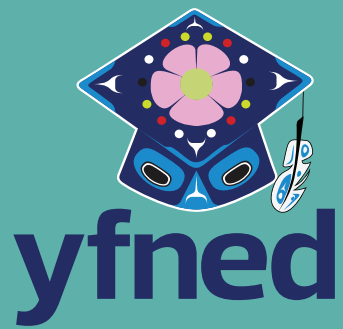




Alistair Maitland



ANNUAL REPORT

2020--2021

YUKON FIRST NATION EDUCATION DIRECTORATE
our children. our education. our way.

YUKON FIRST NATION EDUCATION DIRECTORATE

our children. our education. our way.

CONTENTS

Message from the Chair, Chiefs Committee on Education.....	2
Message from the Co-Chair, Chiefs Committee on Education.....	2
Message from the Executive Director	3
PART I – The YFNED Mission	4
Purpose	4
Mission Statement	4
Chiefs Committee on Education.....	5
Organizational Chart (How We Work)	6
Three Paths	6
PART II – Our Work.....	8
KEY TASK 1: Accountability	9
KEY TASK 2: Support & Capacity.....	15
KEY TASK 3: Assessment & Research	19
KEY TASK 4: Programs & Initiatives	22
KEY TASK 5: Framework Negotiations Support.....	28
PART III – Financial Reports	29

MESSAGE FROM THE CHAIR, CHIEFS COMMITTEE ON EDUCATION



This is the dawning of a new era of education in the Yukon. A hundred years after our children's education was stolen from us, we are reclaiming our inherent right – and alleviating systemic problems that are aggravating our First Nations students struggling with the colonial system.

When we formed the Chiefs Committee on Education in 2018, together the unified First Nations could clearly see the path ahead. Building on decades of vision and hard work accomplished by other First Nations leaders and educators, we knew exactly what had to be done. Step one was the creation of the Yukon First Nation Education Directorate.

We are beyond pleased to see this organization come together so efficiently and effectively. They've assembled an incredible team of First Nations education professionals who have taken on their roles with passion, expertise and resolve. Every day in their work, they make systemic shifts, and move us closer to our goal: First Nations authority of First Nations education.

This June, we announced the First Nation School Board Agreement, a huge first step toward breaking the colonial cycle of education for Yukon First Nations. Thanks to a unified vision among our people, we are able to take these giant steps, moving steadily toward full authority of First Nations education – honouring our people, honouring our ancestors, implementing our forefathers' vision.

Chief Dana Tizya-Tramm
Vuntut Gwitchin First Nation

MESSAGE FROM THE CO-CHAIR, CHIEFS COMMITTEE ON EDUCATION



As Co-Chair of the CCOE, I am deeply concerned over the state of education for our First Nations youth in the territory. Over the years, Yukon First Nations have consistently proposed options and solutions, supported by dozens of reports and recommendations, and yet still, no real change has ever been made.

It's time for First Nations to regain authority over education – and the CCOE was formed to support this timely transition. We know exactly what First Nations students need to be successful – a new education system. We look forward to continuing collaborating with Yukon First Nations, governments, and others to make this happen.

The formation of the Yukon First Nation Education Directorate was the first step. Through a First Nations lens, they deliver programs and services, research and analytics, and advocacy and negotiations, to advance our vision and move us closer to our goals. We have accomplished a great deal in a short period of time – a testament to the dire need and importance of First Nations education in the Yukon.

Take care and stay safe,

Chief Kristina Kane
Ta'an Kwäch'än Council

MESSAGE FROM THE EXECUTIVE DIRECTOR



This isn't your average annual report because YFNED is not your average not-for-profit. Flip through the pages and you'll quickly realize our team has accomplished in eight months what most organizations can only do in years. Blink and you'll find we've grown again – expanding not only within our organization, but in the breadth of influence across the territory. The inevitability of unified First Nations control of education is finally becoming a reality. History is in the making.

How did we accomplish this? Well, it's not just because of the highly skilled, professional and impassioned workforce we've assembled or the tireless hours of advocacy and strategy from the Chiefs. YFNED stands on the shoulders of giants who paved the way. Some of them are still with us and some are our ancestors, but these are the people who set down this path we are honoured to walk. The movement to reclaim authority of our children and their education is many decades old – and is at a breaking point. Our voices have grown louder and stronger over the years, and now is the time for real, systemic change.

It has been a long journey, as illustrated in *The First Nations Education Journey* in Yukon, a large poster and accordion brochure featuring an illustrated timeline (see pages 10-11) of endless reports, recommendations, studies and discussion papers that have only made incremental or superficial changes. For too long, the status quo has failed us. This is no longer acceptable.

We are at a pivotal point for First Nations education in Yukon, creating the story of success. We need to continue to listen to the wisdom of our ancestors, while calling on the territorial and federal governments to uphold their responsibility to support the necessary changes in education for the First Nations students in Yukon – to address the systemic racism of low expectation. We are here to provide the path that we know best serves our First Nations students, and YFNED will be persistent until we see First Nations schools built in Yukon – schools that are centered around our languages, our ways of being and our pedagogies, and open to all learners regardless of their culture. By improving the outcomes of our First Nations students, we only make Yukon a better place for everyone.

Melanie Bennett, Executive Director, YFNED

our children.
our education.
our way.

PART I

THE YFNED MISSION

PURPOSE

Steered by the Chiefs Committee on Education (CCOE), the Yukon First Nation Education Directorate (YFNED) was launched in the summer of 2020 in response to the long overdue need for unified control over First Nations education in the territory.

YFNED is dedicated to building capacity, developing systems and resources, and enhancing second-level educational programs, services and learner supports. YFNED advances First Nations decision-making authority and aspirations for control over education, providing technical support, research and advice for Framework Agreement processes, and advocating for First Nations student success across the education system.

MISSION STATEMENT

Unified control over First Nations education so we can empower our people in our ways of knowing and prepare our children to be active participants in the current world.



Alistair Maitland

CHIEFS COMMITTEE ON EDUCATION

YFNED reports directly to its Board of Directors, the Chiefs Committee on Education (CCOE), which is made up of Chiefs from six Yukon First Nations. The CCOE was established in 2018 by the Council of Yukon First Nations' leadership, and is mandated to take charge of First Nations education directly and cooperatively with the Government of Yukon and Government of Canada.

Yukon First Nations have deep concerns about the long-standing failure of the education system in Yukon to provide acceptable retention and graduation rates of Yukon First Nations students.

The Chiefs want to ensure that Yukon First Nations have a consistent approach to address these concerns and that this approach is consistent with their priorities and objectives. The Chiefs want this strategic approach to be accountable to the CCOE.

