



EDUCATION **Briefing Book**

2025 Fall Sitting

Scott Kent
Minister of Education

Yukon

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Recommended response

- Department of Education supports French language and cultural education in the Yukon.
- The French Programs branch works collaboratively with the Commission scolaire francophone du Yukon to support the learning needs of French Minority Language students and oversee French Minority Language education in the territory.
- It should also be noted that the Commission scolaire francophone du Yukon recently held their school board elections. I would like to congratulate the board members including Jean-Sébastien Blais, Jessica Masson Guerette, Amélie Morin, Véronique Maggiore, and Myriam Bougie.
- Your leadership and commitment will make a meaningful difference in shaping the future of education.

Additional response:

- The right for French language speakers to receive French education is constitutionally protected.
- Education recognizes the need to establish a clear and consistent funding process.
- Education is working to develop a long-term funding formula to ensure equitable funding between school authorities and consistent service levels for K-12 education programs.

Context—this may be an issue because:

The Commission Scolaire Francophone du Yukon (CSFY) and the First Nation School Board have expressed concern publicly about the lack of a stable, long-term funding model.

Background:

- The Commission scolaire Francophone du Yukon continues to operate a French language program in Dawson called Programme Confluence.
- On October 27, 2025, the Commission scolaire Francophone du Yukon submitted an assessment report of the Programme Confluence in Dawson. The Department of Education and Tr'ondëk Hwëch'in are currently reviewing the assessment.

Commission Scolaire Francophone du Yukon 2025-26 Funding	
Formula funding based on the number of schools	1,628,720
Formula funding based on student enrollment	4,545,153
Department determined funding	1,580,936
Governance and board administration	956,000
Francophone recognition (20% Lift)	1,742,162
Federal funding	1,527,199
School operational funding (custodians, utilities etc.)	863,557
Total Funding for 2025-26 School Year	12,843,727

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Government of Yukon, the Chiefs Committee on Education, and the First Nation School Board share a commitment to delivering high-quality education grounded in Yukon First Nations perspectives.
- Investments in the First Nation School Board help students, families, educators, and school communities succeed while respectfully incorporating Yukon First Nations ways of knowing, doing, and being.
- Elections for the First Nation School Board trustees for 2025-2028 were held on November 17, 2025.
- The Trustees for 2025 to 2028 are:
 - Mats'äsäna Mä Primožic
 - Dana Tizya-Tramm
 - Melanie Bennett
 - Josie O'Brien
 - Dustin McKenzie-Hubbard
- We would like to congratulate and welcome the Trustees and thank all of those who put their names forward in the election.

Additional response:

- The Department of Education remains committed to supporting the success of the First Nation School Board in its delivery of education in 11 Yukon schools.

Context—this may be an issue because:

- The First Nation School Board has raised concerns regarding stability and levels of funding from the Department of Education.
- The funding agreement with the First Nation School Board expires in June 2026, additional work is required on a sustainable approach to funding for longer term.

Background:

- The First Nation School Board (FNSB) was established in 2022 under the Education Act and currently operates eleven schools.
- In December 2024, a two-year agreement was signed with the FNSB for the period July 1, 2024, to June 30, 2026.
- Funding allocations within the TPA are based on formulas that consider governance, student enrollment, school-based needs, including education assistants.
- In addition to formula-based TPA funding, the FNSB receives support through discretionary grants.
- The department provides extensive in-kind services to all school boards, including the FNSB. These services—such as student transportation, large-scale capital project management, curriculum development, policy guidance, and technology support—are centralized to minimize duplication and support cost efficiency across the territory.
- A summary of First Nations School Board funding for 2025-26 is outlined below:

Funding Stream	Amount for 2025-26
Formula Funding per Staffing Allocation Handbook	\$17,387,008
Department determined funding	\$7,567,586
Governance and Board Administration	\$2,703,400
Indigenous student recognition (20% lift)	\$4,071,135
Discretionary Grants	\$1,637,465
School Operational Funding (HR, custodians, utilities, etc.)	\$3,512,695
Total Funding for 2025-26 School Year	\$36,879,289

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Mental Health Supports for School Staff and Students

Education

Recommended response:

- Meeting learners' mental health needs requires flexibility and a holistic, responsive approach.
- The Department of Education centers student wellbeing by promoting awareness, integrating mental health learning into the curriculum, and ensuring developmentally appropriate supports for both learners and staff.
- Student Wellbeing and Inclusion staff work closely with Yukon school authorities, Yukon First Nations and other community partners, including youth, to identify the most effective ways to support learners. This work focuses on improving access to services, strengthening staff training, expanding outreach, and building practices that respond to the diverse needs of learners.

Additional response:

- School counsellors help students with academic, career, social, and emotional needs. The School Wellness Specialist and First Nation government-led wellness roles enhance the school-based network of student wellbeing supports.
- A Yukon Guide to Supporting Mental Wellness in Schools has been developed outlining the prevention, cultural and clinical approaches, stronger connections with partner services, and alignment with Forward Together: Yukon's Mental Wellness Strategy.
- Learners build social-emotional skills and resilience through school curriculum, while staff help connect them with community mental health services when more urgent or specialized care is needed.

Mental Health Supports for School Staff and Students

Education

- The Department of Education has a total of 18 School Wellness Specialist positions across all three school authorities:
 - 11 School Wellness Specialists supporting Yukon Education Authority with 2 rural vacancies
 - 1 posting for Carmacks & Faro
 - 1 posting for Dawson & Mayo
 - 1 School Wellness Specialist supporting CSFY
 - 6 School Wellness Specialists transferred and managed by First Nation School Board with 2 rural vacancies
 - 1 posting for Pelly Crossing
 - 1 posting for Old Crow

Context—this may be an issue because:

- There are frequent public conversations and demand for more mental health support, especially for youth, considering the pandemic, the opioid crisis, and health data research.
- There have been calls to staff clinical counsellors in each Yukon school.

Background:

- The Student Wellbeing and Inclusion division is advancing initiatives that focus on both prevention and intervention to support student and staff mental health.
- Surveys, including the 2022 Health Behaviours of School-Aged Children and the 2021 COVID-19 learning survey, show many Yukon students continue to experience low mood or mental health challenges.

Mental Health Supports for School Staff and Students

Education

- There is increasing recognition across Canada of the importance of fostering positive mental health, rather than solely addressing mental illness.
- Yukon participates in the Pan-Canadian Joint Consortium for School Health, promoting a Comprehensive School Health approach to student wellbeing and success.
- The department also supports youth mental wellness and access to education as part of the 2024 Territorial Youth Strategy.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department

[Date approved]

Recommended response:

- The Department of Education is aware that all provinces in Canada have implemented personal device use restrictions in schools. The restrictions aim to reduce classroom distractions, promote wellbeing, foster online safety, and ensure consistency.
- The department has developed a draft department level policy to help all school authorities and schools manage personal device usage.
- The department received input from school-based staff and school boards on the draft policy, and this will be used to inform next steps.
- The goals of the draft policy are to: reduce classroom distractions, foster student wellbeing, address privacy issues, and enhance online safety while acknowledging technology's potential educational benefits when used appropriately.

Additional response:

- The department drafted a policy on personal mobile device use in schools in the spring of 2025 that would require schools to work with school councils or for school boards to develop school-based guidelines on personal mobile device use.
- The draft policy also requires schools and school boards to include accommodations for learning and medical needs in the school guidelines.
- Rules, guidelines, and lessons about online safety are used to keep students safe in Yukon schools. This includes teaching students about digital citizenship and ethical online behaviour.

Context—this may be an issue because:

Restricting personal device use in schools and classrooms is a national discussion as policies were recently put in place in all Canadian provinces.

Background:

Student Personal Device Usage

Education

- In the summer of 2024, the department completed a jurisdictional scan of the policies put in place across Canada as well as in schools throughout the Yukon.
- All Canadian provinces have a policy in place and at least 15 schools across the Yukon have implemented policies, each tailored to their community's needs. The policies in Yukon schools were implemented in collaboration with their school councils and communities.
- In October 2024, the policy unit attended a Yukon Education Administrator meeting to present on work to develop a policy on student device use in schools.
- In November 2024, a survey was sent to administrators about the current state of personal device use in schools to determine whether an all-schools policy was needed with 13 responses received. The respondents confirmed that student device use in classrooms was impacting student learning.
- In March 2025, the policy unit met with the Chief Medical Officer of Health to receive public health expertise on the issue.
- A policy along with supporting documents was drafted in the spring of 2025 and work was done across the department to get feedback from Education branches expected to be impacted by the policy.
- Between August 22 to September 30, 2025, a targeted survey on the draft policy was sent to school board and school staff with 44 responses received.
- Respondents shared concerns that a per-school discretion would fail and called for a ban on personal mobile devices in both elementary and secondary schools.
- Consultation with the Yukon Association of Education Professionals will be required prior to finalizing a policy.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- The safety and wellbeing of students is the Department of Education's top priority.
- The Safer Schools Action Plan is fully implemented, and the department continues to strengthen policies, training, support and critical incident response to ensure that every Yukon school is a safe and caring place for children.
- Initiatives such as the Safe and Caring Schools Policy, guidance and training on protecting students from harm by adults, the Sexual Orientation and Gender Identity policy, the Reimagining Inclusive and Special Education program and work the Yukon Child and Youth Advocate Office, reinforce the department's commitment to a safe, inclusive, and caring learning environments for all students.

Additional response:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit brought by students and former students who experienced holds, restraints or seclusion between 2007 and 2022
- Departmental staff work across schools, departments and with the Royal Canadian Mounted Police (RCMP) to close policy gaps and improve coordination when responding to and communicating about critical incidents.

Context—this may be an issue because:

- The 2025 settlement of the Jack Hulland Elementary School class action lawsuit may raise questions as to what actions the Department of Education has taken to protect students from harm by adults in the future.

Background:

- The Government of Yukon announced full implementation of the Safer Schools Action Plan on June 20, 2023.
- Key advancements included:
 - New policies for preventing and responding to harm by adults, with clear reporting to the RCMP.
 - Comprehensive victims' support plans and interdepartmental agreements to protect children at risk.
 - Training for all school-based staff, including tabletop exercises, on preventing and responding to harm.
 - Updated onboarding practices and strengthened oversight of adults working with students.
 - A Values and Ethics Code for public servants and a government-wide communications policy for critical incidents.
- Ongoing work includes policy updates following Ombudsman recommendations, enhanced school bus safety measures, and continued engagement with parents and partners to improve trust and safety.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

School Capacity

Education

Recommended response:

- The Department of Education recognizes and acknowledges that many of the territories' schools, especially schools in Whitehorse, have experienced enrolment growth.
- To address this growth, the Schools and Student Services division is committed to a multi-faceted approach, including the construction of new schools, the addition of new classroom spaces, and ensuring that catchment areas are respected.
- The opening of Dámbü Tän Kets'ádań Kų [DAHM-ü TAHN Kay-et-zah Dun-Kuh] – Cliff Trail Elementary School in Whistle Bend last school year added 340 elementary school spaces, based on operational capacity and a total capacity of 425 spaces.
- The Government of Yukon plans to construct a replacement school for École Whitehorse Elementary which is expected to increase operational capacity.

Additional response:

- To support increased enrolment, two modular classrooms were added at F.H. Collins Secondary School to provide additional space.
- Starting in the 2024–25 school year, the department began to carefully review out-of-catchment area requests to prevent students from unnecessarily enrolling in schools with high operational capacity.
- Department staff also continuously monitor school operational capacity, school facilities, and demographic trends to plan for and address student enrolment growth.

Context—this may be an issue because:

- Questions are typically raised in the Legislative Assembly, in the media, and from school councils regarding school operational capacity.

School Capacity

Education

Background:

- School operational capacity refers to the ideal functioning state and school total capacity refers to the highest number of students that a school can accommodate considering all available spaces, resources, and facilities.
- School operational capacity is based on the number of classroom teaching spaces, the school's grade structure and the class maximums set out in the Yukon Association of Education Professionals' collective agreement.
- The ideal operational capacity rate for a school is 80%. At this capacity, the school is being used efficiently for its intended needs. The school has some capacity to successfully manage fluctuations in the student population without large areas being used inefficiently.
- A school with an operational capacity rate of less than 60% would be considered under-utilized, and facilities that are over 80% would be considered at capacity. A school with an operational capacity rate of 100% would be considered full.
 - From May 2021 to May 2025, the average operational capacity rate for all urban elementary schools increased 3% from 98% to 101%.
 - From May 2021 to May 2025, the average operational capacity rate for all urban secondary schools increased 16% from 76% to 92%.
 - In May 2025, the average operational capacity rate for all rural schools was 37%. The highest rate is 55% for Robert Service School in Dawson and the lowest is 17% for Del Van Gorder School in Faro. As community demographics shift, many rural schools are significantly under capacity.
- The Department of Education's operational capacity data is based on a 2016 examination of the amount and types of classrooms utilized in a school. This may not accurately reflect the current capacity or utilization of a school, and there is a need to update this work.
- Functional operational capacity for Robert Service School is likely higher than indicated above, as space is used for other purposes, such as a community library.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- The Government of Yukon signed a three-year bilateral agreement with Canada for the National School Food Program funding in February 2025.
- On September 26, 2025, Canada approved the Yukon's Years 2 and 3 Action Plan to deliver the National School Food Program.
- The Action Plan outlines how Yukon will work with School Boards, the Yukon First Nations Education Directorate, and the Yukon Food for Learning Association to design and deliver school food programming.

Additional response:

- The Department of Education values and appreciates the ongoing work of our partners in supporting Yukon students.
- Department staff are actively working to finalize the agreements with our partners and to roll out the school food program.
- Through Yukon First Nations Education Directorate, a universal school lunch program will be piloted at seven schools beginning in 2026. This pilot is fully funded by the National School Food Program and includes both urban and rural schools.
- All Yukon schools are eligible to apply for school food and kitchen equipment grants from the Yukon Food for Learning Association. To date, 9 rural and 6 urban schools have applied and are approved for funding.
- The department also recognizes changes to Jordan's Principle funding may place added pressure on some partners who provide food programming in Yukon schools, particularly in rural schools.
- I will work with Yukon First Nations Education Directorate to understand the impacts of the Jordan's Principle cuts and will support their appeal to the federal government on the denial of the rural nutrition program.

Context—this may be an issue because:

- There is growing interest in Yukon's school food programming following federal cuts to the Rural Nutrition Program under Jordan's Principle.

- Although the National School Food Program will help strengthen school food supports, the loss of Jordan's Principle funding has increased overall need in rural school communities.

Background:

- In addition to the National School Food Program funding, the Yukon government provides \$132,000 annually to the Yukon Food for Learning Association. Schools can apply for food grants or purchase kitchen equipment.
- The existing \$132,000 investment will remain in place, and these funds are being transferred through the supplementary budget from the Department of Health and Social Services to the Department of Education to create one point of contact for the non-profit organization as the national school food program rolls out.
- Until 2025, Yukon First Nation Education Directorate received funding from the federal program Jordan's Principle to support its Rural Nutrition Program. The 2025-26 application was denied; YFNED has appealed and is awaiting a decision.
- The Year 2 and 3 Yukon Action Plan was developed collaboratively with partners and stakeholders, with the goal of reducing gaps in Yukon's school food programs.
- The amount of the National School Food Program Funding would be an estimated \$1.44 per student if spread across all Yukon Schools. For pilot schools the cost is approximately \$9.00 per student
- Approved activities in the Action Plan include:
 - Partnering with YFNED to pilot a universal hot lunch program in seven selected schools (urban, rural, and one high school).
 - Increasing funding to YFFLA for school food and kitchen equipment grants.
 - Providing dedicated funding to CSFY to enhance its food programming.

- Investing in school kitchen infrastructure to reduce barriers to preparing food onsite.
- Retaining a portion of funding for administration, policy development, data collection, evaluation, and future planning. A program manager has been hired to coordinate implementation.

	2024-2025	2025-2026	2026-2027
Approved funding from Canada	\$2,259,311.00	\$2,548,403.00	\$2,548,403.00
Carryover from previous year	0	\$2,259,311.00*	\$762,929.15 **
Amount received by YG as of December 11, 2025	\$2,259,311.00	\$1,274,202.00	0
Total available expenditures	0	\$4,807,714.00	\$3,311,322.15

*100% carryover from 2024-2025 to 2025-2026

**30% carryover allowed from 2025-2026 to 2026-2027

***2nd Installment (\$1,274,201.00) of Year 2 from Canada to be received in New Year after reporting is complete.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department of Education

[Date approved]

Shared Resource Programs

Education

Recommended response:

- Every Yukon student has the right to an educational program that meets their needs as per the Education Act.
- Shared Resource Programs are specialized classrooms to meet the needs of learners with complex special educational requirements. Requirements could be substantial curriculum adaptations, support for complex medical conditions, and managing complex behavioural challenges.
- There are currently five distinct secondary programs and one elementary program available in four Whitehorse schools.
- To ensure learners receive the support they need as soon as possible, Student Support Services is reviewing opportunities to expand shared resource programming.

Additional response:

- Learners in Shared Resource programs have an Individualized Education Plan or Student Support Plan, and tailored support to meet their needs. Support can be delivered in schools or, when needed, in other settings connected to a school to ensure learners receive the education in the learning environment best suited to their needs.
- The Student Support Services branch is aware of shared resource programming needs to ensure that all learners who require access to a shared resource program may be matched with an appropriate program to meet their needs.

Questions regarding budget items:

- Two nurses, three learning assistance teachers, and 14 additional EA positions are included in the supplementary budget to address Shared Resource programming needs.
- These specialist positions will ensure that students with diverse learning needs are supported at school from a health, safety and educational perspective.
- It is a new initiative to have nurses directly working for the Department of Education supporting students with medical needs in schools.
- The Department of Education is working to fill these positions and ensure all students have access to the educational support they need.

Context—this may be an issue because:

- There is an increase in medical and behavioural exceptionalities among children within Yukon schools.
- Shared resource programs are full. Some students have been asked to stay home or attend part-days, leading to increased Child and Youth Advocate referrals.

