yukon high schools](#)
- [Student engagement needed on proposed vaping law changes](#)
- [Ted's Talks coming soon](#)
- [Opportunities & Deadlines](#)

Results are in from the 2018 Employee Engagement Survey



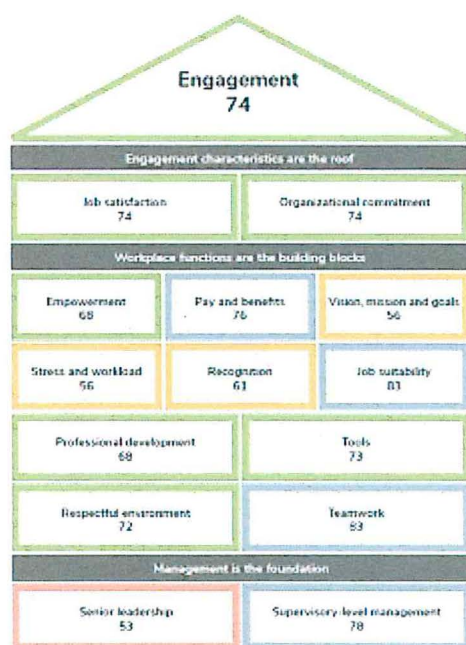
The results are in from the most recent [Employee Engagement Survey](#) conducted in 2018 through the Yukon Bureau of Statistics. The Government of Yukon surveys its employees every two years, and it is an opportunity for employees to share ideas, suggestions and concerns about their work, their job satisfaction and the overall organization.

This was the first year school-based staff were surveyed separate from the Department of Education main building staff. Here are the highlights, with links to both final reports.

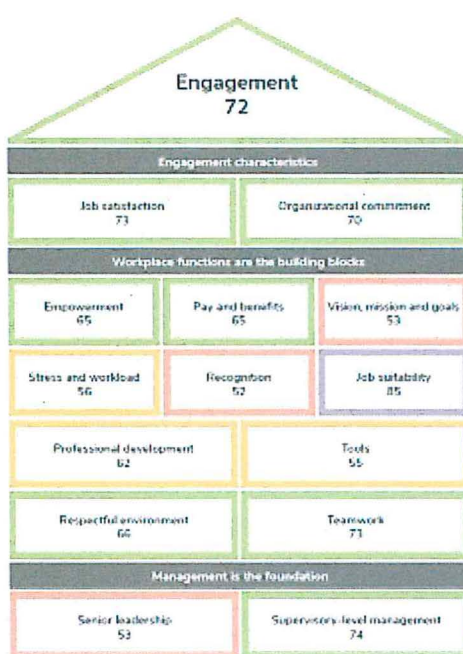
- 515 school-based staff participated in the survey (response rate 55%) with an overall “Engagement grade” of 72
- 115 main building staff participated (response rate of 82%) with an overall “Engagement grade” of 74
- Supervisory level management, job suitability (i.e. work is meaningful and fits skills/interests) and teamwork continue to be among our strengths.
- Senior leadership, increased departmental vision and stress/workload were identified as key areas for improvement.

The feedback from this survey and subsequent conversations with staff over the past year are informing our actions to strengthen our internal and external relationships, to get organized around effectiveness, and to frame our work as a learning organization.

We appreciate the feedback and continue to take action to improve where necessary. We are all working to create a positive, inclusive and healthy culture of work and learning. Thanks to all our staff for their daily efforts to support the success of Yukon learners, including each other.



[2018 Education building results report](#)



[2018 School-based staff results report](#)

[#PersonalAwareness&Responsibility](#) [#SocialAwareness&Responsibility](#)

Yukon hosts the Canadian Association of Principals National Conference



215 Principals from across Canada came to Whitehorse April 30-May 3



Yukon graduate Morgan Wienberg spoke eloquently on the tools she learned at high school that help her in her charity work.

A huge congratulations and thank you goes out to the 12-person Yukon organizing committee of the 37th annual Canadian Association of Principals National Conference, held last week for the first time north of 60°, at the High Country Inn Convention Centre in Whitehorse. 51 Yukon administrators attended from across the territory.

The conference theme this year was authentic learning - exploring real world issues in unconventional ways. The 16 speakers were charged with making people think outside of the box. The discussions included educational leadership, democracy education and intergenerational collaboration in schools. A key component of the learning was sharing Yukon First Nations ways of knowing and how this is directly applied to on-the-land programming, as well as “decolonizing the classroom” as a way to engage all learners.

The conference ran from Tuesday, April 30 to Friday, May 3. It featured Yukon students dancing, singing and in bands, as well as local musicians who are highly engaged in education, such as Steve Slade and Remy Rodden, who got the entire audience participating.

Former Yukoner [Ivan Coyote](#) was a keynote speaker with a powerful message of hope and resilience. Another Yukon graduate, [Morgan Wienberg](#), spoke of her child protection work in Haiti.

Non-Yukon presenters included: [Gabrielle Scrimshaw](#), CEO of Indvest, an international organization that creates social and economic impacts for Indigenous peoples; [Dr. John Malloy](#), Director of Education at the Toronto District School Board, who spoke about the student voice leading decisions; Social Entrepreneur [Ilona Dougherty](#); and [John Wiens](#), Dean Emeritus of Education at the University of Manitoba, who spoke on education for democracy and First Nations governance of education. Thank you to Ted Hupé and Jim Snider for organizing the excellent line-up of Yukon and national speakers.

Approximately 75 attendees opted to come early and do a full day field trip to Carcross before the conference. They experienced an impactful cultural education program, hosted by Carcross/Tagish First Nation.

A huge thank you goes to Ted Hupé and Lina Radziunas from Holy Family Elementary, for co-chairing the Yukon organizing committee over the three-year planning process.

The intention of the Yukon conference was to focus on student engagement in a way that incorporated learning from the land and adopting traditional First Nations values into the education system. We were able to showcase our leadership in these areas to the rest of Canada. This will no doubt be a conference everyone will remember.



Deputy Minister Nicole Morgan and organizing committee co-chair, Ted Hupé

[#CreativeThinking](#) [#SocialAwareness&Responsibility](#) [#CriticalThinking](#)

Vaping information van visits Yukon schools

A big-yellow-taxi-like van has been spotted parked outside of Yukon high schools this week. The van is part of the Government of Canada's [Consider the Consequences Vaping Tour](#), an educational initiative travelling across the country to talk to youth about the [health risks of vaping](#). The highly engaging staff move students through an interactive display, where teens can test their knowledge around tobacco, nicotine and vaping. The Yukon tour reached all students and grades at Vanier Catholic Secondary, FH Collins Secondary, Porter Creek Secondary, and St. Elias Community School.

[Anyone who missed the tour can try the online activities](#), or contact Adria Collins at the Government of Yukon [Health Promotion Unit](#) to come to your school, classroom or community group and present on vaping. Lesson plans and support materials are also available to any Yukon school. Federal [micro-funding](#) can be applied for to support your own creative vaping awareness projects.



[This interactive vaping education](#) tour spoke to students across Yukon from May 3-May 9

[#CreativeThinking](#) [#CriticalThinking](#) [#PersonalAwareness&Responsibility](#)

Smoke-Free Places Act public engagement seeks youth input

With the rise of vaping amongst youth, and the strong known and unknown health consequences for youth using vaping products, the Government of Yukon is working to update the Smoke-Free Places Act.

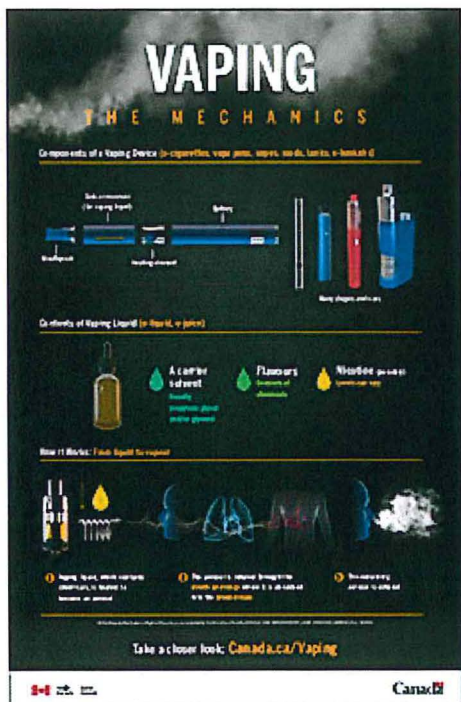
The Government of Yukon is strongly interested in hearing from youth, as well as all Yukoners, through a [short online public engagement survey](#) on the following subjects:

1. Where vapour product usage should be restricted;
2. How vapour products should be sold;
3. Whether or not the government should consider prohibiting the sale of certain vapour product flavourings; and
4. What the minimum legal age of access for tobacco and vapour products should be.

The public engagement process and stronger legislation will result in:

- Increased understanding of the risks associated with nicotine dependency and vapour product usage;
- Increased understanding of the impact of second-hand vapour and smoke in public places;
- Discouraging vapour product use among adolescents, prohibiting access for minors.

Please encourage students and young adults to complete the short online survey, which closes May 31, 2019.



Posters and handouts for parents and schools are available [online](#) and [hard copy](#).

