



What We Heard

Whitehorse Schools Capital Planning Public Engagement

October 2023 Report



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Background

The goal of this engagement was to hear from Yukoners about their ideas and considerations for Whitehorse-area schools. As the Government of Yukon plans for building, upgrading, and renovating schools, we wanted to better understand and reflect the values and needs of the users and the community of a school.

We collected input about Whitehorse schools with a focus on these themes:



Modern learning environments



Connection with the outdoors



Cultural, inclusive, and accessible spaces



Other elements the public determined

Engagement process

The Government of Yukon is committed to engaging with the public about schools. We enlisted the expertise of an external contractor to work with the departments of Education and Highways and Public Works to:

- develop the engagement approach;
- facilitate multiple methods for the public to participate – with a focus on targeting people who use schools regularly; and
- complete an analysis of the input received.

The engagement process comprised of both online and in-person activities, including:

- an online survey available from March 14 to May 15, 2023;
- open houses in April 2023 hosted around Whitehorse with one online meeting for communities;
- direct letters and emails to education partners, community associations, and members of the public with the call to action to share the survey and open house information extensively and to complete the survey;
- in-person presentations to education partners, including school councils and First Nations, from the end of March to the beginning of May 2023. The presentations were on the engagement process, purpose, and timelines, with the call to action to share the survey and open house information as widely as possible with their contacts and direct audiences, and to encourage all to complete the survey;
- focus groups with students in grades 10 to 12; and
- an invitation to the public to share additional comments by email.

Notification and outreach

The engagement was promoted through:

- a news release issued on March 14, 2023 – the five main local Yukon media (CBC, CKRW, CHON-FM, Yukon News and Whitehorse Star) published at least one story in their newscast or publication on the public engagement;
- advertising on local radio and social media, and in print publications;
- more than 55 targeted letters and emails to education partners, organizations, and Whitehorse-area community associations;
- three school messengers that include an email and a text message to 5,541 families and staff of all Whitehorse-area schools on March 27, April 14 and May 10, 2023;
- e-Newsletters to school administrators and staff; and
- word-of-mouth.

The audiences targeted were diverse and included the general Yukon public, families and caregivers of students, education and youth-related organizations, educators and administrators, Yukon First Nations education representatives, youth, Whitehorse-area school councils, and Yukon school boards.



150
radio
advertisements
or newscasts
played on CKRW,
CHON-FM and CBC



4
print
advertisements
featured in the
Yukon News and
L'aurora Boréale



6
digital ads



9
organic posts



4,490
clicks



542,810
impressions

Participation

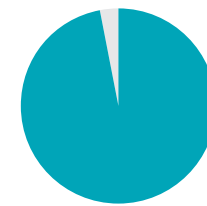
Online survey demographics:

This public engagement received a significant level of participation from Yukoners. The online survey was the primary way the public participated. In total, 932 Yukoners completed the online survey.

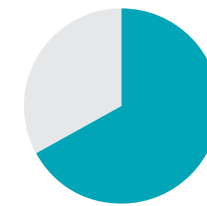
Almost 97 per cent of survey respondents live in Whitehorse and the surrounding area.

Sixty-seven per cent of survey respondents have one or more children currently in school.

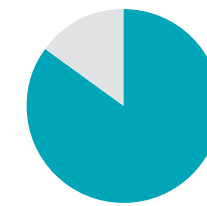
Those aged between 30 and 59 were the predominant participants, making up approximately 85 per cent of survey respondents.



97%
of survey
respondents live in
Whitehorse and the
surrounding area.



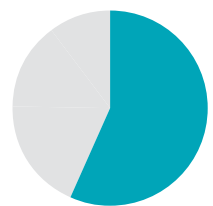
67%
of survey
respondents have
one or more children
currently in school.



85%
of survey
respondents are
30 to 59 years of age.

Online survey demographics continued:

Do you have, plan to have or have you had children at a Yukon public school?



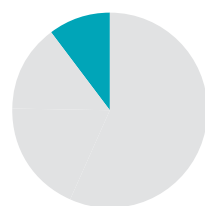
67.06%
One or more children in school currently.



22.1%
One or more children who will start school in the next one to six years.

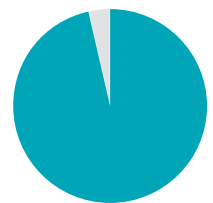


17.17%
One or more children who completed school in the last one to 20 years.

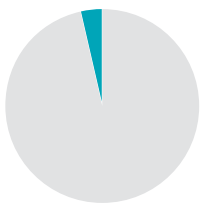


11.91%
None of the above.

Which community do you live in?