Background:

- Child and Youth Advocate reports related to the provision of Shared Resource Programming
 - “Close to Home”
 - This report outlines the importance of providing educational and healthcare services in the most accessible manner possible for students, including incorporating alternative learning approaches and therapies when aligned with educational goals.
 - Shared resource programs are best placed to provide this level of support to students with complex needs and already do in some cases.
 - “I’m not okay, it’s not okay”
 - Section 4 of this report highlights the provision of insufficient differentiated and special educational programming within Yukon schools.
 - “Many students faced challenges that were not adequately addressed by traditional JHES classroom structures, including behavioural difficulties, learning disabilities, or mental health concerns, which were compounded by a lack of personalized support.”
 - “The insufficiencies in educational programming and support exacerbated the dysregulation and “problematic” behaviours in children with complex needs and created the initial situation where

educators involved in the JHES incidents felt they needed to provide “consequences” to correct behaviour.”

- Appropriately resourced Shared Resource Programs provide the tailored educational experience as well as the appropriately ratioed and trained staffing resources that can avoid a situation where educators are unable to cope or manage students with these additional needs.
- 2021 Review on School Attendance.
 - Many students struggle to attend or achieve in school because programming is unable to be tailored to their needs.
 - Shared resource programs offer a more tailored approach with higher student-to-educator ratios for students who have different learning goals and needs.

Shared Resource Programs:

- PASS (Personal Academics and Social Skills) - students grade 4-7 with intellectual disabilities in a dedicated classroom for literacy, numeracy, life skills, and social emotional learning. Based at Jack Hulland Elementary School.
- ABEL (Academic Bridging and Experiential Learning) - Bridges the journey into high school, with specialized programming for students with Individualized Education Plans and Student Support Plans. Based at Porter Creek Secondary School.
- HOPE (Hands-On Purposeful Education) - students grade 8-12 with neurodiverse challenges (e.g. Intellectual Development Disorder, Autism Spectrum Disorder). Based at Porter Creek Secondary School.
- FLEX (Far-reaching Life EXperiences) - for neurodivergent students. Based at FH Collins Secondary School.
- STEP (Student Transitional Education Programming) - for students with complex physical, speech, cognitive or sensory exceptionalities. Based at FH Collins Secondary School.

- GRACE (General Readiness and Collaborative Education) - for low and moderate cognitive and social skills. Based at St. Francis of Assisi Catholic Secondary School.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department

[Date approved]

Recommended response:

- Centering and supporting the needs of each learner means providing targeted assistance that helps students learn, participate and belong.
- Educational assistants help learners with many aspects of their school day including; personal care tasks, self-regulation, learning in alternative spaces, and accessing assistive communication or other technologies for their learning needs – always with the goal of increasing learner independence and success. This is one possible support available for students.
- Every school offers universal design for learning supports that any learner can use without a formal assessment needed. These may include assistive technology and software for reading and writing, flexible seating, movement options, or different ways of presenting learning so students can engage in ways that work for them.
- Student Support Services provides specialized consultation from speech-language pathologists, physiotherapists, occupational therapists, school psychologists, and behaviour analysts. Families can ask their school-based team for a referral at any time.
- Inclusive education means creating flexible and culturally safe spaces where students can learn best. Student Support Services staff help schools create sensory and neurodiverse rooms, outdoor and land-based learning environments, access to Elders and First Nation Wellness Workers, and dedicated spaces for Indigenous learners.

Additional Response (EA Allocation):

- The department of Education works to allocate educational assistants in Yukon Education Authority schools in a way that is consistent and based on the diverse needs of learners.

- The department of Education is working alongside school authorities to assist in developing educational assistant allocation processes that will work for all school authorities and school communities.

Additional Response (nurses):

- The addition of two nurses to the student support services team is an important step in ensuring that students with complex medical needs are well served in schools.
- These positions will be in schools and working alongside families and education staff every day to ensure that students with complex medical needs have an up-to-date care plan, and that the staff who work with them are trained to provide support.

Context—this may be an issue because:

- Learners require diverse inclusive approaches depending on their needs in the educational environment.
- The types of interventions that learners require may not be agreed-upon by all parties involved in advocating for students.
- Some learners have been excluded from school full-time or part-time when challenges arose regarding access to inclusive education supports such as educational assistants, space in a shared resource program, or alternative learning spaces.

Background:

- External reports regarding inclusive education include: the 2021 Dr. Nikki Yee's Review of Inclusive and Special Education Report, the

2019 Auditor General's Kindergarten Through Grade 12 Education in Yukon report

- Child and Youth Advocate reports with relevant information include Close to Home, I'm not okay, it's not okay, the Systemic Review on Racism and the 2021 Child and Youth Advocate's Review on School Attendance in the Yukon.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Education

[Date approved]

Teacher Recruitment and Retention

Education

Recommended response:

- The Government of Yukon works hard to attract, engage, and retain staff and educators for all three authorities, through several different communication channels, methods, and varied approaches.
- The Department of Education is dedicated to working collaboratively and in the best interests of Yukon learners and educators. This includes hearing diverse perspectives, considering research and best practices, and exploring different opportunities while considering the needs of Yukoners.
- The Human Resources branch is passionate about connecting talent with opportunity, building dynamic partnerships with future candidates and post-secondary institutions to open exciting career pathways across the Yukon.
- Current work that supports this commitment includes in-territory and out-of-territory recruitment initiatives, alongside increased attendance at in-person and virtual career fairs.

Additional response:

- The Human Resources branch created a candidate relationship management tool as a strategic approach to engage prospective candidates, this involves communicating with candidates before, during and after the recruitment process to create a consistent pipeline of talent for future hiring needs.
- All school authorities follow the allocation formulas detailed in the School Staffing Allocation Handbook, which aims to provide sufficient school staffing for the delivery of quality educational programming.
- For the 2025–26 school year, the educator allocation increased by 15.7 full-time equivalent teachers within Yukon Education Authority schools.
- These positions are calculated based on the formulas in the School Staffing Allocation Handbook and are for core programming and student support, such as learning assistance teachers.

Context—this may be an issue because:

- Teacher and principal vacancies are an ongoing topic in media coverage with concerns expressed by the Yukon Association of Education Professionals.

Teacher Recruitment and Retention

Education

Background:

- Similar to other jurisdictions across Canada, the department has experienced challenges in hiring qualified teachers.
- The ongoing national labour shortage for certified educators and limited housing options, particularly in rural communities, continue to impact overall school staffing recruitment efforts.
- Staff with a job in one school may apply for other vacancies during the summer, which can result in a “domino effect” of postings. This also affects teachers on call availability, as some teachers on call are successful in competing for vacant positions and are subsequently removed from the teachers on call list.
- The department experiences frequent maternity and parental leaves, requiring all educator vacancies to be backfilled to maintain classroom continuity.
- Within the new collective agreement from July 1, 2024, to June 30, 2027, an annual rural retention allocation for Yukon Association of Education Professional bargaining unit members is in place (excluding teachers on call and employees working in Whitehorse).
- This allowance helps retain educators in rural communities where living costs exceed those in Whitehorse.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- The Department of Education recognizes the critical role skilled trades play in our workforce
- The Government of Yukon offers one of the most comprehensive financial programs for apprentices in Canada, investing over \$2.5 million annually to support Yukon apprentices.
- The Post-Secondary and Future Skills branch is exploring innovative strategies and new funding opportunities to expand apprenticeship and alternative learning models.

Additional response:

- The Apprenticeship and Trade Certification unit currently supports more than 500 registered apprentices.
- With new initiatives, such as a Skills Development Fund and a skilled work experience program for high school students, the number of apprentices is expected to increase.
- The department is also exploring ways to build on the success of the Union Training and Innovation Program (UTIP) and strengthen partnerships in Red Seal trades to meet evolving workforce needs.

Context—this may be an issue because:

- The government has prioritized apprenticeship and trades certification and may be asked what supports are currently available along with plans for the future of this program.

Background:

- As of November 20, 2025, 69 apprentices have achieved journeyperson certification this calendar year, compared to a total of 72 last calendar year.
- Yukon apprentices complete their in-school technical training at Yukon University or partner institutions in Alberta, with tuition fully covered by the Government of Yukon.
- Additional funding through the Yukon government's Working UP program helps offset costs such as travel, textbooks, commuting, living allowances, and childcare.
- Beyond financial support, apprentices benefit from the Virtual Learning Strategy program. This program offers tutoring, exam preparation, and resources to meet apprentices' diverse learning needs.
- The Department of Education also provides a dual credit program. High school students can earn post-secondary credits, including pre-apprenticeship courses, at Yukon University. These credits can also be used towards high school graduation requirements.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Whitehorse Elementary Replacement Project (Joint Note with EDU)

Education and
Highways and
Public Works

Recommended response:

- École Whitehorse Elementary is the oldest school in Whitehorse and is the highest priority for replacement. Updated facilities are essential to supporting safe, modern learning environments for students.
- A replacement school would provide students with a modern learning environment, improved outdoor spaces, and facilities that support collaborative, inclusive, and experiential learning.
- The Department of Education is working to identify alternative locations for the replacement school.
- The Government of Yukon will engage with the community on potential sites and will consider community input before moving forward.

Context—this may be an issue because:

- The replacement of École Whitehorse Elementary is a top community priority. The previously proposed location at the Takhini Educational Land Reserve has generated significant public interest and debate.

Background:

- École Whitehorse Elementary was built in 1950 and is identified as the top priority for replacement in the Whitehorse Schools Facility Condition Index.
- In 2022, renovating the school was estimated to cost 1.4 times more than building a new facility.
- The current building cannot meet current or future programming needs, including requirements for inclusive, innovative, and experiential learning spaces.
- The replacement project was focused on relocating the school from downtown to the Takhini Educational Land Reserve, with a proposed location on the northwest corner of the site.

Whitehorse Elementary Replacement Project (Joint Note with EDU)

Education and
Highways and
Public Works

- The Government of Yukon's 2025–26 Five-Year Capital Plan allocates \$45–58 million for the project over fiscal years 2025–26 to 2029–30.
- Additional funding will be required to complete the project based on current scope.
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Growing enrollment pressures mean many Whitehorse elementary schools are operating above capacity. Moving forward with a replacement school is important to ensure adequate learning space for students across the Whitehorse region.

Approved by:

M. Cameron

November 28, 2025

Deputy Minister, Education

[Date approved]

T. Allen

November 27, 2025

Deputy Minister, Highways and Public Works

[Date approved]

Recommended response:

- After any significant earthquake, the Department of Highways and Public Works immediately evaluates our public infrastructure for any signs of damage.
- Following the earthquake on December 6th, bridge inspectors were mobilized to assess bridges in the vicinity of the earthquake epicentre and other bridges in the territory. To date, no damage has been identified.
- Similarly, the department has conducted visual inspections across buildings in the western and central regions. These inspections included assessments of walls, support columns, floors, ceilings, electrical systems, and plumbing.
- A structural engineer was engaged to guide staff and conduct assessments of high-risk buildings located closer to the epicenter. No structural issues were identified, and all buildings were confirmed safe to occupy. This includes all Yukon schools.
- Due to the age and height of the building, École Whitehorse Elementary School was closed for one day on December 8th in an abundance of caution while the department conducted a structural assessment to ensure the building was safe for staff and students.
- Following the assessment, the school has been confirmed safe for students and staff to return to the building.

Additional response: Seismic and Schools

- The department performs seismic and structural assessments on Yukon schools to ensure staff and student safety.

Earthquakes and Infrastructure**Highways and Public Works**

- From these assessments, we have previously undertaken several mitigation measures. For example, improving structural aspects of the schools such as the roof, flooring and walls. Many non-structural upgrades have also been completed, such as seismic restraints on shelving, lighting and heating systems.
- Seismic mitigation is one of the many factors that we prioritize in any new school design.

Context—this may be an issue because:

- The Opposition may ask questions due to the recent earthquake on December 6, 2025.

Background:

- The Yukon's last major seismic event was in 2017, and the mitigations in place proved effective during that event.
- Yukon schools were built according to the building code at the time of construction, and modern building code requirements contain increasingly stringent structural requirements.
- A structural engineer has assessed all high-risk buildings that may have been affected by the earthquake, including all Yukon schools such as Ross River School, and confirmed they are safe to use.

Approved by:

R. Gorczyca

December 9, 2025

A/Deputy Minister, Highways and Public Works

Date Approved

Recommended response

- The Department of Education is aware of changes to federal operating procedures related to requests under Jordan's Principle.
- The Department of Education does not directly apply to Jordan's Principle for funding and is not immediately impacted.
- The department is aware that these changes may impact educational partners, many of whom receive funding through Jordan's Principle to support Indigenous learners.
- In spring 2025, Officials from Education and Health and Social Services met with Canada with regards to the impacts of these cuts to services including the mobile therapeutic unit.

Additional response:

- In the fall 2025, an application to Jordan's Principle to provide the rural nutrition program for schools delivered by Yukon First Nations Education Directorate was denied.
- The Yukon First Nations Education Directorate is appealing this decision.
- The Department of Education will work with the Yukon First Nations Education Directorate and support their appeal to the federal government on cuts to Jordan's Principle.
- While the Department of Education does not request or receive Jordan's Principle funding, the department is aware of the following organizations that have accessed this funding:
 - Child Development Centre
 - Yukon First Nation Education Directorate

Jordan's Principle

Department

- Tr'ondëk Hwëch'in
- Little Salmon/Carmacks First Nation

Context—this may be an issue because:

- In spring 2025, the department received a letter indicating that Indigenous Services Canada (ISC) is implementing changes to operational procedures and processing requests for Jordan's Principle funding. These changes have impacted our educational partners who apply for and receive funding to support Indigenous students.

Background:

- A meeting was held in Spring of 2025, with department of Education, Health and Social Services and Executive Council Office officials and Jordan's Principle fund representatives.
- In spring 2025 federal Minister Hajdu announced Ottawa will increase funds for Jordan's Principle to support First Nations children through 2026.
- Operational changes to Jordan's Principle fund remain in effect and will have an impact on organizations and individual families who apply for funding.
- Council of Yukon First Nation has shut down programs that provided food, children's clothing, short-term housing and other support for families due to lack of Jordan's Principle Funding (cbc.ca April 2, 2025, news article)
- Tr'ondëk Hwëch'in was also denied funding for their Nutrition Program due to the operational changes of Jordan's Principle.

Approved by:

Mary Cameron

December 15, 2025

Deputy Minister, Department

[Date approved]

Recommended response

- The Government of Yukon will continue to work with school communities and Yukoners on planning their short, medium, and long-term educational facility needs.
- It is important that our schools meet the demands of our growing population and provide modern learning environments for students.
- Major capital projects for 2025–26 include work on:
 - Downtown School Replacement Planning - \$50K
 - Experiential learning spaces - \$1.2M
 - Kêts’ádań Kù in Burwash Landing - \$11.65M (Revised Budget)
 - Modernizing learning spaces - \$150K
 - Modular classrooms - \$1.2M
 - Ross River School structural upgrades - \$1.2M Budget (\$1.455M Forecast)
 - School van replacements - \$400K
 - EWES Replacement School Project - \$1.0M Budget (\$200K Forecast)

Additional response:

- The Government of Yukon's approach to capital spending is driven by its overarching priorities and fiscal responsibility. All departments, including the Department of Education, follow guidelines to ensure that funding is allocated effectively across public services.
- A wide variety of information, including school conditions and capacity, school programming needs and community priorities informs capital planning decisions.
- Schools are provided with a capital budget for small-scale, program-related renovations.

Context—this may be an issue because:

- School capital projects, including classroom expansions, school maintenance or replacement and accessible playground equipment are of high public interest.

Background:

- The Department of Highways and Public Works delivers major and minor capital projects for sponsoring departments, including Education, as well as building maintenance projects and some government-owned vehicle replacements.
- All efforts are made to implement major and minor projects during routine school closures, like during winter and summer breaks.
- During the 2025–26 fiscal year, the Department of Highways and Public Works oversaw the design and installation of experiential learning spaces at:
 - Christ the King Elementary School (Whitehorse);
 - Golden Horn Elementary School (Whitehorse);
 - Eliza Van Bibber (Pelly Crossing); and
 - Ross River School (Ross River).

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response

- The Government of Yukon's 5-Year Capital Plan includes school replacement and renovation projects to ensure all buildings are safe and suitable for students to learn and grow.
- Capital planning decisions are based on current information and facility assessments, supplemented with education programming needs, enrolment trends, and pressures.
- The Government of Yukon's 5-Year Capital Plan includes school builds, experiential learning spaces, playfields, and modular classrooms.
- The 5-Year Capital Plan is reviewed annually, and school-aged population growth, school expansion, replacement and repair needs will inform the Plan. This includes addressing needs for the École Whitehorse Elementary School, high school spaces, the growing community of Whistlebend, and rural schools throughout the Yukon.
- Decisions around school replacements and expansions will be made based on facility assessments, supported with educational programming needs, enrolment trends, demographic projections, and community needs.

Additional response:

- During the summer of 2025, experiential learning spaces were installed at Christ the King Elementary School and Golden Horn Elementary School in Whitehorse, as well as at Eliza Van Bibber School in Pelly Crossing and Ross River School in Ross River.
- The Government of Yukon recognizes that many school playfields, while currently safe, need restoration or replacement. Large-scale

improvements to schools, including playfields, would be subject to budget planning processes.

Context—this may be an issue because:

- School infrastructure projects are of ongoing public interest.

Background:

- All approved school construction and renovation projects are prioritized and managed through the 5-Year Capital Plan.
- Education staff communicate regularly with school administrators and school communities to identify projects to enhance programming.

