













Strategic Plan Initiatives and Education Reform Project Recommendations






Goal No. : 1, Objective No. : 1, Strategy No. : 1, Initiative : Community Engagement

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #33: Rural secondary schools	03	Alternate types of secondary school programs should be evaluated to determine which is most appropriate for a particular community. This evaluation will consider community demographics, students and community expectations, the financial resources and expertise required, and the suitability of available staff.
 ERP #33: Rural secondary schools	05	Community ownership and support needs to be promoted and facilitated before going ahead with a new school.










Goal No. : 1, Objective No. : 1, Strategy No. : 1, Initiative : Rural Strategy

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #07: Rural-to-urban transition	01	Parents and guardians, as well as Yukon and First Nation governments, must work to eliminate overlaps and bridge gaps in programming, communication, understanding and services for all rural students.
 ERP #07: Rural-to-urban transition	04	The Department of Education, in cooperation with Yukon First Nations, must undertake research to examine the high rate of absenteeism for rural First Nations students and develop measures to address it.
 ERP #23: School nutrition program	05	First Nations traditional foods and their benefits should be included and highlighted in the program where possible.
 ERP #23: School nutrition program	06	School administrators and school councils should identify ways to work with First Nations, communities and businesses to support a Yukon School Nutrition Program.
 ERP #30: Technology and education	01	To build upon the distance education program at Yukon College, the Department of Education should strike a committee of Yukon and First Nations governments, professionals and practitioners in the fields of education and ICT to identify gaps in the delivery of distance education courses, and outline steps to maintain and expand service to all Yukon communities.
 ERP #30: Technology and education	02	The committee should also examine successful distance-learning models that have been established to support remote and rural communities, particularly First Nations communities.
 ERP #30: Technology and education	03	A liaison and exchange program should be established between Yukon and First Nations governments and professionals in collaboration with Yukon College and educators involved in successful distance education models.
 ERP #30: Technology and education	04	The Department of Education should collaborate with the Council of Yukon First Nations (CYFN) to help Yukon First Nations explore ways in which technologies can support and promote educational opportunities, and ensuring that they are aligned with First Nations' values and traditions.
 ERP #32: Apprenticeship and trades training	11	The department should provide schools, especially those in the communities, with funding to run a skills-focused program.
 ERP #33: Rural	02	The Department of Education should facilitate a process to make communities aware of alternate types of secondary school programs and obtain their feedback

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	secondary schools		on the options available.
	ERP #33: Rural secondary schools	03	Alternate types of secondary school programs should be evaluated to determine which is most appropriate for a particular community. This evaluation will consider community demographics, students and community expectations, the financial resources and expertise required, and the suitability of available staff.
	ERP #34: Experiential education	01	Administrators, school councils and communities should review a range experiential programming options to help schools develop organizational plans.
	ERP #34: Experiential education	02	School administrators need to be fully understood both the implications and the possibilities of experiential programming in schools.
	ERP #34: Experiential education	03	School administrators need to obtain the support of First Nations, the business community and post-secondary institutions.
	ERP #34: Experiential education	04	Department of Education staff needs to support teachers in reviewing and selecting experiential education options.

Goal No. : 1, Objective No. : 1, Strategy No. : 1, Initiative : School Growth Process

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>	
	ERP #02: Proposed governance structure	05	The Department of Education should enter into discussions with school councils and First Nations to explore areas of enhanced responsibilities that school councils may wish to assume.
	ERP #07: Rural-to-urban transition	01	Parents and guardians, as well as Yukon and First Nation governments, must work to eliminate overlaps and bridge gaps in programming, communication, understanding and services for all rural students.
	ERP #09: First Nations students	01	The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.
	ERP #09: First Nations students	02	Partnerships between First Nations governments, First Nations communities, the Department of Education and the Yukon Teachers' Association should be implemented with the support of policy.
	ERP #09: First Nations students	05	Counseling and other related support should be provided to First Nations students when needed.
	ERP #10: Literacy and essential skills	03	The Department of Education, YTG should provide the facilitation, expertise and resources to support local capacity building.
	ERP #18: Evaluation of teachers	03	Growth plans should address the needs of the individual, the school, the system, the community and the profession.
	ERP #19: Site-based management	01	The term "sit-based management" (SBM) refers to a decentralized approach to educational governance. According to Beck and Murphy (1998), it "emphasizes moving authority away from districts and states and establishes representative decision-making systems within individual schools" (p.359). Implementation of SBM can also provide the foundation for subsequent educational initiatives
	ERP #19: Site-based	02	The committee should examine the following topics: 1. models of SBM from a broad and diverse range of jurisdictions; 2. the knowledge and experiences of