#SocialAwareness&Responsibility #CriticalThinking

Ted's Talks coming soon

Acclaimed author and physical education specialist [Ted Temertzoglou](#) returns to Yukon at the end of May for professional development days and classroom presentations.

Ted's work focuses on how to integrate physical literacy skills into physical education classrooms. Balance, posture, squatting, running, skipping, jumping, throwing, and catching are essential physical literacy skills. They help students form foundational movement patterns so that they can be confident being active later in life.

Ted also looks at how to use technology and other resources to teach the health curriculum (sexual health, healthy relationships and more). He has designed his own textbook/online teacher resources for health and physical literacy education.

In the Yukon sessions, Ted will show teachers how to integrate physical literacy into their classroom as well as how to teach the health component of the curriculum. Teachers can be expected to leave with some fresh ideas on how to meet these competencies that contribute to lifelong learning.

[To register for the workshops or request a classroom presentation](#), please contact Sarah Taylor at FH Collins Secondary or Christian at the Yukon Teachers' Association.



Ted Temertzoglou will be back by popular demand May 30-June 3

[#CreativeThinking](#) [#Communication](#)

Opportunities & Deadlines



Friday, May 31, 2019: Help us celebrate the contributions Yukoners make to adult literacy by [nominating them for the prestigious Council of the Federation Literacy Award](#), to be presented on International Literacy Day, September 8.

May 31, 2019: [Smoke-Free Places Act public engagement](#). Any Yukoner aged 13 years and up is encouraged to take this voluntary short online survey to help regulate vapour products.

[#Communication](#) [#SocialAwareness&Responsibility](#) [#CriticalThinking](#)

Have a wonderful weekend,



Nicole Morgan

Deputy Minister

Education | Deputy Minister's Office

T 867-667-667-5126 | F 867-393-6254 | Yukon.ca

I respectfully acknowledge that I work within the Traditional Territories of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

LEGISLATIVE RETURN

SUBMITTED BY: Tracy-Anne McPhee, Minister of Education



1. On April 8, 2019, the Member for Takhini-Kopper King

☐ asked the following question during the Oral Question Period at page(s) _____ of Hansard

☐ submitted the following written question – WQ No. _____

☐ gave notice of the following motion for the production of papers – MPP No. _____

RE: Just in the budget document, where would I find the line item that would have Yukon educators in-service training within the budget? I am trying to find the difference between this year and the previous year.

OR

2. This legislative return relates to a matter outstanding from discussion related to:

Bill 210, First Appropriation Act 2019-20, Vote 3, Department of Education

On April 8, 2019 at page(s) 4312 of Hansard.

The response is as follows:

As the following table demonstrates, we continue to provide consistent funding for professional development and training to ensure that the department's programs effectively support the learning needs of our students. The Department of Education's budget for professional development and training for Yukon educators for 2019/2020 is approximately \$1.67 million, an increase compared to last year's budget of \$1.63 million for these activities.

Included in both these amounts is the Government of Yukon's contribution of \$475,000 to the YTA's Professional Development Fund, which is established under the YTA collective agreement to provide funding for training and development activities for Yukon educators relating to professional growth, curriculum implementation, and other identified priorities.

Program Area	Budget Line	2018/2019	2019/2020
Partnership with YTA			
Program Delivery	Education Leave (4 FTE)	\$354,791	\$365,919
	YTA PD Fund/Mentorship Program	\$540,000	\$490,000*
Program Areas and Schools			
Learning, Curriculum, Student Support Services and First Nations Programs & Partnerships	Professional Development and training	\$545,657	\$619,830*
Program Delivery	Welcome Week (which includes Summer Academy)	\$197,850	\$197,850
TOTAL		\$1,638,298	\$1,673,599

*The \$50,000 provided to YTA for a Mentorship Program in the 2018-19 budget has been moved to Professional Development in 2019/20, where the funding will continue to support professional development for educators.

April 25, 2019
Date


Signature



Deputy Minister's office (E-1)
PO Box 2703, Whitehorse, Yukon Y1A 2C6

February 3, 2020

Stacey Hassard, Chair
Standing Committee on Public Accounts
Yukon Legislative Assembly
2166-2nd Avenue
Whitehorse, YT Y1A 4P1

Dear Mr. Hassard:

Re: Request for information following the Public Hearing on the Report of the Auditor General of Canada to the Legislative Assembly of Yukon – Kindergarten Through Grade 12 Education in Yukon – Department of Education

I am writing in response to the December 16, 2019 request from Ms. Allison Lloyd regarding follow up questions from the Standing Committee on Public Account and the public hearing on the Auditor General of Canada's report, Kindergarten Through Grade 12 Education in Yukon.

I appreciated the opportunity to discuss the department's ongoing work to address the recommendations from the audit with Members of the Legislative Assembly at the Standing Committee on Public Accounts' public hearing. The department's Response report (<https://yukonassembly.ca/sites/default/files/inline-files/PAC-34-Submission-2019-12-11-Education-Response.pdf>) outlined actions the department has taken and will take to address the audit's recommendations.

The enclosed documents include the department's responses to the committee's additional questions, along with information I committed to follow up on during the hearing. If you have any questions on this additional information, or would like further updates at any time as we work to address the audit's recommendations, please do not hesitate to contact my office.

I would like to thank you again for the opportunity to speak with members of the Standing Committee on Public Accounts on this important matter. The department will continue to use the audit's recommendations to guide our plans and decisions to improve and modernize

learning supports for Yukon students, with Yukon First Nations governments and our partners in education.

Sincerely,

A handwritten signature in blue ink, reading "Nicole Morgan". The signature is fluid and cursive, with the first name "Nicole" and last name "Morgan" clearly distinguishable.

Nicole Morgan
Deputy Minister of Education

Response to written questions
from the Standing Committee on Public Accounts
about the 2019 Report of the Auditor General of Canada
“Kindergarten Through Grade 12 Education in Yukon –
Department of Education”

Recommendation 89 - No policy or strategic action plan to collaborate with Yukon First Nations

The Auditor General found that the Department of Education established some partnership structures to work with Yukon First Nations but the Department was not meeting its legislative responsibility to reflect Yukon First Nations culture and languages in education programs.

In paragraph 89, the report recommends that the Department “complete and implement its policy to collaborate with Yukon First Nations to meet the Education Act’s requirements. It should also develop a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations.”

In its response to the recommendation the Department stated that it has “established the position of Assistant Deputy Minister, First Nation Initiatives.”

1. How many rural schools has the new Assistant Deputy Minister visited to date?

The ADM has contacted all 14 Yukon First Nations to work on their education priorities, and has met with or is arranging meetings with the following Yukon First Nations governments:

- Kwanlin Dün First Nation
- Carcross/Tagish First Nation
- Kluane First Nation
- Liard First Nation
- Little Salmon/Carmacks First Nation
- Ross River Dena Council

- Teslin Tlingit Council
- White River First Nation
- Trondek Hwechin
- Vuntut Gwitchin First Nation
- Selkirk First Nation
- Champagne and Aishihik First Nations
- Ta'an Kwach'an Council
- First Nation of Nacho Nyak Dun

The ADM has been working to establish relationships with First Nations and will be attending community meetings at rural schools in the new year. She has presented at an Administrators' Meeting, with all school principals in attendance; at an Immersion teachers' forum and at multiple First Nations Education Commission meetings.

The Assistant Deputy Minister has visited Robert Service School and was unable to land in Old Crow for her January visit to Chief Zzeh Gittlit School. Staff from the First Nations Initiatives Branch have made the following visits to rural schools since the beginning of the current school year:

- Khàtinas.àxh Community School in Teslin as part of the First Nations New Teacher Orientation at Brooks Brook
- St. Elias Community School in Haines Junction for the Senior Rural Experiential Model in September 2020
- In-service training for rural teachers in Whitehorse on curriculum about Residential Schools

The ADM and First Nations Initiative Branch staff have visited most Whitehorse area schools.

2. How will the Department evaluate the success of the new ADM position?

The selection committee agreed that the department and the Chiefs Committee on Education would together evaluate the duties and responsibilities of this new position through a joint review after a two-year period. Yukon First Nations are welcome to provide any interim feedback on this position during this period for consideration in the joint review in two years' time.

The department will work with the Chiefs Committee on Education on the process for this joint review, and whether the duties and responsibilities of this position are effectively addressing the intended system and student outcomes, including consideration of Yukon First Nations' priorities in education, the department's responsibilities under the Education Act, and the Truth and Reconciliation Commission of Canada's Call to Action for this position to support Indigenous content in education.

3. What outcomes, objectives and metrics will be used to assess the efficacy of the position and should it prove successful, is there potential for expanding the resources and staff available to this position?

The department will work with the Chiefs Committee on Education on the process for this joint review, and whether the duties and responsibilities of this position are effectively addressing the intended system and student outcomes, including consideration of Yukon First Nations' priorities in education, the department's responsibilities under the Education Act, and the Truth and Reconciliation Commission of Canada's Call to Action for this position to support Indigenous content in education.

As noted in the department's response report, we are working to establish a position in this branch focused on Yukon First Nations language education. As this branch matures, we will continue to consider what additional financial or human resources may be needed for this branch.