Approved by:

Mary Cameron

2025-12-11

Deputy Minister, Education

[Date approved]

Kêts'ádań Kù, Burwash Landing School (Joint Note with HPW)

Highways and
Public Works
and Education

Recommended response:

- Our government is committed to ensuring rural communities are front and centre when upgrading and building new education facilities.
- To that end the Government of Yukon is delivering Kêts'ádań Kù, (Ket-zah-Done-coo) -which means “house of learning” in the Southern Tutchone language – a new school in the community of Burwash Landing.
- This has been a long-standing request of the community and Kluane First Nation.
- Construction began in the fall of 2024, and the project is expected to be completed by winter 2027-28.
- The building's foundations are complete, with ongoing construction happening throughout the winter.

Additional response: Design issues

- The project has experienced some delays, and while some design components are addressed, work onsite continues.
- A more fulsome update on project schedule is anticipated in early 2026.

Context—this may be an issue because:

- The Opposition may have questions about the new design and timeline.

Background:

- In August 2024, a \$26.9 million contract was awarded to GenMec ACL Inc.
- The Government of Canada is contributing just under \$10.9 million through its Rural and Northern Infrastructure Stream of the Investing in Canada Infrastructure Program.

Kêts'ádań Kù, Burwash Landing School (Joint Note with HPW)

Highways and
Public Works
and Education

- The process of issuing the new design will be completed in early 2026.
- The Department of Education signed a Memorandum of Understanding with Kluane First Nation in June 2020 committing to build a school and establish an Oversight Committee.
- The contract for Consultant Services was awarded in April 2022 and the community was consulted on the conceptual design in 2022.
- In July 2022, a Yukon Asset Construction Agreement was signed with Kluane First Nation to provide benefits to the community from the construction of the school.
- A revised IPA to increase the budget to \$41.5 million was approved in September 2025.

Approved by:

T. Allen

November 27, 2025

Deputy Minister, Highways and Public Works

[Date approved]

Mary Cameron

November 28, 2025

Deputy Minister, Education

[Date approved]

Recommended response

- The department monitors all schools to help administrators and school communities plan for enrolment and needs in the short, medium, and long term.
- Modular classrooms are an option to address enrolment pressure in schools. Enrolment trends are also a key element that informs the long-term capital planning process.
- For 2025–26, \$1.2M was allocated for modular classrooms, which was invested in the placement and installation of two modular classrooms at F.H. Collins Secondary School in the fall of 2025.

Additional response:

- Determination of the needs for modular classrooms is based on school capacity, including demographic projections for the school catchment area.
- Market conditions can impact procurement timelines for modulars which, in turn, impact completion timelines.
- Site feasibility studies are conducted to confirm the ability to place modulars at schools with emerging enrolment pressures.

Context—this may be an issue because:

- Several schools, with the support of their school councils, have requested new or replacement modulars in recent years.

Background:

- New modular classrooms have been placed at:
 - F.H. Collins Secondary School (2) -2025–26;
 - Robert Service School in Dawson (a 4-classroom annex to replace aged modulars) (2021–22 and 2022–23)
 - Hidden Valley Elementary School – 2021–22
 - Selkirk Elementary School (2) - 2020–21 and 2021–22
 - Golden Horn Elementary School (2) - 2019–20
- In addition to the new modulars, all existing modulars were assessed for condition in 2021. This included St. Francis of Assisi Catholic Secondary School, Porter Creek Secondary School, Christ the King Elementary School, Jack Hulland Elementary School, Elijah Smith Elementary School, École Émilie-Tremblay and Golden Horn Elementary School.
 - The St. Francis of Assisi Catholic Secondary School and Porter Creek Secondary School modulars are at the end of their serviceable lifecycles and need replacement.

Approved by:

Mary Cameron

2025-12-28

Deputy Minister, Department

[Date approved]

Public Announcement Systems in Schools

Education

Recommended response

- The Department of Education recognizes that effective, school-wide communication during regular activities and emergencies is important for wellbeing, school cohesion, and safety.
- Public address systems – or PA systems – are the primary method Yukon schools use when communicating information throughout the building.
- PA systems are considered critical infrastructure and maintenance contracts are in place to address and repair any reported issues.

Additional response:

- PA systems are complex networks that take time to install and connect to phones and the internet.
- School public announcement systems can become difficult to update and maintain as the systems age and technology changes. The department continues to repair and replace PA systems regularly.
- Going forward, the Government of Yukon will standardize the design and requirements for the procurement of new PA systems to improve efficiency in daily operation, maintenance, and repairs.

Context—this may be an issue because:

- School councils and school administrators regularly raise concerns about malfunctioning PA systems.

Public Announcement Systems in Schools

Education

Background:

- Schools with PA systems use them to announce to the entire school, make calls between school rooms, play signal bells, and more. They are sometimes used as part of staff communication protocols.
 - For example, they may use them to communicate emergency codes to all staff and students at once or to call a classroom to request support from other staff.
- If a school's PA system is not available or functional, schools make alternative plans to communicate, such as deploying two-way radios to teachers, using megaphones or corresponding on mobile phones in the interim.
- Replacement of broken or aging PA systems is managed and prioritized as part of the capital planning process. For example, replacing a broken PA system would take priority over addressing an aging, but functional, PA system.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

School Capacity

Education

Recommended response:

- The Department of Education recognizes and acknowledges that many of the territories' schools, especially schools in Whitehorse, have experienced enrolment growth.
- To address this growth, the Schools and Student Services division is committed to a multi-faceted approach, including the construction of new schools, the addition of new classroom spaces, and ensuring that catchment areas are respected.
- The opening of Dámbü Tän Kets'ádań Kų [DAHM-ü TAHN Kay-et-zah Dun-Kuh] – Cliff Trail Elementary School in Whistle Bend last school year added 340 elementary school spaces, based on operational capacity and a total capacity of 425 spaces.
- The Government of Yukon plans to construct a replacement school for École Whitehorse Elementary which is expected to increase operational capacity.

Additional response:

- To support increased enrolment, two modular classrooms were added at F.H. Collins Secondary School to provide additional space.
- Starting in the 2024–25 school year, the department began to carefully review out-of-catchment area requests to prevent students from unnecessarily enrolling in schools with high operational capacity.
- Department staff also continuously monitor school operational capacity, school facilities, and demographic trends to plan for and address student enrolment growth.

Context—this may be an issue because:

- Questions are typically raised in the Legislative Assembly, in the media, and from school councils regarding school operational capacity.

School Capacity

Education

Background:

- School operational capacity refers to the ideal functioning state and school total capacity refers to the highest number of students that a school can accommodate considering all available spaces, resources, and facilities.
- School operational capacity is based on the number of classroom teaching spaces, the school's grade structure and the class maximums set out in the Yukon Association of Education Professionals' collective agreement.
- The ideal operational capacity rate for a school is 80%. At this capacity, the school is being used efficiently for its intended needs. The school has some capacity to successfully manage fluctuations in the student population without large areas being used inefficiently.
- A school with an operational capacity rate of less than 60% would be considered under-utilized, and facilities that are over 80% would be considered at capacity. A school with an operational capacity rate of 100% would be considered full.
 - From May 2021 to May 2025, the average operational capacity rate for all urban elementary schools increased 3% from 98% to 101%.
 - From May 2021 to May 2025, the average operational capacity rate for all urban secondary schools increased 16% from 76% to 92%.
 - In May 2025, the average operational capacity rate for all rural schools was 37%. The highest rate is 55% for Robert Service School in Dawson and the lowest is 17% for Del Van Gorder School in Faro. As community demographics shift, many rural schools are significantly under capacity.
- The Department of Education's operational capacity data is based on a 2016 examination of the amount and types of classrooms utilized in a school. This may not accurately reflect the current capacity or utilization of a school, and there is a need to update this work.
- Functional operational capacity for Robert Service School is likely higher than indicated above, as space is used for other purposes, such as a community library.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- The Government of Yukon provides regular, preventative maintenance throughout the year, focusing on minimizing disruptions to school activities.
- Maintenance tasks affecting school programs are planned during closure times whenever possible, such as winter, spring, and summer breaks.
- The Department of Education's commitment to the health and safety of students and staff includes maintenance of all facilities to address routine and emergency needs, regardless of the building's age.

Additional response:

- Assessments of building systems occur periodically to identify larger projects for maintenance or upgrades.
- Each school has access to an electronic system to request maintenance work for their building or school grounds. The departments of Highways and Public Works and Education receive these work requests, which are assessed, prioritized, and assigned to teams or contractors to resolve.
- Requests from schools are of high importance and are prioritized for maintenance.
- When capital maintenance projects have programming components, principals are given an opportunity to provide feedback during the design process.

Context—this may be an issue because:

- School communities may raise concerns about the maintenance of their buildings, and many school buildings are aging, with frequent ongoing maintenance required.

Background:

- Building systems such as HVAC and mechanical systems are maintained at regularly scheduled intervals.
- The departments of Education and Highways and Public Works share responsibility for replacing, repairing and maintaining all school infrastructure and all buildings where the Department of Education's programming occurs.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Whitehorse Elementary Replacement Project (Joint Note with EDU)

Education and
Highways and
Public Works

Recommended response:

- École Whitehorse Elementary is the oldest school in Whitehorse and is the highest priority for replacement. Updated facilities are essential to supporting safe, modern learning environments for students.
- A replacement school would provide students with a modern learning environment, improved outdoor spaces, and facilities that support collaborative, inclusive, and experiential learning.
- The Department of Education is working to identify alternative locations for the replacement school.
- The Government of Yukon will engage with the community on potential sites and will consider community input before moving forward.

Context—this may be an issue because:

- The replacement of École Whitehorse Elementary is a top community priority. The previously proposed location at the Takhini Educational Land Reserve has generated significant public interest and debate.

Background:

- École Whitehorse Elementary was built in 1950 and is identified as the top priority for replacement in the Whitehorse Schools Facility Condition Index.
- In 2022, renovating the school was estimated to cost 1.4 times more than building a new facility.
- The current building cannot meet current or future programming needs, including requirements for inclusive, innovative, and experiential learning spaces.
- The replacement project was focused on relocating the school from downtown to the Takhini Educational Land Reserve, with a proposed location on the northwest corner of the site.

Whitehorse Elementary Replacement Project (Joint Note with EDU)

Education and
Highways and
Public Works

- The Government of Yukon's 2025–26 Five-Year Capital Plan allocates \$45–58 million for the project over fiscal years 2025–26 to 2029–30.
- Additional funding will be required to complete the project based on current scope.
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Growing enrollment pressures mean many Whitehorse elementary schools are operating above capacity. Moving forward with a replacement school is important to ensure adequate learning space for students across the Whitehorse region.

Approved by:

M. Cameron

November 28, 2025

Deputy Minister, Education

[Date approved]

T. Allen

November 27, 2025

Deputy Minister, Highways and Public Works

[Date approved]

Water Quality in Yukon Schools and YG Buildings

Highways and Public Works

Recommended response:

- Safe drinking water in Yukon schools and buildings is essential for protecting health and ensuring a safe learning environment.
- The Department of Highways and Public works can confirm that all students have access to safe drinking water in every Yukon school and government-owned “youth-occupied” facilities.
- The Government of Yukon sampled over 800 water fixtures in all Yukon schools and youth-occupied facilities over the past two years.
- The Department of Highways and Public Works remediated any fixtures such as water fountains that tested over the recommended limit of lead levels according to the Canadian Drinking Water Guidelines.

Additional response:

- Moving forward, the department is implementing a long-term water quality monitoring program for all youth-occupied buildings in the territory.
- This new program will help the department monitor water quality by testing all youth-occupied facilities on a three-year rotating cycle to ensure facilities meet the Canadian Drinking Water Quality Guidelines. Those facilities include:
 - schools;
 - youth residences;
 - buildings housing educational programs; and
 - daycares in Yukon government-owned buildings.

Water Quality in Yukon Schools and YG Buildings

Highways and Public Works

- As an added precaution, earlier this year the department also sampled for general water quality in all facilities that house adult occupants 24/hours per day, such as continuing care facilities and adult residences. The results confirmed that the water in these buildings is also safe to drink.

Context—this may be an issue because:

- There may be questions about water quality in youth-occupied facilities and the reliability of the new water quality monitoring program.

Background:

- Municipally fed water lines are tested at water treatment facilities and again at designated facility fixtures within the larger distribution network.
- Highways and Public Works has established a 5-year water sampling cycle for all well and water holding tank systems which aligns with the recommendations in the Canadian Drinking Water Guidelines.
- HPW will continue to consult with the Chief Medical Officer and Health and Environmental Health Services to ensure we meet our regulatory requirements in respect to water quality.
- According to the Yukon's Chief Medical Officer of Health, occasionally drinking water from fixtures with slightly elevated lead levels is not a significant health risk.

Approved by:

T. Allen

November 26, 2025

Deputy Minister, Highways and Public Works

Date Approved

Recommended response:

- After any significant earthquake, the Department of Highways and Public Works immediately evaluates our public infrastructure for any signs of damage.
- Following the earthquake on December 6th, bridge inspectors were mobilized to assess bridges in the vicinity of the earthquake epicentre and other bridges in the territory. To date, no damage has been identified.
- Similarly, the department has conducted visual inspections across buildings in the western and central regions. These inspections included assessments of walls, support columns, floors, ceilings, electrical systems, and plumbing.
- A structural engineer was engaged to guide staff and conduct assessments of high-risk buildings located closer to the epicenter. No structural issues were identified, and all buildings were confirmed safe to occupy. This includes all Yukon schools.
- Due to the age and height of the building, École Whitehorse Elementary School was closed for one day on December 8th in an abundance of caution while the department conducted a structural assessment to ensure the building was safe for staff and students.
- Following the assessment, the school has been confirmed safe for students and staff to return to the building.

Additional response: Seismic and Schools

- The department performs seismic and structural assessments on Yukon schools to ensure staff and student safety.

Earthquakes and Infrastructure**Highways and Public Works**

- From these assessments, we have previously undertaken several mitigation measures. For example, improving structural aspects of the schools such as the roof, flooring and walls. Many non-structural upgrades have also been completed, such as seismic restraints on shelving, lighting and heating systems.
- Seismic mitigation is one of the many factors that we prioritize in any new school design.

Context—this may be an issue because:

- The Opposition may ask questions due to the recent earthquake on December 6, 2025.

Background:

- The Yukon's last major seismic event was in 2017, and the mitigations in place proved effective during that event.
- Yukon schools were built according to the building code at the time of construction, and modern building code requirements contain increasingly stringent structural requirements.
- A structural engineer has assessed all high-risk buildings that may have been affected by the earthquake, including all Yukon schools such as Ross River School, and confirmed they are safe to use.

Approved by:

R. Gorczyca

December 9, 2025

A/Deputy Minister, Highways and Public Works

Date Approved

Literacy and Numeracy Strategies

Education

Recommended response:

- Developing strong literacy and numeracy skills is essential to improving learner outcomes and is a top priority for our school authorities.
- All schools under the Yukon Education Authority are implementing literacy and numeracy strategies.
 - Both strategies reflect current research on how children develop foundational skills and use evidence-based instructional and assessment practices.
- First Nation School Board (FNSB)/Commission Solaire Francophone de Yukon (CSFY):
 - FNSB and CSFY both have their own literacy and numeracy plans.
 - All three school authorities are implementing evidence-based instructional practices based on current research into their literacy plans/strategies.
 - All three school authorities are working towards strengthening numeracy results.

Additional response:

- Beginning in 2025-26 school year, the Yukon Education Authority has Lead Literacy and Lead Numeracy Specialist teachers to support all Yukon schools by providing professional learning, coaching, and implementation guidance.
- All Yukon Education Authority schools have literacy and numeracy support teachers who work directly with students and educators.
- Schools under the Yukon Education Authority are also implementing literacy and numeracy screeners to guide instruction and identify students who may require early intervention.

Literacy and Numeracy Strategies

Education

Context—this may be an issue because:

- Literacy has recently been debated Legislative Assembly sittings.
- There has been criticism of the Yukon Education Authority's literacy approach, particularly following the launch of the First Nation School Board's literacy plan.

Background:

- Culturally Responsive Literacy and Numeracy Strategies for Yukon Education Authority schools were released in September 2023 on National Literacy Day.
- Since implementation began, Yukon Education has seen improvements in Grade 4 Foundational Skills Assessment literacy and numeracy results.
- As part of literacy strategy implementation, Reading Recovery has been phased out in Yukon Education Authority schools and replaced with updated instructional practices and interventions. Two former Reading Recovery Teacher Leader positions have been changed to Lead Literacy Specialist and Lead Numeracy Specialist positions (August 2025).
- All Yukon Education Authority schools have literacy and numeracy support teachers.
- To support rural schools – where achievement gaps persist – the Curriculum and Assessment unit reprofiled an Education Consultant portfolio in 2024-25 to focus on rural school support.
- In addition to regular rural travel by Education Consultants, the Lead Literacy and Numeracy Specialist teachers support rural schools, ensuring these strategies are implemented consistently across the territory.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response

- On October 14, 2025, the Department of Education was notified that the Office of the Auditor General of Canada would be conducting a performance audit of early learning and child care in Yukon.
- The department welcomes the performance audit and is fully committed to cooperation and transparency, using the audit as an opportunity to strengthen performance measurement and service delivery.
- The Department of Education is also working with the Office of the Auditor General to facilitate input from key partners and stakeholders.

Additional response:

- Any recommendations will be addressed through a clear action plan with defined timelines, oversight, and with the ultimate goal of improving program quality and accessibility.
- Results from this performance audit can help inform future initiatives of the department, including the development of regulations for the new *Early Learning and Child Care Act*. It is anticipated that the final report will be tabled in November 2026.

Context—this may be an issue because:

- A final report of this performance audit is expected to be reported to the Legislative Assembly in November 2026.
- On October 21, 2025, the Office of the Auditor General tabled a report in Parliament on the Government of Canada's Canada-Wide Early Learning and Child Care System.

