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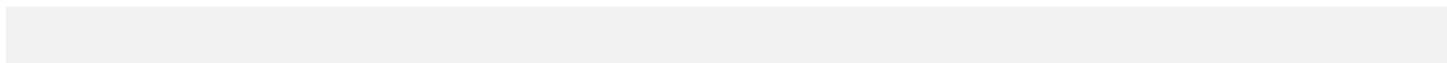
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1962 Agreement - Commissioner of the Yukon Territory and Catholic Episcopal Corporation of Whitehorse

Education

Topic: The 1962 Agreement between the Government of Yukon and the Catholic Episcopal Corporation has been raised in the Legislative Assembly.

Key messages

- Catholic separate schools are part of Yukon's public education system and provide families with choice while meeting territorial standards, curriculum requirements, and current education policies.
- The 1962 Agreement is a document that is more than sixty years old. Over time, the Department of Education has updated how the Agreement is applied to reflect current laws and policies, while respecting the agreement's original intent.
- The Department of Education works collaboratively with the Catholic Episcopal Corporation through established protocols and a memorandum of understanding to support Catholic schools within Yukon's publicly funded education system.

Key facts and stats

- The 1962 Agreement between the Government of Yukon and the Catholic Episcopal Corporation is protected under section 57 of the *Education Act* and continues to recognize historic rights and privileges for Catholic separate schools.
- As long as the 1962 Agreement remains in force, the agreement is legally binding on both parties.
- The 1962 Agreement does not override other applicable laws, including the *Education Act*, the *Constitution of Canada*, the *Canadian Charter of Rights and Freedoms*, or the *Yukon Human Rights Act*.
- The Government of Yukon owns, operates, maintains, and funds all schools in the territory, including Catholic separate schools.
- Catholic separate schools are Yukon school authority schools and are funded by the Government of Yukon using a standard formula. This formula

1962 Agreement - Commissioner of the Yukon Territory and Catholic Episcopal Corporation of Whitehorse

Education

is based on factors such as student enrolment, program needs, and school size.

- The Government of Yukon ensures that Catholic separate schools receive the same level of support— transportation, facilities, staffing, and funding— as other public schools.
- Government of Yukon also provides and covers the cost Catholic religion coordinators at Catholic separate schools.
- The 2025 Memorandum of Understanding defines governance roles and responsibilities, supports student learning, promotes academic achievement and the teaching of Catholic values, and affirms commitments to reconciliation and inclusion.

Status

- The Department of Education is working with the Catholic Episcopal Corporation on a religious education funding protocol to clarify and modernize funding matters referenced in the 1962 Agreement.
- The Deputy Minister of Education and the Bishop of Whitehorse meet monthly to discuss matters related to Catholic education.
- The Department of Education consults with the Catholic Episcopal Corporation on teacher suitability for Catholic school settings and gives preference to qualified practicing Catholic candidates for administrative roles, supported by pastoral references and faith documentation, while maintaining merit-based and inclusive recruitment practices.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Topic: The Department of Education works to find staff with the best combination of qualifications, experience and suitability.

Key messages:

- 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.
- The school staffing formula sets safe and appropriate staffing levels for schools at normal capacity. However, when enrolment goes up or down across the system, some schools need more staff and others need fewer, which can lead to layoffs.
- Yukon Education Authority school administrators received their teacher staffing allocations on January 6, 2026.
- On February 17, 2026, the Director of the Department of Education Human Resource Branch and the Schools and Student Services Area 1 and 2 Superintendents met with the Public Service Commission Labour Relations Branch and the Yukon Association of Education Professionals to review anticipated vacancies and potential layoffs.
- On January 9, 2026, the department confirmed learning assistance teacher allocation with school administrators. On March 16, 2026, the Finance and Human Resource branches confirmed an additional 6.1 full-time equivalent learning assistant teacher positions with school superintendents.

Key facts and stats:

- In February 2024, the Department of Education accepted the layoff directive framework prepared by the Yukon Association of Education Professionals. This layoff directive is adhered to during the layoff process.
- As of February 2026, there are 38.157 full-time equivalent anticipated vacancies across the Yukon Education Authority schools for the 2026-27 school year.
- One full-time equivalent anticipated vacancy in Whitehorse for the First Nation School Board for the 2026-27 school year.
- There are 10.22 full-time equivalent (FTE) position reductions across the Yukon Education Authority schools:
 - 2.44 FTEs for Golden Horn Elementary School;
 - 2.0 FTEs for Jack Hulland Elementary School;
 - 0.8 FTE for Holy Family Elementary School;
 - 2.0 FTEs for Christ the King Elementary School;
 - 1.0 FTE for École Whitehorse Elementary School; and,
 - 2.0 FTE for the Individual Learning Centre.

Status:

- Teachers were notified of layoffs on March 4, 2026.
- Vacancies were advertised on March 5, 2026.
- Teachers were notified of reassignments on March 6, 2026.

Approved by:

Paul Moore

2026-03-16

Deputy Minister, Department

Date approved

Confidence and Supply Agreement

Education

Topic: While the confidence and supply agreement under the previous government has expired, improvements to educator training, rural recruitment and retention, and support for student learning and mental wellness remains ongoing.

Key messages:

- The Confidence and Supply Agreement (CASA) was an agreement between Yukon Liberals and Yukon New Democratic Party, originally signed in 2021, and renewed in 2023.
- Under the renewed 2023 CASA agreement, the Department of Education undertook seven commitments related to enhancing education support staffing, training, mental health and wellness, and improvements to student support services.
- All seven commitments were actioned.
- Under CASA, the department allocated 81 term positions into schools through education assistants, learning assistant teachers and school wellness specialists.

Key facts and stats:

- Education-related commitments from the renewed CASA agreement were as follows:
 - Allocate an additional \$1 million in each of the next three budgets to enhance recruitment and retention of new rural education professionals across the Yukon. This may include a program that helps Yukon students study education in exchange for working in Yukon after graduation.

- Increase the allocation of educational assistants and learning assistance teachers starting in the fall of 2023.
- Provide a one-year training plan program for educational assistants and teachers on call by 2024 (extended deadline in agreement from NDP) in collaboration and consultation with the Yukon Association of Education Professionals, LDAY Centre for Learning, and Autism Yukon.
- Provide, complete, and deliver the final report for psychoeducational assessments necessary to obtain an Individualized Education Plan (IEP) within six months of referrals from teachers, administrators, or physicians. If the Government is unable to provide the assessment directly within this timeframe, it shall cover expenses incurred by parents to obtain the assessment externally.
- Provide all students in need of special education with the option of an IEP.
- Create dedicated wellness counsellors or similar positions in all schools specifically dedicated to addressing the need for comprehensive mental health and wellness.
- Commit to an additional annual investment of \$1 million for mental health outcomes for youth.

Department of Education's advancement of CASA commitments:

- 80 new positions were hired, between 45 Education Assistants, 16 Learning Assistant teachers and 20 School Wellness Specialists.
 - School Wellness Specialists were hired on 4-year terms, with 14 specialists allocated to the Yukon Education Authority and Commission scolaire francophone du Yukon schools and 6 transferred to the First Nation School Board to manage.

Confidence and Supply Agreement

Education

- A one-year training plan program for teachers on call was completed and implemented.
- A rural retention allowance for educators, excluding teachers on call, who work in Yukon communities was created.
- A retention allowance for Yukon First Nation Language Teachers, who are not compensated on the Teacher Salary Pay Grid, was created.
- One-year training plan program for education assistants was completed, with implementation after consultation with Yukon Association of Education Professionals.
- The department has developed a service standard to complete psychoeducational assessments within six months of a school, sending the signed informed consent to Student Support Services.
- Schools and families have been informed that an Individual Education Plan is available for students who need special education.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Topic: Connected North is an Ontario-based not-for-profit organization that provides Northern communities with virtual field trips.

Key messages:

- The Department of Education values Connected North and is grateful for Yukon students to access field trips not always available in northern communities.
- Connected North is one of many organizations the Department of Education funds to support alternative ways of accessing Yukon curriculum.
- Programs funded by Department of Education to allow students to access different experiential learning opportunities and supports include: Wildlife Preserve, Big Brothers Big Sister, Mount Sima, LDay tutoring, Skookum Jim, Whitehorse Concerts, Yukon Arts Society, Science Fair and Heritage Fair.

Key facts and stats:

- In 2025/26, the Department of Education funded 200K for Connected North. Given the climate of fiscal restraint, the amount available for 2026/27 is 100K, with 50K towards Trades sessions.
- Educators have expressed disappointment with the reduction in funding for Connected North services.
- While this is understandable, there remain many local organizations that offer experiential learning opportunities for Yukon students.
- Educators and partners have been asked to write to the Premier regarding Connected North funding as Connected North has asked for \$750K over three fiscal years.

- The First Nation School Board and Yukon First Nations Education Directorate both wrote letters of support for continued Connected North programming along with several educators who wrote the Premier.
- The Department of Education will work with school boards and schools to support creative use of Connected North sessions such as combining sessions with other classes and choosing sessions that are not available in Yukon.
- Schools may also choose to use their school-based budgets should they desire additional Connected North sessions.
- Even with the 100K for 2026/27, Connected North receives a larger TPA than many local organizations.

Approved by:

Paul Moore

2026-04-14

Deputy Minister, Education

[Date approved]

Department of Education Review

Education

Topic: A review of the Department of Education will ensure that it delivers appropriate support to students, educators, and families.

Key messages:

- The review will focus on how the Department of Education supports kindergarten to grade 12 and post-secondary and future skills education.
- The Government of Yukon has appointed four independent panel members to undertake the review.
- This review is expected to take 12 months and engage staff, education partners, Yukon First Nations, and the public throughout the process.
- Once the results of the review are received, it is expected that there will be a second phase required to develop an implementation plan for recommendations.
- The review will build on previous reviews and engagement to avoid duplication, and to keep partners involved.

Key facts and stats:

- There is \$250,000 proposed in the 2026–27 mains budget to support the review and engagement process.
- An independent panel has been established to oversee the review and engagement.

Status:

- The independent panel has recently been established and looks forward to sharing more information on the review and engagement.

Department of Education Review

Education

If asked about previous reviews:

- The department is in the process of implementing recommendations from numerous reviews, including from the Auditor General of Canada, the Yukon Child and Youth Advocate's Office, and the Office of the Ombudsman.
- Previous recommendations, and the Department of Education's progress on implementing recommendations, will be taken into consideration by the independent panel.

If asked about a review of school boards:

- At this time, the review is focused on how the Department of Education supports students, educators and families.
- Recognizing the separate governance and independence of School Boards, a review of School Board governance is beyond the scope of the Department of Education review.

If asked about why Early Learning and Child Care isn't included:

- There were extensive engagements and reviews to inform the development of the *Early Learning and Child Care Act*. We learned a lot during that process on what supports are needed for the Early Learning and Child Care sector.
- Early Learning and Child Care Branch is currently undergoing a performance review by the Auditor General of Canada, with results expected in November 2026.

Approved by: Paul Moore

2026-03-16

Deputy Minister, Education

Date approved

Topic: Planning and next steps toward establishing a future downtown school in Whitehorse.

Key messages:

- School facilities are important spaces for student learning, which also host community activities and support vibrant communities.
- Due to its age, condition, and location, École Whitehorse Elementary School is the top candidate for replacement in Whitehorse.
- We recognize that many people feel an elementary school in downtown Whitehorse is important, and we will continue to work with residents, stakeholders, First Nations governments, and the City of Whitehorse to support planning for a new downtown school.
- Feedback from downtown residents and 2025 public engagement confirms that Yukoners value neighbourhood schools and see them as core to community identity.

Key facts and stats:

- Replacement planning for École Whitehorse Elementary School is underway.
- Other downtown learning centres will remain in the core even if École Whitehorse Elementary School is relocated, including Wood Street Centre, the Individual Learning Centre, and the Aurora Virtual School.
- A needs and gap analysis, including population projections for the downtown area, was completed in 2025, confirming population levels to support a downtown school.
- \$50,000 was allocated in the 2025–2026 budget to support the public engagement on a new downtown school in Whitehorse.

- Available land is limited, and the government is exploring the feasibility of all existing land parcels downtown to support future school planning.
- Approximately 867 persons aged 0-18 reside in the downtown area.

Status:

- The department is currently engaging with the public to identify a new location for École Whitehorse Elementary School, including an option for the school to remain downtown at the current location.
- In 2024 and 2025, the Department of Education met with First Nations governments, the City of Whitehorse, Yukon Housing Corporation, and private development partners to discuss potential land options for a new school in downtown Whitehorse.

If asked about the need for a school in downtown Whitehorse:

- Our government is committed to long-term school planning informed by ongoing consultation.
- Public interest has been expressed regarding the continued presence of an elementary school in downtown Whitehorse.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

Jack Hulland Elementary School Settlement Agreement

Education & Justice

Topic: The Jack Hulland Settlement Agreement was approved by the Supreme Court of Yukon on November 14, 2025.

Key messages:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit.
- The government of Yukon acknowledges the serious harm that occurred at Jack Hulland Elementary School and offers its heartfelt apology to the students, families and staff who were affected.

Key facts and stats:

- 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.
- 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.

Session Briefing Note

Tab#HOT07/SC07

Tab# 101 (JUS)

Spring 2026

Jack Hulland Elementary School Settlement Agreement

Education & Justice

Status:

- Retired Chief Justice Veale has been appointed as the Claims Officer to evaluate claims made under the Claims Protocol.
- The Government of Yukon will issue a public statement acknowledging and apologizing for the harm suffered by class members.
- A \$250,000 Special Counselling Fund will be established for the costs of counselling and related treatment that are not otherwise covered by government or private insurance plans.