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	management		participants involved in SBM initiatives; 3. implementation processes where SBM has been adopted as an operating principle for schools and school systems, and 4. the extent to which particular SBM processes are already employed in the Yukon.
	ERP #19: Site-based management	03	Based on this examination, the committee should develop a definition of SBM and develop a conceptual model that is relevant and workable within the Yukon.
	ERP #19: Site-based management	04	When a Yukon-derived SBM conceptual model has been developed, the committee should determine resource allocations for information sessions, leadership development and training, and planning for implementation, assessment, and evaluation.
	ERP #19: Site-based management	05	Schools should be identified to pilot the identified SBM model, including assessment, evaluation and refinement of the process.
	ERP #22: Teaching social values	01	Schools should assess the extent to which their policies and practices either promote or hinder diversity, social justice and social responsibility.
	ERP #22: Teaching social values	02	School administrators should discuss social values education with their school councils.
	ERP #23: School nutrition program	06	School administrators and school councils should identify ways to work with First Nations, communities and businesses to support a Yukon School Nutrition Program.
	ERP #24: Suspensions and expulsions	03	In consultation with superintendents and school boards/councils, the Department of Education should establish policies on length of suspensions.
	ERP #24: Suspensions and expulsions	04	The Department of Education, in cooperation with CYFN and YTA, should require schools to develop discipline plans that emphasize responsible behaviour and promote self-discipline.
	ERP #28: Secondary schools and Yukon College	01	The administration of the four secondary schools and Yukon College should meet to explore ways to coordinate scheduling to make the most of student opportunities and access.
	ERP #28: Secondary schools and Yukon College	04	The administration of the four secondary schools and Yukon College should investigate options for broader access to courses through video teleconference technology.
	ERP #32: Apprenticesh ip and trades training	01	Hands-on training in shop skills should be provided at the elementary school level.
	ERP #32: Apprenticesh ip and trades training	11	The department should provide schools, especially those in the communities, with funding to run a skills-focused program.
	ERP #33: Rural secondary schools	01	Student and school performance should be reviewed, with special attention to areas requiring improvement, especially for students of First Nations ancestry. Performance indicators should include graduation rates, student retention rates and results from Yukon Achievement Tests.



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 ERP #33: Rural secondary schools	02	The Department of Education should facilitate a process to make communities aware of alternate types of secondary school programs and obtain their feedback on the options available.
 ERP #33: Rural secondary schools	03	Alternate types of secondary school programs should be evaluated to determine which is most appropriate for a particular community. This evaluation will consider community demographics, students and community expectations, the financial resources and expertise required, and the suitability of available staff.
 ERP #33: Rural secondary schools	04	A planning team consisting of (as a minimum) a Superintendent, Secondary Programs Consultant, School Council representative, designated representative of the local First Nation or First Nations and school principal should determine the approach to be used by the school.
 ERP #33: Rural secondary schools	05	Community ownership and support needs to be promoted and facilitated before going ahead with a new school.
 ERP #34: Experiential education	01	Administrators, school councils and communities should review a range experiential programming options to help schools develop organizational plans.
 ERP #34: Experiential education	02	School administrators need to be fully understood both the implications and the possibilities of experiential programming in schools.
 ERP #34: Experiential education	03	School administrators need to obtain the support of First Nations, the business community and post-secondary institutions.
 ERP #34: Experiential education	04	Department of Education staff needs to support teachers in reviewing and selecting experiential education options.
 ERP #34: Experiential education	06	The Department of Education should present various experiential education models to schools and outline their benefits and suitability.
 ERP #34: Experiential education	09	Teachers and administrators should increase the use of elders and community resource people in schools.
 ERP #34: Experiential education	13	The Department of Education should support a continuous learning process where experiential education programs can grow and evolve.











Goal No. : 1, Objective No. : 1, Strategy No. : 1, Initiative : Strengthening School Boards and School Councils

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #07: Rural-to- urban transition	01	Parents and guardians, as well as Yukon and First Nation governments, must work to eliminate overlaps and bridge gaps in programming, communication, understanding and services for all rural students.
 ERP #09: First Nations students	01	The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.
 ERP #09: First Nations students	02	Partnerships between First Nations governments, First Nations communities, the Department of Education and the Yukon Teachers' Association should be implemented with the support of policy.
 ERP #24: Suspensions	03	In consultation with superintendents and school boards/councils, the Department of Education should establish policies on length of suspensions.


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	and expulsions		
	ERP #24: Suspensions and expulsions	04	The Department of Education, in cooperation with CYFN and YTA, should require schools to develop discipline plans that emphasize responsible behaviour and promote self-discipline.
	ERP #24: Suspensions and expulsions	08	The Department of Education should ensure that school council members have the appropriate training and tools to make informed rulings on student discipline.















Goal No. : 1, Objective No. : 1, Strategy No. : 2, Initiative : Tripartite Memorandum of Understanding (MOU) and Action Plan

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #01: Government-to-government partnership	01	The Government of Yukon and Yukon First Nation governments should agree to a definition of educational partnerships through a Memorandum of Understanding.
 ERP #01: Government-to-government partnership	02	The Yukon government should examine existing legislation and identify articles or clauses that are potential barriers to developing effective partnerships with First Nations.
 ERP #02: Proposed governance structure	01	The Government of Yukon and Yukon First Nations governments should establish a working group with a mandate to explore mechanisms that will facilitate the establishment of a shared governance model for education.
 ERP #02: Proposed governance structure	02	The Government of Yukon should examine existing legislation and identify articles or clauses that are potential barriers to effective partnerships with First Nations.
 ERP #02: Proposed governance structure	04	The Government of Yukon, in partnership with Yukon First Nations, should form an Education Executive Committee and provide all the operational, financial, human resource and administrative supports required.
 ERP #09: First Nations students	02	Partnerships between First Nations governments, First Nations communities, the Department of Education and the Yukon Teachers' Association should be implemented with the support of policy.
 ERP #11: Early childhood learning	01	Yukon and First Nations governments should fund, plan, construct and operate community supported health, wellness and education facilities, and should find ways to coordinate programs and services.
 ERP #20: Professional development	09	A Yukon Education Forum should be established by the four partners in education.
 ERP #23: School nutrition program	02	The Government of Yukon and CYFN, in collaboration with the Government of Canada, should seek funding sources.
 ERP #26: Educational data	02	The Department of Education should study the feasibility of involving First Nations in data collection.