Background:

- A performance audit is an independent, objective, and systematic assessment of how well the government is managing its activities, responsibilities, and resources.
- The planning phase of the early learning and child care performance audit is underway, with examination of records and reporting expected to proceed between February - October 2026.
- Performance audits are also underway in Nunavut and Northwest Territories.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Child Development Centre has an important role in helping families and young children access inclusive early learning and therapeutic services.
- In 2025-26, the department is providing \$4.8 million in operational funding to the Child Development Centre, an increase of \$1.4 million since 2022-23.
- This funding supports three goals and priorities for children from birth to age 5:
 - early intervention;
 - family-focused programs; and
 - community integration.

Additional response:

- Timely developmental support for children and families is important, and the partnership with the Child Development Centre is central to this approach.
- According to the Child Development Centre's June 2025 annual report, 98% of families were called within 15 days of referral. 90% of families in Whitehorse were offered a first visit with a therapist within 35 days of referral, which is a decrease from 2024.

Context—this may be an issue because:

- The Early Learning and Child Care branch works closely with the Child Development Centre to provide resources that enable timely support for children and families.

Background:

- This includes collaborating with the Child Development Centre to facilitate transitions into kindergarten, with meetings over the school year to review student needs and supports.
- The Early Learning and Child Care branch partners with the Child Development Centre on Fetal Alcohol Spectrum Disorder assessments, ensuring early identification and tailored interventions for children with complex developmental needs.
- As of March 2025, there were 1,047 children enrolled in services at the Child Development Centre, an increase of 5% from March 2024.
- Child Development Centre staff made 73 visits to 14 communities in 2024-25 and provided services to over 300 children and families.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Department of Education takes all complaints regarding early learning centres seriously and acts promptly to ensure the safety and wellbeing of children.
- Any person who believes they have personal or professional knowledge about a licensed child care program may make a complaint to the Early Learning and Child Care Branch in person, by phone, or by email.
- All complaints made against a licensed child care program are seriously considered by the branch and are investigated if the complaint is related to a violation of the Child Care Act or regulations.

Additional response:

- Investigations are thorough and evidence based. The Early Learning and Child Care Branch will develop a plan for responding to the complaint, which may include collecting observations, conducting interviews, or requesting documentation from a licensed program.
- Results of investigations and any required orders or actions are communicated from the Early Learning and Child Care Director to the operator of the licensed program.
- If a licensed program disagrees with an order by the Director, they may appeal to the Yukon Child Care Board, as outlined in section 23 of the Child Care Act.

Context—this may be an issue because:

- In order to respect the privacy of all parties involved, the Early Learning and Child Care Branch does not disclose complaints, investigations, or findings to the public.

Background:

- The Early Learning and Child Care Branch conducts inspections of all licensed programs to ensure they consistently meet the requirements of the Child Care Act and regulations. Each licensed program receives one scheduled annual inspection and at least three unannounced inspections every year.
- During inspections, inspectors note areas that may be in non-compliance and explain both the issue and what needs to be done to rectify the non-compliance.
- For renewal of a program's license to operate, all instances of regulatory non-compliance must be rectified.
- Complaints relating to matters outside of the legislative and regulatory authority of Early Learning and Child Care are not investigated, but the branch will provide recommendations to the complainant on other potential courses of action. This may include Employment Standards, Workers Safety and Compensation Board, or in the case of a non-profit, the board of directors.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Early Learning and Child Care Act – Regulation Development

Education

Recommended response:

- The Department of Education has been working on developing regulations since the Early Learning and Child Care Act received assent on May 1, 2025.
- This work includes research on best practices as well as discussions with First Nation governments, early learning and child care providers, educators, the Yukon Child Care Board, and other partners.
- The department will continue to collaborate with partners and stakeholders in the sector as this important work progresses.

Additional response:

- The Early Learning and Child Care Branch will support licensed providers in the implementation of any new legislative or regulatory requirement once the Act and Regulations come into effect.
- Licensed providers will be also given two years to implement any new legislative or regulatory requirement.
- This will ensure a smooth transition for licensed providers and families when the Act comes into force.

Context—this may be an issue because:

- The Early Learning and Child Care Act received assent in the legislative assembly on May 1, 2025. Regulations are required before the Act comes into force.
- The existing Child Care Act will be in place until the new Act comes into force.

Early Learning and Child Care Act – Regulation Development

Education

Background:

- The timeline for drafting regulations depends on overall prioritization and the availability of drafting resources at the Legislative Counsel Office.
- The process for drafting regulations includes identifying the regulations that are required to bring the Act into force, drafting detailed policy direction informed by sector engagement, a review by the Legislative Counsel Office, developing a cabinet submission, and the legislative drafting process.
- Once Regulations are drafted and approved by Cabinet, the Act can be called into force and implementation of the new Act and Regulations can commence.
- Licensed providers will be given two years to implement any new legislative or regulatory requirement.
- The Early Learning and Child Care Branch will support implementation of the new Act and Regulations.
- There were requests to modernize the Child Care Act over several years, including a recommendation from the Yukon Child Care Board.
- The Early Learning and Child Care Act was informed by several engagements, and the most recent took place over three months in 2024.
- Participants in the engagements included Yukon First Nations governments, families, educators, licence holders, the Yukon Child Care Board, and others.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Early Learning and Child Care Funding

Education

Recommended response:

- Since the introduction of universal child care in April 2021, the Department of Education has committed to supporting high quality early learning and child care that is accessible, affordable, and inclusive.
- In February 2025, the Canada-Wide Early Learning and Child Care Agreement and Canada-Yukon Canada-wide Early Learning and Child Care agreement were extended, securing an additional five years of funding from the Government of Canada, totaling approximately \$74.4 million. These agreements will run until fiscal year 2030-2031 and include a 3% funding escalator, beginning in fiscal year 2027.
- Work is now underway to develop an action plan that outlines the allocation for that funding.

Additional response:

- Some program operators have noted that unforeseen inflation has resulted in financial pressures for them. The Early Learning and Child Care Branch is reviewing the funding model to identify any changes needed to alleviate financial pressures for operators.
- Program operators are an integral part of the system, and the department provides funding, including wage enhancements, to all licensed programs to reduce operational and administrative expenses.

Context—this may be an issue because:

- Operators have asked for increases in funding to keep up with inflation increases over the past three years.

Early Learning and Child Care Funding

Education

Background:

- As of April 1, 2025, the average daily rate for child care is \$10.11 (\$12.48 for infants, \$9.94 for toddlers, \$9.26 for preschool, and \$9.35 for kindergarten).
- Parent fee increases are controlled to ensure parent fees remain affordable. Fees can only be adjusted on April 1 of each year. The maximum annual increase allowed is 3%, and if a centre's fees are greater than 10% of the territorial average then they can only increase by 1% that year.
- From 2021-25, the Government of Yukon distributed more than \$100 million directly to licensed child care programs to support the costs of operational expenses, employee benefits, wage enhancements, and space creation. Approximately 24% of this total is from federal funding agreements, while approximately 76% is territorial funding.
- Funding ranges from less than \$10,000 per centre to nearly \$1,000,000, depending on the number of licensed spaces, educators, and eligible operating expenses.
- The number of licensed child care spaces has increased by 25.4%, from 1,869 in March 2021 to 2,345 in March 2025.

Type of Program	# of programs	% of programs	# of spaces	% of spaces
For-profit programs	39	49.4%	1324	56.4%
Non-profit programs	14	17.7%	591	25.2%
Family day homes	17	21.5%	149	6.4%
FN government owned	9	11.3%	281	11.9%

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Infrastructure Funding for Child Care

Education

Recommended response:

- The Government of Yukon has a four-year agreement with the Government of Canada covering the years 2023-24 to 2026-27 for \$10.5 million. This funding creates new early learning and child care spaces and increases accessibility of existing spaces operated by not-for-profit organizations and First Nations governments.
- From the first call for proposals issued in November 2024, two minor projects were funded: Carcross/Tagish First Nation received \$200,000 and Tr'ondëk Hwëch'in government received \$181,500 for accessibility upgrades.
- One major project has also been awarded: the Dawson Society for Children and Families has received \$377,375 in 2025-26 towards pre-construction activities to create 38 child care spaces, representing an increase of 18 spaces.
- The Commission scolaire francophone du Yukon's application was approved in April 2025, but their original location was deemed no longer feasible by the organization. They have now secured a new location and submitted a new funding application.

Additional response:

- A second call for proposals was issued this fall with a closing date of October 31, 2025. The department is now reviewing all applications.

Context—this may be an issue because:

- The Official Opposition platform included a commitment to add more child care spaces, including a new child care centre in Dawson City.

Infrastructure Funding for Child Care

Education

Background:

- The agreement with Canada states that Yukon can carry forward 100% of funding in the first year and 10% in the remaining years. Carry forward amounts must be spent in the next fiscal year.
- Due to delays in signing and rolling out the fund, \$2.1 million of the 2023/24 contribution was not spent by March 2025 and was returned to Canada. In February 2025, Yukon was able to secure 100% carry forward for the 2024/25 annual contribution.
- The priorities identified for the funding include:
 - increased access to Indigenous led early learning and child care,
 - increased access to Francophone early learning and child care,
 - increased access to early learning and child care in underserved communities in rural Yukon, and
 - enhanced accessibility for children with disabilities in existing early learning and child care.
- The Government of Yukon announced Yukon's Early Learning and Child Care Infrastructure Fund on November 20, 2024, with an initial application deadline of January 15, 2025 for both major and minor submissions.

Approved by:

Mary Cameron

2025-12-12

Deputy Minister, Education

[Date approved]

Collaboration with Yukon First Nations

Education

Recommended response:

- The Department of Education engages with Yukon First Nations on a government-to-government basis, at the community level, and collectively across the Yukon to ensure schools meet the needs of First Nation students and support success for all learners.
- Student Learning and First Nations Initiatives teams will continue working with Yukon First Nation governments and organizations to advance reconciliation, improve outcomes for First Nation learners, and ensure all Yukon schools enrich students' education with Yukon First Nations ways of knowing, doing, and being.

Additional response:

The Department of Education works in partnership with First Nation governments to support improved student outcomes through:

- Joint Education Action Plan implementation across four priority areas:
 - K-12 Culture and Language;
 - Authority, Control and Responsibility;
 - Sustainability, Supports and Success; and
 - Closing the Academic Achievement Gaps.
- Community-level Education Agreements that respond to local priorities under the Joint Education Action Plan (JEAP).
- Negotiating and implementing section 17.7 agreements – such as the recently renewed 17.7 Agreement with Tr'ondëk Hwëch'in – to strengthen co-governance of education in Traditional Territories.

Collaboration with Yukon First Nations

Education

Context—this may be an issue because:

- The 2019 Auditor General of Canada report found that the Department of Education needed to strengthen collaboration with Yukon First Nations. During the Public Accounts hearing in January 2022, the Chief's Committee on Education reiterated the need for improved, consistent collaboration.

Background:

- In 2019, the Office of the Auditor General of Canada recommended that the Department of Education implement a policy to collaborate with Yukon First Nations, and strategic action plan that included measurable actions and timelines.
- The department has since signed funding agreements with Yukon First Nation governments to support educational outcomes for First Nation students in their Traditional Territories, advancing joint education priorities at the community level.
- Education Agreements reflect the department's commitment to working closely with First Nation governments, responding to the 2019 Audit, and advancing the priorities under JEAP.
- The Yukon First Nations Education Collaboration Framework was developed jointly with the First Nations Education Commission. It aligns with JEAP's priority areas and outlines shared action, timelines, and implementation strategies.
- In August 2025, the Government of Yukon and First Nation governments signed a declaration committing to advancing JEAP for a second decade (2025-35).
- In September 2025, the Government of Yukon and Tr'ondëk Hwéch'in signed a renewed 17.7 Agreement. A supplementary budget request has been submitted to maintain funding for co-governance under the 17.7 Agreement and to continue current funding levels for Yukon First Nation Education Agreements.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Child and Youth Advocate's Office provides advocacy and support on behalf of children and youth, and their recommendations guide us in making changes that contribute to student success.
- The Department of Education does work that impact children's rights and is committed to upholding its duty to improve the education system and reviewing policies and programs to ensure all children can enjoy their rights.
- The Assistant Deputy Minister of Corporate Services and Programs meets regularly with the Advocate's office to discuss matters of shared interest and to find solutions to individual and systemic advocacy matters.

Additional response:

- Periodic public status reports share the department's progress on the Advocate's recommendations and efforts to strengthen Yukon's education system for all learners.
- These recommendations inform the implementation of major departmental initiatives, including the Integrated Outcome Strategy for Yukon Learners, Inclusive Education initiatives, and the Joint Education Action Plan (JEAP).

Context—this may be an issue because:

- The Yukon Child and Youth Advocate's Office (YCAO) 2024-25 Annual Report was tabled in the Legislative Assembly on December 9, 2025.

- The YCAO requests public updates on work to address their recommendations. Progress reports for three reports were due on December 1, 2025. This has been extended until January 12, 2026.
- The Child and Youth Advocate will release a report in January 2026 on a review of the department's implementation of the Sexual Orientation and Gender Identity policy. YCAO undertook engagement with education partners and the public.

Background – recent reports:

- The YCAO's 2024-25 Annual Report described specific advocacy concerns from recent reports as well as quotations gathered during their ongoing SOGI review. They also provided data:
 - Education had second highest number of advocacy issues among departments over the past 15 years, numbering 525. Only Family and Children's Services was higher, with 932.
 - In 2024-25, Education had 62 new advocacy issues. Only Family and Children's Services was higher, with 67.
- "For Our Children: report on systemic racism" (released May 2025)
This report resulted in 25 calls to action within four themes: philosophical, pedagogical, relational, and operational.
- "Close to Home: report on students with complex needs" (released May 2025)
The departments of Education and Health and Social Services accepted five recommendations with the following themes: improve therapeutic support, improve collaboration with departments, develop policies and programs for parent support, and provide more educator training.
- "I Am Not Okay, It's Not Okay: report on restraints and isolation at Jack Hulland Elementary School" (released May 2025). Recommendations involve improving: documentation of incidents, safety policies and procedures, communication and supports following incidents of abuse, and improving school transitions.
- These three reports align with findings in other reports and recommendations that continue to guide the Department of Education's work, including the 2019 Report of the Auditor General of Canada on the Kindergarten to Grade 12 Education

System in Yukon, the Child and Youth Advocate's report on school Attendance in May 2021 and the Territorial Youth Strategy.

- The Department of Education will provide a response on the systemic racism, complex needs and holds and restraints reports to the Child and Youth Advocate in January 2026, a date that has been agreed to by both parties.

Approved by:

Mary Cameron

2025-12-12

Deputy Minister, Education

[Date approved]

Community Housing for Teachers

Education

Recommended response:

- The Department of Education recognizes how important access to stable, predictable housing is for recruiting and retaining educators in all Yukon communities.
- Human Resource staff assist educators in securing housing. This work is guided by the corporate employee housing policy and can be challenging and complex as sometimes there is limited housing supply, especially in rural communities.
- As of November 25, 2025, there are 51 Yukon Housing Corporation units in rural communities leased to and filled by educators, across all three school authorities. All other educators have secured private housing, which they either rent or have purchased.

Additional response:

- The Yukon Housing Corporation, the Department of Education and the Public Service Commission created a solution for staff housing lease extensions in alignment with corporate policy. Currently, the Human Resources branch recommends extensions annually on behalf of educators who are subject to renewal.
- This solution ensures that educators receive notice of a housing lease term nearing the end, provides an option for renewal and supports the department's rural recruitment and retention strategy. Further, educators' ability to receive extensions to staff housing gives them housing security.

Community Housing for Teachers

Education

Context—this may be an issue because:

- The Yukon Association of Education Professionals has voiced concerns publicly that housing is negatively impacting rural recruitment and retention.
- Educators have expressed concerns around communication from the Yukon Housing Corporation and the Public Service Commission on the policy and the process of requesting extensions.

Background:

- The Yukon Housing Corporation manages all Yukon government staff housing units in accordance with the General Administration Manual 3.30, Staff Accommodation policy.
- The policy was revised in May 2019 with respect to eligibility, tenancy agreements, duration, rental rates, and assignment. Teachers are considered Priority One for receiving Yukon government staff housing units.
- A review of the policy's effectiveness is currently underway by the Public Service Commission and the Yukon Housing Corporation.
- The First Nation School Board collaborates with Yukon First Nation governments to lease staff housing units in communities which offer no market housing.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Department of Education is experiencing specific staffing pressure points, which support our schools. These are our school custodians, and school administrative support.
- The Department of Education adheres to the School Staffing Allocation Handbook, which outlines formulas for allocating school staff—including clerical and custodial positions—to support quality educational programming and maintain a safe, healthy learning environment.

Additional response:

- While the school staffing formula provides appropriate and safe staffing levels for schools at standard operating capacity, the increases in enrolment seen across the education system means additional school operations support is needed.
- Further, these school staffing positions are required due to increased operational demands such as expanded after-hours use of school facilities, new facility additions, and more stringent health and safety standards, which have strained our existing custodial resources.

Context—this may be an issue because:

- Concerns have been identified for more custodian and clerical support for schools.

Background:

- Dámbü Tän Kets’ádań Kù requires additional administrative support based on the approved staffing formula for school clerical positions.

- Additional support is needed for school operations by the Yukon Education Authority, Department of Education, for new custodial full-time equivalent permanent positions and an auxiliary-on-call position.
- Support of a 0.4 new custodial full-time equivalent permanent position is also needed for Takhini Elementary School and First Nation School Board to maintain adequate staffing levels.

Approved by:

Mary Cameron

2025-12-05

Deputy Minister, Education

[Date approved]

Teacher Recruitment and Retention

Education

Recommended response:

- The Government of Yukon works hard to attract, engage, and retain staff and educators for all three authorities, through several different communication channels, methods, and varied approaches.
- The Department of Education is dedicated to working collaboratively and in the best interests of Yukon learners and educators. This includes hearing diverse perspectives, considering research and best practices, and exploring different opportunities while considering the needs of Yukoners.
- The Human Resources branch is passionate about connecting talent with opportunity, building dynamic partnerships with future candidates and post-secondary institutions to open exciting career pathways across the Yukon.
- Current work that supports this commitment includes in-territory and out-of-territory recruitment initiatives, alongside increased attendance at in-person and virtual career fairs.