The CCOE was established to provide strategic direction and political support to the First Nation Education Commission (FNEC), and since its inception in 2019, to YFNED.

It is intended that the CCOE represents all Yukon First Nations, whether or not they are self-governing or members of the Council of Yukon First Nations. The CCOE is not intended to be a body or institution of CYFN. It reports to the CYFN leadership and other Yukon First Nations Chiefs.

There is no limit to the number of Yukon First Nations Chiefs that can sit on the CCOE and it is open to new members joining at any time. Currently, the following Chiefs sit on the CCOE:



CHAIR
Chief Dana Tizya-Tramm
Vuntut Gwitchin First Nation



DIRECTOR
Deputy Chief Simon Nagano
Tr'ondëk Hwëch'in First Nation



CO-CHAIR
Chief Kristina Kane
Ta'an Kwäch'än Council



DIRECTOR
Chief Simon Mervyn
First Nation of Na-Cho Nyak Dun



DIRECTOR
Chief Jack Caesar
Ross River Dena Council



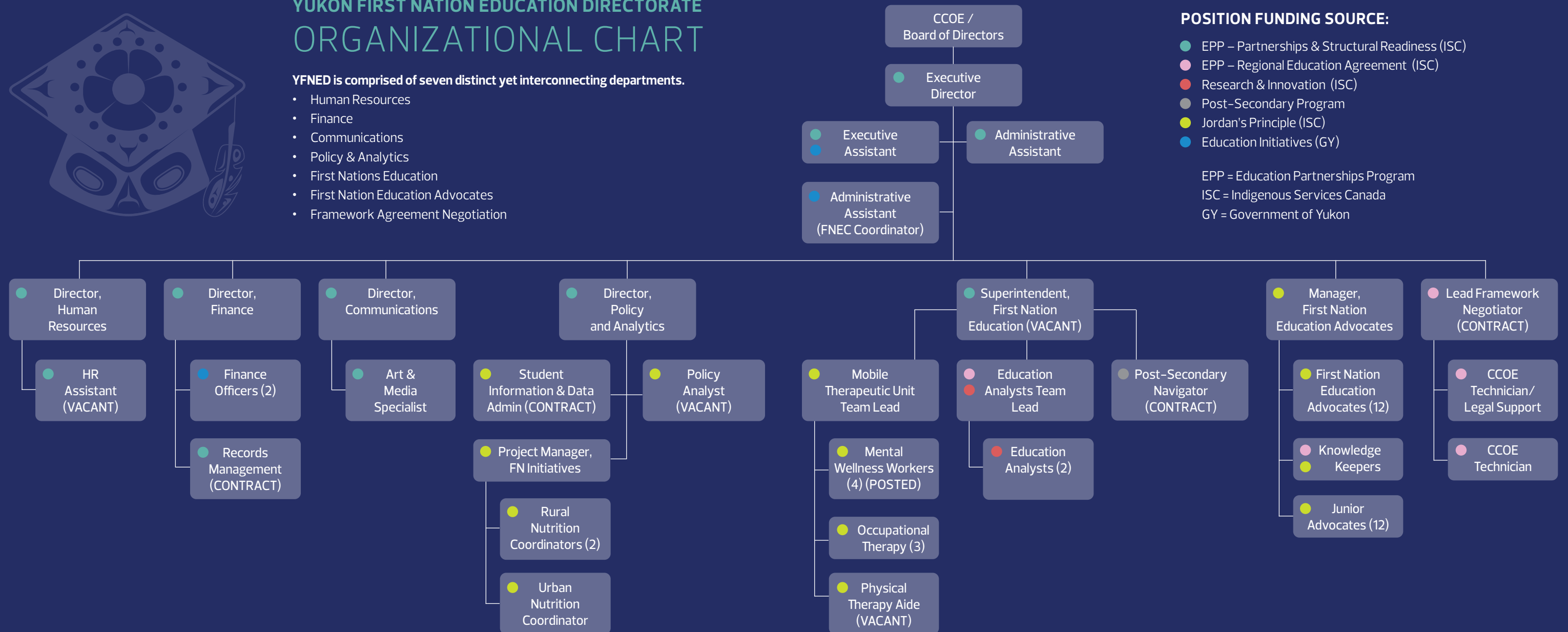
DIRECTOR
Chief Darrin Isaac
Selkirk First Nation



YUKON FIRST NATION EDUCATION DIRECTORATE ORGANIZATIONAL CHART

YFNED is comprised of seven distinct yet interconnecting departments.

- Human Resources
- Finance
- Communications
- Policy & Analytics
- First Nations Education
- First Nation Education Advocates
- Framework Agreement Negotiation



THREE PATHS

There are three possible paths we can take to regain First Nations control of education in Yukon. They are not exclusive of one another.

- 1.
- 2.
- 3.

Status Quo – Maintain the current relationship with Yukon government with only elected school councils guaranteeing Yukon First Nations reps and no real decision-making power. JEAP (Joint Education Action Plan) and FNEC.

First Nation School Board Authority – Would allow full control of school programming, collaborative control of budgeting, increased control of school staffing, and specific adaptations for each Yukon First Nation. As part of the Framework Agreement negotiations process, the FNSB could be an interim step or not.

Regional Education Agreement – Full control where all decisions are made by Yukon First Nations, including staffing, budget. This is the final stage in the Framework Agreement process, which means it could be a trilateral or bilateral agreement.

THE QUESTION:

Do we step incrementally from one path to the next, or should we assertively take only the third path to gain full control – and only then decide when and if we want to exercise this control?

PART II OUR WORK

YFNED is tasked with the responsibility to carry out the daily work of the CCOE in **five key tasks**. This report is structured around these cornerstones, illuminating in detail how the dedicated YFNED team has risen to our responsibilities. No matter where we are in regard to the three paths, YFNED will always work to meet these five key tasks. They are:

- Accountability**
- Support & Capacity**
- Assessment & Research**
- Programs & Initiatives**
- Framework Negotiations Support**

In this section of the report, we expand in detail on how YFNED has met these key tasks, each broken down into predetermined deliverables as established by the CCOE.