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	ERP #26: Educational data	03	The Department of Education, in collaboration with First Nations, should provide decision-makers with access to this data.
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Goal No. : 1, Objective No. : 1, Strategy No. : 2, Initiative : Yukon First Nation Education Advisory Committee (YFNEAC)

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #03: First Nations curriculum	01	The Department of Education, in conjunction with First Nations governments, should evaluate the existing curriculum in order to determine how best to incorporate First Nations curriculum.
 ERP #03: First Nations curriculum	02	The Department of Education should expand the Terms of Reference for the Yukon First Nations Education Advisory Committee to include the development of an aboriginal curriculum framework. Consultation with all stakeholders is essential to this successful undertaking and implementation.
 ERP #03: First Nations curriculum	03	The Department of Education, in collaboration with First Nations partners and all stakeholders, make any required changes to policies and administrative procedures necessary for the implementation of First Nations curriculum.
 ERP #03: First Nations curriculum	04	The Department of Education should involve First Nations teachers, elders and leaders in the development and implementation of First Nations curriculum materials.
 ERP #03: First Nations curriculum	05	The Department of Education, in partnership with Yukon First Nations, must provide training and technical support for educators on the successful delivery of First Nations curriculum initiatives.
 ERP #04: Yukon First Nations languages	03	The Department of Education and CYFN should examine aboriginal language programs in Yukon schools, with the intent of increasing the number of instructional minutes allotted to them.
 ERP #04: Yukon First Nations languages	05	The Government of Yukon should increase funding to the Department of Education for an aboriginal language curriculum framework and for development of curriculum and classroom support materials.
 ERP #09: First Nations students	01	The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.
 ERP #09: First Nations students	02	Partnerships between First Nations governments, First Nations communities, the Department of Education and the Yukon Teachers' Association should be implemented with the support of policy.
 ERP #09: First Nations students	03	Alternate modes of education delivery should be developed, implemented and funded to meet today's First Nations education goals.
 ERP #09: First Nations students	04	First Nations elders should be given opportunities to participate in more meaningful ways in the education of First Nations learners.
 ERP #30: Technology and education	04	The Department of Education should collaborate with the Council of Yukon First Nations (CYFN) to help Yukon First Nations explore ways in which technologies can support and promote educational opportunities, and ensuring that they are aligned with First Nations' values and traditions.
 ERP #34: Experiential education	03	School administrators need to obtain the support of First Nations, the business community and post-secondary institutions.
 ERP #34: Experiential	09	Teachers and administrators should increase the use of elders and community resource people in schools.








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education



Goal No. : 1, Objective No. : 2, Strategy No. : 1, Initiative : French First Language

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #12: CSFY School Board No. 23	01	To support CSFY in achieving its mandate, the transfer agreement between the Department of Education and the board should be reviewed to ensure that CSFY receives all the funds due to them. If the amount has not yet been negotiated, this should be done immediately.
 ERP #12: CSFY School Board No. 23	02	The Department of Education should immediately take steps to transfer to the school board those individuals who should be school board employees as defined in the Education Act. If a school board does not wish to assume responsibility for the full range of its potential employees, the Government of Yukon should continue to act as the employer.
 ERP #12: CSFY School Board No. 23	03	The Department of Education should ask the Department of Justice to review the Education Staff Relations Act to see if it can include term designations. The Act should then be amended or amending regulations should be developed that would address this issue.
 ERP #12: CSFY School Board No. 23	04	The Department of Education should review its operations to determine if it is undertaking activities described in Section 116 of the Education Act in areas where a school board exists. These activities should be handed over to the school board. There must be clear direction on how the Department of Education will recognize and engage with the school board.
 ERP #12: CSFY School Board No. 23	05	The Department of Education and CSFY should develop a dispute resolution process that would be used when a school board and Department of Education policies conflict.




Goal No. : 1, Objective No. : 2, Strategy No. : 1, Initiative : Yukon First Nation Languages and Culture

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #03: First Nations curriculum	02	The Department of Education should expand the Terms of Reference for the Yukon First Nations Education Advisory Committee to include the development of an aboriginal curriculum framework. Consultation with all stakeholders is essential to this successful undertaking and implementation.
 ERP #03: First Nations curriculum	03	The Department of Education, in collaboration with First Nations partners and all stakeholders, make any required changes to policies and administrative procedures necessary for the implementation of First Nations curriculum.
 ERP #03: First Nations curriculum	05	The Department of Education, in partnership with Yukon First Nations, must provide training and technical support for educators on the successful delivery of First Nations curriculum initiatives.
 ERP #04: Yukon First Nations languages	02	The Department of Education and Aboriginal Language Services should fund linguistic, cultural and immersion programs in select Yukon communities. This would guide future program planning and implementation.
 ERP #04: Yukon First Nations languages	03	The Department of Education and CYFN should examine aboriginal language programs in Yukon schools, with the intent of increasing the number of instructional minutes allotted to them.
 ERP #09: First Nations students	03	Alternate modes of education delivery should be developed, implemented and funded to meet today's First Nations education goals.
 ERP #09: First Nations students	04	First Nations elders should be given opportunities to participate in more meaningful ways in the education of First Nations learners.





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 ERP #11: Early childhood learning	11	First Nations curricula should be integrated into early childhood learning programs to support connections to traditional culture.
 ERP #32: Apprenticeship and trades training	08	Aboriginal trades people should be used as role models, mentors and trainers in the communities and in schools.