Additional response:

- The Human Resources branch created a candidate relationship management tool as a strategic approach to engage prospective candidates, this involves communicating with candidates before, during and after the recruitment process to create a consistent pipeline of talent for future hiring needs.
- All school authorities follow the allocation formulas detailed in the School Staffing Allocation Handbook, which aims to provide sufficient school staffing for the delivery of quality educational programming.
- For the 2025–26 school year, the educator allocation increased by 15.7 full-time equivalent teachers within Yukon Education Authority schools.
- These positions are calculated based on the formulas in the School Staffing Allocation Handbook and are for core programming and student support, such as learning assistance teachers.

Context—this may be an issue because:

- Teacher and principal vacancies are an ongoing topic in media coverage with concerns expressed by the Yukon Association of Education Professionals.

Teacher Recruitment and Retention

Education

Background:

- Similar to other jurisdictions across Canada, the department has experienced challenges in hiring qualified teachers.
- The ongoing national labour shortage for certified educators and limited housing options, particularly in rural communities, continue to impact overall school staffing recruitment efforts.
- Staff with a job in one school may apply for other vacancies during the summer, which can result in a “domino effect” of postings. This also affects teachers on call availability, as some teachers on call are successful in competing for vacant positions and are subsequently removed from the teachers on call list.
- The department experiences frequent maternity and parental leaves, requiring all educator vacancies to be backfilled to maintain classroom continuity.
- Within the new collective agreement from July 1, 2024, to June 30, 2027, an annual rural retention allocation for Yukon Association of Education Professional bargaining unit members is in place (excluding teachers on call and employees working in Whitehorse).
- This allowance helps retain educators in rural communities where living costs exceed those in Whitehorse.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Inclusive Education - Learning Plans (IEPs, SLPs, BSPs)

Education

Recommended response:

- Supporting every learner is central to Education's work. All Yukon students who need special education have access to an Individualized Education plan, as set out in the Education Act.
- Individualized Education Plans, Student Support Plans, and Behaviour Support Plans are planning tools available to support student needs.
- At any time, parents and guardians can bring forward concerns to their school and request a school-based team meeting.
- For the 2025-26 school year, as of December 2025, there are currently 469 Individualized Education Plans, 1162 Student Support Plans, and 84 Behaviour Support Plans. Eight per cent of students across all school authorities have an Individualized Education plan.

Additional response:

- There are three types of learning plans available in Yukon: Competency Based Individualized Education Plans, Student Support Plans, and Behaviour Support Plans.
- All learning plans are designed to provide the learning supports individual students need to be successful in school.
- The type of learning plans a student has does not limit the type of learning supports that are available to the student.
- Schools provide students in need of special education with the option of an Individualized Education Plan.

Context—this may be an issue because:

- Individualized Education plans have been an issue of interest to parents, advocacy groups and the Yukon Association of Education Professionals.

Inclusive Education - Learning Plans (IEPs, SLPs, BSPs)

Education

- There was a planned change from British Columbia Individualized Education plan format to competency-based Individualized Education plan in the 2025-26 school year.
- This change was based on evidence from best practices used by school-based teams. Additionally, British Columbia was discontinuing the software that supported the British Columbia-Individualized Education plan.
- The Yukon Association of Education Professionals was consulted on this change and is concerned about the workload for learning assistance teachers as a result.

Background:

- Individual Education Plans are defined in the Education Act as “a document which outlines the educational program for a student as determined by a school based team, containing a description of the student’s present level of functioning; long term or annual goals; short term goals or specific behavioural objectives; special resources required; suggested instructional materials, methods and strategies; Individual Education Plans review dates; persons responsible for the implementation of the Individual Education Plans, including parents; and parents’ written, informed consent for implementation.”

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department

[Date approved]

Shared Resource Programs

Education

Recommended response:

- Every Yukon student has the right to an educational program that meets their needs as per the Education Act.
- Shared Resource Programs are specialized classrooms to meet the needs of learners with complex special educational requirements. Requirements could be substantial curriculum adaptations, support for complex medical conditions, and managing complex behavioural challenges.
- There are currently five distinct secondary programs and one elementary program available in four Whitehorse schools.
- To ensure learners receive the support they need as soon as possible, Student Support Services is reviewing opportunities to expand shared resource programming.

Additional response:

- Learners in Shared Resource programs have an Individualized Education Plan or Student Support Plan, and tailored support to meet their needs. Support can be delivered in schools or, when needed, in other settings connected to a school to ensure learners receive the education in the learning environment best suited to their needs.
- The Student Support Services branch is aware of shared resource programming needs to ensure that all learners who require access to a shared resource program may be matched with an appropriate program to meet their needs.

Questions regarding budget items:

- Two nurses, three learning assistance teachers, and 14 additional EA positions are included in the supplementary budget to address Shared Resource programming needs.
- These specialist positions will ensure that students with diverse learning needs are supported at school from a health, safety and educational perspective.
- It is a new initiative to have nurses directly working for the Department of Education supporting students with medical needs in schools.
- The Department of Education is working to fill these positions and ensure all students have access to the educational support they need.

Context—this may be an issue because:

- There is an increase in medical and behavioural exceptionalities among children within Yukon schools.
- Shared resource programs are full. Some students have been asked to stay home or attend part-days, leading to increased Child and Youth Advocate referrals.

Background:

- Child and Youth Advocate reports related to the provision of Shared Resource Programming
 - “Close to Home”
 - This report outlines the importance of providing educational and healthcare services in the most accessible manner possible for students, including incorporating alternative learning approaches and therapies when aligned with educational goals.
 - Shared resource programs are best placed to provide this level of support to students with complex needs and already do in some cases.
 - “I’m not okay, it’s not okay”
 - Section 4 of this report highlights the provision of insufficient differentiated and special educational programming within Yukon schools.
 - “Many students faced challenges that were not adequately addressed by traditional JHES classroom structures, including behavioural difficulties, learning disabilities, or mental health concerns, which were compounded by a lack of personalized support.”
 - “The insufficiencies in educational programming and support exacerbated the dysregulation and “problematic” behaviours in children with complex needs and created the initial situation where

educators involved in the JHES incidents felt they needed to provide “consequences” to correct behaviour.”

- Appropriately resourced Shared Resource Programs provide the tailored educational experience as well as the appropriately ratioed and trained staffing resources that can avoid a situation where educators are unable to cope or manage students with these additional needs.
- 2021 Review on School Attendance.
 - Many students struggle to attend or achieve in school because programming is unable to be tailored to their needs.
 - Shared resource programs offer a more tailored approach with higher student-to-educator ratios for students who have different learning goals and needs.

Shared Resource Programs:

- PASS (Personal Academics and Social Skills) - students grade 4-7 with intellectual disabilities in a dedicated classroom for literacy, numeracy, life skills, and social emotional learning. Based at Jack Hulland Elementary School.
- ABEL (Academic Bridging and Experiential Learning) - Bridges the journey into high school, with specialized programming for students with Individualized Education Plans and Student Support Plans. Based at Porter Creek Secondary School.
- HOPE (Hands-On Purposeful Education) - students grade 8-12 with neurodiverse challenges (e.g. Intellectual Development Disorder, Autism Spectrum Disorder). Based at Porter Creek Secondary School.
- FLEX (Far-reaching Life EXperiences) - for neurodivergent students. Based at FH Collins Secondary School.
- STEP (Student Transitional Education Programming) - for students with complex physical, speech, cognitive or sensory exceptionalities. Based at FH Collins Secondary School.

- GRACE (General Readiness and Collaborative Education) - for low and moderate cognitive and social skills. Based at St. Francis of Assisi Catholic Secondary School.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department

[Date approved]

Recommended response:

- Centering and supporting the needs of each learner means providing targeted assistance that helps students learn, participate and belong.
- Educational assistants help learners with many aspects of their school day including; personal care tasks, self-regulation, learning in alternative spaces, and accessing assistive communication or other technologies for their learning needs – always with the goal of increasing learner independence and success. This is one possible support available for students.
- Every school offers universal design for learning supports that any learner can use without a formal assessment needed. These may include assistive technology and software for reading and writing, flexible seating, movement options, or different ways of presenting learning so students can engage in ways that work for them.
- Student Support Services provides specialized consultation from speech-language pathologists, physiotherapists, occupational therapists, school psychologists, and behaviour analysts. Families can ask their school-based team for a referral at any time.
- Inclusive education means creating flexible and culturally safe spaces where students can learn best. Student Support Services staff help schools create sensory and neurodiverse rooms, outdoor and land-based learning environments, access to Elders and First Nation Wellness Workers, and dedicated spaces for Indigenous learners.

Additional Response (EA Allocation):

- The department of Education works to allocate educational assistants in Yukon Education Authority schools in a way that is consistent and based on the diverse needs of learners.

Supports for Inclusive Education

Education

- The department of Education is working alongside school authorities to assist in developing educational assistant allocation processes that will work for all school authorities and school communities.

Additional Response (nurses):

- The addition of two nurses to the student support services team is an important step in ensuring that students with complex medical needs are well served in schools.
- These positions will be in schools and working alongside families and education staff every day to ensure that students with complex medical needs have an up-to-date care plan, and that the staff who work with them are trained to provide support.

Context—this may be an issue because:

- Learners require diverse inclusive approaches depending on their needs in the educational environment.
- The types of interventions that learners require may not be agreed-upon by all parties involved in advocating for students.
- Some learners have been excluded from school full-time or part-time when challenges arose regarding access to inclusive education supports such as educational assistants, space in a shared resource program, or alternative learning spaces.

Background:

- External reports regarding inclusive education include: the 2021 Dr. Nikki Yee's Review of Inclusive and Special Education Report, the

2019 Auditor General's Kindergarten Through Grade 12 Education in Yukon report

- Child and Youth Advocate reports with relevant information include Close to Home, I'm not okay, it's not okay, the Systemic Review on Racism and the 2021 Child and Youth Advocate's Review on School Attendance in the Yukon.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Education

[Date approved]

Recommended response:

- The Post-Secondary and Future Skills branch provides funding support to eligible post-secondary students when they attend school in the Yukon and beyond.
- The Yukon Grant and the Student Training Allowance are territorially funded student financial assistance programs.
- The Canada Student Financial Assistance Program is a federally funded program administered by the Department of Education for Yukon students.
- An additional source of funding is the Yukon Excellence Award, which is a territorial scholarship designed to promote academic achievement in specific courses during grades 10 through 12.

Additional response:

- As of December 9, 2025, the department has received 1,614 applications for student financial assistance from 1,094 individual students.
- Of those students, 723 have been awarded the Yukon Grant, 108 have received the Student Training Allowance and 338 have been approved to receive support from the Canada Student Financial Assistance Program.
- Many Yukon students apply for more than one source of funding.

Context—this may be an issue because:

- Due to the increase in the Consumer Price Index, the Department of Education had to increase its budget for the Yukon Grant this fall. Additionally, the Yukon Excellence Award budget required an increase.

Background:

- The Yukon Grant is a legislated grant that is recalculated annually based on the previous year's Consumer Price Index.
- For the current academic year, eligible students will receive a Yukon Grant of \$185 per week, an increase from \$178 per week in the previous year. The grant is issued to students in two lump sum payments during the academic year.
- A substantial number of eligible students are accessing the Yukon Excellence Awards this year.

Approved by:

Mary Cameron

2025-12-12

Deputy Minister, Education

[Date approved]

Recommended response:

- The Department of Education recognizes the critical role skilled trades play in our workforce
- The Government of Yukon offers one of the most comprehensive financial programs for apprentices in Canada, investing over \$2.5 million annually to support Yukon apprentices.
- The Post-Secondary and Future Skills branch is exploring innovative strategies and new funding opportunities to expand apprenticeship and alternative learning models.

Additional response:

- The Apprenticeship and Trade Certification unit currently supports more than 500 registered apprentices.
- With new initiatives, such as a Skills Development Fund and a skilled work experience program for high school students, the number of apprentices is expected to increase.
- The department is also exploring ways to build on the success of the Union Training and Innovation Program (UTIP) and strengthen partnerships in Red Seal trades to meet evolving workforce needs.

Context—this may be an issue because:

- The government has prioritized apprenticeship and trades certification and may be asked what supports are currently available along with plans for the future of this program.

Background:

- As of November 20, 2025, 69 apprentices have achieved journeyperson certification this calendar year, compared to a total of 72 last calendar year.
- Yukon apprentices complete their in-school technical training at Yukon University or partner institutions in Alberta, with tuition fully covered by the Government of Yukon.
- Additional funding through the Yukon government's Working UP program helps offset costs such as travel, textbooks, commuting, living allowances, and childcare.
- Beyond financial support, apprentices benefit from the Virtual Learning Strategy program. This program offers tutoring, exam preparation, and resources to meet apprentices' diverse learning needs.
- The Department of Education also provides a dual credit program. High school students can earn post-secondary credits, including pre-apprenticeship courses, at Yukon University. These credits can also be used towards high school graduation requirements.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- Yukon University, as a hybrid institution, provides a broad range of academic and vocational programs to meet the diverse learning needs of Yukon communities. These include degrees, diplomas, certificates, career and trades training, second language support, and upgrading courses.
- The Government of Yukon values its strong, cooperative relationship with Yukon University.
- A senior oversight committee, consisting of representatives from both organizations, ensures ongoing collaboration to advance strategic initiatives and ensure that labour market demands are met.

Additional response:

- This fiscal year, the Department of Education provided over \$33.2 million in funding to support Yukon University's operations and programs. This includes \$2.1 million specifically allocated for the Centre for Northern Innovation in Mining and its programming.
- The Government of Yukon is supporting Yukon University's Polaris Science Building through the capital planning process which previously identified \$13 million dollars towards the project.
- The departments of Highways and Public Works and Education continue to work collaboratively with Yukon University on next steps.

Context—this may be an issue because:

- There may be interest in how Yukon University is continuing to transition from a college and how Yukon government is supporting them.

Background:

- The Yukon University Act came into force on February 6, 2020, establishing the first university north of 60.
- Yukon University achieved a significant goal in October of 2024 when it became a member of Universities Canada. Member institutions must meet strict criteria and adhere to principles of institutional quality assurance.
- Yukon University and the Yukon University Employees Union are currently participating in bargaining discussions to establish a new collective agreement.
- The current collective agreement covers the period July 1, 2022, to June 30, 2024.
- In September 2025, the initial Accountability Framework was agreed upon by Yukon University and the Government of Yukon. This framework established accountability and performance measures that will be used for reporting purposes, beginning with the 2026–2027 academic year.
- Dr. Shelagh Rowles was recently named interim President and Vice-Chancellor of Yukon University as Dr. Lesley Brown concluded her term on November 13, 2025.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response

- Department of Education supports French language and cultural education in the Yukon.
- The French Programs branch works collaboratively with the Commission scolaire francophone du Yukon to support the learning needs of French Minority Language students and oversee French Minority Language education in the territory.
- It should also be noted that the Commission scolaire francophone du Yukon recently held their school board elections. I would like to congratulate the board members including Jean-Sébastien Blais, Jessica Masson Guerette, Amélie Morin, Véronique Maggiore, and Myriam Bougie.
- Your leadership and commitment will make a meaningful difference in shaping the future of education.

Additional response:

- The right for French language speakers to receive French education is constitutionally protected.
- Education recognizes the need to establish a clear and consistent funding process.
- Education is working to develop a long-term funding formula to ensure equitable funding between school authorities and consistent service levels for K-12 education programs.

Context—this may be an issue because:

The Commission Scolaire Francophone du Yukon (CSFY) and the First Nation School Board have expressed concern publicly about the lack of a stable, long-term funding model.

Background:

- The Commission scolaire Francophone du Yukon continues to operate a French language program in Dawson called Programme Confluence.
- On October 27, 2025, the Commission scolaire Francophone du Yukon submitted an assessment report of the Programme Confluence in Dawson. The Department of Education and Tr'ondëk Hwëch'in are currently reviewing the assessment.

Commission Scolaire Francophone du Yukon 2025-26 Funding	
Formula funding based on the number of schools	1,628,720
Formula funding based on student enrollment	4,545,153
Department determined funding	1,580,936
Governance and board administration	956,000
Francophone recognition (20% Lift)	1,742,162
Federal funding	1,527,199
School operational funding (custodians, utilities etc.)	863,557
Total Funding for 2025-26 School Year	12,843,727

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Government of Yukon, the Chiefs Committee on Education, and the First Nation School Board share a commitment to delivering high-quality education grounded in Yukon First Nations perspectives.
- Investments in the First Nation School Board help students, families, educators, and school communities succeed while respectfully incorporating Yukon First Nations ways of knowing, doing, and being.
- Elections for the First Nation School Board trustees for 2025-2028 were held on November 17, 2025.
- The Trustees for 2025 to 2028 are:
 - Mats'äsäna Mä Primožic
 - Dana Tizya-Tramm
 - Melanie Bennett
 - Josie O'Brien
 - Dustin McKenzie-Hubbard
- We would like to congratulate and welcome the Trustees and thank all of those who put their names forward in the election.

Additional response:

- The Department of Education remains committed to supporting the success of the First Nation School Board in its delivery of education in 11 Yukon schools.

Context—this may be an issue because:

- The First Nation School Board has raised concerns regarding stability and levels of funding from the Department of Education.
- The funding agreement with the First Nation School Board expires in June 2026, additional work is required on a sustainable approach to funding for longer term.