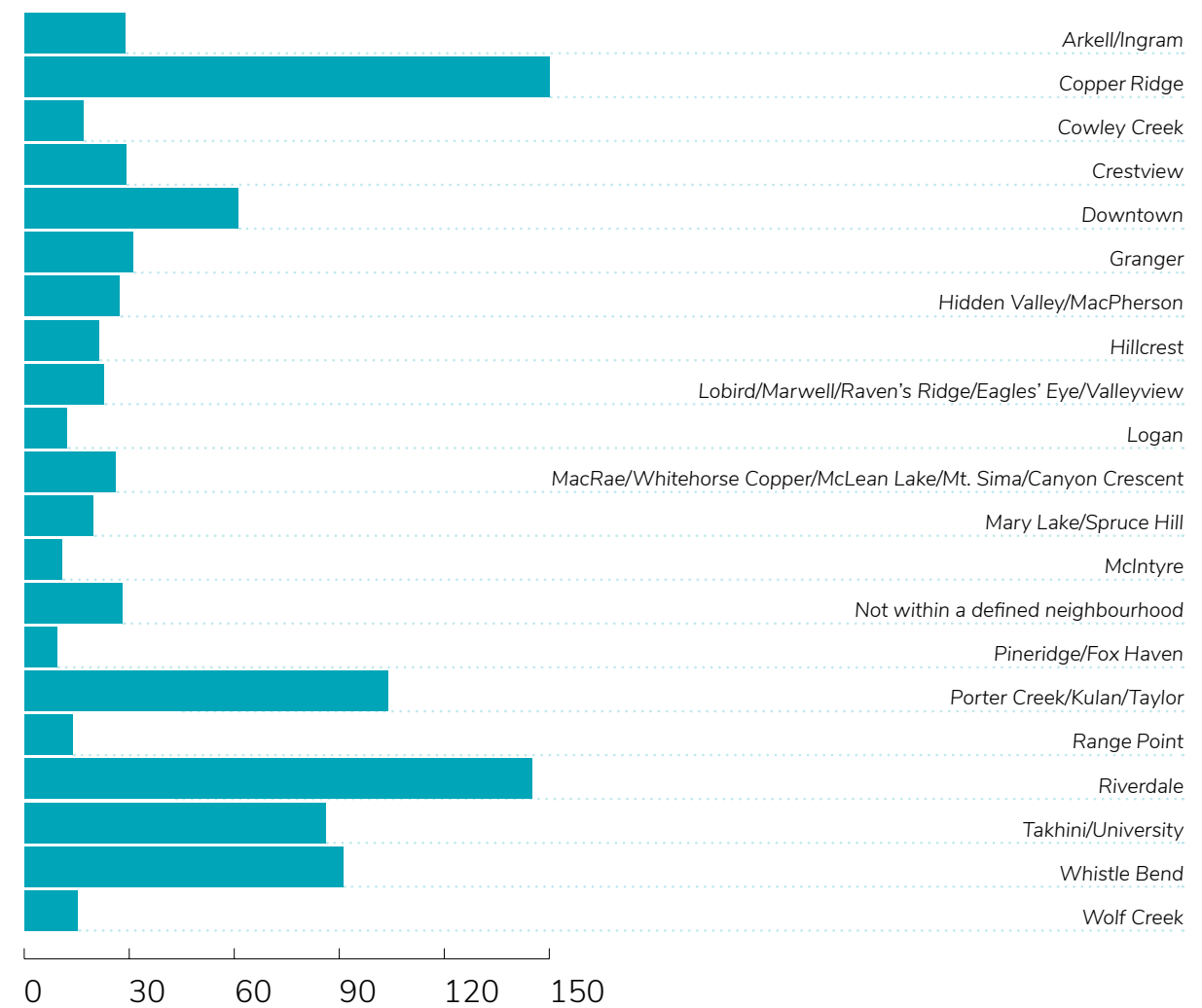


96.69%
Whitehorse and the surrounding area.



3.33%
Other Yukon communities.

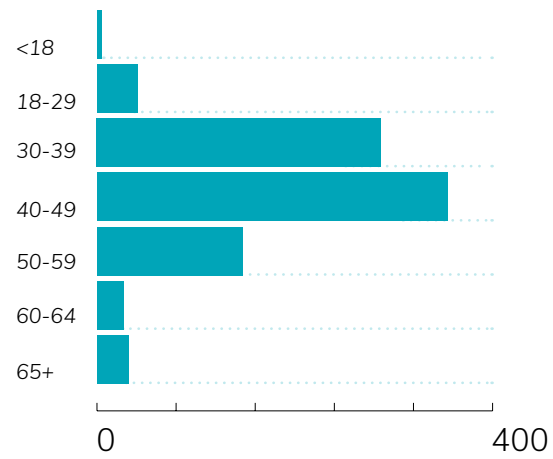
Which neighbourhood or subdivision do you live in?



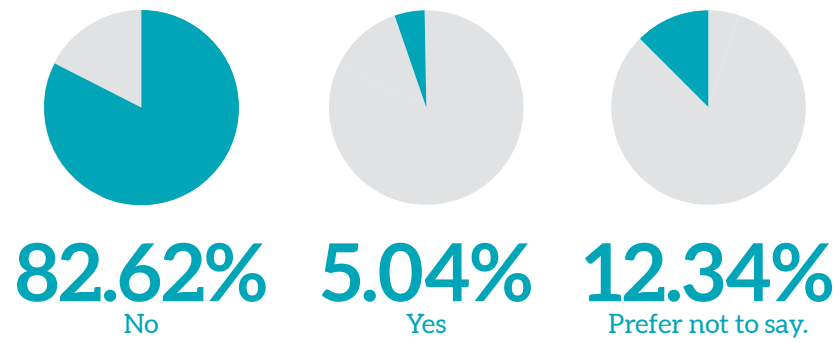


Online survey demographics continued:

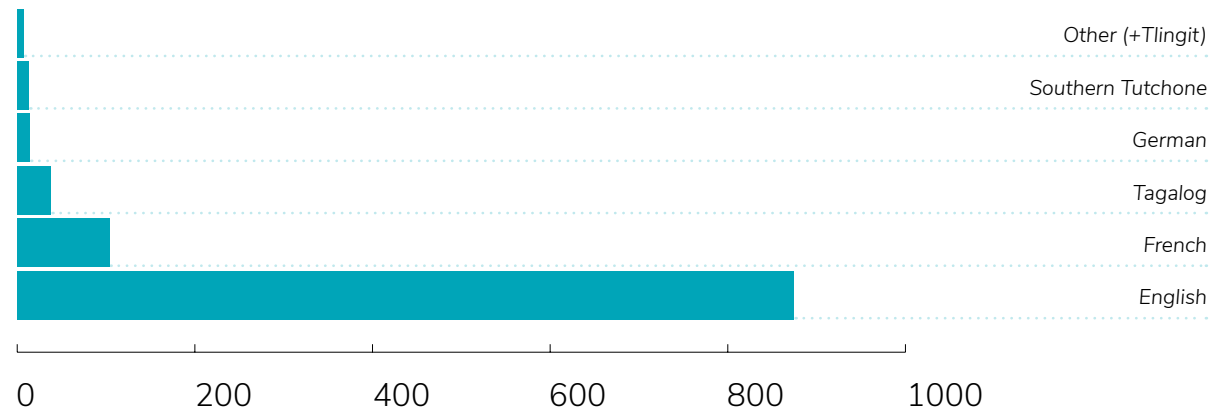
How old are you?



Are you a member or citizen of a Yukon First Nation?



What language did you first learn at home during childhood and still understand? Select all that apply.

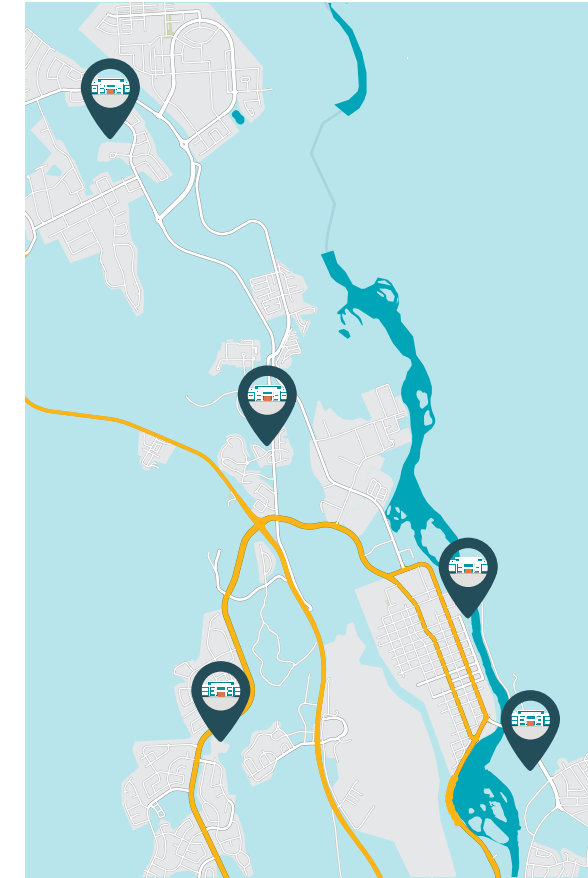


Open houses

Six open houses were hosted, including:

- one online for communities; and
- one at each of the following Whitehorse locations:
 - CSSC Mercier;
 - Elijah Smith Elementary School;
 - Kwanlin Dün Cultural Centre;
 - Porter Creek Secondary School; and
 - Takhini Elementary School.

Forty-four participants attended the open houses. The format was a brief presentation on the project and then participants were invited to interact with facilitators and discussion boards on key themes, values, and priorities.