If asked about the claims process:

- The claims process will be administered by the Department of Justice and an independent Claims Officer mutually agreed to by both the Government of Yukon and the plaintiffs.
- Anyone seeking further details on the claims process should contact the lawyers for the class members at the Tucker Carruthers law firm.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

[Date approved]

Mark Radke

2026-03-18

Deputy Minister, Justice

[Date approved]

Topic: Changes to federal operating procedures have affected access to Jordan's Principle funding for education partners in Yukon.

Key messages:

- 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 submit funding requests to Jordan's Principle and does not directly receive or flow Jordan's Principle funding.
- The Department of Education recognizes that changes to Jordan's Principle processes affect education partners, including Yukon First Nations, that rely on this funding to support Indigenous students.

Key facts and stats:

- Jordan's Principle is a human rights principle to make sure that Indigenous children do not face gaps or delays in accessing government services and are not denied government services because of their identity as Indigenous children.
- The Department of Education provides services similar to some supports previously funded through Jordan's Principle and may experience increased demand, particularly for student support services and school food programming.
- In fall 2025, an application to Jordan's Principle to support the rural nutrition program delivered by the Yukon First Nations Education Directorate was denied and is under appeal.
- Jordan's Principle previously funded Yukon First Nations to support education advocate roles and other culturally grounded positions that support students in Yukon schools, including at Robert Service School

in Dawson and in other communities. Some Yukon First Nations have reapplied for that funding again.

- Requests to Jordan's Principle are assessed on a case-by-case basis. Approval of previous requests does not guarantee renewal or approval of new requests.
- There is a likelihood of increased requests to the Government of Yukon from Yukon First Nations and the Council of Yukon First Nations due to denied Jordan's Principle requests.

Status:

- The Department of Education is working with Yukon First Nations and the Yukon First Nation Education Directorate to understand impacts related to changes to Jordan Principle funding by the federal government.
- Yukon First Nation Education Directorate's rural nutrition program operated from 2019 to 2025 and served about 900 First Nations children, delivering food to rural communities for about \$15 per day.
- The Department of Education continues to support the Yukon First Nation Education Directorate in their appeal related to the rural nutrition program.
- On March 24, 2026 it was reported that the Yukon First Nation Education Directorate has filed a Federal Court Application concerning Indigenous Services Canada's delays in decision making on their appeal and seeking an order to compel a decision.
- Indigenous Services Canada has not yet filed a response to the application and have indicated that a decision is expected for June 2026.

- On February 26, 2026, the Government of Canada announced \$1.55 billion in federal funding to renew Jordan's Principle until March 31, 2027. At this time, it is unknown by the Department of Education how this funding will apply to Yukon.

If asked about cuts to school food programming:

- The Department of Education is aware of the cuts to the rural nutrition program and supports the Yukon First Nation Education Directorate in their appeal.
- The Department of Education is working with partners to support the recently announced Yukon component of the National School Food Program.
- The Department of Education has partnered with the Yukon First Nation Education Directorate to pilot the hot lunch program to high need schools with the capacity to deliver. The reinstatement of Jordan's Principle funding will impact future school food program design.

If asked about how the Government of Yukon will support the Federal cuts through Jordan's Principle:

- The Minister of Education and the Minister of Health and Social Services sent a joint letter to Indigenous Services Canada requesting reconsideration of denied Jordan's Principle applications.

If asked about the cuts to the Jordans Principle program and effects on loss of wraparound supports for Yukon students

- The Department of Education is working with Tr'ondëk Hwëch'in and other affected Yukon First Nations to understand impacts on students, families, and communities and is continuing to advocate with the federal government for ongoing support.

Approved by:	
Paul Moore	2026-03-25
_____	_____
Deputy Minister, Education	Date approved

Topic: The Government of Yukon is expanding access to school food through a federally funded program to improve student wellbeing and learning.

Key messages:

- For 2026-27, \$5,096,806.00 is available in federal funding to support Yukon school food programming to increase healthy and reliable means for students.
- The Government of Yukon is working closely with partners, including the Yukon First Nations Education Directorate, the Yukon Food for Learning Association, the First Nation School Board, and the Commission scolaire francophone du Yukon.
- Through the Yukon First Nations Education Directorate, a universal hot lunch program is being piloted in seven schools, including urban and rural locations. The pilot is fully funded through the National School Food Program and will serve approximately 850 students
- The Department of Education is working with schools and Yukon First Nation governments to learn about what they currently have for school food programming, capacity for expansion, and what additional support may be needed to enhance school food initiatives.

Key facts and stats:

- On March 26th, 2026, The National School Food Program Act received Royal Assent as part of Bill C-15. This act confirms the Government of Canada's commitment to long-term school food funding.
- In September 2025, the Government of Canada approved the Yukon action plan for years two and three of the National School Food Program to March 2027.

- In January 2026, the Department of Education finalized agreements with Yukon First Nation Education Directorate, Yukon Food for Learning Association and Commission scolaire Francophone du Yukon to deliver school food programming.
- The seven pilot schools were selected in partnership with the Yukon First Nations Education Directorate and the Yukon Food for Learning Association (YFFLA).
- Yukon Food for Learning Association will provide all Yukon schools with funding to support school food programming in their schools.
- The Department of Education recognizes that recent changes to Jordan's Principle funding may place additional pressure on partners delivering food programs, particularly in rural schools.
- The Yukon First Nation Education Directorate rural nutrition program served approximately 900 Indigenous students. Federal program funding through Jordan's Principle was denied for the 2025-26 school year.
- Yukon First Nation Education Directorate has filed a claim against Indigenous Services Canada in Federal court because it delayed a decision on an appeal for restoring funding for its rural nutrition program. The Yukon First Nation Education Directorate is seeking an order to compel a decision.

Status

- Funding has been allocated to support:
 - Pilot hot lunch programs at the following schools:
 - Tantalus Community School in Carmacks
 - Del Van Gorder School in Faro
 - Ghùch Tlâ Community School in Carcross

- Johnson Elementary School in Watson Lake
- Selkirk Elementary School in Whitehorse
- Takhini Elementary School in Whitehorse
- St. Francis of Assisi Catholic Secondary School in Whitehorse
- Approximate cost per student at these pilot schools is \$9.00-12.00 a day per student.
- The Commission scolaire francophone du Yukon to support lunch programming in three schools.
- The Yukon Food for Learning Association provide funding for food and small kitchen equipment in schools.

2025-2026 Fiscal Funding

Hot Lunch Pilot- Yukon First Nations Education Directorate	Commission Scolaire Francophone du Yukon	Yukon Food for Learning Association
\$809,738	\$207,000	\$1,065,000

If asked about other costs per student that have been publicly reported:

- There have been media reports stating that the National School Food program allocation is approximately \$1.44 or \$1.30 per student per day in Yukon.
- These were calculations made by outside parties and are likely based on allocating the total National School Food Program budget on a per student basis across Yukon, rather than actual costs for the pilot hot lunch program, Commission Scolaire Francophone du Yukon programming, or Yukon Food for Learning Association grant distributions.

If asked about the Yukon First Nations Education Directorate Rural Nutrition Program appeal:

- The Department of Education will work with the Yukon First Nations Education Directorate to understand the impacts of changes to Jordan's Principle funding and will support the appeal to the federal government regarding the rural nutrition program decision. This funding program is for Indigenous students.

Funding Chart:

	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*	\$2,548,403.00**
Amount received by YG as of March 24, 2026	\$2,259,311.00	\$2,259,311.00	0
Total available expenditures	0	\$2,259,311.00	\$5,096,806.00

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

**100% carryover allowed from 2025-2026 to 2026-2027

Approved by:

Paul Moore

2026-04-14

Deputy Minister, Education

Date approved

Topic: Actions and progress related to ensuring safe and caring learning environments in Yukon schools.

Key messages:

- The Department of Education is committed to supportive, safe, inclusive, and caring learning environments for all students.
- The department continues to strengthen policies, training, support, and critical incident response procedures to ensure all schools are a safe and caring place for children.
- The department is strengthening safety through initiatives such as the Safe and Caring Schools Policy, providing guidance, and training on protecting students from harm by adults, the Sexual Orientation and Gender Identity policy, Ready-to-Learn Schools, and work with the Yukon Child and Youth Advocate Office.

Key facts and stats:

- Departmental staff work across schools, departments and with the RCMP to close policy gaps and improve coordination when responding to critical incidents.
- The Safer School Action Plan was initiated in response to the Hidden Valley Elementary School Independent Review Report. It was launched in February 2022 and fully implemented by June 2023.
- While the Action Plan was fully implemented, work to improve the safety and wellbeing of students will always be a priority at the Department of Education.

Status:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit (2007–2022).
- Full implementation of the Safer Schools Action Plan was completed on June 20, 2023.
- Policy updates and enhanced training for school-based staff are underway.
- The department continues to collaborate with Yukon's Child and Youth Advocate Office and RCMP.

If asked about student safety post-Tumbler Ridge

- The Department of Education is reviewing School Emergency Plans and procedures to ensure the plans are current and thorough.
- The department is updating guidelines and procedures for how schools respond to violent threat risk assessments.
- The department is reviewing and updating how the Violent Threat Risk Assessment protocol is used in schools.
- Every school has a School Emergency Plan that is updated annually and contains plans and responses that are specific to that school.
- Preventative maintenance contracts are in place to ensure school PA systems remain operational, when issues arise, technicians are dispatched promptly, and schools use interim communication methods (e.g., two-way radios, cell phones) to maintain safety.
- Education Operations has identified enhancements needed to support effective lockdowns-including additional classroom blinds and updated door hardware with implementation planned for the 2026/27 fiscal year.

- Work is underway to add front-door video camera and buzzer systems so schools can safely manage locked-door entry, particularly where the main office is not adjacent to the front door.
- Schools practice lockdown drills so that student and staff safety is at the forefront. To ensure schools are lockdown ready, all exterior doors except the main door are locked, all classroom doors are kept locked, and communication systems are checked.
- The Schools and Student Services Team met with all Yukon school leaders after the unfortunate events at Tumbler Ridge to review all safety practices in schools and to discuss any concerns school leaders have identified regarding the security of their schools.
- School leaders were reminded of mental health supports available to staff via their benefit programs.

If asked about measures in place to protect students from harm by adults:

- New policies and procedures include an emphasis on the legal requirement to report to the RCMP or Social Services when there is reason to believe a child may need protection.
- New guidance helps ensure communication and collaboration among departments and the RCMP in the case of an allegation of harm by an adult associated with a student in school.
- Comprehensive victims' support plans and interdepartmental agreements are in place to protect children.
- New guidance is in place to support communications with parents in the case of an allegation of harm to a student.
- All educators receive training in preventing and responding to harm.

- Onboarding practices and oversight of adults working with students have been strengthened.
- A Values and Ethics Code for public servants and a government-wide communications policy guide for responses to critical incidents are in place.
- Ongoing work includes policy updates following Ombudsman recommendations, Child and Youth Advocate recommendations, enhanced school bus safety, and continued engagement with parents and partners.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

Sexual Orientation and Gender Identity Inclusion

Education

Topic: Sexual orientation and gender identity inclusion in schools have been discussed regularly in the Yukon Legislative Assembly and the media.

Key messages:

- The Department of Education is actively working to ensure safe and inclusive learning environments for all students.
- Schools and Student Services supports school authorities and communities to uphold the respect, dignity, and inclusion of gender- and sexually diverse students.
- The Yukon Human Rights Act protects all students and staff in our schools. The department has zero tolerance for discrimination, bullying, or slurs.

Key facts and stats:

- 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 (SOGI) Policy applies in all Yukon schools, including Catholic Separate Schools.
- Schools are required to actively promote equity and non-discrimination and ensure students have access to safe spaces and trusted adults for support.
- Approximately 15% of Yukon secondary students identify as 2SLGBTQIA+.

Status:

- The St. Francis of Assisi School Council's locally developed course, *Catholic Ethical Principles 12*, was approved on December 30, 2025.

Sexual Orientation and Gender Identity Inclusion

Education

The course textbook is approved for use until the end of the 2026–27 school year, with mitigations to improve SOGI inclusion. Department staff are supporting the school to secure an alternative textbook.

- The Child and Youth Advocate has conducted a review of SOGI inclusion in Yukon schools. Their report with recommendations was tabled on March 30, 2026.

If asked about SOGI inclusion school procedures:

- In 2021, the Government of Yukon committed through the LGBTQ2S+ Inclusion Action Plan to modernize the SOGI Policy for schools.
- The 2012 SOGI policy, and the 2023 update, require all schools to develop procedures to promote and protect SOGI inclusion.
- To support schools, the Department of Education is preparing a SOGI procedures template that schools can adapt to meet their community context, fulfill human rights obligations, and create safe and welcoming environments for students.
- Schools will be expected to work with local First Nations, school boards and councils, community committees, and students before finalizing their procedures.

If asked about SOGI inclusion in Catholic Schools:

- The Department of Education supports Catholic schools to meet legal requirements for SOGI inclusion while respecting “Catholic permeation.”
- The *Education Act* protects the right to operate Catholic separate schools and requires all schools to comply with applicable legislation, including human rights legislation.

Sexual Orientation and Gender Identity Inclusion

Education

If asked about how the Department is supporting educators to promote SOGI inclusion:

- At the start of the 2023–24 school year, the Department of Education provided SOGI inclusion training to all administrators and teachers in the Yukon Education Authority. Since then, optional training and information booths have been offered at Welcome Week events.
- Department staff and consultants are available and provide customized training to all Yukon schools.
- Each school has identified a safe person and a SOGI Lead to support students and educators. SOGI Leads meet periodically to collaborate, receive training, and share resources.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Education

Date approved

Topic: The Department of Education provides school busing, city transit passes, and transportation subsidies to families to support students travelling safely and effectively to and from school.