Alistair Matland

KEY TASK 1: Accountability

TASK:

Reporting on the work of YFNED

Over eight-months in operation, YFNED has made great progress in its establishment as outlined in this Annual Report. In a short time, YFNED has become a high-functioning workplace, complete with manuals, policies, processes, forms, and most importantly, a healthy workplace of inspired staff. Here are more details:

- Acquired non-profit status in December of 2019;
- Completed 2019/2020 fiscal year audit successfully, and preparations for 2020/2021 audit are on track;
- Acquired office space in July of 2020;
- Developed YFNED employee pay and benefits, onboarding handbook, workplace safety policy and employee manual;
- Developed YFNED website and social media pages;
- Hired the management team: Executive Director, Human Resources, Finance, Communications, and Policy & Analytics;
- Completed a calendar of Board of Directors meetings to work in conjunction with CCOE scheduled meetings;
- Established a process for Elders/Knowledge Keepers to provide guidance and input to the daily work of the YFNED;
- Spent a great deal of time hiring the staff needed to support the wrap-around service model for Indigenous students in the territory.

HR HIGHLIGHTS

- Conducted a variety of research related to labor market, programs and services offered by YFNED departments, including the research of primary deliverables of positions.
- Wrote job descriptions reflective of the YFNED mandate, goals and objectives; determined placement on the salary grid.
- Provided human resource management support to fill vacant positions, assist with onboarding and retention initiatives
- Developed and/or assisted with a variety of corporate policy input, development and implementation.
- Ensured organizational legislative compliance, incorporating First Nations worldviews, values and perspectives, in the following areas:
 - Researched, developed and implemented safety protocols as required for Junior Advocates program, off-site on-the-land camps/activities, as well as school-based on-the-land school programming.
 - Conducted research and contributed to the development of safety protocols for various activities.
 - Secured contractor support for the development & implementation of the YFNED Occupational Health & Safety Manual (estimated approval April 2021).
 - Worked to secure contractors for training and development needs of the organization.
 - Developed and implemented pandemic protocols (COVID-19), including weekly all-staff updates.
- Supported Executive Director with a variety of human resource management (HRM) and Occupational Health & Safety (OHS) requirements and worked to implement organizational processes.
- Researched and currently developing draft employee growth and appraisal process, with input from Knowledge Keepers. To roll out by June 2021.

BY THE NUMBERS: HUMAN RESOURCES

Based on YFNED employee demographics, February 17, 2021

1 RRSP program finalized as of October 2020.

1 Health Benefits Program finalized in September 2020.

1 YFNED Employee Manual finalized December, 2020.

73%
of perm & term employees identify as Indigenous.

90%
of YFNED student trainees/employees identify as Indigenous.

100%
of our Knowledge Keepers identify as Indigenous.

20+
job descriptions written for the organization.

60
staff hired (33 perm/term and 27 AOC).

7
staff training courses completed by multiple employees, including Lateral Violence, IRP Consulting staff development, First Aid and other workplace certificates.

1
Occupational Health & Safety Manual currently in development (estimated approval date: Spring 2021) and the establishment of a Joint Health & Safety Committee.

3
Yukon First Nations supported with their recruitment initiatives and capacity development.

FINANCE HIGHLIGHTS



BELOW

For many decades, dozens of reports and reviews have all recommended the need for First Nations authority in Yukon education—and yet little ever changed. Pictured below is a timeline that YFNED created to illustrate this.

Please visit www.yfned.ca to view the timeline in greater detail.

- Designed and built the Finance Department for YFNED
- Hired a staff of three: Director, Payroll/Benefits and Budget Analyst, Accounts Payable/Receivables
- Designed a suite of operational internal forms used to manage a variety of flow of work requirements
- Developed a Chart of Accounts unique to YFNED
- Opened our first bank account and built our banking/CC/Direct Deposit system within a Cash Management System
- Issued program credit cards
- Created an asset management system
- Implemented the Health and Benefits program and RSP program for YFNED
- Launched the 'Lunch and Learn' program
- Hired annual auditors: MMP Harry Harinder, CPA, CGA
- Designed and maintained budget and funding tracking worksheet
- Designed budget vs actual program managers reports
- Issued 19 contracts for services (July to March 2021)
- Developed relationships with funders, including Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC), Government of Yukon, and Indigenous Services Canada (ISC)
- Working on a funding formula that will result in a YFN per student annual cost
- Set up over 50 employee profiles
- Filed our first Yukon Workers Compensation Health & Safety Board annual assessment
- Contracted records management consultants
- Created a multi-year payroll estimate for budgeting
- Created an employee leaving tracking system

TASK:

Holding Government of Yukon accountable to the 2019 Auditor General's Report and to their responsibility to First Nations students

Worked to hold Government of Yukon to account regarding the 2019 Auditor General recommendations. This involved requests to the Minister of Education, Deputy Minister of Education and Government of Yukon's Public Accounts Committee to jointly address the report's recommendations. The request was denied from the Public Accounts Committee and requests to Minister /Deputy Minister have gone unaddressed. YFNED is now drafting a dissenting report for submission to the Office of the Auditor General on behalf of the CCOE.

YFNED created an accordion-folded brochure and giant eight-foot poster entitled *The First Nations Education Journey in Yukon*, a timeline which dramatically communicates the consistent and systemic disregard for First Nations education by the Yukon government, culminating with the Auditor's Report. This striking tool was on display at our 2021 First Nations Education Conference and distributed to roughly 300 participants. **See timeline below.**

Participated with Yukon government in the facilitation of 2019 Auditor General's Recommendation 70: "The Department should conduct a full review of its services and supports for inclusive education." This is ongoing; the final report from the external auditor will provide recommendations back to Yukon Education in April of 2021.

Despite this review being underway, the Department of Education made the decision to discontinue Individual Education Plans (IEPs). YFNED rose up as one of the key critical voices in the media, at FNEC meetings and at negotiation tables.



Recommendation 27: In addition, without a strategy to close the gaps in student outcomes, the Department cannot know how well it is addressing these gaps. If the Department waits too long to identify, understand, and address the root causes of these gaps, another generation of students could be affected for a lifetime."

Report of the Auditor General of Canada, "Kindergarten Through Grade 12 Education in Yukon, Department of Education."

1698

students self-identified as Indigenous in Yukon.

1249

students self-identified as Yukon First Nations in Yukon. (Department of Education data)

THE FIRST NATIONS EDUCATION JOURNEY IN YUKON



TASK:

Working with federal and territorial governments to secure ongoing, sustained funding

Continued discussions with Indigenous Services Canada (ISC) and Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC) to secure on-going sustainable funding. This includes multiple meetings between CCOE/YFNED and a variety of Ministers, Deputy Ministers, Director Generals, and Regional Director Generals.

YFNED has also been working on a Funding Formula – and meeting with ISC to determine an equitable formula needed for First Nations control of First Nations education, as outlined in the federally-adopted policy paper *K-12 Transformation of First Nations Education*.