Focus groups

Two focus group discussions were coordinated and held with youth from CSSC Mercier and Porter Creek Secondary School. Six youth participated. The format was a focus group-interview style followed up with some written submissions.

Government-to-government meetings

An in-person government-to-government meeting was held between the Government of Yukon and Ta'an Kwäch'än Council.

Written submissions

Sixteen written submissions were received from the public, either to the office of the Minister of Education, through social media, or to the engagement email, publicschools@yukon.ca.

Presentations

We provided presentations to 10 school councils and advisory committees, including:

- the First Nations Education Commission
- the Gadzoosdaa Advisory Committee;
- For the Children;
- we offered presentations to all Whitehorse school councils, and seven accepted:
 - Christ the King Elementary School Council joint with St. Francis of Assisi Catholic Secondary School Council;
 - Golden Horn Elementary School Council;
 - Hidden Valley Elementary School Council;
 - Holy Family Elementary School Council;
 - Jack Hulland Elementary School Council;
 - Porter Creek Secondary School Council; and
 - Selkirk Elementary School Council.

Approximately 80 participants were informed of the public engagement through direct presentations. Individuals at the presentations were invited to ask questions and encouraged to share the engagement schedule of events and the survey link with their staff, families, and contacts.

What we asked

The focus of this engagement was understanding the values, user-friendly experiences and priorities of the public when thinking about updates and renovations to Whitehorse schools.

We shared the same background information and themes in both the online and in-person engagement activities. The themes and discussions were intended to inspire participants to think about their own visions and values.

We started with an introduction of what goes into capital planning for schools and an overview of the current Whitehorse school replacement ranking, followed by questions and opportunities to discuss Whitehorse schools centred on three themes:

- **Connection with the outdoors;**
- **Cultural, inclusive, and accessible spaces; and**
- **Modern learning environments.**

In addition to the central three themes, incorporated throughout all discussions and the survey were questions about the school environment and neighbourhood. Participants also had the opportunity to share other considerations.

Finally, we clearly stated what was outside of the scope of this engagement. This included the existing Whitehorse school capital plans that would not change for Whistle Bend Elementary School and the new location of École Whitehorse Elementary School. Our survey included open-ended questions, where some participants shared their values and priorities related to having a downtown school. This input is included with the overall results.



What we heard

Approximately 1,000 Yukoners participated in this engagement, providing us with a large collection of qualitative opinions, ideas, and remarks. The information captures the rich tapestry of perspectives and viewpoints present in current-day Yukon society.

Input from the online survey and in-person activities is reported in the key themes of the public engagement. In addition, some sub-themes are identified based on recurring topics. The following pages provide high-level summaries of the highest recurring topics.



Connection with the outdoors

When asked, what do you see as important in a school facility for the needs of learners, the following areas were rated as important or very important:

- 88.63 per cent said air filtration;
- 86.7 per cent said playground design and play equipment in school grounds;
- 72.53 per cent said storage on-site for outdoor or recreational learning equipment;
- 72.1 per cent said year-round outdoor learning spaces; and
- 70.71 per cent said outdoor creative spaces.

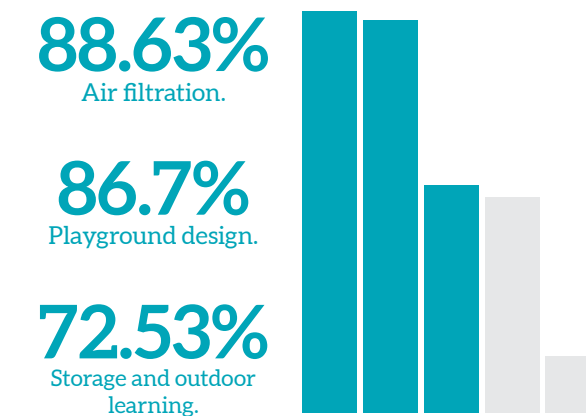
The input identified values in connecting with the outdoors or outside spaces for learning or social time, including the ability to access surrounding green spaces or trail networks for active transportation.



“...Safe, user-friendly, protective bike parking, trails for pedestrians, cyclists, and those with mobility challenges to easily get to the facilities from the road or other trails.”

“Active transportation and safe links to multi-use paths and other trails.”

“Outside covered spaces for learning.”





“Active transportation to school doesn’t just rely on ‘access to safe, connected and non-motorized paths and trails’ – it also requires safe infrastructure within the street network, including sidewalks, crosswalks, on-street bike lanes, and appropriate on-street parking design.”

One sub-theme was improved active transportation infrastructure and safety. This includes bike parking, safer school drop off and outdoor lighting.

“Build safe active transportation infrastructure in school zone and neighbourhood.”

“Sufficient outdoor lighting on school grounds is essential.”

“Proper lighting outside of the building; electrical outlets for plugging in vehicles during the winter months; covered parking structure with solar panels on top...”

“Enough bike parking facilities, including some covered spaces.”

Recurring perspectives on this theme were outdoor cultural activities or access to outside infrastructure.

“I’m a grade 12 student...I was lucky to be in outdoor programs and be part of the programs and trips that Porter Creek Secondary puts on. I didn’t do traditional sports, so I wish there were better facilities for outdoor programs. We were always crammed into portables. The teachers were great but the facility needs to be better.”



“... A proper outdoor classroom and upgrades to the current infrastructure should be a priority.”

“I hope that outdoor learning and cultural spaces includes more than just school grounds and focuses on getting kids out on the land and active in their neighbourhoods and community.”

“...Include outdoor learning spaces that are also culturally safe for students.”

“Outdoor community space with a fire pit and gathering spaces throughout.”

Input on playground space and recreational activities was also a high recurring sub-theme, including access to improved recreational equipment, storage, or the repair of existing playgrounds, fields, and courts.

“Outdoor play spaces should encourage risk taking and spatial awareness learning. Outdoor spaces should reflect nature and a child’s natural curiosity and natural interactions with their environment.”

“Suitable storage for...equipment on-site. Or a sharing depot/building with equipment all elementary schools could borrow from.”

“Enough storage on-site! For arts programming, physical education equipment, adult-size chairs, etc!”

“Enough playground space for the population of the school – playgrounds need safe sight lines, but should be diverse and inspiring – not a paved square...include trees, green spaces, climbing and running spaces.”

“Green space and natural places to play: grass, small hills, trees”





Cultural, inclusive, and accessible spaces

When asked, what do you see as important in a school facility for the needs of learners, the following areas were rated as important or very important:

- 77.68 per cent said accessible parking and drop-off areas for student with a wide range of needs;
- 75.64 per cent said accessible playground equipment for students with diverse needs; and
- 72.21 per cent said specialized indoor equipment for students with communication exceptionalities, including non-verbal students.