Recommendation 109 - Insufficient supports, resources and cultural training

The audit determined that "although the Department's new curriculum aimed to better reflect Yukon First Nations culture, it did not have a human resource plan that identified the current and future resources needed to do so." (Paragraph 100)

In paragraph 109, the Auditor General recommends that the Department "determine the human resources and training required to develop sufficient classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages."

The Department agreed and committed to "improve educators' access to supports and materials over the 2019–20 school year."

The responses stated that "In the 2020–21 school year, the Department will gather feedback from educators on the implementation of the new curriculum. This feedback

will determine what further training and supports are needed to ensure educators have the skills and knowledge they need to effectively deliver the modernized curriculum.”

4. Can you explain further how the department will determine human resources and training required to develop classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages? Will the Department be hiring more FTEs in anticipation of increased workload?

We want to ensure that schools meet the needs of Yukon First Nation students and to offer all students opportunities to learn about Yukon First Nations histories, cultures, languages and ways of knowing, doing and being in all Yukon schools. The new curriculum offers localized learning opportunities and guides Yukon educators in connecting learning outcomes to community resources and local First Nations’ cultures, histories and languages.

We provide and offer professional learning relating to the new curriculum to educators each year. The budget for professional development and training for Yukon educators in 2019-20 is approximately \$1.67 million, an increase compared to last year’s budget of \$1.63 million for these activities.

Included in both these amounts is the Government of Yukon’s significant contribution of \$475,000 to the Yukon Teachers’ Association Professional Development Fund. This funding is established under the collective agreement to provide opportunities for educators to pursue their individual professional learning needs and interests.

In 2019-20, based on current research on professional learning and feedback from teachers, paraprofessionals and principals; senior officials delegated the planning authority for the six professional development and non-instructional days each year to Principals, with input from their staff and School Councils. Schools are expected to base these professional learning days on a list of themes relating to the modernization and indigenization of curriculum and instructional practice. This included a requirement to have one day dedicated to Yukon First Nations ways of knowing, doing and being.

We are also working to address the Calls to Action of the Truth and Reconciliation Commission, including developing greater partnerships with Yukon First Nations, more culturally inclusive schools and curriculum and training for staff.

Some of the recent actions we have completed to improve how we support Yukon First Nations culture and language in schools include:

- Drafted sample units for K-12 integrating Yukon First Nations ways of knowing and doing and being for educators.
- In partnership with Yukon First Nations, delivered a Yukon First Nation orientation for new teachers at Brooks Brook in August 2019.
- Purchased and distributed Indigenous atlases for each school to help integrate Yukon First Nations ways of knowing and doing and being in the classroom.
- Increased communication and access to curriculum materials and supports in the 2019-20 school year by issuing the Educator Update newsletter, which we use to share curriculum resources with teachers, twice per month during the school year starting in September 2019.

We are also working on the following:

- Piloting a new Grade 5 unit about the history of the Indian Residential Schools system in the 2019-20 school year in seven schools, and updating existing Grade 10 curriculum materials on the subject.
- Principals leading the planning for their annual school professional development plans, connected to school growth plans and cultural inclusion with their teams, based on student and staff learning needs.
- Having all staff take the Yukon First Nations 101 course from Yukon College on a rolling basis, with the intention being for all staff to complete this or an equivalent course.
- Adding additional local resources and curriculum support materials on a continual basis to the Educators' Place, the online resource portal for Yukon teachers.

We will continue to work with Yukon First Nations and education partners, including the Yukon Teachers' Association, to utilize promising teacher professional learning approaches and resources to support Yukon educators in ensuring the success of students and support the implementation of modernized curriculum and instruction.

At this time, our primary focus is to ensure that we are effectively using the resources we currently have. We are gathering information about what is going on for our learners and working to align our human and financial resources to ensure we are effectively using them to meet the learning needs of all Yukon students.

We are making a shift at every level of the department to organize for effectiveness, by reflecting on and assessing the outcomes of our actions, as this audit addresses the

core work of our department. Leaders, at every level of the department, are expected to be aware of the human and financial resources they have available to them and given the tools to manage effectively and be empowered to make and be accountable for decisions at the local level. Going forward, by organizing for effectiveness, we will make informed decisions about how to effectively use current resources and any additional resources that may be needed.

To improve how we support the implementation of the new curriculum and learning about First Nation cultures and languages, we have made changes in the department's organizational structure by prioritizing existing resources. These changes included establishing the new First Nations Initiative Branch and ADM of First Nations Initiatives. We have also worked within existing resources to establish our Performance and Analytics Unit, which gathers system data and generates and analyzes student performance data and evidence to deepen our understanding of whether or not the actions we have taken are improving outcomes for Yukon students.

As indicated in [exhibit 10](#) submitted during the audit hearing, we will be conducting a review of inclusive and special education programming for Yukon students, which we expect to take place from January to June 2020. We will use the initial recommendations and feedback gathered from this review to guide and inform decisions about effective student supports and improved delivery and monitoring of service to students with special education needs in Yukon schools at the system, school and student levels.

Any additional changes to budgets will be made through the Government of Yukon's regular budget planning process.

5. What's the timeline for implementation?

The department is committed to working with students, educators, families, education partners, and Yukon First Nations governments to address the issues and recommendations contained in the Audit Report, to ensure students have the supports they need to succeed at school, and to improve student outcomes. The department is using the audit's recommendations to guide its plans and decisions to improve and modernize learning supports for Yukon students, with Yukon First Nations and our partners in education.

We have addressed some priority areas to improve how we support the implementation of the new curriculum and First Nations culture and language learning

in schools, including providing schools with more control over professional development and establishing the new First Nations Initiatives Branch.

The department has a number of ongoing initiatives to provide additional educator resources and training to support the delivery of the curriculum, including resources and training about personalized (differentiated) learning, and Yukon First Nations cultures and languages developed with Yukon First Nations.

In the 2020-21 school year, we are planning to gather feedback from educators on the types of training and support they find most beneficial in their learning and in implementing the new curriculum, including for how it pertains to Yukon First Nations language and culture.

The response report provided for the hearing includes further actions and timelines to address related priority areas for us to improve the educational services we deliver to Yukon students.

6. Does the department have any plans if the feedback on the implementation of the new curriculum is not as good as the department had hoped?

Yukon's curriculum redesign is the most significant shift in program delivery over the last 50 years. B.C. and Yukon's modernized curriculum are based on leading practices in education across Canada and internationally.

The use of BC's curriculum, with Yukon and Yukon First Nations content, was originally recommended by partners through Yukon First Nations and the Advisory Committee for Yukon Education in 2016. Yukon will continue to use BC's curriculum. The next phase of this curriculum implementation will be to deepen system-wide understanding and application of the underlying principles of the redesign, which are: personalized and flexible learning; project-based instruction; student-centered assessment and Yukon First Nations ways of knowing, doing and being.

We have planned since the start of this work, in 2014, to have ongoing training and support for teachers and have worked to put in place structures, such as professional learning networks and inquiry-based growth planning, to support teachers over time. In the 2020-21 school year, we are planning to gather feedback from educators on the types of training and support they find most beneficial in their learning and in implementing the new curriculum, including for how it pertains to Yukon First Nations language and culture. We will hear from teachers on what is working and the different

supports they may need to effectively deliver the curriculum and meet the learning needs of Yukon students.

We will make adjustments based on what we hear, and will continue to provide, each year, the resources and training needed to realize the modernized and indigenized learning and instruction that is the aim of our new curriculum.

Further, the report deals broadly with capacity issues within the Department of Education and specifically with the teachers. We saw that the engagement survey saw an increase in negative answers since 2016 on the following statements: “My workload is manageable”, “My work-related stress is manageable”, and “I feel support during times of change”.

7. How does the Department plan to implement the recommendations of the Auditor General without increasing the strain on an already strained public service?

The Government of Yukon surveys employees every two years, and this provides an opportunity for employees to share ideas, suggestions and concerns about their work, their job satisfaction and the overall organization. We value this feedback and observe that stress and workload are ongoing concerns for many of our employees. Survey results for the [department](#) and [schools](#) can be found at yukon.ca/en/employment/ethics-behaviour-and-culture/employee-engagement.

We are taking steps to create a positive, inclusive and healthy work and learning culture, including supporting mental health and psychologically safe work places by providing resources and training across the department, such as mindfulness tools and mindset awareness.

This audit focuses on the core work of our department, and many of its recommendations relate to improving how we do this core work, which aligns with the implementation of our new curriculum. We are taking a close look to ensure that we are effectively using our resources and that we are providing effective supports for students and staff to improve student outcomes.

The department's focus is to use disciplined inquiry and evidence to assess where our work is effective and where we may need to adjust our approach or allocate resources differently as part of organizing for effectiveness. This includes identifying what we must stop doing as well as start doing. For example, we worked within existing financial and human resources to establish both the First Nations Initiatives Branch and

the Performance Analytics Unit. Through the review of inclusive and special educational programming, we will consider our service model and resources and how to more effectively deliver supports to Yukon students.

8. What additional staffing costs does the Department anticipate with regards to the implementation of the recommendations?

This audit focuses on the core work of our department and many of its recommendations relate to improving how we do our core work. To make informed decisions about future funding needs, we are first taking a close look to ensure that we are effectively using our existing financial and human resources to improve student outcomes.