Key messages:

- The Department of Education provides student transportation support for families in Whitehorse and communities across the Yukon.
- The department recognizes that families experienced frustration this school year due to late notices and service disruptions.
- The department is working closely with Standard Bus Yukon to improve communication, especially during periods of extreme cold.
- Standard Bus Yukon is working to streamline service notifications through a single platform, My School Bus Monitor. This will provide clearer and more consistent updates.
- Standard Bus Yukon has put backup staffing and equipment measures in place to reduce service disruptions.
- The department continues to work collaboratively with the contractor to ensure safe, reliable, and timely transportation for students.
- Staffing pressures continue due to a tight Yukon labour market and difficulty recruiting for part-time split shifts; the department and Standard Bus are prioritizing retention and training while managing ongoing short-notice absences.

Key facts and stats:

- There are 42 active school bus routes in Whitehorse and 12 routes in Yukon communities, serving approximately 2,200 registered riders during the 2025–26 school year.

- Standard Bus Yukon is responsible for notifying schools and families when bus delays or cancellations occur. The department continues to work with the contractor to improve the timeliness of those notices.
- Bus routes may be cancelled due to weather, road conditions, mechanical issues, or the driver's availability. Student safety remains the primary consideration in all transportation decisions.
- The department has been meeting weekly with the contractor throughout 2026 to review driver forecasts for the coming weeks and agree on proactive steps to manage shortages. Driver absences are monitored and have decreased since the beginning of 2026.
- Families are asked to submit requests for special transportation arrangements or alternate drop-off locations by email, with two days' notice where possible.
- Families must register for My School Bus Monitor to receive updates about bus delays or cancellations.
- Technical reviews have confirmed that there are no widespread issues with the My School Bus Monitor system, aside from occasional local or internet-related disruptions.
- Standard Bus Yukon holds the current student transportation contract through the 2026–27 school year, with a 3-year contract ending in June 2027, with a total value of approximately \$13.5 million.
- An additional \$180,000 has been allocated to the 2026–27 school busing contract to include annual route planning, online registration, and an upgraded bus monitoring system that provides real-time route and arrival information.
- These enhancements will improve customer service for Yukon families by providing clear, timely transportation information, reducing

uncertainty, and increasing confidence in services, while supporting more efficient service delivery in the 2026-27 school year.

- Yukon's education authorities manage activity buses: FNSB provides dedicated vehicles for learners (including a Suburban in Beaver Creek), and CSFY shares a 32-seat activity bus in Whitehorse between CSSC Mercier and École Émilie-Tremblay.

Status:

- Senior officials from the Department of Education and Standard Bus Yukon have been meeting regularly since January 2026 to address service gaps and strengthen transportation delivery.
- The live bus tracking privacy review was approved on April 28, 2026, confirming that personal information will be appropriately protected. The Department and Standard Bus Yukon are preparing to enable live tracking on two routes and will communicate with affected families ahead of the planned launch the week of May 11. Families will receive clear instructions on how to download the app, register, and use it to track buses while they are in operation.
- The Transportation Committee provides operational, family and school council input to inform student transportation and the tender planning (e.g., service expectations, communications, and priority improvements).

If asked about the reason for bus cancellations or route changes:

- Student transportation disruptions can occur due to weather, road conditions, staffing availability, mechanical issues, late registrations, or special transportation needs.

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TAB# HOT11/SC17

Spring 2026

Transportation - Busing

Education

- The Department of Education meets weekly with Standard Bus Yukon to minimize disruptions, while always prioritizing student safety.

Approved by:

Paul Moore

2026-04-30

Deputy Minister, Department

Date approved.

Whitehorse Elementary Engagement and Replacement

Education

Topic: École Whitehorse Elementary School is the oldest school in Whitehorse and is the highest priority for replacement. The location of a replacement school has generated significant public interest.

Key messages:

- A replacement school will provide students with a modern learning environment, improved outdoor spaces, and facilities that support collaborative, inclusive, and experiential learning.
- The departments of Education and Highways and Public Works have identified three potential sites for a replacement school.
- The Government of Yukon engaged the public on potential sites and will consider community input before deciding.
- The Government of Yukon will consider community input as well as site analyses, including cost factors, for each of the three proposed locations when making the final decision.
- It is anticipated that a final decision on where to build the replacement École Whitehorse Elementary School will be made by early summer.

Key facts and stats

- École Whitehorse Elementary was built in 1950 and is identified as the highest priority for replacement in the Whitehorse Schools Facility Condition Index.
- Renovating the existing school is estimated to cost approximately one-point-four times more than constructing a new facility.
- The existing building cannot meet current or future programming needs, including requirements for inclusive, innovative, and experiential learning spaces.

Whitehorse Elementary Engagement and Replacement

Education

- As of the 2024–25 fiscal year, a total of \$745,000 has been spent on the project in relation to relocating the school to Takhini including:
 - \$650,000 for a design consultant to support design work and assist with the City of Whitehorse rezoning process; and
 - \$95,000 for procurement, project management, travel, and printing.
 - Some of this work can be repurposed and applied to a new site.
- The three potential sites were identified through an initial review of Government of Yukon-owned land that is centrally located and close to major roads.
- The sites under consideration are:
 - the current École Whitehorse Elementary school site
 - Kopper King Lot 435
 - an unsurveyed lot near the Canada Games Centre
- \$400,000 is included in the 2026-27 capital budget to support École Whitehorse Elementary School engagement and site planning.
- The Department of Education launched a public engagement process on February 25, 2026. The engagement includes:
 - an online survey open from February 25 to April 26
 - meetings with key partners during the week of March 16 to March 20
 - in-person public information sessions during the week of March 23 to March 27, held at Hidden Valley Elementary School on March 24, CSSC Mercier on March 25, and Elijah Smith Elementary School on March 26.
 - At the request of the school council, an additional information session occurred for École Whitehorse Elementary School families at that school on March 30.

Whitehorse Elementary Engagement and Replacement

Education

- The engagement process concluded on April 26, with a “What we heard” report scheduled for release on June 6. The online survey received 1902 respondents.

Status:

- On January 14, 2026, officials from the departments of Education and Highways and Public Works corresponded with the City of Whitehorse and received preliminary input on zoning and bylaw considerations for each potential site.
- On February 27, 2026, the Minister of Education and the Minister of Highways and Public Works, along with senior officials, met with the Mayor and Council of the City of Whitehorse.
- On March 2, 2026, officials from the Department of Education met with Yukon University officials.
- On March 3 and 4, 2026, the Minister of Education met with the Whitehorse Disc Golf Association.
- On March 4, 2026, officials from the Department of Education met with the École Whitehorse Elementary School Project Advisory Committee.
- Public information sessions were held at Hidden Valley Elementary School on March 24, CSSC Mercier on March 25, and Elijah Smith Elementary School on March 26.
- At the request of the school council, an additional information session occurred for École Whitehorse Elementary School families at that school on March 30.

Whitehorse Elementary Engagement and Replacement

Education

- At the request of the École Whitehorse Elementary School administrator, officials from the Department of Education met with students on April 10.
- Kobayashi + Zedda Architects Ltd is undertaking a preliminary site analysis of each of the three proposed sites. Kobayashi + Zedda Architects is analyzing:
 - Site Constraints & Design Feasibility: Lot size limits construction/staging; geotechnical issues include moderate to high seismic risks), potential contaminated soil/groundwater and environmental concerns like heritage sites, air/noise quality, wildlife habitats, and proximity to hazards.
 - Civil & Infrastructure Considerations: Site drainage critical for play areas and overall patterns; proximity to existing utilities/infrastructure for servicing constraints, capacity limits and upgrade needs; utility corridors, with potential tie-in impacts on design.
 - Safety, Access & Community Impacts: safe pedestrian routes, accessible drop-off zones, multiple site/emergency accesses, and integration with Whitehorse's active transportation network, transit, and traffic management; assess neighborhood disruption during construction and green space availability.
 - Zoning, Land Use & Location-Specific Factors: Check setbacks, easements, rights-of-way, and land use compatibility with adjacent properties; other schools in the area, traffic impacts on surrounding roads and opportunities for safe, multi-modal connections.

Whitehorse Elementary Engagement and Replacement

Education

- Cost Considerations: comparative costing analysis that will rate the individual site costs against one another.

If asked about McIntyre Creek/ Chasàn Chùà Territorial Park

- We recognize that a portion along McIntyre Creek was included in the newly created Chasàn Chùà Territorial Park along the western boundary of Kopper King Lot 435..
- If Kopper King Lot 435 is selected as the site for the new school, we are confident that with thoughtful planning and appropriate site design, this location could accommodate a new school while fully respecting and preserving the integrity of the park.
- Should Kopper King Lot 435 ultimately be selected, detailed technical studies, site assessments, and design work would be undertaken to identify the most appropriate, safe, and environmentally sensitive approach to overall development.

If asked about Solstice Disc Golf Course at Kopper King Lot 435

- If Kopper King Lot 435 is selected, further discussions will take place to understand and chart the best path forward for all parties involved.

If asked about zoning

- On January 14, 2026, officials from the departments of Education and Highways and Public Works corresponded with the City of Whitehorse and received preliminary input on zoning and bylaw considerations for each potential site.
- Should a site be selected that requires zoning amendments or changes to the City of Whitehorse's Official Community Plan, the

Session Briefing Note

TAB# HOT12/CA07

Spring 2026

Whitehorse Elementary Engagement and Replacement

Education

Department of Education will work closely with the City of Whitehorse throughout that process.

If asked about what neighborhoods students are from:

As of March 2026, students attend the EWES school from the following areas:

Subdivision/area	#students	%students
Copper Ridge	88	18.72%
Whistle Bend	80	17.02%
Porter Creek	44	9.36%
Takhini	42	8.94%
Riverdale	37	7.87%
Outside CoW	33	7.02%
Downtown	31	6.60%
Granger	26	5.53%
Hillcrest	22	4.68%
Crestview	12	2.55%
*Other areas	55	11.70%

* 19 other areas/subdivisions with less than 10 students in each

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: The department is working on a territory-wide policy to restrict the use of personal mobile devices in schools.

Key messages:

- The Government of Yukon is working to establish a territory-wide policy and guidance for personal mobile device use in all Yukon schools by the start of the 2026–27 school year.
- The Department of Education will consult with the Yukon Association of Education Professionals this spring, while gathering information from school-based and school board staff, educational partners, families, and students.
- The goal of the draft policy is to reduce classroom distractions while acknowledging technology's potential educational benefits when used appropriately.

Key facts and stats:

- All provinces in Canada have implemented personal device use restrictions in schools.
- Fifteen schools in the Yukon, or just over 30 per cent, already have mechanisms in place to manage the use of personal devices.
- Research has shown that it can take students up to 20 minutes to refocus on what they were learning once distracted by a personal mobile device.
- The draft policy includes exceptions for learning and medical needs.
- The department has heard from educators and educational partners that successful implementation of the policy may require additional resources to support schools along with support from various areas across the department.

Status:

- The department attended the First Nation Education Commission meeting on January 22 to share information on updates to the policy since receiving new direction in December 2025.
- The annual OurSCHOOL parent survey ran from February 9 to March 6, 2026, and provided families with the opportunity to share their perspectives on implementation of the policy.
- The department met with school administrators on February 11, 2026 to present information on the draft policy, discuss next steps, supports and answer questions about the potential impacts of the policy.
- The department is also engaged with a youth advisory team called S.L.A.Y. (Strong Leaders are Youth).
- As of April 2026, consultation with the Yukon Association of Education Professionals is underway.
- Once consultation with the Yukon Association of Education Professionals is complete, the policy will be finalized and released, with an implementation date planned for the 2026-27 school year.

If asked about whether this working in other parts of Canada:

- Education ministries across Canada have said that the policies that restrict personal mobile devices in schools have had beneficial results in the classroom, allowing students to be more engaged in learning and developing healthy peer relationships.

If asked about implementation next school year:

- The Department of Education has heard that implementation can present challenges. Officials are working to learn more from

Session Briefing Note

TAB# HOT13/SC16

Spring 2026

Student Personal Device Usage

Education

educational partners about what support can be provided during this important phase.

Approved by:

Paul Moore

2026-04-30

Deputy Minister, Education

Date approved

Topic: Educational Assistants support student learning by working alongside teachers to provide behavioral and personal assistance that create an inclusive classroom environment.

Key messages:

- The Government of Yukon is committed to creating inclusive and supportive learning environments for all students.
- Staff training is key to this work. The Department of Education delivers training programs for educational assistants and teachers on call.
- Educational assistants work closely with teachers to support individual students and strengthen the classroom environment.
- Skilled, engaged educational assistants and teachers play an important role in student success.
- Their work helps students feel safe, supported, and able to fully participate in learning.

Key facts and stats:

- The Department of Education has 330.40 educational assistant positions:
 - 241.40 allocated to the Yukon Education Authority;
 - 58.00 allocated to the First Nation School Board;
 - 19.00 allocated to the Commission scolaire francophone du Yukon; and,
 - 12 allocated to Student Support Services to support all three school authorities.

Status:

- Educational Assistants receive ongoing professional development throughout the school year, and before the school year begins, during Welcome Week or the School Boards' equivalent.
- Student Support Services sends trainers to rural schools to work alongside educators and provide training as needed.

If asked about the educational assistant allocation process:

- The Department of Education and all school authorities will continue using the previously consulted allocation processes for the 2026–2027 school year.
- The Department of Education is consulting with the Yukon Association of Education Professionals on a new educational assistant allocation rubric, to be implemented for the 2027–2028 school year.
- The new educational assistant allocation process will be transparent, consistently applied, and objective when considering the diverse needs of learners, while aligning with available resources.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

Educational Assistant Allocation Model

Education

Topic: The Educational Assistant Allocation process followed the same procedures for Area 1 and 2 schools as in previous years.