Background:

- The First Nation School Board (FNSB) was established in 2022 under the Education Act and currently operates eleven schools.
- In December 2024, a two-year agreement was signed with the FNSB for the period July 1, 2024, to June 30, 2026.
- Funding allocations within the TPA are based on formulas that consider governance, student enrollment, school-based needs, including education assistants.
- In addition to formula-based TPA funding, the FNSB receives support through discretionary grants.
- The department provides extensive in-kind services to all school boards, including the FNSB. These services—such as student transportation, large-scale capital project management, curriculum development, policy guidance, and technology support—are centralized to minimize duplication and support cost efficiency across the territory.
- A summary of First Nations School Board funding for 2025-26 is outlined below:

Funding Stream	Amount for 2025-26
Formula Funding per Staffing Allocation Handbook	\$17,387,008
Department determined funding	\$7,567,586
Governance and Board Administration	\$2,703,400
Indigenous student recognition (20% lift)	\$4,071,135
Discretionary Grants	\$1,637,465
School Operational Funding (HR, custodians, utilities, etc.)	\$3,512,695
Total Funding for 2025-26 School Year	\$36,879,289

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- The Department of Education is committed to supporting both the First Nation School Board and the Commission scolaire francophone du Yukon.
- The Department of Education is aware of concerns from school boards regarding stable and transparent school board funding.
- To address these concerns, the department is developing a manual to guide school board funding in a clear manner, similar to funding approaches in other provinces and territories.
- Establishing a stable funding process will ensure allocations are fair, transparent, accountable, and designed to support student learning.

Additional response:

- The manual's objectives are to:
 - provide transparency in the allocation of public funds;
 - outline the formula used to determine funding allocations for each school board;
 - establish a clear and consistent funding process; and
 - support predictable and long-term financial sustainability.
- The department continues to refine funding processes, including grant and contribution mechanisms, financial reporting requirements, and timelines for school boards to submit annual budget requests.

Context—this may be an issue because:

- The Commission scolaire francophone du Yukon (CSFY) and the First Nation School Board (FNSB) have consistently and publicly expressed concern about the absence of a stable, long-term funding model.

Background:

- Under the Education Act, the Minister of Education has oversight of all public schools and school boards in the Yukon.
- Currently, the department uses Transfer Payment Agreements (TPAs) as the funding mechanism for each school board. The Education Act envisions a statutory funding process for all school boards, which is not yet in place.
- Each TPA includes blocks of funding for key areas, such as:
 - baseline support for every school,
 - student-enrollment-based funding,
 - board administration costs, and
 - specialized support services.
- School boards may also receive support through discretionary grants or targeted federal initiatives.
- The department provides extensive in-kind services to all school boards, including transportation, major capital project management, curriculum development, policy guidance, and technology support. Analysis is underway to determine the cost and distribution of these services for all three school authorities.
- Centralizing services minimizes duplication, optimizes resources, and generates cost savings—supporting learning environments for all students.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

School Board and Council Elections and Referendums

Education

Recommended response:

- The Chief Electoral Officer and Elections Yukon oversee the election of school council members and school board trustees across the Yukon.
- Both First Nation School Board and the Commission scolaire Francophone du Yukon recently had elections, each electing a full slate of five school board trustees.
- The Education Act outlines a process for school communities to decide whether they will be governed by a school board or directly by the Department of Education.
- While the department provides information about the school board referendum process, each school community decides whether to go through that process to join a school board.

Additional response:

- School council member vacancies after an election or during a term are common. Vacancies can be filled by the current or incoming school council through nominating individuals or holding a by-election.

Context—this may be an issue because:

- There is interest in the results of school board elections, as well as the referendum process for joining a school board.

Background:

- School board elections take place every three years. Each school board has five elected trustees.

School Board and Council Elections and Referendums

Education

- School board elections took place on November 17, 2025, for the Commission scolaire Francophone du Yukon and the First Nation School Board, with voting held in 11 polling places and through online voting.
- For the 2025 school board elections, a total of 19 candidates put their names forward for 10 elected positions, five for each school board.
- School council elections are held every two years. The next election for school council members will be in May 2026.
- Joining a school board:
 - Education officials worked with the First Nation School Board and Elections Yukon to establish a process for schools to consider joining the school board after it was in existence for one school year, as allowed for in the Education Act.
 - Under the Act, a new or existing school board can be substituted for an existing school council when the school council, or 20% of the electors in the attendance area, request that a referendum be held.
- Leaving a school board:
 - Should a school community wish to withdraw from a school board or join a different school board, it is within the Minister's authority under the Education Act to approve or not approve.
 - A fair process would need to be followed, such as a referendum with a clear majority for the Minister to proceed with such a decision.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- The Government of Yukon supports parental choice in education, including homeschooling, specialized programs, and private schools.
- The Department of Education remains committed to ensuring consistent quality standards and accountability across all education options, while recognizing the diverse needs of students and families.
- Alternative education programs – including Aurora Virtual School, École Nomade, the Individual Learning Centre, and Shared Resources Programs – provide pathways for students who benefit from non-traditional learning environments.

Additional response:

- Partnerships with families, communities, and education stakeholders are essential to expanding choice and improving student outcomes.
- Schools and Student Services work to improve equitable access to alternative education, including in rural and personalized settings.

Context—this may be an issue because:

- There may be questions regarding funding distribution between public schools and private or home-based programs. Under the Education Act, the Minister is responsible for providing fully funded public education, while home education and private schools are considered optional education.
- Alternative and adapted education models have been referenced in the Legislative Assembly, media, and public discussions focused on student outcomes and accountability.

Background:

- Government priorities in education include supporting choice, affordability, community partnerships, trades training, and alternative pathways for student success.
- Homeschooling in the Yukon is supported through Aurora Virtual School and École Nomade, which provide online learning opportunities and programming in English and French.
- Alternative education programs provide options for students, including those with neurodiversity or other exceptionalities, by integrating academics, mental health supports, and life-skills development in individualized settings.
- Shared Resource Programs offer structured support for students returning to education after an interruption, helping them re-engage and succeed.
- Private schools operate under the Education Act but do not receive funding from the Department of Education.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Recommended response:

- Catholic separate schools offer religious education programs and lessons that reflect Catholic values, as outlined in the Memorandum of Understanding between the Catholic Episcopal Corporation and the Government of Yukon.
- Catholic schools are public schools and are required to follow all Department of Education policies, including the Sexual Orientation and Gender Identity policy.
- St. Francis of Assisi understands their duty to comply with Yukon policies, including SOGI, and as a whole school culture, St. Francis promotes inclusivity and respects multiple worldviews.
- The St. Francis of Assisi school website is managed by the school and includes content on building inclusive community.
- It also includes an area on religious education with content reflecting the values by the school community that does not infringe on children's or human rights. The area on religious education contains links to Catholic organizations in the Yukon, where St. Francis of Assisi School does not directly control the content or messaging.

Additional response:

- Resources and locally developed courses submitted by Catholic schools follow the same review and approval processes as all Yukon schools.
- The Department of Education and the Catholic Episcopal Corporation meet regularly and remain committed to working together on matters related to the delivery of Catholic education programming.
- In August 2025, the Government of Yukon and Catholic Episcopal Corporation of Whitehorse signed a Memorandum of Understanding that complements the provisions of the 1962 Agreement and the Education Act with respect to the operation of Catholic Separate Schools.

- The MOU defines governance roles and responsibilities, supports student learning, promotes academic excellence and the teaching of Catholic values, and affirms commitments to reconciliation and inclusion.
- The MOU does not provide any additional control to the Catholic Episcopal Corporation of Whitehorse with respect to the oversight of Catholic Separate Schools in the Yukon.
- The Memorandum of Understanding remains in force for three years after signature, upon which both parties shall undertake an evaluation prior to renewal. The Memorandum of Understanding can be terminated by mutual written agreement with six months' notice.

Context—this may be an issue because:

- Some Catholic education resources have been criticized in the Legislative Assembly as not upholding departmental SOGI policy.
- In the past, the Bishop has communicated with parents encouraging them to opt children out of sexual health instruction, prompting public and political attention.

Background:

Locally Developed Course Submission: Catholic Morals and Ethics 12

- The Catholic Diocese and St. Francis of Assisi School submitted Catholic Morals and Ethics 12 as a locally developed course under section 6(1)(a) of the Education Act. The Minister must approve or deny such courses within 30 days.
- Approval was delayed due to the need for a Child Rights Impact Assessment (CRIA). Catholic education partners were informed of this within 30 days.
- The department has proposed mitigations to address identified child rights concerns and is undergoing a legal review.

Provincial/Territorial Curriculum

- All Yukon schools must follow British Columbia's K-12 curriculum and graduation program. Sexual health content is taught within the curriculum.
- Parents can opt their children out of sexual health curriculum but must work with the teacher and school administrator to determine alternative ways for the student to demonstrate required learning standards.
- Resources for sexual health education are available on Yukon.ca.

Government of Yukon and Catholic Episcopal Corporation Memorandum of Understanding

- In August 2025, the Government of Yukon and the Catholic Episcopal Corporation signed a new MOU that defines governance roles and responsibilities, supports student learning, affirms commitments to reconciliation and inclusion, and supports teaching Catholic values within public education.
- The MOU includes commitments to jointly develop protocols on staffing, funding for religious education, curriculum and instructional materials, professional development, and policy development.

Approved by:

Mary Cameron

2025-12-17

Deputy Minister, Department

[Date approved]

Chronic Conditions, Medication and Allergies

Education

Recommended response:

- Many chronic conditions - such as Type 1 Diabetes - can affect how students learn, feel and participate in school. Supporting learners with medical needs requires proactive planning with families, healthcare providers and school staff.
- The Student Support Services branch is advancing several initiatives to strengthen how schools support learners with chronic and complex health needs. This includes maintaining a dedicated Type 1 Diabetes Case Manager position to coordinate services, equipment and training for staff who work directly with these students.
- The branch is also strengthening policy, clarifying roles and improving staffing frameworks so learners with medical needs receive the right supports at the right time.

Additional response:

- Across Canada, many jurisdictions have specialized frameworks for supporting medically complex children in schools. Determining the best approach for the Yukon is a priority and must be shaped collaboratively with families, educators, and health professionals.
- A review of the role of educational assistants is underway to determine what responsibilities should fall within that role and what tasks require other trained professionals.

Additional Response (nurses):

- The addition of two nurses to the student support services team is an important step in ensuring that students with complex medical needs are well served in schools and that educators are supported.
- These positions will be in schools and working alongside families and education staff every day to ensure that students with complex medical needs have an up-to-date care plan, and that the staff who work with them are trained to provide support.

Chronic Conditions, Medication and Allergies

Education

Context—this may be an issue because:

- Many learners with complex health needs are either unable to access school, need to be accompanied by a parent, or face barriers to having their health condition properly managed while at school.
- The parents and families of these learners have been organizing and talking to the media to advocate for their children.

Background:

- The Type 1 Diabetes draft strategy was launched in 2023; the department has completed all items on the strategy except for the introduction of glucagon into the schools. This item should be completed shortly, pending the care plan document's finalization.
- Although children with complex medical needs have always attended school in the Yukon, the needs of these children are increasing, as is the proportion of these children compared to the total number of enrolled students.
- This increasing complexity on both individual and systemic levels necessitates a thorough review and updating of the approach to supporting these students to receive an education in accordance with the Education Act.
- Relevant Yukon Child and Youth Advocate's reports include: "Close to Home," "I'm not Okay, it's not okay," and the 2021 Review on School Attendance.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Education

[Date approved]

Recommended response

- The Government of Canada announced funding of \$13.5M for French language education in the Yukon in the 2024-2028 Canada-Yukon Agreement on Minority Language education and second official language instruction.
- The Department of Education obtained complementary federal funding from Canadian Heritage to meet the department's translation needs with a focus on the translation of school-based resources, such as the Residential Schools Teacher's Guide developed for Yukon educators.
- This funding supports ongoing relations with the Commission scolaire Francophone du Yukon and the francophone community.
- Federal funding also ensures that important educational resources are available in French.

Context—this may be an issue because:

- On September 29, 2025, the Government of Canada announced a funding of \$13.5M for French language education in the Yukon in the 2024-2028 Canada-Yukon Agreement on Minority Language education and second official language instruction.

Background:

- 2024-2028 Federal funding:
French Minority Language: \$7.6 M
French Second Language: \$5.8 M
Complementary fund for translation: \$140,000

- French Programs submitted a proposal to Canadian Heritage in May 2025 to obtain complementary federal funding to cover the Department of Education's translation expenses.
- The proposal originally covered three school years: 2025-26, 2026-27, and 2027-28. Canadian Heritage has confirmed funding for only one school year (2025-26), for \$140K.
- Canadian Heritage transferred 80% of \$140K (\$112K) to the Department of Education before March 31, 2025. The 20% balance (\$28K) is expected to be transferred to Education early in the next fiscal year.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Education

[Date approved]

Recommended response:

- Supporting healthy, active, safe, and caring learning environments for all Yukon students is a top priority for the Department of Education.
- The K–12 Physical and Health Education curriculum includes age-appropriate sexual health learning that helps students develop a clear and personalized understanding of healthy living.
- The Curriculum and Assessment branch collaborates with Health and Social Services' Health Promotion unit to provide educators with age-appropriate resources and support for sexual health instruction, and with Sport and Recreation to support physical literacy.

Additional response:

- Yukon's curriculum, teaching resources, and professional learning opportunities align with the department's Sexual Orientation and Gender Identity (SOGI) policy to ensure safe, inclusive learning environments.
- Parents who choose to opt their children out of specific curriculum learning standards – such as sexual health – must work with teachers and school administrators to develop alternative ways for their child to demonstrate the required learning.

Context—this may be an issue because:

- Questions related to sexual health education and the department's Sexual Orientation and Gender Identity policy arise regularly in the Legislative Assembly.
- In the 2024–25 school year, the Bishop's office sent a memo to parents in Catholic separate schools noting the option to opt out of sexual health curriculum.

Background:

- Yukon students begin learning age-appropriate sexual health content in kindergarten.
- The primary resource used in Yukon schools is Better to Know, which provides age-appropriate materials for classroom instruction.
- A separate public website also named “Better to Know,” designed for older youth and adults, is not used as part of the K-12 curriculum. The January 2025, letter from Bishop Vila referenced this public website in error due to the shared name.
- Classroom resources to support comprehensive sexual health instruction are available on Yukon.ca under Teachers’ Resources.
- Teachers receive regular professional development and support to deliver the sexual health curriculum effectively and safely.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit.
- Students and former students of Jack Hulland Elementary School who experienced holds, restraints, or seclusion between January 1, 2007, and June 30, 2022, make up the class of plaintiffs in the lawsuit.

Additional response:

- The agreement has three components: a tiered Claims Protocol, a Special Counselling Fund, and an Acknowledgement and Apology.
- The claims process has three tiers that will provide compensation proportional to the harms experienced by individuals:
 - In Tier 1, there is a minimum payment of \$10,000 for anyone subjected to an incident of a hold, restraint, or seclusion.
 - In Tier 2, claimants can be compensated up to \$300,000 based on lasting harm caused by incidents they experienced.
 - Tier 3 deals with claimants alleging the most severe and lasting harm. Successful Tier 3 claimants could receive up to \$1 million.
- A new temporary and independent office overseen by the Department of Justice will be established to administer the claims process.
- The Government of Yukon will issue a public statement acknowledging and apologizing for the harm suffered by class members.
- A Special Counselling Fund will be established for the costs of counselling and related treatment that are not otherwise covered.

Jack Hulland Elementary School Settlement Agreement

Education / Justice

Context:

- The Jack Hulland Settlement Agreement was approved by the Supreme Court of Yukon on November 14, 2025, and there may be questions regarding the settlement process, public apology, and associated costs.

Background:

- In October 2022, the action was filed against the Department of Education and the Jack Hulland School Council. The litigation against the school council was subsequently dismissed, on consent. In September 2023, the action was certified as a class action lawsuit.
- In August 2025, the parties arrived at a mediated settlement, which was approved by the Supreme Court of Yukon in November 2025.
- There was a related previous criminal investigation. The RCMP final report was forwarded to the Public Prosecution Service of Canada in June 2024. No criminal charges were laid.
- The claims process has three Tiers. Compensation amounts below are inclusive of all damages (compensatory, aggravated, and punitive) as well as interest, costs, and disbursements:
 - Tier 1 – Proof of Incident (\$10,000-\$35,000)- Claimants must show that they had been subjected to one or more incidents of a hold, restraint or seclusion.
 - Tier 2 – Proof of Harm (up to \$300,000) – Claimants are required to show that an incident that occurred has caused them some lasting compensable harm.
 - Tier 3 – Liability and Harm (up to \$1 million) - Tier 3 is designed to deal with claimants alleging the most severe and lasting harm.
- To administer the claims process, the Department of Justice is contracting with a retired judge of the Supreme Court of Yukon to oversee the claims process. This was agreed to by both parties to the settlement agreement.
- To support this process, the Department of Justice is also entering into contracts for support staff and mobilizing corporate services from the Department of Justice to support the operations of this new, temporary office to process claims and to pay compensation in a timely way.

Session Briefing Note

TAB# SC06

Fall 2025

**Jack Hulland Elementary School Settlement
Agreement**

Education / Justice

Approved by:

Mary Cameron

November 28, 2025

Deputy Minister, Department of Education

Date approved

Mark Radke

November 27, 2025

Deputy Minister, Department of Justice

Date approved

K-12 Technology in Yukon Schools

Education

Recommended response:

- To support contemporary learning needs, the department continues to invest in technology for:
 - modernizing school networks,
 - improving information technology infrastructure, systems, and security,
 - providing access to computing devices, and
 - increasing bandwidth to schools.
- With both benefits and challenges, it is important for students to learn digital literacy with artificial intelligence (AI) in curriculum, so they are better equipped to use AI safely and responsibly on their own.
- The Department of Education shares resources for responsible AI use with students, parents, teachers, and school leadership.

Additional response:

- The department's guidance aligns with the Government of Yukon's AI directive, regarding:
 - cautions about exposing personal information,
 - not sharing confidential information, and
 - to critically evaluate information for bias, inaccuracies, maintaining academic integrity, transparency, and fairness.
- The Technology and Student Information Branch monitors approaches of Canadian jurisdictions for policy guidance for AI in schools and will develop a department level policy, with templates for schools to use for their own policy and procedural guidance.