Working within our existing resources, including staffing, the department's initial focus is assessing where our work is effective and where we may need to adjust our approach or allocate resources differently as part of organizing for effectiveness.

We are using the recommendations from the audit, the review of inclusive and special education as well as discussions with Yukon First Nations to ensure we:

- take effective actions to provide quality learning environments;
- provide effective supports to students to improve outcomes; and
- use evidence to validate that actions taken are having the desired impact.

Any additional changes to budgets will be made through the Government of Yukon's regular budget planning process.

9. What will the department be doing to prioritize the recommendations of the Auditor General?

The Department of Education has accepted all of the recommendations contained in the 2019 Auditor General's report, and provided its initial response to those recommendations. The department is committed to working with students, educators, families, education partners, and Yukon First Nations governments to address the issues and recommendations contained in the Audit Report, to ensure students have the supports they need to succeed at school, and to improve educational outcomes for Yukon students.

The department is using the audit's recommendations to guide its plans and decisions to improve and modernize learning supports for Yukon students, with Yukon First Nations governments and our partners in education.

We have provided our draft plan for responding to the audit's recommendations in the Response report document. This report includes actions and timelines to address priority areas for us to improve the educational services we deliver to Yukon students. Work to respond to the audit's recommendations has also been prioritized for each Department of Education ADM and their branches.

Recommendation 89 - No policy or strategic action plan to collaborate with Yukon First Nations

In its response to the recommendation in paragraph 89 of the report, the Departed stated that it has "established the position of Assistant Deputy Minister, First Nation Initiatives."

10. How many rural schools has the new Assistant Deputy Minister visited to date?

Repeat of Question 1

11. How will the Department evaluate the success of the new ADM position?

Repeat of Question 2

Previous report

The Office of the Auditor General previously examined public school programs with a performance audit in 2009 that found that the Department's data "showed gaps between First Nations and non-First Nations students on standardized math and language arts tests" and "the Department did not adequately analyze root causes, prepare action plans, or take corrective measures to help close those gaps."
(Paragraphs 19-20 of current report)

12. What are some of the more significant changes that have taken place in the department since the 2009 audit?

Modernization of K-12 education

Since 2014, the department has been working on the redesign of the K-12 school curriculum with the BC Ministry of Education, Yukon First Nations and partners in education through the Advisory Committee on Yukon Education.

This has included a gradual, multi-year implementation in schools as we provided families and educators with information, support and resources so they could understand these changes, which are based on leading practices in modern learning and culturally responsive education from around the world.

Yukon educators helped develop the redesigned curriculum with the B.C. Ministry and the department is working with Yukon educators and Yukon First Nations to continue to embed more Yukon-based and Yukon First Nations content and resources for all grades and subject areas.

The new curriculum maintains high academic standards. Each grade level and subject area in the curriculum has proficiency standards to measure students' performance and progress.

Strategic planning

Since 2009, the department has been working to improve its practices in strategic planning, including: consistency; alignment with mandate, commitments and strategic priorities; partner engagement and identification of joint priorities; and regular check-in's with managers on progress at regular meetings.

School Growth Planning

After 2009, the department updated the school growth planning process and developed a policy as per the 2009 audit's recommendations to ensure schools were focusing on supporting student outcomes and aligned with priorities identified by their school communities.

More recently, after collaboration with partners and Yukon First Nations, the department is completing revisions to the School Growth Planning Process and Policy for June 2020, to roll out in the 2020-21 school year. This work was highlighted in [exhibit 6](#) submitted during the audit hearing.

Student performance data

Since 2009, the department has made system-wide data more accessible by publishing it directly online and not just in the Annual Report, and by developing with Yukon First Nations a 'How Are We Doing' report on First Nations student performance.

While the department collects a fair amount of student performance data, we have not done enough to analyze that data, as pointed out in this audit. We are taking action to do this analysis more effectively, with our new Performance and Analytics Unit, modernized system and processes for student data management, and collaboration process with Yukon First Nations.

We are also working with the Council of Yukon First Nations and Chiefs Committee on Education to develop a data sharing agreement and working to identify how to share Yukon First Nations student data with their respective First Nations governments. We expect to have this strategy initially in place by August 2020.

Teacher evaluations

In 2018-19, after working with partners and Yukon First Nations, the department introduced a modernized teacher evaluation process, the “Yukon Framework for Teacher Growth”. The updated evaluation process reflects best practices in adult and professional learning featuring performance scales, constructive feedback opportunities and strength-based professional growth and development.

As of the 2019-20 school year, a process for tracking teacher evaluations is now in place, including notifications to school principals about staff evaluations that are due. As an additional oversight measure, a report on the completion of these evaluations will be provided to the Minister by July 1, 2020

13. How will these changes address the shortcomings this audit has identified?

All the changes and actions underway are focused on understanding and taking ownership of the responsibilities we each carry, with students at the centre of our decision-making and by continuing to work to build strong effective relationships with partners and Yukon First Nations.

The themes we have seen in the 2019 audit are similar to some from the 2009 audit – that the department needs to focus on:

- Supporting student learning needs and improving student outcomes, especially for First Nations students, rural students and students with special educational needs;
- Quality assurance, including monitoring and evaluating the effectiveness of actions taken; and

- Supporting staff learning needs, to ensure educators have the training and resources they need for modern instruction and assessment in our new curriculum, for First Nations education and for inclusive and special education.

The department has to work to do, and is building on some of the work done after the 2009 audit in order to improve student outcomes and Yukon's public education system.

With the curriculum redesign, Yukon students are learning more about Yukon and Yukon First Nations – their education is becoming connected to their communities and experiences, making it more relevant and engaging.

The department is now better positioned to do root cause analysis on student performance with a Performance and Analytics Unit, modernized system and processes for student data management, and collaboration process with Yukon First Nations.

As we move forward, our focus is on understanding what is happening for our learners so that we can identify specific strategies to improve student outcomes. We want to be effective in our response so that we are confident that we are doing the right work. By building key relationships and aligning these strategies with system-wide planning and community level planning such as School Growth Plans we will become more effective and efficient, respectively.

14. Was this analysis performed?

- **What were the results, and what actions were taken in response to it?**
- **In light of the recommendation, why were no actions undertaken?**

While the department has collected a fair amount of student performance data since the 2009 audit, we have not done enough to analyze that data, as pointed out in the 2019 audit. We have taken action to do this analysis more effectively with our new Performance and Analytics Unit, modernized system and processes for student data management, and collaboration process with Yukon First Nations.

As noted in the response report, we are working this year with the Advisory Committee for Yukon Education and Yukon First Nations to refine Yukon student outcome indicators and performance targets, which will inform the department's strategy to improve student outcomes.

There are key learning points for students that are significant to their success as they progress through their learning journey these include: the transition into Kindergarten; the development of literacy and numeracy skills in the primary grades (K-3), the

transition to secondary school at Grade 8; and the transition into the graduation years at Grade 10. We are focusing our attention on these key points in order to have a greater impact on supporting student success and improved student outcomes. To this end we are focused on leading indicators such as student performance in key areas like Kindergarten "readiness to learn", Grade 4 and Grade 7 reading, writing and numeracy through the Yukon Foundation Skills Assessments, and the Grade 10 numeracy and literacy proficiency assessments which show us where students may need different supports.

A change in this area will be our increased ability to track cohorts or groups of students to see if what we did to support them did in fact result in improved outcomes. For example tracking Grade 4 students as a group into Grade 7 and enabling schools to reflect on assessment results to determine if the actions taken have resulted in improved outcomes. The department has processes in place, such as School Growth Planning, Professional Learning Networks and partner advisory committees, that will enable us to share our stories of the successful actions taken support and improve student outcomes as we scan and analyze Yukon student performance data.

The department is developing a strategy to improve student outcomes with Yukon First Nations and partners in education. We expect to have an initial strategy in place by August 2020.

Paragraph 18 of the 2009 report called for “Better identification, analysis, and reporting of student performance results and appropriate corrective plans”.

15. What measures were implemented to increase identification, analysis, and reporting of student performance? Could you speak to each of the 3 points?

Identification

Following the 2009 audit, the department made changes and expanded the student performance data and indicators that it tracked in order to better identify student performance results, as follows:

- 5-year Graduation Rate – how many students who graduate with a Dogwood diploma from the cohort of Grade 12 students are eligible to graduate as of the start of that school year.
- 6-year Completion Rate – how many students from a Grade 8 cohort graduate with a Dogwood Diploma within six years.

- Moved to using Grades 4 and 7 Yukon Foundation Skills Assessments, which indicates how students at these key points are doing in foundational skills for learning in reading, writing and math. As of spring 2019, reporting on students who are emerging or unknown to focus attention on those most in need of support.
- Moved to using the Boehm Test of Basic Concepts and the Early Years Evaluation to assess students' readiness for learning as they enter Kindergarten.
- Student attendance – the department has worked to improve the policy and practices relating to student attendance, such as how partial days and cultural/community activities are accounted for.

We are working this year with the Advisory Committee for Yukon Education and Yukon First Nations to refine Yukon student outcome indicators and performance targets, which will inform the department's strategy to improve student outcomes.

Analysis

The 2009 and the 2019 audit found and the department acknowledges that it has not done enough to understand the root causes of the long-standing gaps in student outcomes.