Key messages:

- The Department of Education is continuing engagement and consultation on educational assistant allocation processes for Yukon Education Authority schools.
- School boards are responsible for their own educational assistant allocation processes and are provided finances for this in their funding agreements.

Key facts and stats:

- As of March 2026, there are 6,583 students enrolled across all three school authorities.
- For 2025-26, there are 330.4 Educational Assistants deployed across three school authorities and at Student Support Services:
 - The First Nation School Board has 58 full-time equivalent Educational Assistants,
 - The Commission Scolaire Francophone du Yukon has 19 full-time equivalent Educational Assistants,
 - The Yukon Education Authority has 241.40 full-time equivalent Educational Assistant positions in total this school year.
 - This includes increased educational assistant funding from the most recent supplementary budget for the shared resource programs.
 - For the 2025-26 school year, the Student Support Services branch has 12.00 full-time equivalent Educational Assistant positions who provide expanded early intervention supports to

Educational Assistant Allocation Model

Education

students in schools as well as assisting the itinerant teachers with their caseloads.

Status:

- A package to submit Educational Assistant requests was sent out to administrators in early February.
- Educational assistant allocations for Yukon Education Authority schools have been completed, and allocations were sent out by superintendents on the 8th of February.
- The school boards continued to follow their own processes for educational assistant allocation.
- The current process has been in place for over a decade, and many partners are interested in updating it.
- The department is continuing to engage with all interested parties and consult with the Yukon Association of Education Professionals on the best way to allocate the Educational Assistant workforce across Yukon Education Authority schools.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: The recently released How Are We Doing? Yukon First Nations Report and the Yukon Wide Student Data Report for 2024-25 highlight ongoing concerns with student attendance.

Key messages:

- Student attendance has declined in the Yukon in recent years, mirroring trends seen across Canada and internationally since the COVID-19 pandemic and remains a significant and ongoing concern for the education system.
- The 2024-25 reports highlight that high levels of absenteeism are most pronounced for rural students and for Yukon First Nations students, underscoring the need for targeted and culturally responsive approaches.
- Improving student attendance is a shared responsibility with families, and the Department of Education is actively working with schools to strengthen early identification, prevention, and support strategies to reengage students and families.
- To better support school-level action, work is underway to improve the timeliness and usability of attendance data so administrators can intervene earlier and measure the impact of attendance supports more effectively.
- As part of ongoing efforts to strengthen partnerships, the Department continues to enhance how student data and information is shared with First Nations governments, supporting collaboration to improve student outcomes while respecting governance roles and responsibilities.
- While support and flexibility are essential, it is important to note that under the Education Act, students ages 6 to 16 are required to attend

school, and regular attendance is critical to student learning, well-being, and long-term success.

Key facts and stats

- In the 2024–25 school year, 50% of Yukon public-school students missed 20 or more days of school, indicating that chronic absenteeism remains widespread across the territory.
- Attendance challenges are more pronounced in rural schools, where 71% of students missed 20 or more days of school, compared to 45% of students in urban schools.
- High absenteeism affects both elementary and secondary groups: in 2024–25, 49% of elementary students and 51% of secondary students missed 20 or more days of school Yukon-wide.
- There are significant gaps in attendance by self-identification: 74% of Yukon First Nations students, 59% of other Indigenous students, and 42% of non-First Nation students missed 20 or more days of school in 2024–25.
- While attendance has improved slightly since the peak absenteeism observed in 2021–22, rates of students missing 20 or more days remain elevated in 2024–25 compared to pre-pandemic years, particularly for Yukon First Nations and rural students.

If asked about whether student participation in First Nations cultural or harvesting activities impacts absenteeism:

- For safety and legal purposes, it is a requirement for schools to record whether a student is physically in the school or not.
- Historically, students who were absent from school for FN cultural or harvesting activities (absent authorized) were recorded as absent on

their report card or in aggregate data reports by Performance and Analytics at the Department of Education.

- This policy and practice been has changed, and students participating in First Nations cultural and harvesting activities are not considered absent for that day. Attendance is coded as AUTH, OFFSITE, Cultural Activity for activities where the student is not physically in the school for cultural and harvesting activities.

If asked about what the Department of Education has done in recent years to support students with attendance:

- The Department of Education has hired School Wellness Specialists in Yukon schools to support students, families, and educators in improving attendance, reducing barriers to learning, and enhancing wellbeing and community connection.
- First Nations Wellness roles have been established with five Yukon First Nations and are administered by each Nation, ensuring supports are designed and delivered in ways that best meet the needs of their citizens in education.
- Yukon government has signed an agreement with the Government of Canada to operate the National School Food program. This program helps support student attendance by ensuring consistent access to nutritious meals within schools, reducing barriers related to food insecurity.

Approved by:

Paul Moore

2026-05-05

Deputy Minister, Department

[Date approved]

Topic: The Government of Yukon continues to work with school communities and education partners on planning short, medium, and long-term educational facility needs.

Key messages:

- Yukon schools must respond to a growing population while providing safe, modern and supportive learning environments for students.
- We are aware of capital needs for schools throughout the territory and have committed to updating our school replacement rankings lists and integrating urban and rural school rankings to help prioritize capital needs.
- The Government of Yukon takes a fiscally responsible approach to capital investment, ensuring education infrastructure projects align with broader government priorities and available funding.

Key facts and stats:

- Major capital projects in 2025–26 included investments in experiential learning spaces, continued construction at Kêts'ádań Kù in Burwash Landing, modular classrooms, modernization of learning spaces, school van replacements, work related to the EWES Replacement School Project, and Highways and Public Works (HPW) funded work, including structural upgrades at Ross River School, roof repairs and mould mitigation at Robert Service School in Dawson, and phase 1 of the J.V. Clark roof replacement in Mayo.
- During the 2025–26 fiscal year, experiential learning spaces were designed and installed at Christ the King Elementary School and Golden Horn Elementary School in Whitehorse, as well as in Eliza Van Bibber School in Pelly Crossing, and Ross River School.

- Capital projects planned for 2026–27 include continued support for the Burwash Landing school, engagement and planning for the École Whitehorse Elementary school replacement, investments in modular classrooms, playfields, capital repairs, special education equipment, school van replacement, and ongoing support for school-based information technology equipment.
- The 2026–27 capital budget includes a \$7.5M investment in supporting Yukon University's Polaris science building.
- Other capital projects to improve Yukon schools are funded and managed through Highways and Public Works, subject to budget appropriations, such as Phase 2 of the J.V. Clark School roof replacement in Mayo, which will take place in 2026–27.

Status:

- The Government of Yukon continues to advance education capital projects based on departmental priorities, available funding, and community needs.
- The Department of Highways and Public Works deliver both major and minor capital projects on behalf of the Department of Education, including school construction and building upgrades.
- Where possible, construction and renovation work is scheduled during regular school closures, such as winter and summer breaks, to minimize disruption for students and staff.

If asked about plans for the St. Francis Annex (former Polarettes):

- Officials from Highways and Public Works, Community Services, the Department of Education, and Sport Yukon are collaborating to determine options for the St. Francis Annex space's future use.

- Planning for the future use and renovation of the Riverdale facility is ongoing, and capital investments to renovate the space may come in future fiscal years once plans are finalized.

If asked about plans for the Khatinas.Axh Community School roof replacement and siding (Teslin):

- The Department of Highways and Public Works and the Department of Education are collaborating to determine options for the short and long-term needs of the community school in Teslin.
- \$100,000 has been set aside for the initial assessment of a replacement school in Teslin.

If asked about rural schools – maintenance and capital planning:

- Education meets regularly with the FNSB, CSFY, and Areas 1 & 2 to identify and track rural school maintenance and facility needs, with urgent issues addressed quickly and other work planned based on available resources.
- When work is identified, requests are brought forward to Highways and Public Works or Education, depending on the scope, so repairs and upgrades can be actioned and sequenced within approved budgets and capacity.

If asked about the school replacement strategy:

- The department is working with Highways and Public Works to update the **2020 school replacement strategy** to ensure priorities reflect current conditions across all of our Yukon schools.

- HPW is completing updated school condition assessments this summer to refresh the strategy. We will use the new results and a consistent matrix to update replacement rankings territory wide.

If asked about how capital repairs are prioritized:

- The department is always committed to the health and safety of students and staff, which includes ongoing maintenance of all facilities and addressing routine and emergency needs, regardless of the building's age.
- The departments of Education and Highways and Public Works work closely with school administrators to identify areas that need maintenance.
- Assessments of building systems occur periodically to assist in identifying larger projects for maintenance or upgrade.
- Building systems such as HVAC, electrical and plumbing are maintained at regularly scheduled intervals.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Department

[Date approved]

Topic: How capital planning supports investments in school replacement, renewal, and modernization.

Key messages:

- The Government of Yukon's 5-Year Capital Plan outlines planned investments in school replacement, renewal, and modernization to ensure learning environments remain safe, functional, and suitable for students across the territory.
- Capital planning decisions are informed by facility condition assessments, enrolment, and demographic trends, and education programming requirements, allowing investments to respond to both current pressures and future needs.
- The plan includes a mix of new construction, modular classrooms, and targeted upgrades to existing school facilities, reflecting varying local conditions and priorities.

Key facts and stats:

- Capital priorities are reviewed annually to ensure alignment with population growth, community needs, and the condition of aging infrastructure.
- Kêts'ádań Kù in Burwash Landing, engagement and planning for the École Whitehorse Elementary School replacement, two modular classrooms, capital repairs, special education equipment, and one school activity bus are current capital priorities.

Status:

- Long-term capital investments are prioritized based on critical infrastructure needs, as well as enhancements to the health, safety and student wellbeing across the Yukon's rural and urban schools.
- Some capital projects to improve Yukon schools are funded and managed through Highways and Public Works, subject to budget appropriations, such as Phase 2 of the J.V. Clark School roof replacement in Mayo, which will take place in 2026-27.

If asked about Capital Prioritization:

- School infrastructure projects continue to be of public interest, particularly in communities experiencing growth or aging facilities.
- The Government of Yukon prioritizes capital investments through the 5-Year Capital Plan to ensure projects align with student safety, educational outcomes, enrolment trends, and community needs.
- In 2026-27, the Government of Yukon is investing \$17,289,000 in support for the construction of the Kêts'ádań Kù in Burwash Landing, \$1,200,000 in modular classrooms, and \$400,000 in engagement and planning for École Whitehorse Elementary School replacement.
- The Yukon government continues to prioritize education infrastructure investments that support student safety, learning outcomes, and the long-term needs of Yukon communities.

If asked about school playfields:

- While many school playfields remain safe, the government recognizes that restoration or replacement is needed and will be working toward this.

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Spring 2026

5-Year Capital Planning

Education

If asked about school replacement rankings:

- The Department of Highways and Public Works and the Department of Education are working together on updating the school replacement rankings and incorporating rural and urban schools into one ranking list.
- The two departments are consistently meeting and planning collaborative work on this initiative.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Education

Date approved

Topic: Planning and next steps toward establishing a future downtown school in Whitehorse.

Key messages:

- School facilities are important spaces for student learning, which also host community activities and support vibrant communities.
- Due to its age, condition, and location, École Whitehorse Elementary School is the top candidate for replacement in Whitehorse.
- We recognize that many people feel an elementary school in downtown Whitehorse is important, and we will continue to work with residents, stakeholders, First Nations governments, and the City of Whitehorse to support planning for a new downtown school.
- Feedback from downtown residents and 2025 public engagement confirms that Yukoners value neighbourhood schools and see them as core to community identity.

Key facts and stats:

- Replacement planning for École Whitehorse Elementary School is underway.
- Other downtown learning centres will remain in the core even if École Whitehorse Elementary School is relocated, including Wood Street Centre, the Individual Learning Centre, and the Aurora Virtual School.
- A needs and gap analysis, including population projections for the downtown area, was completed in 2025, confirming population levels to support a downtown school.
- \$50,000 was allocated in the 2025–2026 budget to support the public engagement on a new downtown school in Whitehorse.

- Available land is limited, and the government is exploring the feasibility of all existing land parcels downtown to support future school planning.
- Approximately 867 persons aged 0-18 reside in the downtown area.

Status:

- The department is currently engaging with the public to identify a new location for École Whitehorse Elementary School, including an option for the school to remain downtown at the current location.
- In 2024 and 2025, the Department of Education met with First Nations governments, the City of Whitehorse, Yukon Housing Corporation, and private development partners to discuss potential land options for a new school in downtown Whitehorse.

If asked about the need for a school in downtown Whitehorse:

- Our government is committed to long-term school planning informed by ongoing consultation.
- Public interest has been expressed regarding the continued presence of an elementary school in downtown Whitehorse.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

Topic: Modular classroom replacement, procurement, and installation

Key messages:

- Modular classrooms are an option to address enrolment pressure in schools. Enrolment trends, population growth and modular classroom conditions are key elements that inform the long-term capital planning process.
- The Department of Education monitors all schools to help administrators and school communities plan for enrolment and needs in the short, medium, and long term.
- Determination of the needs for modular classrooms is based on school capacity, including demographic projections for the school catchment area.

Key facts and stats:

- 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.
- Each modular classroom can accommodate up to 28 students.
- Market conditions can impact procurement timelines for modular classrooms, which, in turn, impact completion timelines.
- Site feasibility studies are conducted to confirm the ability to place modular classrooms at schools with emerging enrolment pressures.
- St. Francis of Assisi portables are over 35 years old and have significant structural issues, while Hidden Valley Elementary School is operating at a higher capacity and may soon require additional classroom space.

Session Briefing Note

TAB# CA04

Spring 2026

Modular Classrooms

Education

Status:

- For 2026–27, \$1.2M is allocated to design and build two modular classrooms, with work planned over the summer period, with placement to be determined based on need.
- The Department will be initiating a five-year plan to guide modular classroom placement decisions.
- The modular classroom plan will review enrolment trends, school capacity projections, modular condition assessments, catchment area boundaries, and future land development considerations.
- The planning work will inform the identification of schools requiring new or replacement modular classrooms over the medium term.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Department

Date approved

Topic: Public announcement systems – or PA systems – are the primary method Yukon schools use when communicating information throughout the building.