TASK:

Establishing protocols for ongoing engagement/work and communications in a nation-to-nation relationship with territorial and federal governments

YFNED acknowledged the importance of the 2019 Auditor General's recommendation that the Department of Education complete and implement its policy to collaborate with Yukon First Nations to meet the Education Act's requirements. This includes the development of a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations. YFNED commenced the work to develop a *Collaborative Policy Framework with Yukon Government and Yukon First Nations with respect to education*, currently under development.

TASK:

Participating in the revision of any department, school or staff planning document, and any school reviews undertaken in response to legislated requirements

YFNED Education Analysts and the Post-Secondary Navigator are working on a number of reference documents called "Graduation Tools" that would help all school staff, First Nations governments, communities, and families access and understand the graduation requirements needed for students to achieve their postsecondary ambitions.

TASK:

Working with Government of Yukon to:

- i. **Complete and implement a data-sharing agreement for territory-wide data sets and data sets for each First Nation**
- ii. **Assess the extent to which the cultural inclusion standards are in place at each school and how effective these are in changing attitudes of paternalism, prejudice and racism**
- iii. **Address issues of racism, paternalism, and colonialism**
- iv. **Set policies related to teacher hiring and evaluation**
- v. **Work on potential policies related to any aspect of First Nations education**
- vi. **Enhance First Nations languages and/or cultural programs**

YFNED established a Data MOU with Yukon government and continued work to ensure the *How Are We Doing* (HAWD) report is delivered according to the timeline in this MOU.

YFNED participated in the establishment of the Data Working Group (DWG) to monitor and interpret student data. DWG provides recommendations to First Nation Education Commission regarding possible actions or interventions to improve outcomes for Indigenous students.

TASK:

Supporting First Nation Education Commission and reviewing, assessing, and determining the viability and effectiveness of the work of the Joint Education Action Plan

This year, YFNED took over administration of the First Nation Education Commission (FNEC) from CYFN. FNEC provides the oversight and direction to the Joint Education Action Plan (JEAP). FNEC meets four to five times per school year, and is working on implementing the recommended actions from the JEAP to improve First Nations student outcomes.





KEY TASK 2: Support & Capacity

TASK:

Building understanding at all levels about the education system including: Assessment results; Appropriate interventions and supports for the various ages and stages in the system; Legislative requirements for IEPs, including setting goals, planning, measuring progress and annual reporting to parents; and Consequences of course selections and grades at secondary school, post-secondary options.

TASK:

Identifying common priorities and supporting the attainment of the goals and aspirations that are shared across all First Nations

TASK:

Supporting the attainment of the goals and aspirations of each First Nation and conducting an annual two-day summit/conference

At the first Annual First Nations Education Conference in January 2020 (coordinated by early members of YFNED before moving over from CYFN), we conducted extensive community consultation with all Yukon First Nations and received feedback to prioritize our work around the following themes:

- Traditional knowledge & learning opportunities
- Increased teacher expectations for First Nations students
- Data collection, analysis & distribution
- Education governance
- Parent supports
- Consult with students
- Early Learning education
- Curriculum resource development
- Attendance
- Teachers & other education workers
- Special education
- Life skills

These themes are recognized by all staff at YFNED to be priorities and we had the opportunity to report back on our progress around each element to all Yukon First Nations at the Second Annual First Nations Education Conference this January 2021.

First Nations Education Conference a Huge Success

Over two days in late January 2021, the second Annual First Nations Education Conference, "Building Our Voices Through Land Language & Culture", brought together over 250 people at the Kwanlin Dün Cultural Centre – both in person and virtually – to learn, network and contribute to the surge of momentum in Yukon First Nations education.

Jody Wilson-Raybould, MP, made waves with her keynote address on day one, urging young students and adults to surround themselves with a circle of support and pursue their passion relentlessly. She provided insights on how to navigate the clashing (and bridging) of Indigenous and colonial world views, as her time in the Liberal Cabinet illustrated.

On Day Two, Olympian-activist Waneek Horn-Miller shared her extraordinary tale of trauma and resilience – and how Indigenous teachings helped her overcome huge challenges in her life. "Resilience is like a muscle," she says, that you need to repeatedly practice to make stronger. To all the educators, she says: "You are more than educators. You are dream sewers."

A variety of breakout sessions covered topics, including culturally-based assessments, language revitalization, First Nations arts and school councils. The conference also featured the launch of the Moccasin Trailblazers youth voices in education, and YFNED's Mobile Therapeutic Unit.

"We are here to provide the path that we know best serves our Indigenous students and will lead them to success and opportunity," said Melanie Bennett, YFNED Executive Director, in her closing words.



You are more than educators. You are dream sewers."

Waneek Horn-Miller
Olympian-activist

95%

of conference participants rated the event as either "Excellent" or "Very Good."

(based on results from 108 post-conference surveys).



Launch of the Moccasin Trailblazers

YFNED oversaw the creation, coordination and implementation of the Moccasin Trailblazers youth voices in education, an assembly of Yukon First Nations youth from across the territory. This group of bright, vocal and determined young students have the mandate to be the "Indigenous youth voice on education" in the Yukon.

YFNED staff arranged for the group to come together for multi-day team-building and vision exercises over two separate sessions: one in November 2020 and another in January 2021. Over these sessions, they worked out their mandate, their logo and even produced a short video, while spending time together off-grid and on the land.

You could have heard a pin drop when the Moccasin Trailblazers made their inaugural presentation at the Yukon First Nations Education Conference on January 21. Hundreds of conference participants were listening, rivetted, to the impassioned and intelligent voices of these determined youth. With their critiques, ideas and creativity, this group will help inform the future of First Nations-led education in the Yukon.

Delivery of professional development training

Over two days in November, YFNED offered a training workshop for all First Nations educators entitled "Nurturing the Learning Spirit." Facilitated by Tosh Southwick and Davida Wood of IRP Consulting, this session brought together CELCs, ESWs, ETOs, YFNED First Nation Education Advocates and other Yukon First Nations education professionals to build connection, celebrate successes, ground themselves on the land and in culture to best support First Nations learners.

YFNED also played an active role in supporting the Yukon Teachers Association and Yukon government by providing on-going training on cultural and land-based education. All training is delivered from an Indigenous Worldview.

TASK:

Supporting First Nations parents and communities to advocate for their children with the school and the Department of Education (DOE) to improve student outcomes

TASK:

Providing advocacy and support for the delivery of programs and provisions of services that meet individual and community needs.