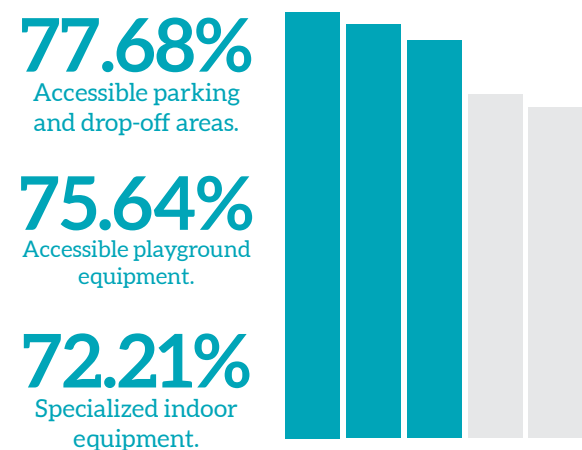
This theme spoke to the needs of neuro-divergent students and those living with hearing, visual or physical disabilities.

“...The entire learning environment should be designed to be ‘sensory-friendly’. This especially includes consideration of noise from sources, such as mechanical equipment, hard floors, acoustics, lights buzzing, etc., and also use of warm lighting and ability to adjust lighting levels.”



“Quiet designated spaces for students with anxiety, dyslexia, ADHD, and other learning needs to work with specific learning assistance teachers to help with focus.”

“Mobility and accessibility is important for Elders coming in and out of school.”



Input received related to First Nations cultural teachings, language and ceremony, as well as spaces for all cultures, or quiet reflective time, especially for students living with mental health challenges.

“...Need to incorporate First Nation language on all signs.”

“...Adding a central hub for the school counsellors to provide social thinking or a safe space for students to go in their off time...”

“A quiet space for students to relax and calm down when needed, and for mental health.”

“Cultural healing places within the school. Mental health spaces to support students experiencing stress, anxiety and depression.”

“Safety and belonging for all students, mental health supports connected with cultural supports a community garden and family spaces so families also feel belonging.”

Washrooms was a recurring sub-theme. The common perspectives on washrooms was about safety, providing choice and privacy for students, providing ample storage and being clean and well maintained.

“Washrooms that are clean and easy to maintain with working doors, soap, faucets and hand-drying apparatus.”





“...Spaces to meet friends and quiet spaces for independent work.”

“Culture rooms are vital. Dedicated space for Elders, knowledge keepers, and officials from First Nations in the school.”

“Everywhere inside and outside of the school should be safe for 2SLGBTQIA+ students and families, and all students.”

Input received covered shared values about indoor and outdoor spaces for safety, gathering and access, building mechanics and infrastructure improvements, and more.

“Functional storage for teachers, spacious cubby spaces for students, calming colour schemes, tables for flexible seating/collaboration, sinks (health)...this is where the children spend most of their time, it should be a priority.”

“Core learning and safe environments for all students and staff would be my top choice.”



Modern learning environments

When asked, what do you see as important in a school facility for the needs of learners, the following areas were rated as important or very important:

- 81.98 per cent said a kitchen or food preparation area;
- 80.68 per cent said technology access and equipment throughout the school;
- 79.72 per cent said specialized spaces for visual arts, music, and theatre; and
- 76.93 per cent said specialized spaces for applied technology classes.

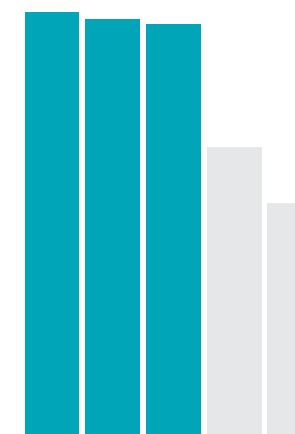
Input on modern learning environments included applied technology in learning and in access (e.g., Wi-Fi) but also consideration for adequate space for learners and collaboration time, space for spiritual, cultural or mental health-related activities and programming.



81.98%
Kitchen or food preparation area.

80.68%
Technology access and equipment.

79.72%
Specialized places for visual arts, music, and theatre.





“Performance spaces for arts/music productions.”

Input also emphasized the importance of school gyms. That they be a good size and have stands for people to come and watch sporting events in the school. Gyms are also seen as a space that can be used by the wider community after hours.

The school as community hub was mentioned, with people commenting that they see this as important for neighbourhoods.

“Facilities for participation in sports and space to store sports equipment. This would include a gym of a good size that can also be used by the wider community.”

“I love the idea of a school also being a community hub.”



Input received related to space for food preparation for students and teachers, as well as gardens or greenhouses, for learning, personal use or community access.

“Large enough cafeteria and kitchen for Foods classes and student cooking programs.”

“Outdoor summer area for growing vegetables or keeping chickens for educational purposes.”

Input supported learning outside as a “modern” approach to learning.

“If building a new space, ensure that Indigenous design features and functions as a green energy example.”

Input supported space for music, arts and drama as essential infrastructure.



“Excellent light, sound, and air everywhere, soundproofing, sound amplification, light dimming, light blocking, natural light, windows that open and let us see outside.”

There were comments emphasizing the importance of having hands-on-learning available to students, whether as an introduction to trades, makerspaces, labs or technology.

“Trades education, manual skills, hands on experiences with crafts, tools and skills.”

“Bring in more hands on cultural activities e.g. carving; wood working, boat making.”



Finally, input received on this theme included classroom design regarding airflow, natural light and sufficient artificial lighting, acoustics, and temperature – all deemed as modern.

“Air filters and abundance of plants and natural sunlight and natural lighting (no more fluorescents) in the schools for improved air quality, and more calming environments, improving learning.”

“Access to natural light and windows that can open.”

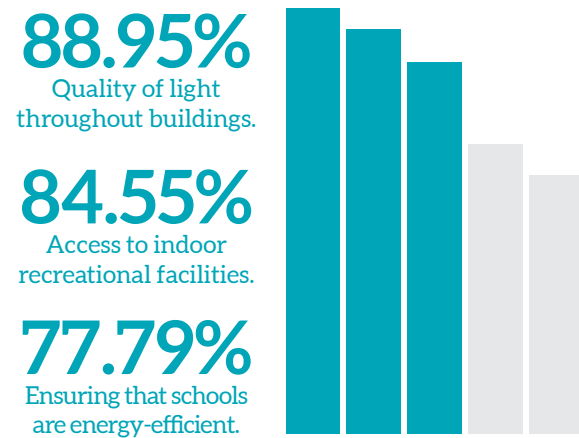
“Students need to learn in a space that exemplifies the solutions to climate change.... Needs to be environmentally built and with innovative heating and clean air exchanges.”

School environment and neighbourhoods

This theme focused on how a school contributes to a neighbourhood. Below is a summary of sub-themes that represented values in the input received. When asked, what is important for you in a school in your neighbourhood, the following areas were rated as important or very important:

- 88.95 per cent said quality of light throughout buildings;
- 84.55 per cent said access to indoor recreational facilities, such as a gymnasium, volleyball courts, rock walls, etc.; and
- 77.79 per cent said ensuring that schools are energy-efficient.

Recurring input highlighted that a school in a neighbourhood needs sufficient access for school buses and trails for active commuters and should be based on population in neighbourhoods and growth projections.