Key messages:

- The Department of Education recognizes that effective, school-wide communication during regular activities and emergencies is important for well-being, school cohesion, and safety.
- PA systems are considered critical infrastructure, and maintenance contracts are in place to address and repair any reported issues.
- School public announcement systems can become difficult to update and maintain as the systems age and technology changes. The department continues to repair PA systems regularly.
- When a school reports a PA system issue, the department contacts its local contractor to assess the situation and complete repairs; if a problem is complex or cannot be resolved immediately, the department works with the school on interim communication options so students and educators can continue to receive timely information.

Key facts and stats

- Public announcement (PA) systems are the primary method schools use to communicate school-wide messages, emergency codes, bells, and staff requests for support.
- As PA systems age and technology changes, parts and manufacturer support can become unavailable, increasing maintenance complexity and costs.
- PA system upgrades or replacements have been completed at multiple Yukon schools over recent years, including:
 - Selkirk Elementary in Whitehorse (2025-26)

- Hidden Valley Elementary in Whitehorse (2024–25)
- Ghùch Tlâ [guh-ch KLAH] Community School in Carcross (2023–24)
- Khàtinas.àxh [kuh-KEEN-ah-saw] Community School in Teslin (2022–23)
- 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.
- Standardizing the design and requirements for new PA systems will improve long-term reliability, maintenance, and operational efficiency across Yukon schools.
- The Department of Education is working with the Department of Highways and Public Works to bundle future PA system projects where possible, to improve efficiency and reduce procurement and installation delays.

Status:

- In the 2026-27 capital budget, there is \$313,000 identified for program-related capital repairs, including repairs to PA systems.
- Long-term plans include replacement of outdated PA systems at École Emilie Tremblay in Whitehorse, St. Elias Community School in Haines Junction, Johnson Elementary School in Watson Lake, Christ the King Elementary School in Whitehorse, Watson Lake Secondary School, Tantalus School in Carmacks, and Eliza Van Bibber School in Pelly Crossing.

If asked about schools' emergency communication plans:

- Student and staff safety remains the top priority, and schools have emergency communication plans in place even when PA systems are not fully functional.
- When PA systems are unavailable, schools implement alternative communication measures such as two-way radios, cellphones, and interim protocols to maintain safety and coordination.
- If repairs require additional time due to complexity or parts availability, the department helps schools put interim protocols in place (e.g., two-way radios, cellphones, and other methods) to maintain effective communication and emergency coordination.

Approved by:

Paul Moore

2026-03-24

Deputy Minister, Department

Date approved

Topic: Many of the territories' schools, especially schools in Whitehorse, have experienced enrolment growth

Key messages:

- The Department of Education is committed to a multi-faceted approach to address school enrolment growth. This includes ensuring that school catchment areas are respected, adding new classroom spaces, and constructing new schools.
- The Government of Yukon plans to construct a replacement school for École Whitehorse Elementary, which is expected to increase operational capacity.
- Officials continuously monitor school actual and projected enrolment and demographic trends to plan for and address student enrolment growth.
- 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 Department of Education's operational capacity data is based on a 2016 examination of the amount and types of classrooms utilized in a school.

Key facts and stats

- 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 2026–27 5-Year Capital Plan includes dedicated funding for modular classroom procurement and installation, with a total allocation of approximately \$10.8 million.

Status

- The opening of Dámbü Tán Kets'ádañ Kų [DAH Mü TAHN Kay-et-zah Dun-Kuh] – Cliff Trail Elementary School in Whistle Bend in 2024-25 added 340 elementary school spaces, based on the ideal 80% operational capacity. As of March 2026, there are 286 students enrolled in this school.
- Two modular classrooms were added to F.H. Collins Secondary School in the summer of 2025.
- 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.

If asked about updating the numbers for operational capacity:

- The Department of Education is working to update and improve the methodology for operational capacity.

If asked about F.H Collins Secondary School expansion:

- Department of Education is fully committed to addressing the growing enrollment pressures at F.H. Collins Secondary School, Yukon's largest high school and a key part of our public education system in Whitehorse.
- The Department of Education is exploring longer-term options to deliver sustainable additional permanent capacity.
- This includes carefully evaluating a range of approaches — from targeted building expansions or additions on the existing site, to modular construction, to potential reconfiguration of spaces — all with the goal of maximizing student seats while delivering the best possible value for Yukon taxpayers.

Approved by:

Paul Moore

2026-03-25

Deputy Minister, Education

Date approved

Whitehorse Elementary Engagement and Replacement

Education

Topic: École Whitehorse Elementary School is the oldest school in Whitehorse and is the highest priority for replacement. The location of a replacement school has generated significant public interest.

Key messages:

- A replacement school will provide students with a modern learning environment, improved outdoor spaces, and facilities that support collaborative, inclusive, and experiential learning.
- The departments of Education and Highways and Public Works have identified three potential sites for a replacement school.
- The Government of Yukon engaged the public on potential sites and will consider community input before deciding.
- The Government of Yukon will consider community input as well as site analyses, including cost factors, for each of the three proposed locations when making the final decision.
- It is anticipated that a final decision on where to build the replacement École Whitehorse Elementary School will be made by early summer.

Key facts and stats

- École Whitehorse Elementary was built in 1950 and is identified as the highest priority for replacement in the Whitehorse Schools Facility Condition Index.
- Renovating the existing school is estimated to cost approximately one-point-four times more than constructing a new facility.
- The existing building cannot meet current or future programming needs, including requirements for inclusive, innovative, and experiential learning spaces.

Whitehorse Elementary Engagement and Replacement

Education

- As of the 2024–25 fiscal year, a total of \$745,000 has been spent on the project in relation to relocating the school to Takhini including:
 - \$650,000 for a design consultant to support design work and assist with the City of Whitehorse rezoning process; and
 - \$95,000 for procurement, project management, travel, and printing.
 - Some of this work can be repurposed and applied to a new site.
- The three potential sites were identified through an initial review of Government of Yukon-owned land that is centrally located and close to major roads.
- The sites under consideration are:
 - the current École Whitehorse Elementary school site
 - Kopper King Lot 435
 - an unsurveyed lot near the Canada Games Centre
- \$400,000 is included in the 2026-27 capital budget to support École Whitehorse Elementary School engagement and site planning.
- The Department of Education launched a public engagement process on February 25, 2026. The engagement includes:
 - an online survey open from February 25 to April 26
 - meetings with key partners during the week of March 16 to March 20
 - in-person public information sessions during the week of March 23 to March 27, held at Hidden Valley Elementary School on March 24, CSSC Mercier on March 25, and Elijah Smith Elementary School on March 26.
 - At the request of the school council, an additional information session occurred for École Whitehorse Elementary School families at that school on March 30.

Whitehorse Elementary Engagement and Replacement

Education

- The engagement process concluded on April 26, with a “What we heard” report scheduled for release on June 6. The online survey received 1902 respondents.

Status:

- On January 14, 2026, officials from the departments of Education and Highways and Public Works corresponded with the City of Whitehorse and received preliminary input on zoning and bylaw considerations for each potential site.
- On February 27, 2026, the Minister of Education and the Minister of Highways and Public Works, along with senior officials, met with the Mayor and Council of the City of Whitehorse.
- On March 2, 2026, officials from the Department of Education met with Yukon University officials.
- On March 3 and 4, 2026, the Minister of Education met with the Whitehorse Disc Golf Association.
- On March 4, 2026, officials from the Department of Education met with the École Whitehorse Elementary School Project Advisory Committee.
- Public information sessions were held at Hidden Valley Elementary School on March 24, CSSC Mercier on March 25, and Elijah Smith Elementary School on March 26.
- At the request of the school council, an additional information session occurred for École Whitehorse Elementary School families at that school on March 30.

Whitehorse Elementary Engagement and Replacement

Education

- At the request of the École Whitehorse Elementary School administrator, officials from the Department of Education met with students on April 10.
- Kobayashi + Zedda Architects Ltd is undertaking a preliminary site analysis of each of the three proposed sites. Kobayashi + Zedda Architects is analyzing:
 - Site Constraints & Design Feasibility: Lot size limits construction/staging; geotechnical issues include moderate to high seismic risks), potential contaminated soil/groundwater and environmental concerns like heritage sites, air/noise quality, wildlife habitats, and proximity to hazards.
 - Civil & Infrastructure Considerations: Site drainage critical for play areas and overall patterns; proximity to existing utilities/infrastructure for servicing constraints, capacity limits and upgrade needs; utility corridors, with potential tie-in impacts on design.
 - Safety, Access & Community Impacts: safe pedestrian routes, accessible drop-off zones, multiple site/emergency accesses, and integration with Whitehorse's active transportation network, transit, and traffic management; assess neighborhood disruption during construction and green space availability.
 - Zoning, Land Use & Location-Specific Factors: Check setbacks, easements, rights-of-way, and land use compatibility with adjacent properties; other schools in the area, traffic impacts on surrounding roads and opportunities for safe, multi-modal connections.

Whitehorse Elementary Engagement and Replacement

Education

- Cost Considerations: comparative costing analysis that will rate the individual site costs against one another.

If asked about McIntyre Creek/ Chasàn Chùà Territorial Park

- We recognize that a portion along McIntyre Creek was included in the newly created Chasàn Chùà Territorial Park along the western boundary of Kopper King Lot 435..
- If Kopper King Lot 435 is selected as the site for the new school, we are confident that with thoughtful planning and appropriate site design, this location could accommodate a new school while fully respecting and preserving the integrity of the park.
- Should Kopper King Lot 435 ultimately be selected, detailed technical studies, site assessments, and design work would be undertaken to identify the most appropriate, safe, and environmentally sensitive approach to overall development.

If asked about Solstice Disc Golf Course at Kopper King Lot 435

- If Kopper King Lot 435 is selected, further discussions will take place to understand and chart the best path forward for all parties involved.

If asked about zoning

- On January 14, 2026, officials from the departments of Education and Highways and Public Works corresponded with the City of Whitehorse and received preliminary input on zoning and bylaw considerations for each potential site.
- Should a site be selected that requires zoning amendments or changes to the City of Whitehorse's Official Community Plan, the

Session Briefing Note

TAB# HOT12/CA07

Spring 2026

Whitehorse Elementary Engagement and Replacement

Education

Department of Education will work closely with the City of Whitehorse throughout that process.

If asked about what neighborhoods students are from:

As of March 2026, students attend the EWES school from the following areas:

Subdivision/area	#students	%students
Copper Ridge	88	18.72%
Whistle Bend	80	17.02%
Porter Creek	44	9.36%
Takhini	42	8.94%
Riverdale	37	7.87%
Outside CoW	33	7.02%
Downtown	31	6.60%
Granger	26	5.53%
Hillcrest	22	4.68%
Crestview	12	2.55%
*Other areas	55	11.70%

* 19 other areas/subdivisions with less than 10 students in each

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: The kindergarten to grade twelve physical and health education curriculum includes age-appropriate sexual health lessons that support student understanding of healthy living.

Key messages:

- Supporting healthy, active, safe, and caring learning environments for all Yukon students is a priority for the Department of Education.
- The Curriculum and Assessment branch works with the Department of Health and Social Services, Health Promotion unit, to support educators with age-appropriate sexual health instruction, and with Sport and Recreation to support physical literacy.
- Yukon curriculum, teaching resources, and professional learning align with the Department of Education sexual orientation and gender identity policy to support safe and inclusive learning environments.

Key facts and stats:

- Yukon students begin learning age-appropriate sexual health content in kindergarten.
- The primary classroom resource used in Yukon schools is called *Better to Know*, which provides age-appropriate materials for sexual health instruction.
- Additional classroom resources to support comprehensive sexual health instruction are available on Yukon.ca under Teachers' Resources.
- Teachers receive ongoing professional learning and support to deliver sexual health education safely and effectively.

If asked about whether parents can opt their children out of sexual health curriculum:

- Parents may request that children be excused from specific learning standards, including sexual health. In these cases, parents must work with teachers and school administrators to identify alternative ways for students to demonstrate the required learning.
- Staff are reviewing the Child and Youth Advocate's recommendations related to opting out and will provide a response to the recommendations by June 30, 2026, as requested by the Advocate.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Education

Date approved

Topic: The Department of Education is implementing a culturally responsive literacy strategy to improve student learning outcomes.

Key messages:

- Developing strong literacy skills is essential to improving student learning outcomes and is a priority for Yukon school authorities.
- All schools under the Yukon Education Authority are implementing a culturally responsive literacy strategy informed by current research and evidence-based instructional and assessment practices.

Key facts and stats:

- The literacy strategy is mandated for all Yukon Education Authority schools.
- All Yukon Education Authority schools have literacy support teachers who work directly with students and educators.
- Beginning in the 2025–26 school year, the Yukon Education Authority has a lead literacy specialist teacher working with a literacy consultant to support schools through professional learning, coaching, and implementation guidance.
- Schools under the Yukon Education Authority are implementing the Acadience universal literacy screener for kindergarten to grade six students to guide instruction and identify students who may require early intervention.
- Literacy results in Yukon are generally consistent with provincial assessments; however, achievement gaps remain between rural and urban students and between Indigenous and non-Indigenous students.

Status:

- Implementation of the literacy strategy is underway and continues to evolve through ongoing professional learning and support for educators.
- The First Nations Education Commission has endorsed the development of a Yukon-specific framework, informed by the British Columbia principles of learning, to strengthen the literacy strategy and ensure Indigenous ways of learning are centred.
- Continued professional development and time are required to ensure educators are equipped with current research and evidence-based instructional practices.