YFNED implemented a wrap-around service model for Indigenous students in the territory, developed according to the expressed concerns from families and communities. We now provide a territory-wide team of First Nation Education Advocates, a rural-focused Mobile Therapeutic Unit of allied health services, as well as an extensive Urban and Rural Nutrition Program that ensures all Indigenous children have access to healthy food at school. For more details on our wrap-around services see page 22, "Key Task 4: Programs and Initiatives."



BY THE NUMBERS: COMMUNICATION TOOLS KEEP THE LINES OPEN

Between a robust website, a busy social media presence and a monthly email newsletter, YFNED strives to keep the communities and all partners in the loop about our programs and activities.

5900

Number of people reached in one Facebook post in December

1300

Average number of people reached per Facebook post since September 2020

764

Total Facebook page followers

401

Number of people on our e-newsletter mailing list

3700

Page views on our website

66%

Number of people that opened the February 2021 newsletter

1200

Unique visitors to our website



Alistair Maitland

KEY TASK 3: Assessment & Research

TASK:

Supporting the work of and training needs for: Elders in the school, language teachers, administration and teachers

Our team of Education Analysts has been busy working on the development of an Indigenous Academy to be piloted in a Whitehorse high school in the 2021/2022 school year.

We also continued meetings with Yukon Native Language Centre to support changes to the language programming in Yukon schools. We value our partnership and were excited to support them as partners at the 2021 First Nations Education Conference where they provided a great number of important and inspiring break-out sessions on First Nations language education.

TASK:

Supporting JEAP (Joint Education Action Plan) processes and implementation

YFNED successfully secured the secondment of one teacher from Yukon government to work on JEAP initiatives including the On-the-Land Cultural Framework, the Graduation Tools (a series of posters and a booklet to make education/life goals planning clear), and analysis and interpretation of the *How Are We Doing* report.

TASK:

Conducting annual surveys orally and in writing with First Nations parents and students, and reporting findings. This could include circle discussions and begin with attendance

TASK:

Researching best practices nationally and internationally to support the learning of First Nations students during their early years, primary, intermediate and secondary education, and share results with Yukon government

YFNED's Education Analysts, Lindsay Moore, Darby Newnham and Chris Stacey – as well as our Post-Secondary Navigator Greg Storey, have been researching best practices in a number of areas at all levels of education.

One area is in the research and consultation for Indigenous Academies. The education team is connecting with partners both in the Yukon and in outside communities to see how Indigenous Academies have been created. We are also supporting the development of the necessary infrastructure and supports for an Indigenous Academy that hopefully will be launched at F.H. Collins Secondary School in the 2021/22 school year.

TASK:

Working with Yukon government or independently to:

- Research factors in gaps in performance as identified by Auditor General
- Evaluate the cultural relevance of assessments currently in place, especially for kindergarten students
- Explore the reasons why there continues to be gaps in the education of First Nations students compared to non-First Nations students, including attendance, graduation rates ...
- Work with other agencies, including Health and Social Services, to support students
- Explore the best options to improve outcomes for First Nations students, assess progress and measure the effectiveness of interventions

Dän K'e

OUR WAY

The ancestors of the Champagne and Ashihik First Nations people have lived in the region roughly centered in Haines Junction for thousands of years. Archaeological evidence found at the present day community of Canyon indicates that the area was used by people of the Little Arm Culture (8,000 to 2,500 BC).

As the Champagne and Ashihik name indicates, the CAPNs composed of two separate, though closely related, Southern Tutchone nations that were initially amalgamated for the administrative convenience of the Federal Department of Indian Affairs. The Champagne First Nation includes descendants of the Húsh, Champagne (Shahab), Kúshu, Neekatah, and Dalton Post (Shu wásh) people. The Champagne culture has long been heavily influenced by close association, trade, and intermarriage with the coastal Tlingits. The Ashihik First Nation, smaller than the Champagne, was traditionally based around Ashihik Lake, both the north end where the village site is located and around Otter Falls. The traditional territory of the CAPN covers approximately 41,000 sq. km. The St. Elias Mountains mark the south and west boundary, to the north it reaches the headwaters of the Niding River and to the Tesh River and Big Salmon range to the east.

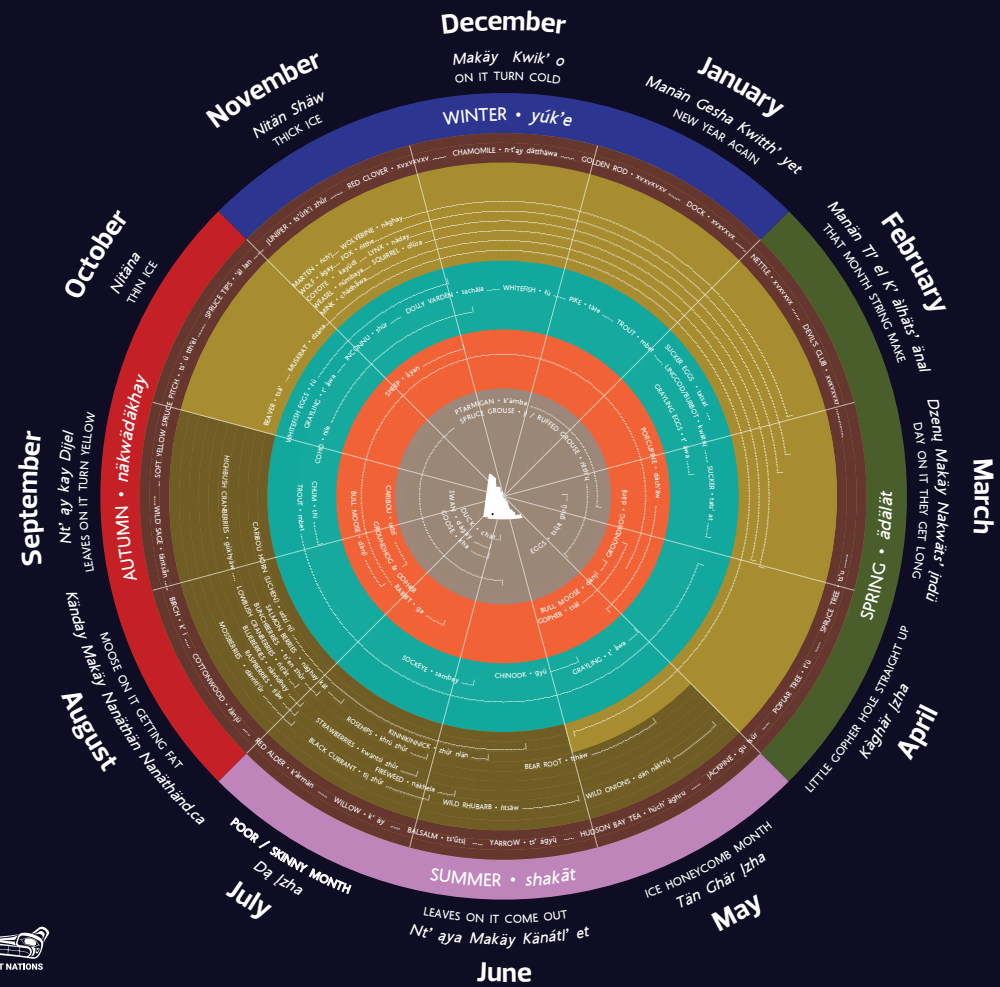
Champagne & Ashihik First Nations Cultural Orientation and Protocols Toolkit