K-12 Technology in Yukon Schools

Education

Context—this may be an issue because:

- Technology services in schools is provided by the Department of Education and AI has become a popular news topic since Chat GPT, Bard/Gemini, and Co-Pilot broke into mainstream media stories approximately 2 years ago.
- Teachers and parents are particularly interested and concerned with the use of this tool in the classroom, and how it will affect teaching and learning.

Background:

- Media has featured AI, its impact on youth, and challenges in academic settings.
- Technology and Student Information Branch staff sat on a technical table with the B.C. Ministry of Education to learn how other jurisdictions handle AI use in schools. Yukon's approach is in line with most education jurisdictions across Canada.
- Yukon follows B.C. curriculum, and the 2024 “Digital literacy and the use of AI in education: supports for British Columbia schools” guidance will work well for Yukon. Yukon school staff have these resources and are encouraged to utilize them in the classroom to help encourage digital literacy, specifically with AI.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Mental Health Supports for School Staff and Students

Education

Recommended response:

- Meeting learners' mental health needs requires flexibility and a holistic, responsive approach.
- The Department of Education centers student wellbeing by promoting awareness, integrating mental health learning into the curriculum, and ensuring developmentally appropriate supports for both learners and staff.
- Student Wellbeing and Inclusion staff work closely with Yukon school authorities, Yukon First Nations and other community partners, including youth, to identify the most effective ways to support learners. This work focuses on improving access to services, strengthening staff training, expanding outreach, and building practices that respond to the diverse needs of learners.

Additional response:

- School counsellors help students with academic, career, social, and emotional needs. The School Wellness Specialist and First Nation government-led wellness roles enhance the school-based network of student wellbeing supports.
- A Yukon Guide to Supporting Mental Wellness in Schools has been developed outlining the prevention, cultural and clinical approaches, stronger connections with partner services, and alignment with Forward Together: Yukon's Mental Wellness Strategy.
- Learners build social-emotional skills and resilience through school curriculum, while staff help connect them with community mental health services when more urgent or specialized care is needed.

Mental Health Supports for School Staff and Students

Education

- The Department of Education has a total of 18 School Wellness Specialist positions across all three school authorities:
 - 11 School Wellness Specialists supporting Yukon Education Authority with 2 rural vacancies
 - 1 posting for Carmacks & Faro
 - 1 posting for Dawson & Mayo
 - 1 School Wellness Specialist supporting CSFY
 - 6 School Wellness Specialists transferred and managed by First Nation School Board with 2 rural vacancies
 - 1 posting for Pelly Crossing
 - 1 posting for Old Crow

Context—this may be an issue because:

- There are frequent public conversations and demand for more mental health support, especially for youth, considering the pandemic, the opioid crisis, and health data research.
- There have been calls to staff clinical counsellors in each Yukon school.

Background:

- The Student Wellbeing and Inclusion division is advancing initiatives that focus on both prevention and intervention to support student and staff mental health.
- Surveys, including the 2022 Health Behaviours of School-Aged Children and the 2021 COVID-19 learning survey, show many Yukon students continue to experience low mood or mental health challenges.

Mental Health Supports for School Staff and Students

Education

- There is increasing recognition across Canada of the importance of fostering positive mental health, rather than solely addressing mental illness.
- Yukon participates in the Pan-Canadian Joint Consortium for School Health, promoting a Comprehensive School Health approach to student wellbeing and success.
- The department also supports youth mental wellness and access to education as part of the 2024 Territorial Youth Strategy.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department

[Date approved]

Recommended response:

- The safety and wellbeing of students is the Department of Education's top priority.
- The Safer Schools Action Plan is fully implemented, and the department continues to strengthen policies, training, support and critical incident response to ensure that every Yukon school is a safe and caring place for children.
- Initiatives such as the Safe and Caring Schools Policy, guidance and training on protecting students from harm by adults, the Sexual Orientation and Gender Identity policy, the Reimagining Inclusive and Special Education program and work the Yukon Child and Youth Advocate Office, reinforce the department's commitment to a safe, inclusive, and caring learning environments for all students.

Additional response:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit brought by students and former students who experienced holds, restraints or seclusion between 2007 and 2022
- Departmental staff work across schools, departments and with the Royal Canadian Mounted Police (RCMP) to close policy gaps and improve coordination when responding to and communicating about critical incidents.

Context—this may be an issue because:

- The 2025 settlement of the Jack Hulland Elementary School class action lawsuit may raise questions as to what actions the Department of Education has taken to protect students from harm by adults in the future.

Background:

- The Government of Yukon announced full implementation of the Safer Schools Action Plan on June 20, 2023.
- Key advancements included:
 - New policies for preventing and responding to harm by adults, with clear reporting to the RCMP.
 - Comprehensive victims' support plans and interdepartmental agreements to protect children at risk.
 - Training for all school-based staff, including tabletop exercises, on preventing and responding to harm.
 - Updated onboarding practices and strengthened oversight of adults working with students.
 - A Values and Ethics Code for public servants and a government-wide communications policy for critical incidents.
- Ongoing work includes policy updates following Ombudsman recommendations, enhanced school bus safety measures, and continued engagement with parents and partners to improve trust and safety.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

School Governance and Associations

Education

Recommended response:

- School Councils and School Boards represent and are accountable to parents and communities, ensuring decisions reflect local priorities and support student success. They help maintain consistent and transparent decision-making across Yukon schools.
- The Department of Education supports parent and community voices in school governance, so decisions better reflect student, family, and community needs.
- All students – whether in rural or urban schools – must have access to opportunities, supports, and high-quality learning environments.

Additional response:

- Schools and Student Services collaborate with the Association of Yukon School Councils, Boards and Committees and the Catholic Education Association of Yukon to support school councils, seek advice, and address issues affecting students.
- In partnership with school councils and boards, the department is prioritizing student mental health and well-being by helping ensure schools have access to supports for students, educators, and families.
- Working with governance partners, the department is ensuring support is available for school-based governance, policy development and decision-making processes.

Context—this may be an issue because:

- Stable and transparent funding for school boards has been raised as an issue in the Yukon, which may prompt questions on how the Department of Education works with school boards, school councils and educational governance bodies.

School Governance and Associations

Education

Background:

- The Yukon has three school authorities under the oversight of the Minister of Education, with 18 schools run by the Yukon Education Authority, 11 schools run by the First Nations School Board and three schools run by the Commission scolaire francophone du Yukon.
- Yukon School Authority schools are governed by 17 elected school councils and each school board is governed by five elected trustees. First Nation School Board schools also have community committees to help guide local governance.
- Governance legislation outlines powers, duties, and processes for joining or leaving Boards. This structure supports a commitment to strong governance so that administrators, educators, students and families can focus on success.
- Associations such as the Association of Yukon School Councils, Boards and Committees and Catholic Education Association of Yukon represent School Councils and help support governance across the territory.
- School council debates, such as around Sexual Orientation and Gender Identity Policy, have reinforced the importance of inclusive leadership, transparency, and alignment with legislated responsibilities to support safe learning environments.
- The Department continues to work with – to promote student well-being, clarify roles and responsibilities, and strengthen opportunities across Yukon schools.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- The Department of Education is committed to providing safe, welcoming, inclusive, and affirming learning environments for all students.
- Ensuring that the rights of children are protected and that people of all sexual orientations and gender identities are treated with respect and dignity in Yukon schools is a top priority.
- Schools and Student Services support all school authorities and school communities to proactively uphold the inclusion, respect, and dignity of gender and sexually diverse students.
- Protections under the Yukon Human Rights Act extend to all Yukoners, including all students in schools, and the Department of Education treats reports of discrimination extremely seriously.

Additional response:

- Yukon schools are expected to ensure safety, inclusion, and equitable treatment for students of all sexual orientations and gender identities. The Sexual Orientation and Gender Identity Policy applies in all Yukon schools, including Catholic Separate Schools.
- Schools must proactively promote equity and non-discrimination and ensure students have access to safe spaces and trusted adults for support.
- Schools and Student Services provide training, guidance, and teaching resources to support Sexual Orientation and Gender Identity inclusion in classrooms and school communities.
- Catholic separate schools are public schools and follow the same curriculum requirements as other Yukon schools, with the addition of religious education.

SOGI school procedures

- In 2021, the Government of Yukon made a commitment in the LGBTQ2S+ Inclusion Action Plan to modernize its SOGI Policy for schools.
- The 2012 policy, and the 2023 update, include a requirement that all schools develop procedures to promote and protect SOGI inclusion.
- To support schools, the Department of Education is preparing a template that schools will be able to customize so that their schools' unique communities can fulfill their human rights obligations and create a welcoming environment for all students.
- It will be the expectation that schools will work with their local First Nations, school boards and councils, and students before they finalize their procedures.

SOGI in Catholic schools

- Human rights laws and Education policies apply in all Yukon schools, including Catholic schools.
- The Department of Education is committed to ensuring that the Catholic schools can maintain freedom of religion while also ensuring no children are harmed by marginalization, exclusion, or discrimination.
- The Department of Education meets regularly with the Episcopal Corporation to discuss concerns and provide support to Yukon's three Catholic schools.

Context—this may be an issue because:

- Improving sexual orientation and gender identity inclusion has been discussed regularly in the Yukon Legislative Assembly and the media.

- The Department of Education is reviewing curriculum materials and a proposed locally developed course.

Background:

- In 2023, as part of the LGBTQ2S+ Inclusion Action Plan, the Department of Education updated its Sexual Orientation and Gender Identity Policy and committed to future updates to strengthen student safety and inclusion.
- The ARC Foundation supports Yukon schools in promoting safe, respectful environments for gender and sexually diverse students.
- In spring 2022, the Government of Yukon supported amendments to the Education Act to reinforce equity and non-discrimination, ensuring all Yukon schools provide safe spaces for 2SLGBTQIA+ students.

Approved by:	
Mary Cameron	2025-12-05
Deputy Minister, Education	[Date approved]

Recommended response:

- Reporting and sharing student data with Yukon First Nations governments and other partners supports improved student outcomes and evidence-based decision making.
- The Department of Education reports student data in many ways, including the annual Yukon-Wide and How Are We Doing? reports.
- Department officials participate as members of a Data Working Group that was established under the Chiefs Committee on Education. The working group includes the department, Yukon First Nation governments, and the Yukon First Nation Education Directorate.

Additional response:

- The Performance and Analytics branch gathers, analyzes and shares student data throughout the school year to give all education partners a better understanding of how students are doing.
- The branch is exploring integrated service agreements under the Access to Information and Protection of Privacy Act. Establishing integrated service agreements would allow the Government of Yukon to share non-aggregated education data with Yukon First Nation governments about their citizens.
- Partnering with Yukon First Nations governments and organizations to carry out research and analysis initiatives to improve student outcomes is an important component of our approach to using data.

Context—this may be an issue because:

- Robust data practices are essential for enabling data-driven decisions and making the most effective use of resources in the Yukon's education system.

Background:

- The department provides school profile reports to school administration each January. Each school report gives an overview and analysis of their student enrolment and students' various assessment results for the previous academic year.
- Annual Yukon Wide Student Data reports provide an overview for the public of academic performance and attendance using comparative and historic analyses of urban, rural, Yukon First Nation, other Indigenous and non-First Nation students.
- How Are We Doing? Yukon First Nations reports were established under the Data Working Group and focus on Yukon First Nation student performance data.
- Yukon Wide Student Data Reports and How Are We Doing? Yukon First Nations reports are published every spring on Yukon.ca.
- While the department follows the Government of British Columbia's methodologies and data reporting practices as much as possible, differences do exist as there are contextual variations due to the different jurisdictional sizes.
- Over the years, reports can vary slightly from previous ones, reflecting improvements in data availability and processes. Reports may also be revised and reposted if mistakes or discrepancies are detected.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- The Department of Education is committed to supporting the best possible outcomes for Yukon students, and reducing gaps in educational outcomes for Indigenous students, rural students and students with supported learning needs.
- Student Wellbeing and Inclusion is focused on supporting learners to ensure that they are Ready to Learn and have the targeted supports that they need to succeed in school.
- The Integrated Outcome Strategy for Yukon Learners defines goals for our education system and introduces 14 outcomes for Yukon students. This strategy looks at each student holistically and aims to reduce gaps and improve results for all students in the Yukon.
- Developing and tracking indicators that align with learner outcomes is an integral component in demonstrating and communicating student performance.

Additional response:

- Data analysis is central to tracking and improving results. By monitoring trends, resources can be deployed where they will have the greatest impact, and programs can be evaluated effectively.
- Many measures are used to understand how students are performing and where additional support is needed.
- Graduation rates are one indicator of student success. While larger jurisdictions rely on estimation methods, the Yukon's small population makes these techniques unreliable. The Department of Education uses alternative approaches and collaborates with Yukon Bureau of Statistics to ensure accurate results.

Context—this may be an issue because:

- Graduation rates, attendance levels, and assessment outcomes are frequently identified by opposition parties and the media as indicators of system performance.

Background:

- Schools use reported data to identify learning gaps, improve long-term completion outcomes, and support students with targeted interventions.
- Graduation rates are a key measure of student success and have been the subject of public discussion. Larger jurisdictions like British Columbia use proxy cohort analyses to estimate outmigration and calculate drop-out rates, but this method is not statistically viable for the Yukon due to its small population size.
- The department reports on other metrics including student enrolment, absenteeism, Early Years Evaluation – Teacher Assessment (Kindergarten), Foundation Skills Assessment (in Grades 4 and 7), graduation assessments, graduation analyses (6-Year and Grade 12), Individual Education Plan counts, and course outcomes (Grades 11 and 12 for English and math).

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- The Department of Education is aware that all provinces in Canada have implemented personal device use restrictions in schools. The restrictions aim to reduce classroom distractions, promote wellbeing, foster online safety, and ensure consistency.
- The department has developed a draft department level policy to help all school authorities and schools manage personal device usage.
- The department received input from school-based staff and school boards on the draft policy, and this will be used to inform next steps.
- The goals of the draft policy are to: reduce classroom distractions, foster student wellbeing, address privacy issues, and enhance online safety while acknowledging technology's potential educational benefits when used appropriately.

Additional response:

- The department drafted a policy on personal mobile device use in schools in the spring of 2025 that would require schools to work with school councils or for school boards to develop school-based guidelines on personal mobile device use.
- The draft policy also requires schools and school boards to include accommodations for learning and medical needs in the school guidelines.
- Rules, guidelines, and lessons about online safety are used to keep students safe in Yukon schools. This includes teaching students about digital citizenship and ethical online behaviour.

Context—this may be an issue because:

Restricting personal device use in schools and classrooms is a national discussion as policies were recently put in place in all Canadian provinces.

Background:

Student Personal Device Usage

Education

- In the summer of 2024, the department completed a jurisdictional scan of the policies put in place across Canada as well as in schools throughout the Yukon.
- All Canadian provinces have a policy in place and at least 15 schools across the Yukon have implemented policies, each tailored to their community's needs. The policies in Yukon schools were implemented in collaboration with their school councils and communities.
- In October 2024, the policy unit attended a Yukon Education Administrator meeting to present on work to develop a policy on student device use in schools.
- In November 2024, a survey was sent to administrators about the current state of personal device use in schools to determine whether an all-schools policy was needed with 13 responses received. The respondents confirmed that student device use in classrooms was impacting student learning.
- In March 2025, the policy unit met with the Chief Medical Officer of Health to receive public health expertise on the issue.
- A policy along with supporting documents was drafted in the spring of 2025 and work was done across the department to get feedback from Education branches expected to be impacted by the policy.
- Between August 22 to September 30, 2025, a targeted survey on the draft policy was sent to school board and school staff with 44 responses received.
- Respondents shared concerns that a per-school discretion would fail and called for a ban on personal mobile devices in both elementary and secondary schools.
- Consultation with the Yukon Association of Education Professionals will be required prior to finalizing a policy.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department

[Date approved]

Student Success Plans (JEAP, PIE, Outcome Strategy)

Education

Recommended response:

- Supporting the success of all students, especially First Nations students, rural students and those with inclusive education needs is a top Yukon educational priority.
- Three key initiatives, the Integrated Outcome Strategy for Yukon Learners, Pathways to Inclusive Education (PIE), and the Joint Education Action Plan (JEAP) are aligned and collaboratively developed to guide students' success.
- The Integrated Outcome Strategy sets educational goals, values, and 14 outcomes to enhance achievement, wellbeing, lifelong learning, and Department of Education accountability.
- The Joint Education Action Plan (JEAP) coordinates efforts between the Department of Education, school communities, partners and Yukon First Nation governments to enhance student outcomes.
- Pathways to Inclusive Education (PIE) promotes accessible, equitable, and culturally responsive learning while delivering key JEAP priorities.

Additional response:

- The Integrated Outcome Strategy for Yukon Learners was released in May 2025, and the implementation plan and indicator measurements are in development.
- Government of Yukon and Yukon First Nations renewed a commitment to the Joint Education Action Plan in 2025, with an implementation plan and oversight mechanisms under development.
- A working group will prioritize actions from the Pathways to Inclusive Education for implementation over the next 18 months.

Student Success Plans (JEAP, PIE, Outcome Strategy)

Education

Context—this may be an issue because:

- In 2009 and 2019, the Auditor General of Canada identified gaps in the Yukon's education system, particularly with regards to outcomes for First Nations students, rural students and students with inclusive education needs.

Background:

- The three strategies support student success, with the Learner Outcome Strategy defining the outcomes for the Yukon's K-12 education system.
- Pathways to an Inclusive Education system in the Yukon will undergo consultation with the Yukon Association of Education Professionals prior to release.
- Pathways to an Inclusive Education system 2025–2035 is Yukon's framework for creating accessible, equitable, and culturally responsive learning environments. It supports schools in implementing inclusive practices, mental wellness programs, adapting curriculum to meet diverse learner needs, and collaborating with families, communities, and First Nations to ensure all learners can thrive.
- The Integrated Outcome Strategy for Yukon Learners will help us make decisions based on information and data. The strategy aims to improve outcomes for all students and address the longstanding gaps in student performance for First Nation students, rural students, and students with diverse learning needs.