If asked about First Nation School Board and Commission Scolaire Francophone de Yukon literacy plans:

- The First Nation School Board and the Commission scolaire francophone du Yukon each have their own literacy and numeracy plans.
- All three school authorities are implementing evidence-based instructional practices informed by current research.
- All three school authorities are working to strengthen student literacy outcomes.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

Locally Developed Courses - Approval Process

Education

Topic: Providing learning opportunities that respond to a wide range of student and community needs is supported by the Department of Education.

Key messages:

- Locally developed courses allow school authorities to create courses that respond to local community and school needs.
- An example of an approved locally developed course from the First Nation School Board is *Outdoor Power Equipment Technology 12*. This course provides hands-on trades learning opportunities that support different learning approaches.

Key facts and stats:

- Locally developed courses are developed using established guidelines to ensure academic rigour and relevance.
- Locally developed courses follow British Columbia guidelines for Board/Authority Authorized courses.
- Under the *Education Act*, the Minister of Education must decide on the approval of a submitted locally developed course within thirty days of submission.
- Yukon has several approved locally developed courses, including *Food Sovereignty*, *Ancestral Technology*, and *Climate Change*.

Status:

- A Child Rights Impact Assessment (CRIA) screening tool is used as part of the review process for locally developed courses.

Locally Developed Courses - Approval Process

Education

- If this screening indicates that a full child rights impact assessment is required, additional time is needed to complete the approval decision.
- A school council or school board may appeal a decision made not to approve a locally developed course to the Education Appeal Tribunal.

If asked about addressing Yukon Child and Youth Advocate calls to action in the For Our Children Report on Systemic Racism regarding localization of curriculum:

- Localization ensures our curriculum is taught through a Yukon lens and reflects local context.
- A curriculum working group, representing all eight Yukon First Nations language groups, led the development of local teaching ideas for Grades K-9.
- This work provides specific examples for teaching each subject area with Yukon First Nations perspectives at the forefront.
- While the pandemic delayed the rollout, the department is now re-engaging the working group to review these materials and plan for school-wide implementation.
- The department is prioritizing the review of the K-9 localization to ensure all materials are up to date.
- Currently, we continue to partner with working group members to provide professional development and training, ensuring local context is already being woven into Yukon classrooms.
- Localization remains a priority, with these materials being integrated into subject-specific training for educators wherever possible.

Session Briefing Note

TAB# CU03
Spring 2026

Locally Developed Courses - Approval Process

Education

If asked about Catholic Morals and Ethics 12:

- SEE Briefing Note # CU04 “Locally Developed Courses – Morals and Ethics 12”

Approved by:	
Paul Moore	2026-05-04
_____	_____
Deputy Minister, Education	Date approved

Locally Developed Courses – Morals and Ethics 12

Education

Topic: The Department of Education supports the teaching of Catholic values in Yukon Catholic schools, within the requirements of legislation and children's rights.

Key messages:

- Catholic Morals and Ethics 12 is an approved locally developed course, with conditions in place to protect the rights of all children.
- The conditions were informed by a child rights impact assessment that was completed as part of the course approval process.
- The Department of Education is confident that the conditions allow Catholic morals and ethics to be taught while ensuring alignment with policies and children's rights.
- The Department of Education is working with the St. Francis of Assisi School Council and the Catholic Episcopal Corporation to support a shared understanding of how the course is delivered with the conditions in place.

Key facts and Stats:

- The St. Francis of Assisi School Council and the Catholic Episcopal Corporation have raised concerns about the conditions placed on the Catholic Morals and Ethics 12 course.
- The concerns relate to perceptions that Catholic values are not being fully supported and that rights related to Catholic education are affected.
- The course was intended to be offered during the spring 2026 semester; however, enrolment was insufficient to proceed.
- The current plan is to offer the course in the fall of 2026.

Locally Developed Courses – Morals and Ethics 12

Education

Status:

- The Department of Education and the Catholic Episcopal Corporation meet regularly and continue to work together on matters related to Catholic education programming.
- The conditions attached to the approval of Catholic Morals and Ethics 12 ensure that the rights of all children are protected.
- The conditions provide clarity for parents and students that the course focuses on Catholic morals and ethics, while affirming respect for the diverse beliefs and identities within the school community.

If asked about the conditions for Catholic Morals and Ethics 12:

- The approval includes the following conditions:
 - Portions of the primary resource may not be used.
 - The Department of Education and the Catholic Episcopal Corporation are working together to identify an alternative resource to support the course.
 - An information form outlining course content and expectations must be signed by students and parents or guardians to ensure transparency.
 - Supplementary materials must be approved by the Director of Curriculum and Assessment prior to use.
- These conditions protect students and educators, support clarity for families, and reduce the risk of misunderstanding.
- The conditions continue to support the teaching of Catholic morals and ethics.

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TAB# CU04

Spring 2026

Locally Developed Courses – Morals and Ethics 12

Education

- The Department of Education, the St. Francis of Assisi School Council, and the Catholic Episcopal Corporation are working together to support consistent and clear implementation of the course.

Approved by:	
Paul Moore	2026-03-17
_____	_____
Deputy Minister, Education	Date approved

Topic: The Department of Education is implementing a culturally responsive numeracy strategy to improve student learning outcomes.

Key messages:

- Developing strong numeracy skills is essential to improving student learning outcomes and is a priority for Yukon school authorities.
- All schools under the Yukon Education Authority are implementing a culturally responsive numeracy strategy using evidence-based instructional and assessment practices.
- All three school authorities are working to strengthen student numeracy outcomes.

Key facts and stats

- All Yukon Education Authority schools have numeracy support teachers who work directly with students and educators.
- Beginning in the 2025-26 school year, the Yukon Education Authority hired a lead numeracy specialist teacher to provide professional learning, coaching, and implementation guidance to schools.
- Yukon Education Authority schools and the First Nation School Board are piloting numeracy screeners to guide instruction and identify students who may require early intervention.
- Pilot testing of numeracy screeners and intervention tools is part of the ongoing implementation plan for Yukon Education Authority schools.
- Educators receive ongoing professional learning, resources, and training to support effective implementation of the culturally responsive numeracy strategy.

- Recently, First Nations Education Commission (FNEC) approved the idea of developing a Yukon version of “BC First People’s Principles of Learning” to ensuring Indigenous ways of learning are at forefront of the Numeracy Strategy.
- Ongoing review of student data informs continuous improvement of numeracy instruction.

Status

- Implementation of the culturally responsive numeracy strategy includes:
 - a pilot of the Acadiance mathematics screener for kindergarten to grade six, launched in October 2025, including teacher training, onboarding, and evaluation of outcomes
 - delivery of culturally grounded summer mathematics camps
 - a pilot of the Knowledgehook intervention tool for kindergarten to Grade 9
 - subscriptions to “Educating Now” to support culturally responsive mathematics instruction for grades four to eight, including interventions, representations, and models
 - ongoing teacher support and coaching using the research-based Mathology resource

If asked about First Nation School Board and Commission scolaire Francophone de Yukon literacy plans:

- The First Nation School Board and the Commission scolaire francophone du Yukon each have their own numeracy plans,

which include evidence-based instructional practices informed by current research.

Approved by:	
Paul Moore	2026-03-17
_____	_____
Deputy Minister, Education	Date approved

Topic: Connected North is an Ontario-based not-for-profit organization that provides Northern communities with virtual field trips.

Key messages:

- The Department of Education values Connected North and is grateful for Yukon students to access field trips not always available in northern communities.
- Connected North is one of many organizations the Department of Education funds to support alternative ways of accessing Yukon curriculum.
- Programs funded by Department of Education to allow students to access different experiential learning opportunities and supports include: Wildlife Preserve, Big Brothers Big Sister, Mount Sima, LDay tutoring, Skookum Jim, Whitehorse Concerts, Yukon Arts Society, Science Fair and Heritage Fair.

Key facts and stats:

- In 2025/26, the Department of Education funded 200K for Connected North. Given the climate of fiscal restraint, the amount available for 2026/27 is 100K, with 50K towards Trades sessions.
- Educators have expressed disappointment with the reduction in funding for Connected North services.
- While this is understandable, there remain many local organizations that offer experiential learning opportunities for Yukon students.
- Educators and partners have been asked to write to the Premier regarding Connected North funding as Connected North has asked for \$750K over three fiscal years.

- The First Nation School Board and Yukon First Nations Education Directorate both wrote letters of support for continued Connected North programming along with several educators who wrote the Premier.
- The Department of Education will work with school boards and schools to support creative use of Connected North sessions such as combining sessions with other classes and choosing sessions that are not available in Yukon.
- Schools may also choose to use their school-based budgets should they desire additional Connected North sessions.
- Even with the 100K for 2026/27, Connected North receives a larger TPA than many local organizations.

Approved by:

Paul Moore

2026-04-14

Deputy Minister, Education

[Date approved]

Yukon Literacy Coalition's Family Literacy Centre

Education

Topic: The Department of Education will support the Yukon Literacy Coalition's Family Literacy Centre during the 2026–27 fiscal year.

Key messages:

- The work of the Yukon Literacy Coalition and their contribution to the Yukon is valued.
- To support continuity of the Yukon Family Literacy Centre, the Yukon government is providing the organization with \$300,000 for 8 months beginning on April 1, 2026.
- This interim 2026–27 funding will allow the organization to seek sustainable sources of ongoing operational funding.

Key facts and stats

- Founded in 2004, the Yukon Literacy Coalition is a registered non-profit organization (Yukon registration No. 710594) dedicated to improving the lives of the people in the north by providing accessible and culturally appropriate learning opportunities.
- The Yukon Literacy Coalition serves the Yukon in many ways including: Literacy and Skills for Success embedded workshops and programs, conducting and participating in regional and national community-based research projects, running Yukon outreach programs and operating the Family Literacy Centre in Whitehorse.
- Prior to 2025–26, the Yukon Literacy Coalition's Family Literacy Centre was funded through the Department of Economic Development's federally supported Building UP program, which allows organizations to receive funding to support job seekers,

Yukon Literacy Coalition's Family Literacy Centre

Education

employers, and community training initiatives, aiming to improve job seekers' success and reduce job vacancy rates.

- The program's goals also focus on increasing labour market participation for underrepresented groups, such as Yukon First Nations citizens, youth, and persons with disabilities.
- In 2024–25, the Department of Economic Development determined that the activities of the Family Literacy Centre were not compatible with the goals of the Building UP program, putting the Family Literacy Centre at risk of a significant funding loss.
- In 2025–26, the departments of Education and Economic Development provided stop-gap funding for one fiscal year totaling \$500,000, with the Department of Education contributing \$200,000 and the Department of Economic Development contributing \$300,000.

Approved by:

Paul Moore

2026-04-14

Deputy Minister, Department

[Date approved]

Auditor General of Canada Early Learning and Child Care Review

Education

Topic: The Department of Education welcomes the Office of the Auditor General of Canada's audit of the Yukon early learning and child care system.

Key messages:

- Fully committed to cooperation and transparency, the Department of Education welcomes the audit and is working with the Office of the Auditor General to facilitate input from key partners and stakeholders.
- 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 for Yukon families.
- Anticipated in November 2026, results from this performance audit can strengthen performance measurement and service delivery and help inform future initiatives of the department, including development of the Regulations for the new *Early Learning and Child Care Act*.

Key facts and stats:

- 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 the Yukon.
- 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.
- A final report of the Yukon performance audit is expected to be reported to the Legislative Assembly in November 2026.
- A similar audit is underway in the Northwest Territories and Nunavut.

Session Briefing Note

TAB# EL01
Spring 2026

Auditor General of Canada Early Learning and Child Care Review

Education

Status:

- The audit team conducted a site visit in the Yukon from December 1-4, 2025, and March 24-26, 2026. They met with key partners and department officials, and visited two licensed child care programs.
- The Audit Plan Summary was finalized in March 2026 and outlines the audit scope, approach, responsibilities, and key milestones.

If asked about inappropriate use of government funding, as reported in provincial audits of early learning and child care:

- A performance audit differs from a financial audit. Performance audits do not question the merits of government policies.
- Any funding provided from the Government of Yukon to licensed early learning and child care programs follows the practices and procedures set out in the Financial Administration Manual.
- Eligible expenses for universal child care funding are defined by the Early Learning and Child Care branch.

Approved by:

Paul Moore

2026-04-09

Deputy Minister, Education

Date approved

Topic: 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.

Key messages:

- The Child Development Centre has an important role in helping families and young children access inclusive early learning and therapeutic services.
- Providing timely developmental support for children and families is important, and the Department of Education's partnership with the Child Development Centre is central to this approach.

Key facts and stats:

- In 2026-27, the department has budgeted \$5.3 million to support the operations and space leasing costs for the Child Development Centre, an increase of \$1.9 million from 2022–23 levels.
 - This funding supports three goals and priorities for children from birth to age five:
 - early intervention
 - family-focused programs
 - community integration
 - This funding includes approximately \$900,000 for Early Learning Program Support specialists, who provide support to licensed child care programs in the area of developmentally appropriate environments.
- 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.

- 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.

Status:

- Minister Scott Kent met with representatives of the Child Development Centre on January 22, 2026.
- The Department of Education is working collaboratively with the Child Development Centre on the details of the next Transfer Payment Agreement.

If asked about Jordan's Principle funding:

- The Child Development Centre notified the Department of Education that their group application to Jordan's Principle for 2026–27 has been informally approved.
- In 2025–26, the Child Development Centre received \$1.2 million from Jordan's Principle.

Approved by:

Paul Moore

2026-03-25

Deputy Minister, Education

Date approved

Early Learning and Child Care Act Regulation Development

Education

Topic: The *Early Learning and Child Care Act* received legislative assent on May 1, 2025 and Regulations are being developed to bring the Act into force.