HARVESTING PROTOCOLS

Before you go outside please remember to consult with the community about your plan.
 A token of appreciation should be offered to the land or community (i.e. prayers, food).
 Be mindful and respectful of the land and its resources. Show gratitude and do not harvest when under the influence of alcohol or drugs.
 Please collect only what you need and be sure to harvest only small amounts from each plant to ensure growth.

CHART KEY

- BIRDS
- ANIMALS
- FISH
- TRAPPING
- PLANTS
- MEDICINAL PLANTS



Alister Maitland

TASK:

Supporting JEAP (Joint Education Action Plan) processes and implementation

The education team at YFNED is looking at barriers to graduation, including the lack of communication about the courses and credits that are needed to graduate from grade 12. The focus of this project is to look at ways to create and promote graduation information tools and resources. This project will include a series of posters and a booklet.

Another project that the YFNED education team is working on is the development of field trip forms and processes that are more culturally centered around our Indigenous ways. Additionally, these forms and processes will be simplified for school staff, while continuing to ensure that safety and communication between schools and families remain a priority.

Darby Newnham, Education Analyst, is completing the On-the-Land Framework (a.k.a. Seasonal Rounds) – a visual depiction of land-based activities that happen throughout the year, according to seasons and months. There are now several versions, each tailored to the activities and language of specific First Nations. This teaching tool has many applications for all grade levels. **See above image for an example of a Seasonal Round.**

TASK:

Exploring options for a First Nations school(s) or school board, including structurally, financially and legislatively

The draft First Nation School Board Agreement is the culmination of years of research into options for a First Nations school board, and it details the operational and financial process of establishing First Nation schools (For more detail, see Framework Negotiations Support, page 28).

Our Post-Secondary Navigator and Education Analysts have been reviewing data from the *How Are We Doing Report* (HAWD). This continued support and collaboration with Yukon government and communities to interpret the data in the *How Are We Doing Report* reports will help inform and prioritize actions and decision making regarding educational initiatives impacting First Nations student success.

The team is looking into culturally-based early learning assessments. They will be conducting an environmental scan and researching best practices to target pilot regions in rural and urban pre-kindergarten and kindergarten settings for 2021. This project aims to determine if culturally-based measures will assess Indigenous students more accurately. If successful, this approach to assessment will allow Indigenous students to start school with an accurate plan for success at school.

Additionally, the team researched best practices for high school programming that supports student success, including options for dual credits and micro-credits that increase opportunities for First Nations students.

KEY TASK 4: Programs & Initiatives

TASK:

Developing unique programs and structures to support rural students, whether they go to Whitehorse or remain in their home communities

TASK:

Developing and/or supporting initiatives for tutoring, after-school and summer supports, and return-to-school and at-home strategies

TASK:

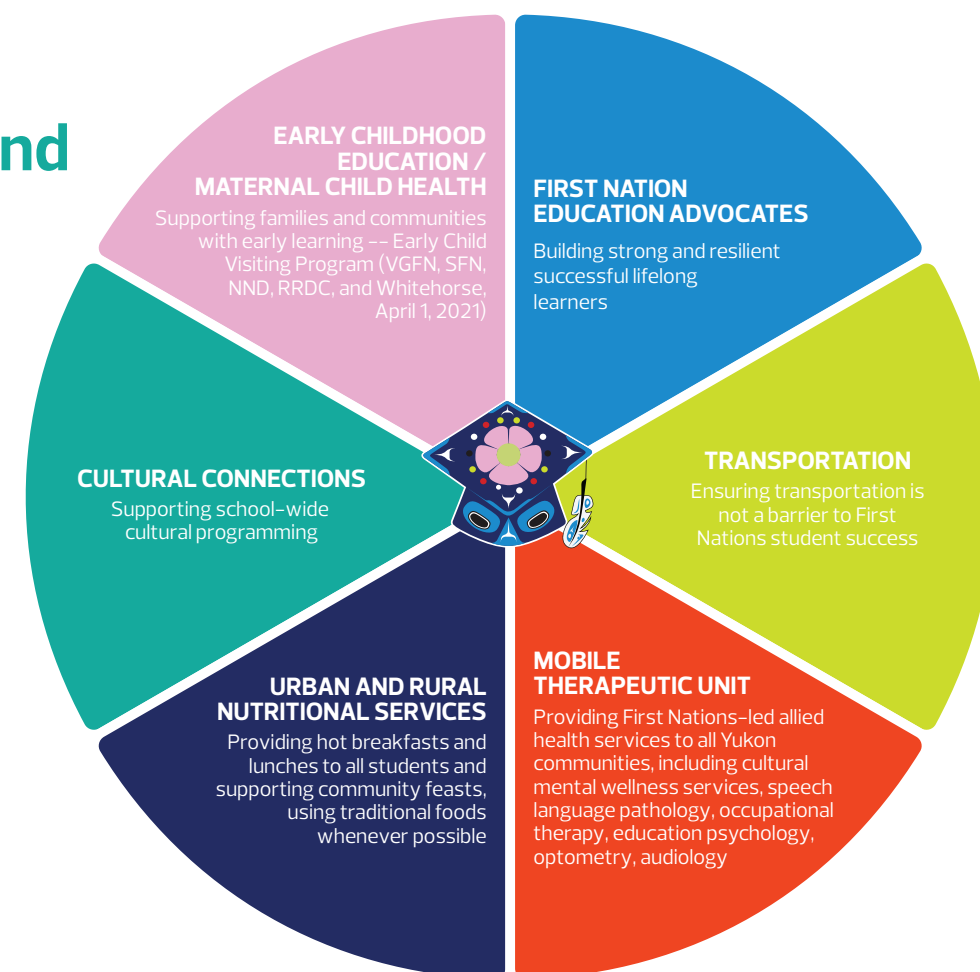
Working with Government of Yukon on Yukon-wide education initiatives in the Joint Education Action Plan to:

- Enhance language
- Develop First Nations curricula and Indigenize current curricula
- Ensure culturally relevant on-the-land experiential education is available to all students at each grade
- Ensure students who require an assessment receive one and that students in special education are well served
- Initiate programs and interventions to support early learning, primary, intermediate and secondary students

YFNED has championed the creation of an Indigenous-led wrap-around service model to support Yukon's Indigenous students holistically. Funded by Jordan's Principle, this model uses a community approach where families and communities are the true experts in the care and support of their children's mental, physical, spiritual and emotional needs. Our teams of education advocates, allied health professionals and nutrition programmers support Yukon First Nations communities in their path to empowerment and self-determination.