The department did review the student performance data it began to generate following the 2009 Audit and noted that there were significant gaps in student performance between rural and urban students, and between First Nations and non-First Nations students. We are working to do this analysis more effectively, with our Performance and Analytics Unit, modernized system and processes for student data management, and collaboration process with Yukon First Nations.

There are key learning points for students that are significant to their success as they progress through their learning journey these include: the transition into Kindergarten; the development of literacy and numeracy skills in the primary grades (K-3), the transition to secondary school at Grade 8; and the transition into the graduation years at Grade 10. We are focusing our attention on these key points in order to have a greater impact on supporting student success and improved student outcomes. To this end we are focused on leading indicators such as student performance in key areas like Kindergarten "readiness to learn", Grade 4 and Grade 7 reading, writing and numeracy through the Yukon Foundation Skills Assessments, and the Grade 10 numeracy and

literacy proficiency assessments which show us where students may need different supports.

A change in this area will be our increased ability to track cohorts or groups of students to see if what we did to support them did in fact result in improved outcomes. For example tracking Grade 4 students as a group into Grade 7 and enabling schools to reflect on assessment results to determine if the actions taken have resulted in improved outcomes.

Reporting

The department has reported its student performance data and results on its website, in its annual reports, and in the 'How Are We Doing' Report for First Nations student performance.

We also developed and distributed school data profiles to principals, which is a summary of student performance data specific to each school. These profiles are one source of evidence that will help school staff understand what is happening for their students, identify needs of the students who may need different support and develop strategies in their School Growth Plans to address those needs.

The department has work to do, and will build on the work done after the 2009 audit in order to improve student outcomes and Yukon's public education system.

The 2019 report states that gaps between students remain significant. The Auditor General found "that 10 years after [the] previous audit, gaps in student outcomes continued to exist between First Nations and non-First Nations students" and the report "also found that gaps in student outcomes existed between rural and urban students." (Paragraph 23)

16. What actions were taken to reduce these gaps in the last 10 years?

Many factors contribute to a student's success at school, including skilled instruction, engaging learning, regular attendance, and support networks for students in and outside of school. The data tells us that some First Nations and rural learners need different supports to be successful at school.

There is research to suggest that the achievement gap can also be viewed as a gap in opportunity. It is from this lens that, in 2012 the department took action to begin to address the needs of rural students and the inequity of opportunity. Often rural

students do not have access to the same range of social, emotional, physical and academic supports that are available to students in Whitehorse, which contributes to a lack of equity of opportunities and conceivably achievement outcomes. Living in rural and remote areas of Yukon also creates challenges in terms of infrastructure and capacity. Actions to date, have focused on supporting rural students through expanded programming options, where students can work together in larger groups across communities; access shared resources and staff; and study more arts, trades, and other specialized courses.

Actions taken included:

- The Rural Experiential Model, which is an intensive week-long program of study for rural students to gain two of four required credits in Fine Arts and Applied Skills.
- Rural high school and alternative programming, which focused on developing rural high school programming as well as alternative program options at individual rural schools based on the Whitehorse Individual Learning Centre model.
- Trades and apprenticeship programming, such as the mobile trades training trailer run by Yukon College's Centre for Northern Innovation in Mining, which offers dual credit programs to rural students.
- The department also coordinates other school programs and services to support rural students, such as Positive Behaviour Intervention Supports like self-regulation.

Since the 2009 audit, the Department of Education has worked to improve data collection and how it uses student data. We made efforts to move toward system-wide assessment tools that we could use to support student learning and classroom instruction as well as system-level reporting. We introduced tools such as the Foundation Skills Assessments, School Wide Writes and District Assessment of Reading Team (DART) and made efforts to incorporate them into School Growth Planning. We also began work with the Council of Yukon First Nations and First Nation Education Commission to develop a report on Yukon First Nation student achievement.

We need a deeper understanding of what is happening for Yukon learners in order to make better evidence-based decisions to address root causes and student learning needs in order to improve student outcomes. We need to focus on the learners who need our support the most in order to succeed; with this in mind our data and targets

are now focused on students who are 'Emerging or Unknown' in relation to grade level learning outcomes because improvements made in learning for these students will result in increasing the number of students who are 'on track' or 'extending'.

'Emerging or unknown' indicates students that demonstrate an initial or partial understanding of the concepts and competencies relevant to the expected learning for their grade level. The department is working to decrease the number of students 'emerging or unknown' as part of its student outcome performance targets.

We have begun working with Yukon First Nations and the Advisory Committee for Yukon Education to refine student outcome indicators and performance targets for graduation rates and key indicators, including early years' literacy and numeracy with an eye to develop an overall framework with student outcome indicators and performance targets to improve student outcomes.

17. Why was the implementation of these actions unsuccessful?

We acknowledge we need to do things differently to improve the delivery of educational services to all Yukon learners, especially rural and First Nations students and those with special education needs.

Though we took action to address gaps in student outcomes, we did not do enough to understand the root causes for these gaps and to assess our student performance data to understand if these actions were improving student outcomes. While we have worked to gather and publish student performance indicators about Yukon students in K-12, including data about urban, rural and Yukon First Nations students, we have not yet implemented a comprehensive strategy for measuring and analyzing differences in student outcomes and targeting initiatives to address these differences.

We have begun discussions with Yukon First Nations and the Advisory Committee on Yukon Education to develop and implement an overall strategy to improve the gathering and distribution of system data with a focus on getting at root causes, taking informed actions and evaluating the effectiveness of the actions we take.

The strategy will include performance improvement goals to track and measure student success; clarify outcome indicators; and outline a framework of performance targets both system-wide and community level to inform the planning, implementation and evaluation of strategic actions. The purpose of identifying strategic actions will be to better assist students who may need more support to succeed at school, and will be focused particularly on Yukon First Nations, rural students and students with special learning needs.

This includes working with the Council of Yukon First Nations and Chiefs Committee on Education to develop a data sharing agreement and working to identify how to share Yukon First Nations student data with their respective First Nations governments. We expect to have this strategy initially in place by August 2020.

We also did not do enough to evaluate the department's performance. In 2014, as we began working closely with British Columbia on the new curriculum development and implementation, the department entered a period of significant professional learning and system change. During this time, we realized that some of the systems and processes we had initiated, as a result of the 2009 audit, could be improved in terms of their effectiveness in improving student outcomes.

This led to further revisions to School Growth Planning and teacher evaluation, etc. during a time when system change was already underway in several program areas. Senior officials, at that time, put the School Growth Planning process on hold in the 2016-17 school year as it was revised, and we acknowledge that the existing process should have continued until the new process was fully implemented. We also acknowledge that we had a responsibility to continue this type of monitoring and reporting while we redesigned our processes.

We are now into the implementation of these improved processes to help us address the issues raised in the audit. We will leverage the work that has been done to develop and train educators on disciplined inquiry and School Growth Planning and formative Teacher Evaluation approaches to support actions in response to the audit's recommendations. These new tools are aligned with promising practices in teacher professional development and adult learning and provide a structured approach for school staff to focus on student learning needs in order to improve outcomes, including addressing root causes.

Paragraph 39 of the 2009 report recommended that the Department "determine what performance data it needs to gather" and "analyze data to identify critical trends and significant performance gaps".

18. In 2009, the only performance indicator available for First Nations students were the Yukon Achievement Test results for those students. What other performance indicators have been tracked in the last 10 years?

The department now tracks the following student outcome indicators system-wide:

Learning readiness

- Boehm Test of Basic Concepts – This indicator is used to assess Kindergarten students on their ability to understand language. The department reports on the percentage of Kindergarten students who need either investigation or classroom intervention to support the development of their ability to understand language.
- Early Years Evaluation – This indicator is used to assess Kindergarten students' development in the following areas: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development (fine motor and gross motor). The department reports on the developmental average of Kindergarten students in each of these areas.

These are two assessments we do at this time. However, we do acknowledge that we have heard from First Nations concerns about whether these tools are culturally relevant and appropriate assessments for all students.

Elementary school performance

- Grade 4 Yukon Foundation Skills Assessments - indicates how students at this key point are doing in essential skills for learning: reading, writing and math.
- Grade 7 Yukon Foundation Skills Assessments - indicates how students at this key point are doing in essential skills for learning: reading, writing and math.

High school performance

- Yukon-wide literacy assessment (Grade 10 and 12)
- Yukon-wide numeracy assessment (Grade 10)

High School completion

- Graduation rates for students enrolled in Grade 12 (Dogwood Diploma) - percentage of students who entered Grade 12 in the fall and then graduated that spring
- Six-year completion rates (Dogwood Diploma, includes Adult Dogwood Diploma) - percentage of students who graduated from a Yukon school within six years of starting Grade 8. Note this does not include students on IEPs that complete a School Completion Certificate (Evergreen).

The department does track First Nations student performance for these outcome indicators, which has been published in the How Are We Doing reports and other sources.

19. Given the recommendation in 2009 to track additional points of data in order to better understand the gap between Yukon students, why weren't more performance indicators tracked?

The department did make changes to the student outcome indicators that it tracks system-wide since 2009. For example, we use the Boehm Test of Basic Concepts and the Early Years Evaluation survey instead of the former Early Development Instrument (EDI) because they provide more specific information about important developmental areas for Kindergarten students.