Goal No. : 1, Objective No. : 2, Strategy No. : 2, Initiative : Early Years Transition Initiative

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #07: Rural-to-urban transition	02	The Department of Education, in cooperation with local First Nations governments and the Department of Health and Social Services, should develop intervention strategies in preschool programs, kindergarten and elementary schools.
 ERP #10: Literacy and essential skills	07	The Departments of Education and Health and Social Services, Yukon College, First Nations and non-profit child-care agencies should enhance or develop programs that addresses the literacy needs of preschool children.
 ERP #10: Literacy and essential skills	10	The Department should continually assess students for learning difficulties and, where appropriate, support schools in introducing appropriate supports for these students.
 ERP #26: Educational data	01	The Yukon Department of Education should collect reliable, comprehensive, long-term data about students, keyed to student ID numbers, from kindergarten to post-secondary years. This should include data that is already collected electronically as well as other indicators that may affect performance, including elementary report cards, departmental exam results and post-secondary student grant information.



Goal No. : 1, Objective No. : 2, Strategy No. : 2, Initiative : Resiliency in Transitions

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #07: Rural-to-urban transition	01	Parents and guardians, as well as Yukon and First Nation governments, must work to eliminate overlaps and bridge gaps in programming, communication, understanding and services for all rural students.
 ERP #07: Rural-to-urban transition	02	The Department of Education, in cooperation with local First Nations governments and the Department of Health and Social Services, should develop intervention strategies in preschool programs, kindergarten and elementary schools.
 ERP #09: First Nations students	05	Counseling and other related support should be provided to First Nations students when needed.
 ERP #11: Early childhood learning	02	Yukon and First Nations governments and practitioners in the fields of education and early childhood care and learning must work more cooperatively. Greater contact is needed between early childhood learning programs and schools in order to enhance communication and transitions.



Goal No. : 1, Objective No. : 2, Strategy No. : 2, Initiative : Social Responsibility and Citizenship

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #22: Teaching social values	01	Schools should assess the extent to which their policies and practices either promote or hinder diversity, social justice and social responsibility.










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	ERP #22: Teaching social values	03	The Department of Education, in conjunction with educational psychologists, should examine current values-based education programs to assess whether they are suitable for the Yukon.
	ERP #22: Teaching social values	04	The Department of Education should develop staff training for implementing social values education.


Goal No. : 1, Objective No. : 2, Strategy No. : 3, Initiative : Enhancing Equitable Access and Accountability in Special Programs

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>	
	ERP #07: Rural-to-urban transition	02	The Department of Education, in cooperation with local First Nations governments and the Department of Health and Social Services, should develop intervention strategies in preschool programs, kindergarten and elementary schools.
	ERP #10: Literacy and essential skills	10	The Department should continually assess students for learning difficulties and, where appropriate, support schools in introducing appropriate supports for these students.









Goal No. : 1, Objective No. : 2, Strategy No. : 4, Initiative : Building Leadership Capacity

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>	
	ERP #16: Educational leadership	01	Establish an in-school administrator mentorship program that will identify, recruit and offer training to teachers and identify principals who can be mentors.
	ERP #16: Educational leadership	02	Although Yukon First Nations teachers should be strongly encouraged, all teachers who meet the following criteria should be eligible to apply for the mentoring program. a) Yukon teacher certification; b) acceptable undergraduate degree; c) successful teaching experience, coupled with demonstrated community involvement, leadership potential and initiative; and d) willingness to complete a master's degree or equivalent.
	ERP #16: Educational leadership	03	A Mentoring Advisory Committee (MAC) should be established to direct the program, choose mentoring principals and accept applications. This committee must include all education partners. Special emphasis should be given to encouraging First Nations teachers with in-school administrative potential.
	ERP #16: Educational leadership	04	Operational funding should be provided for the in-school administrator mentorship program.
	ERP #16: Educational leadership	05	Courses should be provided to school administrators and teachers during the school year and in the summer to promote professional development, and cultural and language learning. These programs must be accessible to rural personnel (through distance learning, if necessary).
	ERP #16: Educational leadership	06	Courses in educational leadership and administration should be developed and provided with financial support.
	ERP #16: Educational leadership	07	Participation in graduate-level distance and summer school administration programs should be encouraged and supported.
	ERP #16: Educational leadership	08	Time, training and incentives should be provided to ensure that mentoring principals have the requisite knowledge, skills, and attitudes to be effective.
	ERP #16: Educational leadership	09	An existing Yukon school administrator should lead and oversee the in-school administrator mentorship program.















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	ERP #16: Educational leadership	10	Greater financial and other incentives should be provided for all school administrators to engage in continuous learning.
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Goal No. : 1, Objective No. : 2, Strategy No. : 4, Initiative : Human Resources Plan

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #06: First Nations administrators	02	The Department of Education, in collaboration with Yukon College, CYFN, and the Association of Yukon School Administrators, should develop and implement a program to train First Nations educational leaders to fill the positions of principals and vice-principals.
 ERP #06: First Nations administrators	04	The Department of Education should establish a hiring policy that reflects a commitment to assist qualified Yukon First Nations and northern educational leaders to advance to top administrative positions within the public school system.
 ERP #07: Rural-to-urban transition	03	The Government of Yukon and First Nations governments must allocate funds for more teaching assistants and tutors, both in secondary schools and in elementary schools.
 ERP #10: Literacy and essential skills	09	The Department of Education and Yukon College should develop and implement mandatory literacy instruction courses for all teachers.
 ERP #12: CSFY School Board No. 23	03	The Department of Education should ask the Department of Justice to review the Education Staff Relations Act to see if it can include term designations. The Act should then be amended or amending regulations should be developed that would address this issue.
 ERP #16: Educational leadership	01	Establish an in-school administrator mentorship program that will identify, recruit and offer training to teachers and identify principals who can be mentors.
 ERP #17: Representation of administrators	02	The Yukon Department of Education should participate in these discussions in order to foster collaborative and healthy working relationships between teachers and administrators.
 ERP #17: Representation of administrators	03	Salaries for administrators in the Yukon need to be competitive within the Canadian labour market. The YTA must strive to ensure that Yukon compensation is competitive.
 ERP #18: Evaluation of teachers	01	The Department of Education and the Yukon Teachers' Association should develop and implement a model for Teacher Professional Growth Plans.
 ERP #18: Evaluation of teachers	02	Annual growth plans should be required but only in years when formal evaluations are not carried out.
 ERP #18: Evaluation of teachers	03	Growth plans should address the needs of the individual, the school, the system, the community and the profession.
 ERP #18: Evaluation of teachers	04	The Department of Education and the YTA should develop quality standards for the teacher evaluation process.
 ERP #18: Evaluation of	05	Formal evaluations should be retained for probationary teachers or when required by the system.