When asked, what is important for you in a school in your neighbourhood, respondents rated the following areas as important or very important:

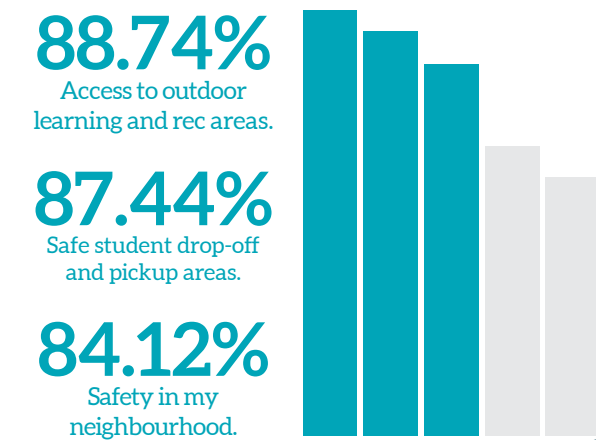
- 88.74 per cent said access to outdoor learning and recreational facilities, such as soccer fields, trails, tennis courts, asphalt basketball courts, multi-use physical playground structures, etc.;
- 87.44 per cent said safe student drop-off and pickup areas;
- 84.12 per cent said safety in my neighbourhood;
- 83.27 per cent said keeping green spaces green;
- 78.33 per cent said access to safe, connected and non-motorized paths and trails to school – active transportation; and
- 78.22 per cent said accessibility to and inside of a school.

Recurring values included: schools should have access to green spaces, sporting fields, and active transportation for youth and all the community to enjoy.

“Each major neighbourhood should have an English first language elementary and high school. Granger and Copper Ridge need a high school.”

“I think all schools would benefit from having incorporated green space and direct access to trails so schools can easily incorporate experiential learning into practice.”

“Green space should be mandatory at each school. Having schools downtown or in areas without green space is not conducive to learning, playing or valuing nature.”





“Can’t emphasize enough that traffic flow for location of new sites must be a real consideration. Existing City of Whitehorse traffic bottlenecks are brutal to navigate around school start and end times (i.e., Riverdale).”

We heard comments on the importance of keeping a school in the downtown area, and also on the importance of having schools in their neighbourhoods and walking distance of home for students to be able to safely walk or bike to school. That schools be in locations that are safe, close to nature and with good traffic flow and active transportation infrastructure.

“I think its important that every neighborhood have a school, including downtown and that the residents of that area get priority in that school.”

“All schools should be within walking distance and situated to encourage community locally.”

“Building a community facility, such as a sports rec centre with schools built around it for close proximity for students to walk and use the community space.”

Some input was focused on the impacts a school in your neighbourhood can have, including noise pollution and traffic, loss of green spaces, and safety impacts.

“Traffic is a huge issue. If the department continues to allow people to school shop, but not bus kids outside of their catchment area, then schools need to be designed to allow an unexpectedly high traffic volume.”



Other

This engagement provided open-ended questions to allow participants to provide further ideas/themes that they thought important that were not already captured in the central themes of the engagement.

School catchment areas appeared as a significant theme. Some respondents favoured school specialization, which requires commuting to school, while others preferred neighbourhood schools in walking distance from home. It was noted that commuting to school impacts traffic flow and safety.

Numerous respondents reported disliking portables, hoping for more permanent structures. Some noted that students need to go outdoors to access bathrooms and the rest of the school. Some commented that portables were in disrepair.

Some comments reported that Porter Creek Secondary School facilities are too crowded for their programming. Some felt that Porter Creek was under-resourced compared to Riverdale (e.g., First Nations programs, shop space, sports facilities).

Respondents had comments to share regarding the design of new school buildings. A quick summary of the most common comments include that schools should:

- be built with future growth in mind with enough space for an increased student population;
- be attractive and pleasant to be in;
- fit in with the area its built and be designed with community consultation;
- have clean, safe and accessible washrooms;
- be built in an energy efficient manner – solar panels, energy efficient;
- have enough storage – for both school equipment and students belongings; and
- have child care on-site accessible for students and staff.

There were numerous suggestions to add an experiential wing to Porter Creek Secondary School and move the Wood Street Centre programs to Porter Creek Secondary School.

For some families, the loss of a downtown school directly impacted their child’s walk-to-school experience. Other families that didn’t live in the downtown core said they wanted to keep a downtown school for the convenience of driving their kids to a school near where they work.



What's next

The Department of Education thanks all individuals who dedicated their time to participate in this engagement. The invaluable feedback received will serve as a resource for the Government of Yukon staff to guide their decisions in Whitehorse school capital planning.

The Government of Yukon will continue to conduct project-specific discussions with Yukon First Nations, school communities, stakeholders, and audiences as appropriate. The values and priorities identified in this engagement will help guide those discussions. They will help ensure that the Government of Yukon staff invite the right groups to the conversation and ask the right questions.

When government invests in capital planning, diverse partner perspectives and numerous sources of information are considered. Capital planning involves gathering information from various sources to make informed decisions, including partners, guidelines, reports, and data.

By incorporating the information gathered in this public engagement, we aim to align school renovations and capital projects with the values and priorities of our diverse families, learners, and communities. This input will be carefully considered in future decision-making processes.



Appendix I: Whitehorse schools capital planning 2023 public engagement online survey data summary

Open-ended questions are not included in this data.

Q1_Are you a Yukon resident?*

Q1	Frequency	Percentage
Yes	932	100

*One respondent answered no and was filtered out of the survey.

Q2_Please indicate below how important you feel each factor is for learning in a school facility:

Q2a_Playground design and play equipment in school grounds

Q2a_i	Frequency	Percentage
Not important	18	1.93
Slightly important	32	3.43
Moderately important	74	7.94
Important	294	31.55
Very important	514	55.15

Q2a_Outdoor Indigenous cultural learning spaces

Q2a_ii	Frequency	Percentage
Not important	99	10.62
Slightly important	102	10.94
Moderately important	192	20.6
Important	240	25.75
Very important	299	32.08

Q2a_Outdoor religious or cultural spaces

Q2a_iii	Frequency	Percentage
Not important	300	32.19
Slightly important	206	22.1
Moderately important	210	22.53
Important	121	12.98
Very important	95	10.19

Q2a_Outdoor creative spaces

Q2a_iv	Frequency	Percentage
Not important	46	4.94
Slightly important	77	8.26
Moderately important	150	16.09
Important	312	33.48
Very important	347	37.23

Q2a_Year-round outdoor learning spaces

Q2a_v	Frequency	Percentage
Not important	39	4.18
Slightly important	69	7.4
Moderately important	152	16.31
Important	252	27.04
Very important	420	45.06

Q2a_Storage on-site for outdoor or recreational learning equipment

Q2a_vi	Frequency	Percentage
Not important	25	2.68
Slightly important	68	7.3
Moderately important	163	17.49
Important	324	34.76
Very important	352	37.77

Q2a_Look, shape, size, and colour of buildings

Q2a_vii	Frequency	Percentage
Not important	127	13.63
Slightly important	166	17.81
Moderately important	275	29.51
Important	216	23.18
Very important	148	15.88

Q2a_Air filtration

Q2a_viii	Frequency	Percentage
Not important	18	1.93
Slightly important	21	2.25
Moderately important	67	7.19
Important	230	24.68
Very important	596	63.95