Similarly, we shifted from subject-based assessments in elementary and high school performance to skills-based assessments. Schools and teachers use these assessments to adjust learning approaches for students, to identify where specific supports are needed and to inform the focus of their school growth plan.

We are working this year with the Advisory Committee for Yukon Education and Yukon First Nations to refine Yukon student outcome indicators and performance targets, which will inform the department's strategy to improve student outcomes. For example, we are interested in adding a student outcome indicator that reflects student voices about education and their experiences as learners in the system.

At the same time, we want to ensure the student outcome indicators we do track are focused on key points of the learning journey for student success and become stable data sets, so that we are able to see longer-term trends for analysis over time.

20. What plan is there currently to begin tracking more data concerning students at risk of underperforming?

There are key learning points for students that are significant to their success as they progress through their learning journey these include: the transition into Kindergarten; the development of literacy and numeracy skills in the primary grades (K-3), the transition to secondary school at Grade 8; and the transition into the graduation years at Grade 10. We are focusing our attention on these key points in order to have a greater impact on supporting student success and improved student outcomes, so our

current indicators are focused on Kindergarten, Grade 4, Grade 7 and Grade 10 assessments.

Focusing on key leading indicators, like student performance in key areas such as literacy and numeracy through the Yukon Foundation Skills Assessments, shows us where students may need different supports. We have shifted how we report on the Foundation Skills Assessment to focus on students who are emerging or unknown as these are students most in need of our attention and support. Schools and teachers use these assessments to adjust learning approaches for students, to identify where specific supports are needed and to inform the focus of their school growth plans.

We are working this year with the Advisory Committee for Yukon Education and Yukon First Nations to refine Yukon student outcome indicators and performance targets, which will include considering additional outcome indicators to track. For example, discussions to date suggest we are all interested in adding a student outcome indicator that reflects student voices about education and their experiences as learners in the system. In this case, it could yield some additional data regarding the degree to which the learning environment is inclusive.

We are also working with Yukon First Nations on a data sharing agreement and establishing a joint working group on data to collaborate on outcome indicators, performance targets and root cause analysis affecting First Nations student outcomes.

The department has to work to do, and will build on the work done after the 2009 audit in order to improve student outcomes and Yukon's public education system. At the same time, we want to ensure the student outcome indicators we do track are focused on key points of the learning journey for student success and become stable data sets, so that we are able to see longer-term trends for analysis over time.

Some programs were implemented since 2009. Notably, the Rural Experiential Model was brought on as a hands-on learning experience for rural students.

21. What findings were used in implementing the experiential model? Was the basis of the curriculum built around pre-existing experiential models, as those seen at the Wood Street Center?

As mentioned, rural students may not have access to the range of social, emotional, physical and academic supports that are available to students in Whitehorse, which has contributed to a lack of equity of outcomes and opportunities. On average, rural Yukon students have lower attendance and academic achievement rates, and First Nations

students have significantly lower attendance and achievement rates as compared to non-First Nations students. Living in rural and remote areas of Yukon also creates challenges in terms of infrastructure and capacity.

The Rural Experiential Model (REM) was introduced to begin to address these inequities. The program is aimed at supporting rural students and offers expanded opportunities for programming where they can work together in larger groups across communities; share resources and staff; and study more arts, trades, and other specialized courses.

The REM was designed to address issues, including how rural students, many of whom are First Nations citizens, do not have access to the wide variety of social emotional, experiential and academic opportunities available to urban students. REM provides students from small communities with opportunities to make friends and learn from students outside their communities, and have access to a wider variety of programming.

All Yukon schools follow BC's curriculum, and high school students participating in Senior REM earn two credits for either Fine Art or Applied Skills that are required for graduation. The REM aims to build relationships and increase engagement among rural teachers and students. It is intended to support equity in education for rural students by delivering a more diverse range of high quality learning opportunities to rural students and encourage students to be engaged in their learning.

Rural Experiential Models were first introduced for Grades 10-12 students in the fall of 2013. The Junior REM for Grades 7-8 students was introduced in 2016.

22. What review was conducted to measure the success of the implementation of the Rural Experiential Model? What were the results?

We acknowledge more work needs to be done in evaluating program outcomes. We want a deeper understanding of what is happening for Yukon learners in order to make better evidence-based decisions on actions to improve student outcomes.

We have made some efforts to survey students about their experiences at the Rural Experiential Model (REM). We have seen a high level of satisfaction from students participating in REM. From surveys and experience, we know rural school communities are excited to participate in the Rural Experiential Model (REM) each year. They are excited to learn, to rise to meet challenges; embrace Yukon First Nations' ways of knowing, doing and being; and develop hands-on skills.

We need to do more to assess if what we are doing is addressing root causes and improving rural student outcomes overall. We have begun working with Yukon First Nations and the Advisory Committee for Yukon Education to refine key outcome indicators and performance targets to improve student achievement outcomes. This work on outcome indicators and performance targets will help us build a deeper understanding of what is happening for Yukon learners and target actions in response.

We have begun and will continue to invest in professional learning and inquiry-based training to implement a system wide approach of disciplined inquiry as a means to focus in on what is going on for our learners, identify root causes and take action. Whether collectively or at the individual school level, we are deepening our understanding of our learners and developing our evaluation skills by learning to use data to inform actions and evaluate their effectiveness, such as assessing how effective REM has been in improving rural student outcomes.

Additional information for the Standing Committee on Public Accounts

Excerpts from Public Hearing transcript for December 11, 2019 (Issue 4). If not otherwise noted, Deputy Minister of Education Nicole Morgan is the speaker being quoted.

Page 4-5:

“So currently, there are 13 schools that have started using this automated attendance calling system. It’s just a really quick and informative way that parents can just know if their child was at school that day.

I can certainly provide for you the list of schools that are using that messenger system.”

The following 13 schools are piloting this feature of the School Messenger system:

1. Porter Creek Secondary
2. Robert Service School (Dawson)
3. F.H. Collins Secondary
4. Khàtinas.àxh Community School (Teslin)
5. Vanier Catholic Secondary School
6. Elijah Smith Elementary School
7. Wood St. Centre
8. Selkirk Elementary School
9. Golden Horn Elementary School
10. École Émilie-Tremblay
11. Holy Family Elementary
12. Hidden Valley Elementary
13. Christ the King Elementary

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“For Yukon communities that do not have private market housing, we work with the Yukon Housing Corporation and community contacts to identify options for staff housing on a case-by-case basis. To meet the growing demand for housing in communities, the Yukon Housing Corporation is supporting the development of new rental housing and home ownership in Yukon through the municipal matching rental construction grant and housing initiative. These are some of the broad strokes of where the Department of Education meshes with the Yukon Housing Corporation, which looks after a lot of that housing.

If this is helpful, we can provide a written return. I have it here with me, but obviously it is probably painful for me to read what each school community has going on, but we can give you a breakdown by community: if it is identified as having no private market, what the current housing needs are for the school staff, and any vacancies that are at the school.”

As of December 19, 2019, 61 educators are currently in staff housing, in 56 Government of Yukon housing units and 5 in units leased from other owners. There are also two teacher’s residences in schools, one in each at Kluane Lake School (Destruction Bay) and at Nelnah Bessie John School (Beaver Creek).

Community	Private market	Government owned or leased housing	Housing needs	Staff vacancies
Beaver Creek	No	1 Non-YHC, as well as teacher’s residence in schools	Housing needs met through teacher’s residence in school and department lease of cabin.	
Carmacks	Yes.	9 YHC	Housing needs met through staff and private housing.	
Dawson	Yes	6 YHC	Housing needs met through staff and private housing.	
Destruction Bay/Burwash Landing	No	1 teacher’s residence in school	Housing needs met through teacher’s residence in school and private housing.	1 teacher vacancy starting Jan 30, 2020
Faro	Yes	3 YHC	Housing needs met through staff and private housing.	
Haines Junction	Yes	1 YHC	Housing needs met through staff and private housing.	1 teacher vacancy as of December 19, 2019.
Mayo	Yes.	4 YHC	Housing needs met through staff and private options.	1 teacher vacancy as of December 19, 2019
Old Crow	No	7 total (6 YHC + 1 non-YHC)	Housing needs met through staff and private housing.	

Community	Private market	Government owned or leased housing	Housing needs	Staff vacancies
Pelly Crossing	No	8 total (5 YHC + 3 non-YHC)	Housing needs met through staff housing and a Memorandum of Understanding with Community Nursing for three units above the Nursing station.	
Ross River	No	6 YHC	Housing needs met through staff and private housing.	
Teslin	Yes	4 YHC	Housing needs met through staff and private housing.	
Watson Lake	Yes	12 YHC	Housing needs met through staff and private housing.	1 teacher vacancy as of December 19, 2019.

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“That being said, I also looked into the annual reports of the department. In 2014, Eliza Van Bibber School was working, through their school growth plan and through the school community, to set a goal around improving students’ writing. They were doing that through their school-wide writes, and they wanted to reduce the number of students who were “not yet meeting” by 10 percent. They did a number of initiatives that I could tell you about if you want to hear more — but to get the point and be brief, the short of it was that they did make a significant improvement. It is reported in the 2014 annual report of the Department of Education.