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teachers			
	ERP #18: Evaluation of teachers	06	Formal evaluations should be carried out every five years rather than every three years, as is now the case.
	ERP #18: Evaluation of teachers	07	All school-based instructional staff and Department of Education staff should have a professional growth plan or professional development plan.
	ERP #20: Professional development	03	The Department of Education and YTA should discuss how to include and fund additional training days within the school year.
	ERP #20: Professional development	05	The Yukon teacher certification courses should be reviewed to determine if they are still relevant.
	ERP #20: Professional development	08	The number of PD days per year should be increased to a maximum of nine. This increase should be phased in over three years.
	ERP #21: Educational research	03	Funding and staff should be allocated to support a Yukon-based educational research program.
	ERP #22: Teaching social values	04	The Department of Education should develop staff training for implementing social values education.
	ERP #25: Length of the school year	01	The school year in the Yukon should be lengthened in accordance with B.C. to a minimum of 187 school days.
	ERP #25: Length of the school year	02	The number of professional development days within the school year should be increased to a maximum of nine.
	ERP #25: Length of the school year	03	Professional development days should be allocated in the following manner: up to three days for growth plans and/or personal professional development; up to three non-instructional days for school-based initiatives; and up to three days for departmental initiatives.
	ERP #31: FASD pilot project	01	The Government of Yukon should provide funding and support for a Fetal Alcohol Spectrum Disorders pilot project and include the following components as a minimum: 1. a full-time secondary specialist teacher specifically trained in FASD; 2. compilation of baseline and ongoing follow-up data for program adjustment, expansion and changes; 3. future expansion of the program to provide FASD support to all schools in the Yukon; and 4. on-site technical training and assistance for school-based staff.
	ERP #32: Apprenticeship and trades training	03	To prevent a shortage of technology education instructors, the Department of Education should provide teacher training incentives for Yukon tradespeople, education leave for teachers to train in this area, and incentives to attract technology education instructors to the territory.
	ERP #34: Experiential education	09	Teachers and administrators should increase the use of elders and community resource people in schools.
	ERP #34: Experiential education	12	The Department of Education should hire a full-time instructional strategies coordinator for a five-year term to initiate, support and implement experiential education programs in schools.





Goal No. : 1, Objective No. : 2, Strategy No. : 4, Initiative : Learning Communities

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
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	ERP #20: Professional development	02	The segment of annual orientations for newly hired staff related to First Nations topics should be expanded.
	ERP #20: Professional development	03	The Department of Education and YTA should discuss how to include and fund additional training days within the school year.
	ERP #20: Professional development	04	The Department and YTA should continue the mentorship program and make it accessible to educators with all levels of experience.
	ERP #34: Experiential education	02	School administrators need to be fully understood both the implications and the possibilities of experiential programming in schools.
	ERP #34: Experiential education	04	Department of Education staff needs to support teachers in reviewing and selecting experiential education options.
	ERP #34: Experiential education	05	Department of Education staff and administrators need information about the benefits and appropriate use of experiential education programs as well as ways to support experiential education programs.
	ERP #34: Experiential education	07	The Department of Education should support teachers' use of an experiential approach and provide professional development and evaluations.
	ERP #34: Experiential education	10	The Department of Education should provide training to teachers on teaching techniques and the risk factors related to outdoor education.
	ERP #34: Experiential education	13	The Department of Education should support a continuous learning process where experiential education programs can grow and evolve.
	ERP #34: Experiential education	15	The Department of Education should provide professional development activities on learning styles, particularly those of visual-spatial learners.



Goal No. : 1, Objective No. : 3, Strategy No. : 1, Initiative : Locally Developed Curriculum

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #03: First Nations curriculum	02	The Department of Education should expand the Terms of Reference for the Yukon First Nations Education Advisory Committee to include the development of an aboriginal curriculum framework. Consultation with all stakeholders is essential to this successful undertaking and implementation.
 ERP #03: First Nations curriculum	03	The Department of Education, in collaboration with First Nations partners and all stakeholders, make any required changes to policies and administrative procedures necessary for the implementation of First Nations curriculum.
 ERP #03: First Nations curriculum	04	The Department of Education should involve First Nations teachers, elders and leaders in the development and implementation of First Nations curriculum materials.
 ERP #09: First Nations students	01	The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.


Goal No. : 1, Objective No. : 3, Strategy No. : 1, Initiative : Secondary School Trades and Apprenticeship Initiative

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #32: Apprenticesh	02	The Yukon Secondary School Apprenticeship Program (YSSAP) should be revitalized. Students should get dual credits for apprenticeship course work and a



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	ip and trades training		secondary school diploma.
	ERP #32: Apprenticeship and trades training	08	Aboriginal trades people should be used as role models, mentors and trainers in the communities and in schools.
	ERP #32: Apprenticeship and trades training	11	The department should provide schools, especially those in the communities, with funding to run a skills-focused program.