JORDAN'S PRINCIPLE:
A SACRED RESPONSIBILITY

YFNED Wrap-around Prevention Services



BY THE NUMBERS: ADVOCATES

The level of activity coming from our First Nation Education Advocates has been prodigious. Here's a brief rundown of some of their work:

6 Classes from three Whitehorse schools participated in our three-day Salmon Camp at Helen's Fish Camp on Lake Laberge in October 2020.

1300

People were reached on average with each Facebook post since September 2020.

7 Mini fish camps were held at Whitehorse elementary schools, providing students with an opportunity to cut fish, dry salmon and bison meat, cook (and eat) fish and bannock, listen to traditional stories, and learn about the life cycle of salmon.

270

Traditional beaded keychains were made as swag for our Education Conference by dozens of First Nations youth from across the Yukon, involving Elders and educators from various communities.

5 Drumming and hand games sessions were delivered in Whitehorse classrooms by YFNED First Nation Education Advocates and Knowledge Keepers.

5 Elders gave traditional teachings at multiple Fish Camps.

6 Trapping workshops were offered at both the elementary and secondary school levels.

20 Students participated in an on-the-land Spring Break horse and culture camp.

16 Knowledge Keepers are actively working alongside the First Nation Education Advocates.

96 Individual students (and their families) are receiving one-on-one support from support from our First Nation Education Advocates.

100s

of students are participating in First Nations cultural program in the schools, organized by our First Nation Education Advocates and Knowledge Keepers.

173 Referrals have been made to the First Nation Education Advocates from educators, parents, and other sources.



FIRST NATION EDUCATION ADVOCATES

YFNED's diverse and talented team of 12 First Nation Education Advocates work with individual students, families, school staff and other supports, through an Indigenous, wrap-around, holistic approach to education. Although COVID prevented a lot of travel to the communities, the Advocates are working with all communities, including Whitehorse.

The First Nation Education Advocates:

- Worked to increase a sense of belonging, self-respect and pride in heritage for all Indigenous students;
- Provided support, guidance and advocacy to deliver culturally inclusive programming within schools;
- Assisted schools in fully developing and delivering education programs that reflect Yukon First Nations culture and language;
- Worked with the schools to improve the academic achievement of Indigenous students;
- Connected Indigenous students to services and supports and ensured recommended services and supports were provided; and
- Referred Indigenous students to the YFNED Mobile Therapeutic Unit, as well as other specialists and school staff.



Peter Mather

Training for the First Nation Education Advocates

Since the team's launch in August 2020, YFNED's First Nation Education Advocates have grown and developed their skills. They have participated in a rigorous schedule of essential training opportunities. Here are some of the courses they have taken:

1. History of Education in Yukon
2. Contemporary Education in Yukon
3. Creating a Toolbox for Education Advocates
4. First Nations Worldview on Learning
5. Leadership and Advocacy Skill Building
6. Family Intervention and Peer Support Training
7. Lateral Kindness Workshops
8. Wilderness First Aid
9. Mental Health First Aid for Northern People
10. Gordon's Foundation Treaty Simulation
11. Regular teachings and guidance from our Knowledge Keepers



JUNIOR ADVOCATES

This February, YFNED recruited a team of Junior Advocates: 12 keen high school students who work part time to support our First Nation Education Advocates and Knowledge Keepers in the delivery of cultural programming. The Junior Advocates have worked with both elementary and secondary students as mentors and tutors, and they have been amazing role models for many young First Nations students. As COVID compounded school disengagement, the Junior Advocates have been pivotal in helping to re-engage students with their educational goals and commitments.

LEFT

Junior Advocate Jordan MacDonald completed this brilliant work of blended culture and science to help her learn – and teach others – the parts of the cell for her grade twelve biology class. She's proud to point out it even includes endoplasmic reticulum.



ABOVE

Occupational Therapists Patrice Cameron and George Korkuryo travelled to Pelly Crossing in late February for their first visit to one of the communities. Kids in Pelly showed them around their classrooms, and even took them on their school bus ride at the end of the day! Pictured above are two students showing the OTs their skills coding Selkirk First Nations language and culture into a video game.

MOBILE THERAPEUTIC UNIT

The Mobile Therapeutic Unit (MTU) is a holistic allied health service for Indigenous youth aged 0 to 18 living in both the rural and urban areas. Funded by Jordan's Principle, the MTU is committed to working with families and communities to ensure Indigenous children receive culturally appropriate care that reflects the values and knowledge of Yukon First Nations.

Our growing team will include:

- A culturally based mental wellness team
- Occupational Therapy
- Speech Language Pathology
- Education Psychology
- Audiology
- Optometry

YFNED believes strongly that families and communities are the true experts on the well-being of our children, and works to ensure every child's emotional, physical, spiritual and cultural needs are met in a safe and culturally appropriate way.

Although COVID has prevented extensive travel to the communities, our growing team of culturally-informed allied health professionals have been busy connecting with students and families in Whitehorse since their official launch in January. Travel picked up again as communities received their vaccinations – the MTU has travelled to Dawson City, Pelly Crossing, Teslin and Haines Junction.

NUTRITION PROGRAM

The Nutrition Program, funded by Jordan's Principle, provides equitable and healthy food to all Indigenous children aged 0 to 18 residing in Yukon.

Rural Nutrition Program: The funding dollars flow directly to each First Nation, and YFNED supports the administration and funding proposal. All 12 rural First Nations communities now provide regular food hampers, daily hot breakfasts and lunches at their schools and daycares, as well as opportunities for youth to participate in traditional harvesting practices.

Urban Nutrition Program: YFNED is now providing a similar service for all urban Indigenous youth in the City of Whitehorse. Through Jordan's Principle, Winter Break Hampers were distributed to all Indigenous families living in Whitehorse with children aged 0 to 18.