Q2b_Indoor Indigenous cultural learning spaces

Q2b_i	Frequency	Percentage
Not important	96	10.3
Slightly important	120	12.88
Moderately important	196	21.03
Important	238	25.54
Very important	282	30.26

Q2b_Integration of Yukon First Nations language and culture

Q2b_ii	Frequency	Percentage
Not important	111	11.91
Slightly important	128	13.73
Moderately important	181	19.42
Important	224	24.03
Very important	288	30.9

Q2b_Indoor religious or cultural spaces

Q2b_iii	Frequency	Percentage
Not important	306	32.83
Slightly important	211	22.64
Moderately important	205	22
Important	125	13.41
Very important	85	9.12

Q2b_Safe spaces for 2SLGBTQIA+ students (e.g., rainbow rooms)

Q2b_iv	Frequency	Percentage
Not important	138	14.81
Slightly important	128	13.73
Moderately important	162	17.38
Important	230	24.68
Very important	274	29.4

Q2b_Washrooms and change rooms: number, location, gender inclusive, and accessible

Q2b_v	Frequency	Percentage
Not important	82	8.8
Slightly important	58	6.22
Moderately important	141	15.13
Important	280	30.04
Very important	371	39.81

Q2b_Accessible parking and drop-off areas for students with a wide range of needs		
Q2b_vi	Frequency	Percentage
Not important	37	3.97
Slightly important	39	4.18
Moderately important	132	14.16
Important	336	36.05
Very important	388	41.63

Q2b_Accessible playground equipment for students with diverse needs		
Q2b_vii	Frequency	Percentage
Not important	34	3.65
Slightly important	51	5.47
Moderately important	142	15.24
Important	321	34.44
Very important	384	41.2

Q2b_Specialized indoor equipment for students with communication exceptionalities, including non-verbal students. (e.g., PECS boards, a system where people use cards with pictures, symbols, words, or photographs to communicate)

Q2b_viii	Frequency	Percentage
Not important	44	4.72
Slightly important	73	7.83
Moderately important	142	15.24
Important	312	33.48
Very important	361	38.73

Q2c_Technology access and equipment throughout the school

Q2c_i	Frequency	Percentage
Not important	20	2.15
Slightly important	32	3.43
Moderately important	128	13.73
Important	321	34.44
Very important	431	46.24

Q2c_A community gathering space		
Q2c_ii	Frequency	Percentage
Not important	41	4.4
Slightly important	50	5.36
Moderately important	192	20.6
Important	310	33.26
Very important	339	36.37

Q2c_Specialized spaces for visual arts, music, and theatre		
Q2c_iii	Frequency	Percentage
Not important	11	1.18
Slightly important	33	3.54
Moderately important	145	15.56
Important	352	37.77
Very important	391	41.95

Q2c_A kitchen or food preparation area

Q2c_iv	Frequency	Percentage
Not important	7	0.75
Slightly important	33	3.54
Moderately important	128	13.73
Important	341	36.59
Very important	423	45.39

Q2c_Specialized places for applied technology classes

Q2c_v	Frequency	Percentage
Not important	25	2.68
Slightly important	36	3.86
Moderately important	154	16.52
Important	367	39.38
Very important	350	37.55

Q2c_Multi-use spaces that can be made larger or smaller

Q2c_vi	Frequency	Percentage
Not important	42	4.51
Slightly important	77	8.26
Moderately important	205	22
Important	320	34.33
Very important	288	30.9

Q2c_Specialized spaces for students with an autism spectrum diagnosis (e.g., sensory rooms)

Q2c_vii	Frequency	Percentage
Not important	47	5.04
Slightly important	79	8.48
Moderately important	202	21.67
Important	301	32.3
Very important	303	32.51

Question 5: What is important for you in a school in your neighbourhood? Please indicate how important each factor below is to you:

Q5a_Quality of light throughout buildings

Q5a_i	Frequency	Percentage
Not important	6	0.64
Slightly important	13	1.39
Moderately important	84	9.01
Important	349	37.45
Very important	480	51.5

Q5a_Using green energy in a school

Q5a_ii	Frequency	Percentage
Not important	40	4.29
Slightly important	62	6.65
Moderately important	194	20.82
Important	296	31.76
Very important	340	36.48

Q5a_Ensuring schools are energy-efficient

Q5a_iii	Frequency	Percentage
Not important	13	1.39
Slightly important	41	4.4
Moderately important	153	16.42
Important	316	33.91
Very important	409	43.88

Q5a_Cultural or historical values of a building or location

Q5a_iv	Frequency	Percentage
Not important	216	23.18
Slightly important	180	19.31
Moderately important	230	24.68
Important	180	19.31
Very important	126	13.52

Q5a_Wayfinding: the use of signage, colour, and other design elements to help navigate a school campus

Q5a_v	Frequency	Percentage
Not important	81	8.69
Slightly important	127	13.63
Moderately important	278	29.83
Important	291	31.22
Very important	155	16.63

Q5a_Access to indoor recreational facilities, such as gymnasiums, volleyball courts, rock walls, etc.

Q5a_vi	Frequency	Percentage
Not important	26	2.79
Slightly important	25	2.68
Moderately important	93	9.98
Important	252	27.04
Very important	536	57.51

Q5b_Keeping green spaces

Q5b_i	Frequency	Percentage
Not important	25	2.68
Slightly important	30	3.22
Moderately important	101	10.84
Important	275	29.51
Very important	501	53.76

Q5b_Shared community use of school facilities

Q5b_ii	Frequency	Percentage
Not important	43	4.61
Slightly important	83	8.91
Moderately important	183	19.64
Important	300	32.19
Very important	323	34.66

Q5b_Proximity to green space outside of school grounds

Q5b_iii	Frequency	Percentage
Not important	24	2.58
Slightly important	46	4.94
Moderately important	164	17.6
Important	266	28.54
Very important	432	46.35

Q5b_Access to outdoor learning and recreational facilities, such as soccer fields, trails, tennis courts, asphalt basketball courts, multi-use physical playground structures, etc.

Q5b_iv	Frequency	Percentage
Not important	4	0.43
Slightly important	24	2.58
Moderately important	77	8.26
Important	282	30.26
Very important	545	58.48

Q5b_Access to safe, connected and non-motorized paths and trails (walking, biking, kicksledding) to school – active transportation

Q5b_v	Frequency	Percentage
Not important	21	2.25
Slightly important	46	4.94
Moderately important	135	14.48
Important	271	29.08
Very important	459	49.25

Q5b_Accessibility onto and within a school campus

Q5b_vi	Frequency	Percentage
Not important	20	2.15
Slightly important	40	4.29
Moderately important	143	15.34
Important	343	36.8
Very important	386	41.42

Q5b_Green spaces within school grounds

Q5b_vii	Frequency	Percentage
Not important	35	3.76
Slightly important	63	6.76
Moderately important	161	17.27
Important	273	29.29
Very important	400	42.92

Q5b_Traffic flow in and out of my neighbourhood

Q5b_viii	Frequency	Percentage
Not important	39	4.18
Slightly important	50	5.36
Moderately important	154	16.52
Important	284	30.47
Very important	405	43.45