Key messages:

- To develop Regulations for the new *Early Learning and Child Care Act*, the Department of Education is researching best practices, and engaging in discussions with First Nation governments, early learning and child care providers, educators, the Yukon Child Care Board, and other partners.
- The Department of Education will work with the Department of Justice, who will draft the required Regulations for the *Early Learning and Child Care Act*.
- To ensure a smooth transition for licensed providers and families, the Early Learning and Child Care Branch will support providers through a two-year transition for implementing any new requirements when the Act and Regulations come into effect.

Key facts and stats:

- The regulatory work required to implement the 2025 *Early Learning and Child Care Act* involves significant legislative analysis and dialogue, in addition to usual drafting, to ensure consistency with the Act and with current government policy, as well as long-term operability.
- The process includes: identifying regulations required to bring the Act into force, drafting policy direction informed by sector engagement, a

Early Learning and Child Care Act Regulation Development

Education

Legislative Counsel Office review, Legislative Oversight Committee review, obtaining cabinet approvals, and regulation drafting.

- Key areas that regulations will address include:
 - Licensing requirements
 - Employment requirements
 - Yukon Child Care Board remuneration
 - Subsidy
 - Early Child Care educator certification
 - Health, safety and nutrition
 - Establishment of a wage grid

Status:

- In December 2025, the Department of Education provided initial drafting instructions to the Legislative Council Office.
- Work on the remaining drafting instructions is ongoing.

If asked about when the Regulations will be finalized:

- Both the Department of Education and Legislative Council Office are working to advance these Regulations. The regulations will require substantive drafting resources.
- While we appreciate the sector's support and eagerness to bring the modernized Early Learning and Child Care Act into force, it takes time to ensure that the Regulations meet the needs of the sector, protect health and safety, and support quality early learning of our youngest Yukoners for years to come.

Early Learning and Child Care Act Regulation Development

Education

If asked about the Early Learning Framework:

- The Department of Education currently follows British Columbia's Early Learning Framework for kindergarten to Grade 3. The Early Learning and Child Care Branch refers child care operators to this framework until such time as a Yukon-specific framework is developed and implemented.
- In the summer of 2025, the Department of Education presented to the First Nation Education Commission on development of the Early Learning Framework.
- Work is ongoing with Yukon First Nations to support the development of the Yukon's Early Learning Framework.

Approved by:	
Paul Moore	2026-03-18
_____	_____
Deputy Minister, Education	Date approved

Early Learning and Child Care Complaint Processes

Education

Topic: 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.

Key messages:

- The Department of Education takes all complaints regarding early learning and child care 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.

Key facts and stats:

- Investigations are thorough and evidence based. The Early Learning and Child Care Branch develops 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 Director of Early Learning and Child Care 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*.

Early Learning and Child Care Complaint Processes

Education

Status:

- 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.

If asked about workplace complaints:

- The *Employment Standards Act and Regulations* set out the minimum standards for employment in the Yukon.
- The Act sets out the rights and responsibilities of employees and employers including hours of work, annual vacations, equal pay, termination of employment, and payment of wages.
- An employee may make a complaint to the Director of Employment Standards that an employer has contravened or is contravening any sections of the Act.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Early Learning and Child Care Funding

Education

Topic: Since launching 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.

Key messages:

- Affordability is critical for Yukon families. Parent fee reductions – paid directly to operators – save families up to \$8,400 annually for each child in a licensed program, and the Early Learning and Child Care Branch is reviewing the universal child care funding model to ensure it provides appropriate support to programs and families who are experiencing new financial pressures.
- We know that a qualified and supported workforce is integral to ensuring high quality early learning experiences for children. That's why the Early Learning and Child Care Branch provides funding to all licensed programs to reduce operational and administrative expenses and enhance wages.
- While an additional \$74.4 million in funding from the Government of Canada was secured through 2026–31, the Government of Yukon continues to fund over 2/3 of the Yukon's universal child care system. The Government of Yukon has joined with colleagues in Northwest Territories and Nunavut in advocating for greater federal investment in universal child care across the North

Key facts and stats:

- As of March 2026, the average daily rate for child care in Yukon was \$10.11.
 - The breakdown is \$12.48 for infants, \$9.94 for toddlers, \$9.26 for preschool, and \$9.35 for kindergarten.

Early Learning and Child Care Funding

Education

- Parent fee increases are controlled to ensure they 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.
 - Operators can request increases above 3% to the Early Learning and Child Care Branch.
 - The Child Care Subsidy Program provides an additional reduction in parent fees for eligible, lower income Yukon families.
- From 2021–25, the Government of Yukon distributed more than \$100 million directly to licensed programs to support operational expenses, employee benefits, wage enhancements, and space creation.
 - Funding ranges from less than \$60,000 per centre to nearly \$1,000,000, depending on the number of licensed spaces, educators, and eligible operating expenses.
 - Universal child care in the Yukon is supported by the governments of Yukon and Canada.
 - For 2024–25, federal funding supported approximately 26% of funds distributed to operators and 74% was from the Yukon government.
- The Supported Child Care Program provides funding directly to child care operators for the cost of equipment, transportation, environmental modifications, or additional staff for children with diverse needs.
 - The Early Learning and Child Care Branch is also providing \$4.8 million in 2025–26 to support the Child Development Centre to work with children from birth to kindergarten.

Early Learning and Child Care Funding

Education

- 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 federal funding totaling approximately \$74.4 million.
 - These agreements will run until fiscal year 2030–31 and include a 3% funding escalator, beginning in fiscal year 2027.
- The number of licensed child care spaces has increased by 24%, from 1,869 in March 2021 to 2,325 in March 2026. The number of children enrolled has increased by approximately 30% in the same time frame.

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%

Status:

- On January 29-30, 2026, the territorial and provincial Ministers responsible for Early Learning and Child Care met with federal Minister Patty Hajdu in Ottawa to relay a united message that more federal investment is needed to maintain a high quality child care system that is affordable, accessible, and inclusive.
- The Early Learning and Child Care Branch is working with the Government of Canada to negotiate an action plan that outlines funding allocation and key initiatives.

Early Learning and Child Care Funding

Education

If asked about increases to operational funding for operators:

- The Early Learning and Child Care Branch is reviewing the funding model to ensure funds are allocated where most needed, to support ongoing and appropriate accountability, and to identify opportunities to alleviate financial pressures for operators.
- If operators want to increase their fees above 3% annually, they can make a request to the Early Learning and Child Care Branch. They will be asked to provide supporting documentation to ensure decisions are equitable and Yukon families can continue to access affordable, high quality, inclusive child care.

If asked about funding for licensed child care spaces in Dawson City:

- There are three early learning and child care programs operating in Dawson City providing 106 licensed spaces, including a program operated by the Tr'ondëk Hwëch'in Government.
- As of November 2025, 83 children were enrolled.
- The Dawson Society for Children and Families received \$377,375 in 2025–26 towards pre-construction activities to create 38 child care spaces, representing an increase of 18 spaces.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Infrastructure Funding for Early Learning and Child Care

Education

Topic: The Government of Yukon has a four-year agreement with the Government of Canada for \$10.5 million to create new early learning and child care spaces and increase accessibility of existing spaces operated by not-for-profit organizations and First Nations governments.

Key messages:

- With support from the Government of Canada, the Government of Yukon's Early Learning and Child Care Infrastructure Fund both increases accessibility of child care spaces and supports non-profits, family day homes, Indigenous organizations, and First Nations governments to create new early learning and child care spaces in underserved communities.
- Between 2021-25, the Government of Yukon created 476 net new child care spaces, exceeding our target for child care space creation as outlined in our agreements with the Government of Canada.
- We know that additional child care spaces are needed in some Yukon communities – including Dawson City, Haines Junction, and Old Crow, among others – and we look forward to hearing more details on the Federal Early Learning and Child Care Infrastructure Loan Program to support our efforts of creating more child care spaces for Yukon families.

Key facts and stats:

- The Federal Early Learning and Child Care Infrastructure Loan Program was announced in the Federal Budget 2024.
- The Yukon's Early Learning and Child Care Infrastructure Fund, made possible with investment from the Government of Canada, supports

Infrastructure Funding for Early Learning and Child Care

Education

our shared vision of increasing the accessibility of high-quality early learning and child care that is affordable and inclusive.

- 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 was also 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. Their second application was successful.

	2023-24	2024-25	2025-26	2026-27	2027-28	Total
Notional Allocation	\$2,283,404	\$2,598,232	\$2,808,117	\$2,808,117	\$-	\$10,497,870
Deferred		\$2,283,404	\$2,598,232	\$2,808,117	\$280,812	
Total Available	\$2,283,404	\$4,881,636	\$5,406,349	\$5,616,234		
CTFN		\$ 98,986	\$ 99,582			\$198,568
TH		\$ 81,763	\$ 99,737			\$181,500
DSCF			\$ 377,375	\$2,400,000	\$ 717,925	\$3,495,000 ¹
CSFY			\$ 200,000	\$ 381,914		\$581,914
CYFN			\$ 42,500	\$ 652,100		
Total Allocated		\$ 180,749	\$ 819,194	\$3,534,014	\$717,925	\$5,970,776

As of Feb.3 no TPA is in place beyond March 2026¹

Infrastructure Funding for Early Learning and Child Care

Education

Status:

- A second call for proposals was issued this fall with a closing date of October 31, 2025. Two projects were approved:
 - Commission Scolaire Francophone du Yukon (CSFY) was approved for a total of \$581,913 (\$200,00 in 2025-26 and \$381,913 in 2026-27) to renovate an existing commercial space in Whitehorse to create 28 new licensed Francophone spaces.
 - Council of Yukon First Nations was approved for a total of \$694,600 (\$42,500 in 2025-26 and \$652,100 in 2026-27) to renovate an existing commercial space in Whitehorse to create 20 licensed Indigenous-led spaces.
- In March 2026, ELCC introduced a one-time funding initiative to allocate infrastructure funding to all non-profit operators to support increasing accessibility and enhancing inclusion.
- 35 operators received a total of \$1,442,327.

If asked about infrastructure funding for early learning in Dawson City:

- The Dawson Society for Children and Families has received \$377,375 in 2025-26 towards pre-construction activities to create 38 child care spaces.
- The Department of Education is working with the Dawson Society for Children and Families on next steps, including identifying appropriate land available to build on.

Approved by:

Paul Moore

2026-03-24

Deputy Minister, Education

Date approved

Little Blue Early Learning and Child Care Centre expansion

Education

Topic: Increase of licensed early learning and child care spaces in Dawson City, including the expansion of Little Blue Early Care & Learning Centre.

Key messages:

- The Dawson Society for Children and Families has received \$377,375 in 2025-26 towards pre-construction activities to create 38 new child care spaces, representing an increase of 18 spaces.
- The Department of Education is working with the Dawson Society for Children and Families on next steps, including identifying appropriate land available to build on and allocation of funding for 2026-27.

Key facts and stats:

- Dawson Society for Children and Families application to the Early Learning and Child Care Infrastructure Fund was conditionally approved in April 2025 for \$3.3 million, pending confirmation of funds for the remainder of the total project cost of \$5.6 million by August 2025.
 - In response, Dawson Society for Children and Families reduced the project scope and cost to \$3.3 million.
- In 2025-26, the Department of Education has a Transfer Payment Agreement with Dawson Society for Children and Families for \$377,375 to support pre-construction activities including geotechnical assessment, revised designs, and project management costs.
- Pending receipt of a refined construction budget and updated timeline, the Department will prepare a Transfer Payment Agreement with the Dawson Society for Children and Families for approximately \$3 million to support construction.

Little Blue Early Learning and Child Care Centre expansion

Education

- In addition to infrastructure funding, the Department of Education continues to provide operational funding to support the provision of universal child care at Little Blue Early Care & Learning Centre.
 - The 2026-27 universal child care Transfer Payment Agreement is for a total of \$543,920.
- In the last five years, the Early Learning and Child Care Branch has provided an additional \$51,944 from the Early Learning and Child Care Enhancement Fund to support a number of facility upgrades to the existing Little Blue building, including:
 - roof repairs
 - emergency lighting
 - smoke detectors
 - exterior paint
 - fence repairs
 - hot water tank replacement
 - tree removal
- There are three licensed programs currently operating in Dawson City:
 - Little Blue Early Care & Learning Centre (20 enrolled, licensed for 20)
 - Trinke Zho (41 enrolled, licensed for 60)
 - Little Critters Daycare (23 enrolled, licensed for 26)
- Little Critters Daycare plans to close in August 2026 when their current lease expires.
- Little Blue Early Care & Learning Centre reports a wait list of 48 children.
- As of March 31, 2025 there are 259 children in Dawson City aged 12 and under.

Session Briefing Note

TAB# EL07
Spring 2026

Little Blue Early Learning and Child Care Centre expansion

Education

- Dawson City is the only community in the Yukon where the Department of Education has not implemented early kindergarten.

Status:

- The Department of Education is working with the Dawson Society for Children and Families on next steps, including identifying appropriate land available to build on.

If asked about access to land for Little Blue Early Care & Learning Centre expansion:

- The Dawson Society for Children and Families is focusing their planning around a Government of Yukon owned lot, known as Parcel K, next to the Old MacDonald Lodge site in Dawson City.
- The Department of Education is working the Department of Energy, Mines, and Resources and with the Society to support next steps for their child care expansion.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Collaboration with Yukon First Nations

Education

Topic: The Department of Education works with Yukon First Nations through legislation, agreements, and joint plans to support student success and advance reconciliation in education.

Key messages:

- The Government committed in the February mandate letter to implement the Joint Education Action Plan with Yukon First Nation partners.
- The Department of Education also works with Yukon First Nations on a government-to-government basis at the community level to support student success and ensure schools meet the needs of First Nation learners.
- Student Learning and First Nations Initiatives teams continue to work with Yukon First Nation governments and organizations to improve outcomes for First Nation students and ensure Yukon schools reflect Yukon First Nations ways of knowing, doing, and being.