So, two things going on — we don’t know: Did they both have an impact? Did just one have an impact? It speaks to, again, that earlier conversation about how we need to be presenting data, using it at the school level, and then keeping the trend going. What happened at Eliza Van Bibber — again, personnel changes, and nobody really followed what was going on with that initiative and where it is at today.”

Eliza Van Bibber School’s work is a great example of a school focusing its school growth planning on student achievement and success, using student performance data and targets to improve student outcomes, and connecting learning to students’ communities and cultures. The school uses a balanced literacy approach to support student success in reading, writing, listening and speaking, which is when students learn literacy skills in all classes, not just English.

In 2013-14, this school looked at its data and identified writing as an area to improve in its School Growth Plan. They set a goal of reducing the number of students who were not yet meeting expectations by 10 per cent by the end of the 2014-15 school year.

Students participated (and continue to participate) in focused non-fiction writing opportunities about topics of their choice, such as culture camp, which were monitored and tracked every month. This data was compared and discussed at staff and school council meetings and with the community. The teachers and educational assistants provided regular feedback to all students on their work and helped students set goals in each class. School staff support each other in this work, as well as getting support from a Reading Recovery teacher when needed. Staff have worked with curriculum consultants to further develop their professional skills in working with students.

Students' results on the June 2015 assessment compared with the June 2014 assessment improved significantly during this period. For example, the number of students not yet meeting expectations in different aspects of writing decreased between 8-35%, and the number of students fully meeting and exceeding expectations increased between 16-40%. See pages 40-41 of the Department of Education's [Annual Report 2015](#) for more information.

Students were asked why they felt they improved. Their responses included: opportunity, focus on writing, practice, writing every day, love to spell, love to write and using letter sounds. Staff observed contributing factors to students' success such as: culturally relevant topics, strong parent-community school ties, a student-centred learning environment, the practice of daily independent writing, staff efforts, support from administrator, curriculum consultants and the Reading Recovery program, high level of student participation, a balanced literacy approach and professional capacity.

This just one example of how Yukon schools are successfully linking the school growth planning process to student success and the individual needs of the school community, as well as ensuring Yukon schools reflect Yukon First Nations cultures, languages, traditions and practices.

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"Chair: I have a question regarding individual education plans, or IEPs. There are two parts to it, I guess. The first would be: How are these plans tracked between teachers in regard to priority?

Also, I have heard over the past couple of days that IEPs are being changed or phased out. Is there something changing with IEPs as well?

Ms. Morgan: I can give you a very specific answer as a written return of what the changes are. Yes, there are some adaptations that are being made to the IEPs so that they will align with the curriculum redesign."

Individual Education Plans (IEPs) are a priority for the department. IEPs continue to be an important and mandatory tool to support students with special educational needs. The current and continuing process for IEPs is based on the eligibility parameters provided in the *Education Act*. If a student is eligible for an IEP, then the school staff have 60 days to develop and begin to implement and evaluate an IEP for the student. The IEP must be reviewed with all relevant parties three times throughout the school year.

The Schools and Student Services Branch has been working to clarify the process for developing IEPs to ensure that practices at the school level are aligned with the *Education Act*, and that IEPs are used for cases where students have intellectual, behavioural, physical or multiple challenges that make them unable to meet the curriculum goals and require a modified plan to set personal expectations and outcomes geared for a student's unique needs.

Alternative tools, such as Student Learning Plans, are used to support students who may need adaptations in order to meet curricular learning standards, either at or below their grade level. The Student Learning Plan provides documentation of the adaptations that are in place as a student transitions between grade levels and teachers to ensure the student has continued access (as needed) to the adaptations and the student's performance is assessed using these supports.

IEPs are responsive to the changing needs of students, and are updated three times a year to assess current goals and how success has been demonstrated. In Yukon's new curriculum, staff can now develop personalized and flexible learning goals for students with IEPs to demonstrate their learning and development, and support students with IEPs to meet the curriculum's broader core competencies of communication, thinking, and personal and social responsibility in a way that is meaningful to the student. We can then adjust the IEP over time as the student progresses in their learning.

Within a school, principals are responsible for ensuring the learning goals of IEPs are being met, and that the plans are evaluated and updated at least three times a year. The Learning Assistance Teacher (LAT) case manages IEPs within the school, and tracks IEP progress as a student moves between different grade levels and teachers. If a student moves schools, the new school's principal will become responsible for the IEP and the LAT in the new school will case manage the plan along with existing IEPs in the school. All IEPs hold equal priority.

Students with IEPs and their learning goals are tracked in the student information system. Teachers are responsible for the implementation of an IEP's goals and objectives and can access and view a student's IEP through the system.

The new Communicating Student Learning guidelines that are part of Yukon's curriculum redesign also inform communicating about learning progress and goals for students who have

IEPs. In fall 2019, updates based on parent and teacher feedback, were made to the *Communicating Student Learning Teacher Resource and Professional Development AppleBook*. This tool includes updated supports for teachers to help them identify meaningful ways to assess students with Student Learning Plans learning. Using this guide, we are helping teachers provide meaningful assessments for students with IEPs so these students can demonstrate success in a way that is personalized to the student's needs and aligns with the Dogwood Diploma and Evergreen Certificate pathways.

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“We also continue to move into our new student information system. We started that work — I need to be careful, but I believe it was in 2017 when we started the implementation into the new student information system. The IEP lives inside of that system as well, and so there are adjustments that are being made.

I’m happy to provide a written response with more detail on that if you would like.”

All Individual Education Plans (IEPs) are documented within Yukon’s Student Information System known as Aspen. We have not made any changes to how this data is recorded and stored; however, we are currently focusing on how we are using this data system to produce more relevant and meaningful reports on IEPs.

We want to use this data to better understand and report on how many students are on IEPs and to monitor and evaluate the progress of these students. By understanding how to better use this data, we can:

- make more timely decisions to support the needs of all students on IEPs;
- identify where more supports are needed for students who are not meeting the expectations of their plan; and
- be able to report more conclusively on how our supports for students with exceptionalities help them to reach their maximum potential.

This work is ongoing, and we anticipate having new methods to report on and evaluate IEPs by the end of the 2019-20 school year.

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“Then I can go through — there is a parent guide and I can provide some examples of parent support that we have to help them understand where decisions are made, how decisions are made, and where their rights are to appeal decisions. I can provide that to you maybe as a written addition.

I can go through the whole referral process. It's two pages long. But again, I'm happy to provide it as a written —

Chair: Yeah. That would be great if you could provide that.

Ms. Morgan: Yeah, it's a commonly asked question and so we're happy to provide that if you would like."

The Department of Education makes every effort to provide support so that all students can reach their learning goals.

If a parent would like to get support for their child, they should first speak with their child's teacher about any concerns. The teacher will work with the parent to adjust the student's learning where needed, and can identify if the student is meeting expectations for their age or grade level.

The teacher will determine the needs of the student and provide support in the classroom. For example, teachers might allow more time for tests or choose materials better suited to a student's learning style. Decisions at this level are made by the classroom teacher.

If the student needs different support, the teacher will refer the student to the school-based team, which includes:

- the student's classroom teacher;
- the principal or vice-principal;
- a learning assistance teacher or other specialist teacher;
- a school counsellor;
- the parents;
- the student (where appropriate);
- consultants from the Department of Education; and
- when needed, representatives from other community services.

The parent can also request a meeting with the school-based team to assess the needs of their child. The school-based team discusses the student's learning needs based on observations from school and from home. The team will work with the classroom teachers, and develop strategies, to support the student's needs and learning goals. The school-based team decides on specific interventions, adaptations and/or strategies to be implemented with the student. If the supports are successful and are required for ongoing success, then the school-based team may recommend a Student Learning Plan for the student.

The school-based team may request more formal involvement of Student Support Services if a student continues to have significant academic, social-emotional and/or behavioural difficulty during and after the implementation of school-level strategies. When requested and agreed

upon by parents, school staff and consultants, Student Support Services will consult to provide recommendations to support the student. Through a collaborative process with the school and parents, Student Support Services may decide that formal assessments should be completed, with the goal to better understand a student's strengths and needs. Note in Yukon, formal assessments are not required in order for a student to receive supports for their learning.

The process for a formal assessment involves the school having the parent/guardian sign a referral for a consultant from Student Support Services to be involved. Once this occurs, then a consultant will require informed consent from the parent/guardian before they can arrange for the assessment. As part of this assessment phase, staff will initially review student records; interview school staff, parents and the student, where appropriate; and/or observe the student in the classroom. They will work with the student directly to complete formal standardized assessments and recommend educational planning. The information and recommendations from the formal assessment will be used to determine the most appropriate supports and programming for the student.

When the assessment is completed, the parent will be contacted to arrange a meeting to:

- explain the results;
- discuss the recommendations; and
- involve the parent in making any related decisions.

This report is the foundation for planning and is shared with others, including the school-based team and, if appropriate, the student. Student Support Services will recommend to the parent and school staff the interventions and supports the student may require to access the curricular content or meet the goals outlined in an Individual Education Plan, should the student be eligible for an IEP as per the *Education Act*.