Goal No. : 1, Objective No. : 3, Strategy No. : 1, Initiative : Yukon Essential learning Outcomes

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #09: First Nations students	01	The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.


Goal No. : 1, Objective No. : 3, Strategy No. : 3, Initiative : Assessment and Reporting

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #10: Literacy and essential skills	10	The Department should continually assess students for learning difficulties and, where appropriate, support schools in introducing appropriate supports for these students.
 ERP #33: Rural secondary schools	01	Student and school performance should be reviewed, with special attention to areas requiring improvement, especially for students of First Nations ancestry. Performance indicators should include graduation rates, student retention rates and results from Yukon Achievement Tests.







Goal No. : 1, Objective No. : 3, Strategy No. : 3, Initiative : Yukon Student Information System

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #07: Rural-to-urban transition	04	The Department of Education, in cooperation with Yukon First Nations, must undertake research to examine the high rate of absenteeism for rural First Nations students and develop measures to address it.
 ERP #24: Suspensions and expulsions	05	The Department of Education should conduct an in-depth statistical analysis of disciplinary approaches in Yukon schools. The data collected should include grade level, ethnicity, methods employed (verbal warning, detention, dismissal, in-school suspension, out-of-school suspension etc.), length of suspension and number of repeat suspensions, as well as information specific to special-needs students.
 ERP #26: Educational data	01	The Yukon Department of Education should collect reliable, comprehensive, long-term data about students, keyed to student ID numbers, from kindergarten to post-secondary years. This should include data that is already collected electronically as well as other indicators that may affect performance, including elementary report cards, departmental exam results and post-secondary student grant information.
 ERP #26: Educational data	03	The Department of Education, in collaboration with First Nations, should provide decision-makers with access to this data.
 ERP #26: Educational data	04	Cumulative records should be generated from this data and should be reconfigured so that essential information is included and extraneous information and confidential information is deleted.
 ERP #26: Educational data	05	Data should be maintained in a program that is accessible to a wide range of users.







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 ERP #33: Rural secondary schools	01	Student and school performance should be reviewed, with special attention to areas requiring improvement, especially for students of First Nations ancestry. Performance indicators should include graduation rates, student retention rates and results from Yukon Achievement Tests.
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Goal No. : 1, Objective No. : 3, Strategy No. : 4, Initiative : Distributed Learning

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #28: Secondary schools and Yukon College	04	The administration of the four secondary schools and Yukon College should investigate options for broader access to courses through video teleconference technology.
 ERP #30: Technology and education	01	To build upon the distance education program at Yukon College, the Department of Education should strike a committee of Yukon and First Nations governments, professionals and practitioners in the fields of education and ICT to identify gaps in the delivery of distance education courses, and outline steps to maintain and expand service to all Yukon communities.
 ERP #30: Technology and education	02	The committee should also examine successful distance-learning models that have been established to support remote and rural communities, particularly First Nations communities.
 ERP #30: Technology and education	03	A liaison and exchange program should be established between Yukon and First Nations governments and professionals in collaboration with Yukon College and educators involved in successful distance education models.
 ERP #30: Technology and education	04	The Department of Education should collaborate with the Council of Yukon First Nations (CYFN) to help Yukon First Nations explore ways in which technologies can support and promote educational opportunities, and ensuring that they are aligned with First Nations' values and traditions.
 ERP #32: Apprenticeship and trades training	06	Useful hands-on experience in communities without trades training facilities is needed. Distance education, online training, and mobile resources and techniques may be viable options.





Goal No. : 1, Objective No. : 3, Strategy No. : 4, Initiative : Experiential Education

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #09: First Nations students	03	Alternate modes of education delivery should be developed, implemented and funded to meet today's First Nations education goals.
 ERP #34: Experiential education	01	Administrators, school councils and communities should review a range experiential programming options to help schools develop organizational plans.
 ERP #34: Experiential education	02	School administrators need to be fully understood both the implications and the possibilities of experiential programming in schools.
 ERP #34: Experiential education	03	School administrators need to obtain the support of First Nations, the business community and post-secondary institutions.
 ERP #34: Experiential education	04	Department of Education staff needs to support teachers in reviewing and selecting experiential education options.
 ERP #34: Experiential	05	Department of Education staff and administrators need information about the benefits and appropriate use of experiential education programs as well as ways to


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education			support experiential education programs.
 ERP #34: Experiential education	06		The Department of Education should present various experiential education models to schools and outline their benefits and suitability.
 ERP #34: Experiential education	07		The Department of Education should support teachers' use of an experiential approach and provide professional development and evaluations.
 ERP #34: Experiential education	08		The Department of Education should enhance its Resource Centre by creating, maintaining and promoting a list of resource people (including other teachers).
 ERP #34: Experiential education	09		Teachers and administrators should increase the use of elders and community resource people in schools.
 ERP #34: Experiential education	10		The Department of Education should provide training to teachers on teaching techniques and the risk factors related to outdoor education.
 ERP #34: Experiential education	12		The Department of Education should hire a full-time instructional strategies coordinator for a five-year term to initiate, support and implement experiential education programs in schools.
 ERP #34: Experiential education	13		The Department of Education should support a continuous learning process where experiential education programs can grow and evolve.
 ERP #34: Experiential education	14		The Department of Education should evaluate and improve existing experiential education programs.










Goal No. : 1, Objective No. : 3, Strategy No. : 4, Initiative : Literacy Framework

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #10: Literacy and essential skills	05	The Department of Education should establish measures for local people to continuously monitor and evaluate literacy services.
 ERP #10: Literacy and essential skills	08	The Department of Education should expand successful literacy programs such as reading recovery and after-school tutoring, and continue to train educators to assess and accommodate children with literacy difficulties.
 ERP #10: Literacy and essential skills	09	The Department of Education and Yukon College should develop and implement mandatory literacy instruction courses for all teachers.
 ERP #11: Early childhood learning	13	Federal, territorial and First Nations governments should provide funds for family literacy programming.