Approved by:

Mary Cameron

2025-11-28

Deputy Minister, Department of Education

[Date approved]

Recommended response:

- The Department of Education's Operations and Facilities Branch provides school busing, city transit passes, and transportation subsidies to families to help students travel to and from school.
- The Department acknowledges parents' concerns about late notifications during recent cold weather.
- Education is committed to improving communication timeliness around bus delays and cancelations, especially in cold weather.
- To strengthen communication, the department will use School Messenger emails as a backup to ensure families receive timely updates as the department works with Standard Bus on improving clear and timely communications.
- The Department works alongside a Transportation Committee to ensure feedback is provided on key transportation items. This committee consists of up to 13 representatives from School Boards and School Councils.

Additional response:

- Standard Bus Yukon is responsible for notifying schools and families when there are bus route cancellations. The Operations and Facilities Branch continue to work with Standard Bus to ensure notifications are sent out as early as possible.
- While the Department of Education tries to minimize disruptions, routes may be cancelled for the day due to extreme weather conditions, unsafe road conditions, or driver shortages.
- Standard Bus confirmed in August 2025 that all routes were fully staffed, noting that they are actively continuing with recruitment activities.

- Standard Bus Yukon recently shared a process change with families regarding student drop-off location instructions.
- This process has now been refined to better support families, and the information was shared via School Messenger during the week of December 8, 2025.

Context—this may be an issue because:

Student bus transportation is a challenging topic as routes are often cancelled or changed throughout the school year due to driver shortages, weather, late registrations, or special requests, which can impact families.

Background:

General School Bus Information:

- There are 42 active bus routes in Whitehorse, and 12 in the communities, including Ross River.
- As of the start of the 2025-2026 school year, there were approximately 2,200 registered riders for the school bus in Whitehorse.
- Families can sign up for “My School Bus Monitor” to receive updates.
- Standard Bus was awarded the Student Transportation school bus contracts for both Whitehorse public schools and community public schools for 2024-25, 2025-26, and 2026-27. The 3-year contract total is \$12,685,573.

School Bus Cancellation Communications:

- On December 10, 2025, the Department reached out to Standard Bus Yukon to address communication gaps, bus cancellations, and requested immediate improvements.

Process Change for Special Travel Requests:

- On November 19, Standard Bus Yukon issued a letter to parents announcing a change in process directing bus drivers to no longer accept notes or verbal requests from parents, guardians or schools asking for students to ride a different

bus or be dropped off at an alternative stop other than the preapproved address on file, noting this change to come into effect on November 24, 2025.

- On November 27, 2025, the department hosted an EDU Transportation Committee to hear school council feedback on transportation.
- A meeting with Standard Bus senior officials occurred on December 3, 2025.
- A collaborative decision between Education and Standard Bus was made to continue to accept notes until December 19, 2025.
- In addition, Education will pilot a new transportation email address for families to make special requests for an alternative stop. This email will be available starting December 8, 2025, and will continue in the new year.
- Families have been asked to email bus-stop.request@yukon.ca for changes.
- Parents have been asked to provide 2 days' notice.
- Emergency changes can be made by calling the Transportation Number at 867-667-9079.

Approved by:

Mary Cameron

2025-12-15

Deputy Minister, Department

[Date approved]

Recommended response:

- The Government of Yukon signed a three-year bilateral agreement with Canada for the National School Food Program funding in February 2025.
- On September 26, 2025, Canada approved the Yukon's Years 2 and 3 Action Plan to deliver the National School Food Program.
- The Action Plan outlines how Yukon will work with School Boards, the Yukon First Nations Education Directorate, and the Yukon Food for Learning Association to design and deliver school food programming.

Additional response:

- The Department of Education values and appreciates the ongoing work of our partners in supporting Yukon students.
- Department staff are actively working to finalize the agreements with our partners and to roll out the school food program.
- Through Yukon First Nations Education Directorate, a universal school lunch program will be piloted at seven schools beginning in 2026. This pilot is fully funded by the National School Food Program and includes both urban and rural schools.
- All Yukon schools are eligible to apply for school food and kitchen equipment grants from the Yukon Food for Learning Association. To date, 9 rural and 6 urban schools have applied and are approved for funding.
- The department also recognizes changes to Jordan's Principle funding may place added pressure on some partners who provide food programming in Yukon schools, particularly in rural schools.
- I will work with Yukon First Nations Education Directorate to understand the impacts of the Jordan's Principle cuts and will support their appeal to the federal government on the denial of the rural nutrition program.

Context—this may be an issue because:

- There is growing interest in Yukon's school food programming following federal cuts to the Rural Nutrition Program under Jordan's Principle.

- Although the National School Food Program will help strengthen school food supports, the loss of Jordan's Principle funding has increased overall need in rural school communities.

Background:

- In addition to the National School Food Program funding, the Yukon government provides \$132,000 annually to the Yukon Food for Learning Association. Schools can apply for food grants or purchase kitchen equipment.
- The existing \$132,000 investment will remain in place, and these funds are being transferred through the supplementary budget from the Department of Health and Social Services to the Department of Education to create one point of contact for the non-profit organization as the national school food program rolls out.
- Until 2025, Yukon First Nation Education Directorate received funding from the federal program Jordan's Principle to support its Rural Nutrition Program. The 2025-26 application was denied; YFNED has appealed and is awaiting a decision.
- The Year 2 and 3 Yukon Action Plan was developed collaboratively with partners and stakeholders, with the goal of reducing gaps in Yukon's school food programs.
- The amount of the National School Food Program Funding would be an estimated \$1.44 per student if spread across all Yukon Schools. For pilot schools the cost is approximately \$9.00 per student
- Approved activities in the Action Plan include:
 - Partnering with YFNED to pilot a universal hot lunch program in seven selected schools (urban, rural, and one high school).
 - Increasing funding to YFFLA for school food and kitchen equipment grants.
 - Providing dedicated funding to CSFY to enhance its food programming.

- Investing in school kitchen infrastructure to reduce barriers to preparing food onsite.
- Retaining a portion of funding for administration, policy development, data collection, evaluation, and future planning. A program manager has been hired to coordinate implementation.

	2024-2025	2025-2026	2026-2027
Approved funding from Canada	\$2,259,311.00	\$2,548,403.00	\$2,548,403.00
Carryover from previous year	0	\$2,259,311.00*	\$762,929.15 **
Amount received by YG as of December 11, 2025	\$2,259,311.00	\$1,274,202.00	0
Total available expenditures	0	\$4,807,714.00	\$3,311,322.15

*100% carryover from 2024-2025 to 2025-2026

**30% carryover allowed from 2025-2026 to 2026-2027

***2nd Installment (\$1,274,201.00) of Year 2 from Canada to be received in New Year after reporting is complete.

Approved by:

Mary Cameron

2025-12-16

Deputy Minister, Department of Education

[Date approved]

Session Briefing Note**Propane leak at Robert Service School**

Highways and
Public Works

Recommended response:

- The safety of Yukon schools for students and staff is top of mind for this government.
- In the morning of December 10, a school staff member detected the smell of propane outside the Robert Service School in Dawson City and alerted the property management staff immediately.
- To ensure the students were safe the principal evacuated the school, which was then closed. Highways and Public Works staff, the fire department and the propane company were on site immediately after being notified.
- Highways and Public Works has been monitoring the building closely and has determined that propane was released through an outdoor regulator.
- The issue with the heating system was caused by the heating blankets not turning on as designed.
- The heating system issues have now been fully resolved, and the school is open.

Additional response: propane system

- Robert Service School switched from oil to propane in the fall of 2024, after the oil boilers and underground tank reached the end of their service life.
- Propane is a heating source used in many Yukon government buildings, and it has performed well in other facilities.

Session Briefing Note**Propane leak at Robert Service School**

Highways and
Public Works

- While the department considered other heating systems, the department moved to propane because it is:
 - a cleaner source of fuel with lower emissions,
 - easier to maintain as it uses no pumps,
 - reduces the risks of environmental impacts relative to fuel oil spills, and
 - leads to significant reductions in energy consumption and has a lower cost.
- As with any new system, there is a learning curve as we fine-tune how it operates.
- We are confident that we can run propane systems through the coldest parts of winter going forward.
- It is also important to note that the department is in the final year of a large-scale three-year mechanical upgrade and retrofit project at Robert Service School valued at \$5.8 million.
- This has included replacements, upgrades, and improvements to the domestic water, heating, ventilation, air conditioning, controls, and electrical systems – all of which improve the reliability and efficiency of the building.

Context—this may be an issue because:

- Robert Service School in Dawson City closed on December 10 due to an issue with the propane heating system.

Session Briefing Note**Propane leak at Robert Service School****Highways and Public Works****Background:**

- The propane boiler system is the only source of heating for the building.
- Based on our current understanding, the heating issues were caused by two main factors:
 - Tank heaters that were not operating (primary factor).
 - Low propane volume (contributing factor).
- There are two main components of the propane system: boilers and tanks.
 - The propane tank system was installed by Superior Propane. HPW has contracted responsibility for both maintenance and filling of the tanks to Superior Propane.
 - The propane boiler system was transferred from Wildstone to HPW in fall of 2024. The automated controls system for the heating system remain under the responsibility of Wildstone as final commissioning of the system is still underway.
- A propane leak was found in Whistle Bend Place in 2024, which drew attention from news outlets and criticisms from unions.
- Elijah Smith Elementary School was evacuated in fall 2025 due to a burning smell, which was due to a defective motor in a fan.

Approved by:

R. Gorczyca

December 16, 2025

A/Deputy Minister, Highways and Public Works

Date Approved

Recommended response

- The Department of Education is aware of changes to federal operating procedures related to requests under Jordan's Principle.
- The Department of Education does not directly apply to Jordan's Principle for funding and is not immediately impacted.
- The department is aware that these changes may impact educational partners, many of whom receive funding through Jordan's Principle to support Indigenous learners.
- In spring 2025, Officials from Education and Health and Social Services met with Canada with regards to the impacts of these cuts to services including the mobile therapeutic unit.

Additional response:

- In the fall 2025, an application to Jordan's Principle to provide the rural nutrition program for schools delivered by Yukon First Nations Education Directorate was denied.
- The Yukon First Nations Education Directorate is appealing this decision.
- The Department of Education will work with the Yukon First Nations Education Directorate and support their appeal to the federal government on cuts to Jordan's Principle.
- While the Department of Education does not request or receive Jordan's Principle funding, the department is aware of the following organizations that have accessed this funding:
 - Child Development Centre
 - Yukon First Nation Education Directorate

Jordan's Principle

Department

- Tr'ondëk Hwëch'in
- Little Salmon/Carmacks First Nation

Context—this may be an issue because:

- In spring 2025, the department received a letter indicating that Indigenous Services Canada (ISC) is implementing changes to operational procedures and processing requests for Jordan's Principle funding. These changes have impacted our educational partners who apply for and receive funding to support Indigenous students.

Background:

- A meeting was held in Spring of 2025, with department of Education, Health and Social Services and Executive Council Office officials and Jordan's Principle fund representatives.
- In spring 2025 federal Minister Hajdu announced Ottawa will increase funds for Jordan's Principle to support First Nations children through 2026.
- Operational changes to Jordan's Principle fund remain in effect and will have an impact on organizations and individual families who apply for funding.
- Council of Yukon First Nation has shut down programs that provided food, children's clothing, short-term housing and other support for families due to lack of Jordan's Principle Funding (cbc.ca April 2, 2025, news article)
- Tr'ondëk Hwëch'in was also denied funding for their Nutrition Program due to the operational changes of Jordan's Principle.

Approved by:

Mary Cameron

December 15, 2025

Deputy Minister, Department

[Date approved]

Truth and Reconciliation Commission – Update on Calls to Action

Executive Council
Office

Recommended response:

- Reconciliation is an ongoing process and a shared responsibility of all governments and individuals in the Yukon.
- Advancing the Truth and Reconciliation Commission's Calls to Action is central to our government's commitment to reconciliation.
- We will continue to collaborate and work in partnership with Indigenous governments and groups on advancing the Truth and Reconciliation Commission's Calls to Action to create meaningful change and better programs and services for Yukon First Nations Peoples and all Yukoners.

Additional response:

- We are tracking our actions and initiatives in addressing the Truth and Reconciliation Commission's Calls to Action.

Context—this may be an issue because:

- It has been 10 years since the report and Calls to Action were published. The Official Opposition may ask for an update on the government's progress in addressing the Calls to Action.

Background:

- Released in 2015, the Truth and Reconciliation Commission (TRC)'s report Honouring the Truth, Reconciling for the Future contains 94 Calls to Action on redressing the harms resulting from residential schools and creating better relations between the federal, provincial and territorial governments and Indigenous Peoples. There are 32 Calls to Action that relate directly to YG.
- YG and YFNs collaborated on addressing the Calls to Action under the 2017 Yukon Forum Joint Priority Action Plan and through other reconciliation initiatives, such as supporting the important work of the YFN-led Yukon Residential Schools and Missing Children Project.
- YG has taken additional steps to address the Calls to Action, including:
 - establishing the position of Assistant Deputy Minister of First Nations Initiatives at the Department of Education, signing an agreement to establish a YFN School Board and entering into education agreements with all YFNs (speaks to Calls 7 and 10 directed to the federal government);
 - supporting Indigenous athletes and the North American Indigenous Games (Call 88);

Truth and Reconciliation Commission – Update on Calls to Action

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- implementing the YFN Procurement Policy (relates to Call 92) and the Representative Public Service Plan: Breaking Trail Together (relates to Call 7);
- working with YFNs and Yukon Indigenous women's groups to implement the Yukon's Missing and Murdered Indigenous Women, Girls and 2-Spirit+ People Strategy (MMIWG2S+ Strategy) (relates to Call 41);
- participating at the Trilateral Table on the Wellbeing of YFN Children and Families to address gaps for culturally appropriate parenting programs (Call 5); and
- receiving input from YFNs on Health and Social Services programming through the Mental Health Advisory Committee (relates to Call 19).
- YG last reported on its progress to implement the TRC Calls to Action in fall 2023 through a status report and Pathways magazine. The magazine and report provided an update on the actions being taken across YG and in collaboration with YFN governments in areas including child welfare, health, education and justice.

Approved by:

KL

November 28, 2025

Deputy Minister, Executive Council Office

Date Approved

2025–26 Supplementary Estimates No. 1 – CORPORATE

Finance

Recommended response:

- By bringing these Supplementary Estimates to the Legislative Assembly for debate, we are providing transparency to the public about how the government is allocating taxpayer dollars.
- These Supplementary Estimates serve as an update on spending from the previous government, to fulfill the obligations and contracts already committed to by departments for the current fiscal year.
- We want to increase transparency and accountability around spending, rather than relying on special warrants for the remainder of the year.
- We look forward to bringing forward a budget this spring that we have had the opportunity to shape, and that is reflective of our priorities and commitments to Yukoners.

Contingencies

- Our guiding principle has been that these Supplementary Estimates will provide the resources needed by departments to take them to the end of the fiscal year, without requiring further changes or dependence on additional spending.
- There is a provisional contingency for price and volumes pressures, including inflation, increased demand for public services, and potential wage increases resulting from ongoing collective bargaining.
- There is also a general contingency to ensure compliance with financial authorities. These contingencies are included to ensure all departments remain within their voted budgets for the fiscal year given the potential for unforeseen pressures.

2025-26 Supplementary Estimates No. 1 – CORPORATE

Finance

Summary:

- The 2025-26 Supplementary Estimates No. 1 forecasts an overall gross increase of \$150.4 million in O&M spending, with an offsetting increase of \$8.3 million in recoveries. The net increase in O&M spending is forecast at \$142.0 million when accounting for recoveries.
- Capital adjustments in the Supplementary Estimates No. 1 reflect an overall increase of \$1.0 million in spending and a \$1.6 million increase in capital recoveries. This results in a net decrease in capital spending of \$594 thousand.
- Budgetary revenues are projected to increase by \$5.9 million, primarily due to a \$5.7 million increase in accrued interest on loans to the Receiver for Victoria Gold Corporation.
- The Government of Yukon continues to maintain a budgetary surplus forecast for 2025-26 of \$12.5 million, revised down from the \$82.0 million forecast in the Main Estimates.

FTEs:

- There is an increase of 71.2 FTEs or “Full-Time Equivalents” in the Supplementary Estimates. This is primarily for 57.3 FTEs in Education, including teachers, Educational Assistants, and other positions to provide enhanced support for students.
- This increase also includes 11.4 positions in Health and Social Services for both frontline and administrative positions, and small personnel additions to the Department of Justice (2 FTEs) and the Public Service Commission (0.5 FTEs).

2025–26 Supplementary Estimates No. 1 – CORPORATE

Finance

Borrowing:

- Total anticipated territorial borrowing was \$773.9 million in the 2025–26 Main Estimates, inclusive of \$400 million in long-term borrowing authorized in the First Appropriation Act 2025–26. We expect to proceed with the second tranche of this borrowing in the spring, using the remaining \$200 million authorized.
- Significant energy infrastructure pressures require an increase of \$100 million to the Yukon Development Corporation's short-term borrowing limit. This includes \$50 million authorized by the previous government, and an additional \$50 million being authorized by this government to address critical work in Mayo.
- Other factors include a decrease of \$966,000 in a loan payable by Yukon University and a \$3.15 million increase in accrued interest payable.
- Revised estimated total borrowing in 2025–26 is \$876.1 million. This leaves \$323.9 million available within the \$1.2 billion borrowing limit.

Context—this may be an issue because:

- The 2025-26 Second Appropriation Act will be tabled during the fall sitting.

Background:

- Supplementary estimates are introduced by the government to account for unforeseen spending at the time of tabling the annual Budget.

Approved by:

Katherine White

December 8, 2025

Deputy Minister, Finance

Date approved