If a parent has any concerns during this process or with the implementation of school-based interventions, the parent should first speak to the student's teacher or the school principal. If the issues cannot be resolved at the school level, the parent or school principal may bring the concerns to the Superintendent and/or Director of Student Support Services. Parents may also request an appeal through the Education Appeal Tribunal. Information on submitting appeals to the tribunal can be found at yukon.ca/en/education-and-schools/plan-elementary-and-high-school/submit-appeal-education-appeal-tribunal.

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"Ms. White: Just in noticing the time, I'm just going to read these questions into the record and ask for a written response so that I can move on.

How many rural schools has the new assistant deputy minister visited to date? How will the department evaluate the successes of the new ADM position? What outcomes, objectives, and metrics will be used to assess the efficacy of the position? Should it prove successful, is there potential for expanding the resources and staff available to this position? I will just thank you for a written response to those.”

Page 4-20

“From that meeting, we were starting to action some of the action priorities that are identified in the joint education action plan. From there, there were a number of meetings. There are several dates here. If the Committee so chooses, we will certainly provide the dates that they occurred, but essentially, from this time, a Chiefs Committee on Education technical group was established, and these meetings have been ongoing since — and discussions around framework agreement. We are hopeful that we will reach — let’s say this: The timeline around the work that is happening around the draft framework agreement is scheduled for, I believe, September 2020 — that we will be at a point where we have some actions out of that work.”

Since the release of the audit report, the department has met once with the Joint Education Action Plan Senior Officials Group, on November 25, 2019. At this meeting, we agreed that the four priority areas in the Joint Education Action Plan should continue to be pursued through collective and community level agreements and initiatives.

The JEAP Senior Officials group consists of representatives from:

- Council of Yukon First Nations and the Chiefs Committee on Education;
- Government of Canada; and
- Government of Yukon Department of Education.

We are currently scheduling the next meeting with this group for Spring 2020.

The department has had the following government-to-government meetings with individual First Nations to discuss education agreements since the new ADM began with the department in June:

- One with the Teslin Tlingit Council;
- Three with Carcross/Tagish First Nation;
- One with Champagne and Aishihik First Nations;
- Three with Kwanlin Dūn First Nation, for the agreement that has since been signed;
- One with Tr’ondek Hwech’in; and
- One with Ta’an Kwäch’än Council.

Department officials, including the ADM of First Nations Initiatives, has had the following meetings with the Chiefs Committee on Education (CCOE): THIS SHOULD BE UPDATED

- June 11, 2019 - first technicians meeting
- June 18, 2019 - CCOE meeting with Minister of Education
- July 18, 2019 - technicians meeting
- August 2, 2019 - technicians meeting
- August 16, 2019 - technicians meeting
- September 4, 2019 - technicians meeting
- October 3, 2019 - legal technicians meeting
- October 23, 2019 - legal technicians meeting
- October 29, 2019 - received concept paper from CCOE legal
- November 7, 2019 - legal technicians meeting
- November 22, 2019 - CCOE Trilateral tech meeting scheduled

Since this fall, the ADM of First Nations Initiatives and her branch have been connecting with the following Yukon First Nations governments to begin discussions about developing or building on education agreements:

- Liard First Nation
- Ross River Dena Council
- Little Salmon Carmacks First Nation
- White River First Nation
- Kluane First Nation
- Vuntut Gwitchin
- Selkirk First Nation
- First Nation of Nacho Nyak Dun

This branch will continue to discuss the establishment of additional education agreements with Yukon First Nations governments on an ongoing basis.

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“Mr. Istchenko: In the department’s response, they make mention of the government’s commitment toward reconciliation. What specific actions is the department taking in response to the Truth and Reconciliation Commission’s education calls to action under the territorial responsibility?”

Ms. Morgan: There are a lot of things that I could read here for you. I’ll just do some high-level — and certainly, if you want me to provide more detail, we can do that.”

Education has an important role to play in reconciliation, as reflected in the Calls to Action of the Truth and Reconciliation Commission of Canada. We are working to address the Calls to Action of the Truth and Reconciliation Commission. This includes greater partnerships with Yukon First

Nations, more culturally inclusive schools and curriculum, training for staff and working to eliminate educational and employment gaps.

The Government of Yukon works directly with Yukon First Nation governments, the Chiefs Committee on Education, the Council of Yukon First Nations and the First Nations Education Commission to support First Nation learners and to educate all Yukon students about First Nations peoples and the importance of reconciliation. We are working together on joint education priorities at the collective and community levels to find solutions that benefit students, schools and communities, now and over the long term.

The department's work with Yukon First Nations relating to reconciliation in education includes:

- the Joint Education Action Plan;
- Education Agreements with specific Yukon First Nation governments on community level joint education priorities;
- cultural and language programming for schools; and
- training and employment services for adult learners.

TRC Call to Action 7: *We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps*

Yukon's Comprehensive Skills and Trades Training Strategy identifies Aboriginal peoples as a priority under-represented groups in Yukon's labour market. Some examples of the department supporting Yukon First Nations learners and addressing educational and employment gaps includes:

- \$992,000 from 2017-2020 for Skookum Jim Friendship Centre's Youth Employment Centre to provide services. (\$332,324 in 2018-19).
- \$225,000 from 2018-2021 for Selkirk First Nation's Pelly Crossing Training Fund for training opportunities that will enhance individual skills required to obtain, maintain or advance employment for Yukoners. (\$75,000 per year)
- \$261,070 in 2018-19 for Kwanlin Dün First Nation's House of Learning to provide education upgrading, employment training, certifications and more.
- \$1.413M over three years, from April 1, 2019 to March 31, 2022 for Kwanlin Dün First Nation's Traditional Knowledge & Employment Training Program.

TRC Call to Action 57: *We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous*

Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

The department's First Nations Programs and Partnerships unit provides cultural orientation to new educators and to school and program staff, that includes residential school awareness and First Nations history. The First Nations Programs and Partnership unit also offers an adapted Blanket Exercise participatory workshop activity for Department of Education staff and students that deepens participants' understanding of how federal policies and programs have impacted the lives of Indigenous people throughout Canada's history.

As part of the Joint Education Action Plan, the department is providing mandatory cultural awareness training for all staff on a rolling basis (Yukon First Nations 101 course from Yukon College, or suitable equivalent).

TRC Call to Action 62 iv: *Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education*

Department officials worked with the Council of Yukon First Nations and the Chiefs Committee on Education to establish an Assistant Deputy Minister of First Nations Initiatives position at the department.

The new ADM works in partnership with all Yukon First Nations on their collective and individual educational priorities, supports the work of the First Nations Programs and Partnerships Unit, and guides the implementation of initiatives to support the success of First Nations learners.

TRC Call to Action 62 i: *make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students* **AND**

TRC Call to Action 63 i-iv: 63. *We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:*

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.*
- iv. Identifying teacher-training needs relating to the above*

Yukon's new school curriculum for K-12 includes Yukon First Nations cultures, languages, histories, and perspectives in all subjects at all grade levels developed with Yukon First Nations, including:

- draft Yukon and Yukon First Nation K-9 localized curriculum, adapted from British Columbia's curriculum, and currently working on the Grades 10-12 localized curriculum;
- sample K-10 integrated units with Yukon First Nations ways of knowing, doing and being developed with First Nations;
- culturally inclusive guidelines for assessing learning and reporting;
- Social Studies 10 unit about residential schools;
- Field testing a new Grade 5 unit about residential schools;
- 21 Yukon schools offer First Nations language programs.
- Resources such as Grade 1 books about Yukon First Nations people, Social Studies booklets for grades 4-5, the CHAOS experiential program for grades 9-10, Ancestral Technology 9 and 10, English First Peoples 10-12, and Yukon First Nations 12.
- External credits offered by Yukon First Nations: culture camps, First Hunt/Fish and Moose Hunt.

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Chair: As you know, we had 11 questions, I believe, that we were going to submit to the department to receive written responses. I realize that this has been a very complex morning with a lot of questions and a lot of supplementary questions. In light of the time, there are eight more questions that we had anticipated asking this morning. Maybe I will just read those questions into the record now so that we have them on record and, when the department is providing the Public Accounts Committee with the responses to those other 11, we could also receive responses to these eight as well.

With regard to Recommendation No. 109 — insufficient supports, resources, and cultural training — we had three questions:

- Can you explain further how the department will determine the human resources and training required to develop classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nation cultures and language?

Answered in Written Questions #4

- Will the department be hiring more FTEs in anticipation of the increased workload?
- What are the timelines for implementation?

Answered in Written Question #5

- Does the department have any plans if the feedback on the implementation of the new curriculum is not as good as the department had hoped?

Answered in Written Question # 6

Further, the report deals broadly with capacity issues within the Department of Education and specifically with the teachers. We saw that the engagement survey saw an increase in negative answers since 2016 on the following statements: "My workload is manageable", "My work-related stress is manageable", and "I feel support during times of change".

- How does the department plan to implement the recommendation of the Auditor General without increasing the strain on an already strained public service?

Answered in Written Question #7

- What additional staffing cost does the department anticipate with regard to the implementation of the recommendations?

Answered in Written Question #8

- What will the department be doing to prioritize the recommendations of the Auditor General?

Answered in Written Question #9

Two questions regarding the previous report from 2009:

- What are some of the more significant changes that have taken place in the department since the 2009 audit?

Answered in Written Question #12

- How will these changes address the shortcomings that this audit has identified?

Answered in Written Question #13