Goal No. : 2, Objective No. : 1, Strategy No. : 1, Initiative : Supporting Adult Literacy

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #10: Literacy and essential skills	01	The Department of Education should facilitate the creation of local and territorial organizational structures that allow for a coordinated approach to the diverse literacy needs of Yukoners.



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 ERP #10: Literacy and essential skills	02	The Department of Education should foster the building of strong literacy committees in each community and assess the accomplishments of existing committees.
 ERP #10: Literacy and essential skills	03	The Department of Education, YTG should provide the facilitation, expertise and resources to support local capacity building.
 ERP #10: Literacy and essential skills	04	The Department of Education should support Yukon College, public schools, preschool centres and First Nations governments in helping communities achieve locally established literacy objectives.
 ERP #10: Literacy and essential skills	05	The Department of Education should establish measures for local people to continuously monitor and evaluate literacy services.
 ERP #10: Literacy and essential skills	11	The Department of Education and literacy organizations should help Yukon College develop courses and services that will allow students who have not met secondary school benchmarks to overcome low literacy levels and go on to higher education and/or employment.
 ERP #10: Literacy and essential skills	12	The Department of Education, literacy organizations and Yukon College should develop new workplace literacy programs based on HRSDC's essential skills, and train instructors to deliver them.
 ERP #11: Early childhood learning	13	Federal, territorial and First Nations governments should provide funds for family literacy programming.
 ERP #14: Community literacy partnerships	01	The Department of Education should ask local communities if they are interested in developing a community literacy partnership.
 ERP #32: Apprenticeship and trades training	07	Academic upgrading specific to the trades should be part of community training initiatives. Pre-trades or pre-apprenticeship qualifier training programs should include personal supports, such as communication and life skills training, academic upgrading and counselling.






Goal No. : 2, Objective No. : 1, Strategy No. : 2, Initiative : Evaluate the Yukon Apprentice Training Program

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #32: Apprenticeship and trades training	03	To prevent a shortage of technology education instructors, the Department of Education should provide teacher training incentives for Yukon tradespeople, education leave for teachers to train in this area, and incentives to attract technology education instructors to the territory.
 ERP #32: Apprenticeship and trades training	04	Pre-trades training and promotion should be developed and delivered through partnerships between Advanced Education, community groups, training providers, industry and labour organizations. Programs that work in partnership with community-based organizations, First Nations, Yukon College and the Yukon government will be the most effective.
 ERP #32: Apprenticeship and trades training	05	Wage subsidies and/or other incentives should be considered for employers to increase apprenticeships in targeted trades and with targeted apprentice groups, such as women and First Nations people.
 ERP #32:	06	Useful hands-on experience in communities without trades training facilities is





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	Apprenticeship and trades training		needed. Distance education, online training, and mobile resources and techniques may be viable options.
	ERP #32: Apprenticeship and trades training	08	Aboriginal trades people should be used as role models, mentors and trainers in the communities and in schools.
	ERP #32: Apprenticeship and trades training	10	Community organizations, such as Skills Canada Yukon and Yukon Women in Trades, should be supported with a variety of resources to enhance their capacity to deliver successful pre-trades training to Yukoners.

Goal No. : 2, Objective No. : 1, Strategy No. : 2, Initiative : Women and Apprenticeship

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>	
	ERP #32: Apprenticeship and trades training	04	Pre-trades training and promotion should be developed and delivered through partnerships between Advanced Education, community groups, training providers, industry and labour organizations. Programs that work in partnership with community-based organizations, First Nations, Yukon College and the Yukon government will be the most effective.
	ERP #32: Apprenticeship and trades training	05	Wage subsidies and/or other incentives should be considered for employers to increase apprenticeships in targeted trades and with targeted apprentice groups, such as women and First Nations people.
	ERP #32: Apprenticeship and trades training	06	Useful hands-on experience in communities without trades training facilities is needed. Distance education, online training, and mobile resources and techniques may be viable options.
	ERP #32: Apprenticeship and trades training	08	Aboriginal trades people should be used as role models, mentors and trainers in the communities and in schools.
	ERP #32: Apprenticeship and trades training	10	Community organizations, such as Skills Canada Yukon and Yukon Women in Trades, should be supported with a variety of resources to enhance their capacity to deliver successful pre-trades training to Yukoners.




Goal No. : 2, Objective No. : 2, Strategy No. : 1, Initiative : Supporting Yukon College

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>	
	ERP #11: Early childhood learning	05	Federal, territorial and First Nations governments should provide long-term funding for accredited professional training in early childhood learning.
	ERP #30: Technology and education	01	To build upon the distance education program at Yukon College, the Department of Education should strike a committee of Yukon and First Nations governments, professionals and practitioners in the fields of education and ICT to identify gaps in the delivery of distance education courses, and outline steps to maintain and expand service to all Yukon communities.
	ERP #30: Technology and education	06	The use of technology should be aligned with the local community's development goals in education, lifestyle and health. Communities will require access to various funding sources to meet their specific needs. The multi-tiered Community Development Fund, under the Yukon's Department of Community Development, may be a source of project-specific funding.
	ERP #32:	06	Useful hands-on experience in communities without trades training facilities is




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Apprenticeship and trades training needed. Distance education, online training, and mobile resources and techniques may be viable options.