Q5b_Safe student drop-off and pickup areas

Q5b_ix	Frequency	Percentage
Not important	23	2.47
Slightly important	19	2.04
Moderately important	75	8.05
Important	247	26.5
Very important	568	60.94

Q5b_Population density of my neighbourhood

Q5b_x	Frequency	Percentage
Not important	99	10.62
Slightly important	122	13.09
Moderately important	249	26.72
Important	247	26.5
Very important	215	23.07

Q5b_Access to city transit

Q5b_xi	Frequency	Percentage
Not important	56	6.01
Slightly important	72	7.73
Moderately important	157	16.85
Important	317	34.01
Very important	330	35.41

Q5b_Safety in my neighbourhood

Q5b_xii	Frequency	Percentage
Not important	30	3.22
Slightly important	26	2.79
Moderately important	92	9.87
Important	266	28.54
Very important	518	55.58

Q5b_Proximity to where I live

Q5b_xiii	Frequency	Percentage
Not important	98	10.52
Slightly important	83	8.91
Moderately important	256	27.47
Important	265	28.43
Very important	230	24.68

Question 7: In what priority would you suggest investing in enhancements and renovations in a school? Priority order the themes below. Number 1 is the highest priority and number 3 is the lowest priority.

Modern learning environments

Q7i	Frequency	Percentage
1	417	44.74
2	239	25.64
3	276	29.61

Connection with the outdoors

Q7ii	Frequency	Percentage
1	315	33.8
2	437	46.89
3	180	19.31

Cultural, inclusive and accessible spaces

Q7iii	Frequency	Percentage
1	200	21.46
2	256	27.47
3	476	51.07

Question 9: Thinking about school infrastructure in Whitehorse, how do you use a school facility? Please select all that apply.

Q9	Frequency	Percentage
I have a child or children attending school	674	72.32
To attend a school-hosted event	528	56.65
To attend a community-hosted event	473	50.75
To access as a community gym user	322	34.55
To work in a school	179	19.21
To teach in a school	180	19.31
For pickup and drop-off	503	53.97
To learn as a student	29	3.11
I don't typically visit a school	47	5.04

Question 10: Do you have, plan to have or have you had children at a Yukon public school? Please select all that apply.

Q10_i	Frequency	Percentage
One or more in school currently	625	67.06
One or more will start school in the next 1 to 6 years	206	22.1
One or more completed school in the last 1 to 20 years	160	17.17
No	111	11.91

Question 11: Which community do you live in?

Q11	Frequency	Percentage
Whitehorse and the surrounding area	900	96.69
Other Yukon communities	31	3.33

Question 11.1: Which neighbourhood or subdivision do you live in? (Whitehorse only; n = 881)

Q11_1	Frequency	Percentage
Arkell/Ingram	19	2.16
Copper Ridge	150	17.03
Cowley Creek	11	1.25
Crestview	29	3.29
Centre-ville	61	6.92
Granger	31	3.52
Hidden Valley/MacPherson	18	2.04
Hillcrest	14	1.59
Lobird, Marwell, Raven's Ridge/Eagles' Eye, Valleyview (combined)	8	0.92
Logan	15	1.7
MacRae/Whitehorse Copper/McLean Lake/Mt. Sima/Canyon Crescent	26	2.95
Mary Lake/Spruce Hill	13	1.48
McIntyre	7	0.79
Not within a defined neighbourhood	28	3.17
Pineridge/Fox Haven	6	0.68
Porter Creek/Kulan/Taylor	104	11.8
Range Point	9	1.02
Riverdale	145	16.46
Takhini/University	86	9.76
Whistle Bend	91	10.33
Wolf Creek	10	1.14

Question 12: How old are you?

Q12	Frequency	Percentage
Under 18 years	5	0.54
18 to 29 years	41	4.4
30 to 39 years	287	30.79
40 to 49 years	354	37.98
50 to 59 years	147	15.77
60 to 64 years	27	2.9
65 years or older	32	3.44
Prefer not to say	39	4.18

Question 13: Are you a member or citizen of a Yukon First Nation?

Q13	Frequency	Percentage
Yes	47	5.04
No	770	82.62
Prefer not to say	115	12.34

Question 14: What language did you first learn at home during childhood and still understand? Select all that apply:

Q14	Frequency	Percentage
English	875	93.88
French	103	11.05
Tagalog	6	0.64
German	13	1.39
Southern Tutchone	12	1.29
All other languages (includes Tlingit)	37	3.76

Appendix II: Online survey questions

SECTION ONE: Introduction

On behalf of the Government of Yukon, thank you for making time to share your thoughts and ideas. Your input will influence how we plan to replace or renovate Whitehorse schools toward a 21st century learning environment. Your values can inspire future enhancements that will add value to students' learning experiences.

This survey is hosted by the Yukon Bureau of Statistics on behalf of the Department of Education. Your individual responses will be kept confidential and will be combined with others for reporting purposes.

Please email publicschools@yukon.ca to set up any accommodations you may need to participate in or access this survey.

About this survey

In the following pages, we will ask you about needs, values, interactions, and ideas related to Whitehorse school facilities and future possibilities. When the engagement is complete, we will publish a *What We Heard* report that will summarize the input we received about capital planning and enhancements for Whitehorse schools. Your feedback will be shared with our entire team and with the public.

The survey will be live from March 14 to May 15, 2023.

Our engagement program will also include open houses in Whitehorse. When the open house schedule is complete, we will post it through [Yukon.ca/engagements](https://yukon.ca/engagements) and local advertisements.

Navigating the survey

This survey will take approximately 15 minutes.

The first few pages contain background information to support your ideas and input in the survey. It is presented in four sections:

1. Introduction
2. Background information
3. The importance of school facilities to students and neighbourhoods
4. Capturing your voice

The ideas presented in this survey are to inspire input and discussion and are not commitments or necessarily scheduled to occur in schools.

We look forward to learning from you.

SECTION TWO: Background information: Facts and figures

Many of the older schools in Whitehorse will need to be replaced or renovated in the upcoming years. Building standards change over time and the way students learn is changing. Our school environments will need to reflect a future-focused learning environment designed to nurture 21st century skills.

What goes into capital planning?

Diverse partner perspectives and various sources of information are considered when forecasting capital plans for schools. This information is important to understand how planning is done properly and responsibly.

Sources of information that go into capital planning can include:

- partners such as, First Nations governments, school councils, school boards and various levels of municipal, territorial, and federal governments;
- utilizing guidelines, reports, and data such as:
 - building standards guidelines;
 - Yukon Environmental Socioeconomic Assessment Board reports;
 - Yukon Schools Functional Program and Guidelines;
 - the Whitehorse school replacement ranking;
 - enrollment trends and pressures;
 - serviceable lifecycles; and
 - programming needs.
- assessing quantitative factors such as, utilization, current and future enrollments, building age and condition assessment, seismic condition, energy usage and greenhouse gas emissions; and
- analyzing qualitative factors such as, integrated technology, innovative programming, daylight/lighting controls, adaptable learning environment, inclusive and accessible and acoustics.

In this current engagement and planning exercise, the existing Whitehorse school capital plans that will not change at this stage include:

- Whistle Bend Elementary School; and
- the new location of École Whitehorse Elementary School.