In February 2021, YFNED's Urban Nutrition Program began providing a healthy snack service for all Indigenous students attending Whitehorse schools. Classroom teachers are now able to order, on a weekly basis a range of healthy snack options for their Indigenous students, at no cost. A hot breakfast and lunch service is being developed.

83,000

pounds of frozen bison and salmon distributed among all Yukon First Nations communities (November, 2020).

30,000

pounds of salmon distributed among Indigenous families in Whitehorse (November, 2020).

Winter Break Hampers

Over three weeks leading up to Winter Break, YFNED staff and volunteers distributed over 750 hampers to Whitehorse-based Indigenous families, reaching over 1120 youth aged 0-18. The Facebook post reached 14,472 people and received comments like:



So awesome that you guys and gals keep doing this for our families with children! Much appreciated!"

Rose Kushniruk
(from Facebook comment)

KEY TASK 5: Framework Negotiations Support

Addressing the second mandate of the CCOE to negotiate the draft Framework Agreement, the fifth Key Task lays out the process, timelines and milestones of negotiating of an Agreement where Yukon First Nations assume control over the administration of First Nations school(s) -- to date, ten First Nations have passed council resolutions to jointly negotiate the Framework Agreement

PHASE ONE:

Yukon First Nations and Government of Yukon share the management, administration and implementation of a Yukon First Nations school board. Actions include:

- i. Negotiating school agreement(s) to share management and administration;
- ii. Establishing a Yukon First Nation School Board for specific school(s);
- iii. Amending the Education Act if required;
- iv. Developing timeline/process for the implementation of Part 2;
- v. Capacity development plan and implementation;

PHASE TWO:

Yukon First Nations who wish to assume independent authority of management and administration. Actions include:

- i. YFNs enact a law under S.13.2.8 of the SGAs;
- ii. YFN law made under s.13.2.8 would displace the Education Act;
- iii. Ensuring initial funding arrangements are in place;
- iv. Negotiating arrangements for YFNs to assume full control and authority of management and administration of school(s); and
- v. Completing multi-year funding component.

YFNED continued work with Yukon government to establish a First Nation School Board Agreement (FNSBA) as phase one to the Framework Agreement process. The Order in Council (OIC) required by Government of Yukon was passed on February 11, 2021. This paved the way for the signing of the FNSBA in late March.

We also participated in multiple meetings with Indigenous Services Canada (ISC) to determine the path forward for the REA. ISC Minister Marc Miller assigned senior staff to work with YFNED. An equitable Funding Formula to access tuition dollars is also under development.

Over the past year, many community consultations were completed, involving Chief & Council and communities (GA) both in person (when COVID travel restrictions allowed) and via zoom/phone calls.

YFNED carried out continual updates for all First Nations not signed on to the Framework Agreement process. Updates were provided at CYFN leadership meetings and at community Chief & Council meetings when requested.

YFNED also provided support to Yukon First Nations for training and developing a better understanding of governance structures relating to education. This has included targeted training days for Yukon First Nations, and their respective leadership and government staff.

PART III FINANCIAL REPORTS



Report from the Department of Finance

Yukon First Nation Education Directorate Society was incorporated on December 6, 2019 under the Society Act of Yukon as a Not-For-Profit organization and thus is exempt from income taxes under the Income Tax Act. In order to maintain its status as a registered Not-For-Profit organization under the Act, the Society must meet certain requirements within the Act. We have met these requirements and remain in good standing with Societies Yukon.

The Society's purpose is to provide capacity-building, systems and resource development, second-level education programs and service enhancements, and learner supports. The Society advances First Nations decision making and aspirations for control over education, providing technical support, research and advice for Framework Agreements processes, and advocates for First Nations student success across the system.

The Societies first audit of the finances has been completed and was prepared in accordance with Canadian Accounting Standards for Not-for-Profit Organizations (ASNPO). The Societies' auditors are MNP Chartered Accountants. The Society commenced its operations during the fiscal year starting April 1-2020 and therefore no comparative information or opening ASNPO statement of financial position is presented in our year end financials.

YFNED received 8.9 million in program funding in year one of operations. Although YFNED was incorporated in Dec 2019, the operations did not incur its first expense until July 2020. Total spending for fiscal year represents 9 months of operations. YFNED started off in July/Aug with a core staff of management. Project team staff were hired between Oct and Nov 2020. Total spending for fiscal year ending 2021 was \$4,076,067.00 which represents 46% of the overall funding received. We hired 54 staff and worked closely with 12 Elders.

Its financial and administrative team contributes to the efficient operations of YFNED departments through the support and development of financial systems. It produces annual audited financial statements, oversees financial activities and implements control procedures, process payroll, monitors cash flow, reviews and monitors contracts, and assists with developing and reporting on program budgets.

In year one of operations, YFNED administered 6 Jordan's Principal programs and 6 Education programs. The finance team works closely with the departments to ensure the spending within each program is in line with the obligations and the spirit of the funding agreements. It oversees records management and retention schedules.

The 2021/22 fiscal year budget is \$20,463,165.95 in annual proposal-based funding. It is our goal for 2021 onwards to secure multi-year core funding for YFNED.

Funded Programs – Fiscal Year April 1–2020 to March 31, 2021	Approved budget	Actual expenses per budget: YE21	Balance remaining in each budget
JORDAN'S PRINCIPAL FUNDED PROGRAMS			
Mobile Therapeutic Unit	\$940,500.00	\$501,718.00	\$438,782.00
Education Advocates	\$1,969,000.00	\$1,308,294.00	\$660,706.00
Ross River Nutrition Services	\$218,141.00	\$183,372.00	\$34,769.00
Rural Nutrition Program	\$175,000.00	\$111,548.00	\$63,452.00
Service Coordination	\$118,250.00	\$58,702.00	\$59,548.00
Urban Nutrition Program	\$1,975,250.00	\$523,271.00	\$1,451,979.00
EDUCATION			
Education Partnership Program	\$2,064,827.43	\$693,629.00	\$1,371,198.43
Research and Innovation	\$204,217.00	\$45,793.00	\$158,424.00
Regional Education Agreement	\$370,754.00	\$261,619.00	\$109,135.00
Records Management and Retention	\$22,500.00	\$10,250.00	\$12,250.00
Post-Secondary Engagement	\$117,104.22	\$104,201.00	\$12,903.22
Yukon Government, Education Initiatives	\$735,000.00	\$735,000.00	\$0.00
	\$8,910,543.65	\$4,537,397.00	\$4,373,146.65

*Balance remaining is brought forward to fiscal year 2021/22



Allstair Maitland



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