Goal No. : 2, Objective No. : 2, Strategy No. : 3, Initiative : Student Exit Survey

Report Title	#	Recommendation
 ERP #26: Educational data	01	The Yukon Department of Education should collect reliable, comprehensive, long-term data about students, keyed to student ID numbers, from kindergarten to post-secondary years. This should include data that is already collected electronically as well as other indicators that may affect performance, including elementary report cards, departmental exam results and post-secondary student grant information.
 ERP #26: Educational data	04	Cumulative records should be generated from this data and should be reconfigured so that essential information is included and extraneous information and confidential information is deleted.
 ERP #26: Educational data	05	Data should be maintained in a program that is accessible to a wide range of users.




Goal No. : 2, Objective No. : 2, Strategy No. : 3, Initiative : Youth in Transition Survey

Report Title	#	Recommendation
 ERP #26: Educational data	01	The Yukon Department of Education should collect reliable, comprehensive, long-term data about students, keyed to student ID numbers, from kindergarten to post-secondary years. This should include data that is already collected electronically as well as other indicators that may affect performance, including elementary report cards, departmental exam results and post-secondary student grant information.
 ERP #26: Educational data	04	Cumulative records should be generated from this data and should be reconfigured so that essential information is included and extraneous information and confidential information is deleted.
 ERP #26: Educational data	05	Data should be maintained in a program that is accessible to a wide range of users.








Goal No. : 2, Objective No. : 3, Strategy No. : 2, Initiative : Improve Yukon employers' access to information/tools to support their ability to retain employees

Report Title	#	Recommendation
 ERP #32: Apprenticeship and trades training	03	To prevent a shortage of technology education instructors, the Department of Education should provide teacher training incentives for Yukon tradespeople, education leave for teachers to train in this area, and incentives to attract technology education instructors to the territory.






Goal No. : 2, Objective No. : 3, Strategy No. : 3, Initiative : Community Training Funds

Report Title	#	Recommendation
 ERP #10: Literacy and essential skills	03	The Department of Education, YTG should provide the facilitation, expertise and resources to support local capacity building.
 ERP #10: Literacy and essential skills	12	The Department of Education, literacy organizations and Yukon College should develop new workplace literacy programs based on HRSDC's essential skills, and train instructors to deliver them.
 ERP #10: Literacy and essential	13	The Department of Education, Yukon College, the Department of Health and Social Services and Service Canada should join forces to develop a pre-employment training program for persons on social assistance.




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	skills		
	ERP #11: Early childhood learning	05	Federal, territorial and First Nations governments should provide long-term funding for accredited professional training in early childhood learning.
	ERP #11: Early childhood learning	07	The Government of Yukon should implement a Child Care Training Fund similar to other training funds that provide skill development.
	ERP #30: Technology and education	06	The use of technology should be aligned with the local community's development goals in education, lifestyle and health. Communities will require access to various funding sources to meet their specific needs. The multi-tiered Community Development Fund, under the Yukon's Department of Community Development, may be a source of project-specific funding.
	ERP #32: Apprenticeship and trades training	04	Pre-trades training and promotion should be developed and delivered through partnerships between Advanced Education, community groups, training providers, industry and labour organizations. Programs that work in partnership with community-based organizations, First Nations, Yukon College and the Yukon government will be the most effective.
	ERP #32: Apprenticeship and trades training	06	Useful hands-on experience in communities without trades training facilities is needed. Distance education, online training, and mobile resources and techniques may be viable options.
	ERP #32: Apprenticeship and trades training	07	Academic upgrading specific to the trades should be part of community training initiatives. Pre-trades or pre-apprenticeship qualifier training programs should include personal supports, such as communication and life skills training, academic upgrading and counselling.
	ERP #32: Apprenticeship and trades training	10	Community organizations, such as Skills Canada Yukon and Yukon Women in Trades, should be supported with a variety of resources to enhance their capacity to deliver successful pre-trades training to Yukoners.

Goal No. : 2, Objective No. : 3, Strategy No. : 3, Initiative : Labour Market Agreement (LMA)

<u>Report Title</u>	<u>#</u>	<u>Recommendation</u>
 ERP #10: Literacy and essential skills	12	The Department of Education, literacy organizations and Yukon College should develop new workplace literacy programs based on HRSDC's essential skills, and train instructors to deliver them.
 ERP #11: Early childhood learning	05	Federal, territorial and First Nations governments should provide long-term funding for accredited professional training in early childhood learning.
 ERP #11: Early childhood learning	06	Professional training in early childhood learning should be accessible and affordable throughout the Yukon.
 ERP #30: Technology and education	06	The use of technology should be aligned with the local community's development goals in education, lifestyle and health. Communities will require access to various funding sources to meet their specific needs. The multi-tiered Community Development Fund, under the Yukon's Department of Community Development, may be a source of project-specific funding.
 ERP #32: Apprenticeship	03	To prevent a shortage of technology education instructors, the Department of Education should provide teacher training incentives for Yukon tradespeople,

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ip and trades training		education leave for teachers to train in this area, and incentives to attract technology education instructors to the territory.
 ERP #32: Apprenticeship and trades training	04	Pre-trades training and promotion should be developed and delivered through partnerships between Advanced Education, community groups, training providers, industry and labour organizations. Programs that work in partnership with community-based organizations, First Nations, Yukon College and the Yukon government will be the most effective.
 ERP #32: Apprenticeship and trades training	05	Wage subsidies and/or other incentives should be considered for employers to increase apprenticeships in targeted trades and with targeted apprentice groups, such as women and First Nations people.
 ERP #32: Apprenticeship and trades training	06	Useful hands-on experience in communities without trades training facilities is needed. Distance education, online training, and mobile resources and techniques may be viable options.