What is enhancement planning?

While we cannot replace all Whitehorse schools immediately, major enhancements and renovations can and will take place. By understanding your values and considerations, we can help ensure that those projects enhance the experience for learners and educators.

Whether you have a young family, no children or students having already completed school, your experiences and ideas can contribute to the role that infrastructure plays in the community and in students' learning.

The themes in this survey are intended to inspire you to think about your own visions and values. Your input into this engagement will create a rich list of values and ideas for decision makers to consider.

What information are we looking for from you?

Within the context of school capital and enhancement planning, we want to understand your values and ideas on the physical learning environment and/or facilities for students as well as for Whitehorse communities in which schools reside, and how any changes could enhance community and/or learning experiences, outcomes, and wellbeing of all students.

This concludes SECTION TWO: Background information. We would like to learn what you know or value.

SECTION THREE: The importance of school facilities to students and neighbourhoods

Question 1: Are you a Yukon resident?

- Yes
- No

Question 2: We would like to understand what you see as important in a school facility for the needs of learners. The factors listed below are outside of the known or legislated requirements all schools must have as noted in SECTION TWO: Background information.

Please indicate below how important you feel each factor is for learning in a school facility:

a. Connection with the outdoors

Playground design and play equipment in school grounds

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Outdoor Indigenous cultural learning spaces

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Outdoor religious or cultural spaces

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Outdoor creative spaces

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Year-round outdoor learning spaces

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Storage on-site for outdoor or recreational learning equipment

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Look, shape, size, and colour of buildings

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Air filtration

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

b. Cultural, inclusive, and accessible spaces

Indoor Indigenous cultural learning spaces

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Integration of Yukon First Nations language and culture				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Indoor religious or cultural spaces				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Safe spaces for 2SLGBTQIA+ students (e.g., rainbow rooms)				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Washrooms and change rooms: number, location, gender inclusive, and accessible				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Accessible playground equipment for students with diverse needs				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Specialized indoor equipment for students with communication exceptionalities, including nonverbal students (e.g., PECS boards, a system where people use cards with pictures, symbols, words, or photographs to communicate)				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

c. Modern learning environment				
Technology access and equipment throughout the school				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

A community gathering space				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Specialized spaces for visual arts, music, and theatre				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

A kitchen or food preparation area				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Specialized spaces for applied technology classes				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Multi-use spaces that can be made larger or smaller				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Specialized spaces for students with autism spectrum diagnosis (e.g., sensory rooms)				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Question 4: Are there other values or priorities outside of the list above that you think are important to students in an elementary school facility?

Question 5: What is important to you for a school in your neighbourhood? Please indicate how important each factor below is to you:

a. Environmental factors				
Quality of light around buildings				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Using green energy in a school				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Ensuring schools are energy-efficient				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Cultural or historical values of a building or location				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Wayfinding: the use of signage, colour and other design elements to help navigate a school campus				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Access to indoor recreational facilities, such as gymnasiums, volleyball courts, rock walls, etc.				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
b. Neighbourhood in which school is located				
Keeping green spaces				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Shared community use of school facilities				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Proximity to green space outside of school grounds				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Access to outdoor learning and recreational facilities, such as soccer fields, trails, tennis courts, asphalt basketball courts, multi-use physical playground structures, etc.				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Access to safe, connected and non-motorized paths and trails (walking, biking, kick sledding) to school – active transportation				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Accessibility onto and within a school campus				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Green spaces within school grounds				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Traffic flow in and out of my neighbourhood				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Safe student drop-off and pickup areas				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Population density of my neighbourhood				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important
Access to city transit				
<input type="radio"/> Not important	<input type="radio"/> Slightly important	<input type="radio"/> Moderately important	<input type="radio"/> Important	<input type="radio"/> Very important

Safety in my neighbourhood

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Proximity to where I live

- | | | | | |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|
| <input type="radio"/> Not important | <input type="radio"/> Slightly important | <input type="radio"/> Moderately important | <input type="radio"/> Important | <input type="radio"/> Very important |
|-------------------------------------|--|--|---------------------------------|--------------------------------------|

Question 6: Are there any other values or priorities not listed above that you think are important to you for a school in your neighbourhood?

Question 7: In what priority would you suggest investing in enhancements and renovations in a school? Priority order the themes below. Number 1 is the highest priority and number 3 is the lowest priority.

- Modern learning environments
- Connection with the outdoors
- Cultural, inclusive and accessible spaces

Question 8: Are there any other themes or considerations you would like to share with us about school building enhancements and renovations?

SECTION FOUR: Capturing your voice

Question 9: Thinking about school infrastructure in Whitehorse, how do you use a school facility? Please select all that apply.

- I have a child or children attending a school
- To attend a school-hosted event
- To attend a community-hosted event
- To access as a community gym user
- To work in a school
- To teach in a school
- For pickup and drop-off
- To learn as a student
- I don't typically visit a school

Question 10. Do you have, plan to have or have you had children at a Yukon public school?

Please select all that apply.

- One or more in school currently
- One or more will start school in the next 1 to 6 years
- One or more completed school in the last 1 to 20 years
- No

Question 11: Which community do you live in?

- Beaver Creek
- Burwash Landing
- Carcross
- Carmacks
- Dawson City
- Destruction Bay
- Faro
- Haines Junction
- Ibex Valley
- Marsh Lake
- Mayo
- Mount Lorne
- Old Crow
- Pelly Crossing
- Ross River
- Tagish
- Teslin
- Watson Lake
- Whitehorse
- Other:

Question 11.1: Which neighbourhood or subdivision do you live in?

- Arkell/Ingram
- Copper Ridge
- Cowley Creek
- Crestview
- Downtown
- Granger
- Hidden Valley/MacPherson
- Hillcrest
- Kopper King
- Lobird
- Logan
- MacRae/Whitehorse Copper/McLean Lake/Mt. Sima/Canyon Crescent
- Marwell
- Mary Lake/Spruce Hill
- McIntyre
- Not within a defined neighbourhood
- Pineridge/Fox Haven
- Porter Creek/Kulan/Taylor
- Range Point
- Raven's Ridge/Eagles' Eye
- Riverdale
- Takhini/University
- Valleyview
- Whistle Bend
- Wolf Creek

Question 12: How old are you?

- Under 18 years
- 18 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 to 64 years
- 65 years or older
- Prefer not to say

Question 13: Are you a member or citizen of a Yukon First Nation?

- Yes
- No
- Prefer not to say

Question 14: What language did you first learn at home during childhood and still understand?

Select all that apply:

- English
- French
- Tagalog
- German
- Southern Tutchone
- Tlingit
- Other

Thank you for your time, input, and ideas. You are invited to attend any of our scheduled open houses on this topic. We'll be publishing our schedule as it is confirmed for April 2023 to [Yukon.ca/engagements](https://www.yukon.ca/engagements).

Be sure to check [Yukon.ca/engagements](https://www.yukon.ca/engagements) mid-summer 2023 for our What We Heard report.

Thank you for your interest in this survey. We are only surveying Yukon residents at this time.

Yukon