Key facts and stats:

- Gaps in outcomes for Indigenous students were identified by the Auditor General of Canada in 2009 and again in 2019.
- The Department of Education works in partnership with Yukon First Nation governments to improve student outcomes through:
 - Implementation of the Joint Education Action Plan across four priority areas:
 - K-12 culture and language;
 - authority, control, and responsibility;
 - sustainability, supports, and success; and

Collaboration with Yukon First Nations

Education

- closing academic achievement gaps.
- Partnering with Yukon First Nations to ensure coordinated and efficient use of resources at both the Yukon-wide and community levels.
- Community-level education agreements that respond to local priorities under the Joint Education Action Plan.
- Negotiation and implementation of 17.7 education agreements, including the renewed agreement with Tr'ondëk Hwëch'in, to strengthen co-governance of education within Traditional Territories.

Status

- In a February 27 letter to the Premier, Minister Kent prioritized the implementation of the Joint Education Action Plan (JEAP).
- In 2025, the Government of Yukon, Yukon First Nations, and the Council of Yukon First Nations signed a declaration reaffirming the priorities of the Joint Education Action Plan and extending it to 2035.
- The Government of Yukon and Tr'ondëk Hwëch'in renewed their Section 17.7 education agreement, reaffirming a shared commitment to co-governed education in Tr'ondëk Hwëch'in traditional territory.
- In recent years, the Department has committed \$1.83 million dollars annually to support Yukon First Nation governments in advancing joint education priorities at the community level.
- All 14 Yukon First Nations are eligible for Education Agreements and associated Transfer Payment Agreements; the workplans developed under these agreements align community activities with JEAP priorities and learner outcomes.

Collaboration with Yukon First Nations

Education

- In 2025-26, 13 of 14 Yukon First Nations entered into Transfer Payment Agreements to support education initiatives. Funding is allocated through a formula that includes a base amount per nation and a portion based on the number of Yukon First Nation students. Additional funding may be provided through special projects for community priorities such as pilot programs, targeted language and culture programming, and land-based learning.
- The department also provides ongoing support to the First Nation School Board, Yukon Native Language Centre, and Yukon First Nation Education Directorate through funding agreements.
- Beyond specific budget line items, ongoing work across the department continues to advance Joint Education Action Plan initiatives.

If asked about Collaborative Advancement of the Joint Education Action Plan Implementation Plan: 2025 to 2035

- There has been deep and continuous cooperation between Yukon First Nations and the Government of Yukon since early 2024 to draft the Implementation Plan for the second decade of the Joint Education Action Plan (JEAP).
- At the First Nations Education Commission meetings in late April, a deadline of May 15, 2026, was set for any additional First Nation responses to the draft plan and the four oversight options.
- After that date, the JEAP Working Group will incorporate the preferred oversight option into a final draft for consideration and approval by all Yukon First Nation governments.

Collaboration with Yukon First Nations

Education

- The process will include virtual and, where possible, in-person community presentations to ensure broad understanding and support for the plan.
- Once approved by Yukon First Nation governments, the plan will be submitted for Cabinet consideration.
- Given the commitment to a thorough approval process, a final, fully approved Implementation Plan is expected by early 2027.
- Work on the four JEAP priorities continues in the interim across all department branches. An example is the Integrated Outcome Strategy for Yukon Learners, where many Strategy priorities overlap with the JEAP.
- The JEAP Working Group is also developing a detailed work plan for JEAP implementation based on the draft Implementation Plan.

If asked about funding for the JEAP Implementation Plan:

- The Implementation Plan has not been costed yet. However, the 2012 trilateral Memorandum of Understanding commits all parties – including Canada – **to work on the efficient use of existing resources before seeking additional funding.**
- Canada has participated in JEAP Working Group sessions and meetings, but they have characterized their role as an observer.

JEAP Background

- The Working Group circulated a near-final draft of the Implementation Plan to all Yukon First Nations in December 2024. To date, five Yukon First Nations have replied with support or minor edits.

Collaboration with Yukon First Nations

Education

- Yukon First Nations have consistently advocated for a formal oversight mechanism to monitor progress between 2025 and 2035. This work has proceeded in parallel with the drafting of the Implementation Plan.
- In February 2025, three oversight options were circulated to all Yukon First Nations. A fourth option was later proposed and circulated in late 2025.
- Eight Yukon First Nations have responded so far; the fourth option is the only one preferred or acceptable to all respondents.

If asked about Collaborative Advancement of the Truth and Reconciliation Commission Calls to Action

- While many Calls to Action related to education and language are directed to the federal government, work is underway in the Yukon to advance shared priorities through collaboration with Yukon First Nations.
- The Government of Yukon works with Yukon First Nations through the Joint Education Action Plan and education agreements to identify, prioritize, and advance actions related to education, language, and reconciliation.
- This work reflects a government-to-government approach and supports long-term efforts to address education and employment gaps, strengthen curriculum, and support language revitalization.

Approved by:	
Paul Moore	2026-05-04
_____	_____
Deputy Minister, Education	Date approved

Topic: The Government of Yukon works with Vuntut Gwitchin First Nation to support education for students in Old Crow and other Yukon communities.

Key messages

- The Government of Yukon works with Vuntut Gwitchin First Nation to support education that reflects community priorities, culture, and needs.

Key facts and stats:

- The Government of Yukon and Vuntut Gwitchin First Nation signed a government-to-government accord on July 27, 2024, that includes shared priorities for education.
- Vuntut Gwitchin First Nation is amending their self-government agreement to include sections 17.7 to 17.10 provisions to increase First Nation authority over education. The Government of Yukon has completed the Order in Council process. The file is now with the Government of Canada for review and approval.
- The Department of Education provides a transfer payment agreement to Vuntut Gwitchin First Nation to support community education priorities under the Joint Education Action Plan. The current work plan includes:
 - culturally inclusive schools
 - culture and language curriculum
 - capacity support
 - family and community engagement and supports

- Chief Zzeh Gittlit School is operated by the First Nation School Board. As of January 2026, there are 52 students enrolled at Chief Zzeh Gittlit School, of whom 42 self-identify as Vuntut Gwitchin in the Department of Education's student data.
- As of January 2026, 66 additional students self-identify as Vuntut Gwitchin in Yukon schools outside of Old Crow, according to the Department of Education's student data.

Status:

- The Government of Yukon continues to work with the First Nation School Board and Vuntut Gwitchin First Nation to support locally driven education programming and priorities in Old Crow.
- Education Initiatives funding provided to Vuntut Gwitchin First Nation under the education agreement is separate from funding provided to the First Nation School Board.
- There are some infrastructure challenges at Chief Zzeh Gittlit [zh-EH git-lit] School in Old Crow, which also serves as a community warming centre. The school relies on original building systems.
- The Department of Education is actively working with the First Nation School Board and Highways and Public Works to address repairs and to advance system replacement through the appropriate departmental processes.

If asked about child care:

- The only licensed child care program in Old Crow, Trinin Tsul Zzeh Family Day Home, closed in June 2025 following the retirement of its previous operator. The program was licensed for six children.

- Early Learning and Child Care is working with Vuntut Gwitchin First Nation to identify options to re-establish licensed child care in Old Crow.

If asked about Education Assistant allocation:

- During the 2025-2026 school year, two Education Assistants were allocated to the school and the positions were successfully filled. For the 2026-2027 school year, the allocation will remain at two EA positions.

If asked about teacher vacancies:

- The First Nation School Board operates Chief Zzeh Gittlit School, inclusive of recruitment and Human Resource management.
- The Chief Zzeh Gittlit School has four teacher vacancies anticipated for the 2026-27 school year, out of 8.6 allocated FTEs:
 - Intermediate Teacher (grades 4-6)
 - Junior High School Teacher (grades 7-9)
 - High School Teacher
 - Kindergarten Teacher
- The school is also recruiting for Teachers-on-Call.

If asked about housing:

- [Link to housing note](#)

Approved by:

Paul Moore

2026-04-29

Deputy Minister, Education

Date approved

Yukon First Nations Language Programming in Yukon Schools

Education

Topic: Yukon First Nations Language Programming in Yukon Schools.

Key messages:

- The Department of Education and the First Nation School Board deliver Yukon First Nation language and culture programming in Yukon schools.
- The Government of Yukon continues to work with Yukon First Nations to strengthen the delivery of First Nations language and culture programming in Yukon schools and foster stronger connections between schools and communities.
- Learner Outcomes for all Yukon students include understanding *First Nation history, culture, protocols and world views*, and having *increased exposure to, and opportunities for learning, Yukon First Nation languages*.
- The department is collaborating with Yukon First Nations on bilateral government-to-government Education Agreements to support the delivery of culture and language in schools.
- Through these discussions, new approaches are being explored to deliver Yukon First Nations language and culture in schools and connect schools with communities.
 - For example, Porter Creek Secondary School has a language coordinator role to enhance language, culture, and land-based learning opportunities within the school and community.
 - The First Nation School Board has dedicated land and language connectors roles to support cultural and language programming.

Yukon First Nations Language Programming in Yukon Schools

Education

- To strengthen language programs in schools, there is education leave for Yukon First Nations language teachers that allows two teachers per year to pursue full-time study to improve their language fluency. This aligns with the Breaking Trail Together priority for professional development of Yukon First Nations professionals.

Key facts and stats:

- The Government of Yukon allocates \$1.19 million annually to the Yukon Native Language Centre to support Yukon First Nations language revitalization.
- Recent changes in the collective agreement support Yukon First Nations language teachers to strengthen recognition of their role in the education system, including improvements related to salary and education leave for language learning.
- Adult language learning and immersion pathways have been developed through programs led by Champagne and Aishihik First Nations, the Yukon Native Language Centre, and Kwanlin Dün First Nation, helping to build future speakers.
- As of June 2025, two teachers have completed full-time studies through the Champagne and Aishihik First Nations' Dákwänjē immersion program to improve their language fluency.
- Two Language Educators graduated from the YNLC program Youth Today, Language Leaders of Tomorrow.
- The Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy may provide additional pathways for language learning.

Yukon First Nations Language Programming in Yukon Schools

Education

- FNSB and CCOE have requested amendments Education Act to include in the definition of ‘teacher’ to include First Nations Language Teachers and provide them with the same level recognition as other teachers.

Status:

- Recruitment activities are currently underway to support Yukon First Nations language and cultural programming in Yukon schools for the 2026–27 school year.
- Through renewal of the Joint Education Action Plan, we are working to ensure Yukon First Nation Language Teachers receive equitable support and recognition within our education system. This has been identified as a priority for all parties.
- Until legislation can be amended, over the past decade, the wage scale disparity between teachers and Yukon First Nations Language Teachers has significantly reduced. This progress reflects the ongoing commitment to recognizing and valuing the crucial role that Yukon First Nations Language Teachers play in our educational system.
- Approximately one-third of our language teachers are also certified teachers. As a result, they receive compensation on the teacher pay scale.
- The department is reviewing the Yukon First Nations K-12 Language Framework and Action Plan to align efforts in supporting language revitalization and fostering appreciation among future teachers and learners.

Yukon First Nations Language Programming in Yukon Schools

Education

If asked about resources to promote First Nation Languages:

- Yukon First Nations language teachers are supported through professional learning opportunities, including annual gatherings, professional development days, and access to training in communities and across the territory.
- The Department of Education and First Nation School Board continues to partner with the Yukon Native Language Centre in support of Yukon First Nations language revitalization and language learning in schools.
- Across the education system, Yukon First Nations languages are being supported through curriculum development, language coaching, professional learning, and integration into literacy, early learning, and land-based learning.

If asked about First Nation Languages in Schools:

Yukon Education Authority Schools				
School	Community	Language	FTE	Vacant
Tantalus	Carmacks	Northern Tutchone	1	
Tantalus	Carmacks	Northern Tutchone	1	
Robert Service	Dawson	Han	1	
Robert Service	Dawson	Han	1	1
Robert Service	Dawson	Han	0.7	0.7
Del Van Gorder	Faro	Kaska	0.5	0.5
JV Clark	Mayo	Northern Tutchone	1	
Khatinas.axh	Teslin	Tlingit	1	
Dámbü Tán Kets'ádañ Kù	Whitehorse	Southern Tutchone	1	
Elijah Smith Elementary	Whitehorse	Southern Tutchone	1	
Elijah Smith Elementary	Whitehorse	Tlingit	1	
FH Collins	Whitehorse	Gwich'in	1	1
FH Collins	Whitehorse	Tlingit	1	1
Golden Horn	Whitehorse	Tlingit	1	1
Hidden Valley Elementary	Whitehorse	Southern Tutchone	1	

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Yukon First Nations Language Programming in Yukon Schools

Education

Yukon Education Authority Schools				
Jack Hulland Elementary	Whitehorse	Southern Tutchone	1	
Porter Creek Secondary	Whitehorse	Southern Tutchone	1	
Porter Creek Secondary	Whitehorse	Southern Tutchone	1	
Selkirk Elementary	Whitehorse	Southern Tutchone	1	1
Whitehorse Elementary	Whitehorse	Southern Tutchone	1	
Totals			19.2	6.7

First Nation School Board Schools				
School	Community	Language	FTE	Vacant
Nelna Bessie John	Beaver Creek	Northern Tutchone & Upper Tanana	1	
Ghùch Tlá Community School	Carcross	Tlingit	1	
Kluane Lake School	Destruction Bay	Southern Tutchone	1	
St. Elias Community School	Haines Junction	Southern Tutchone	3	
Chief Zzeh Gittlit	Old Crow	Gwich'in	1	
Eliza Van Bibber	Pelly Crossing	Northern Tutchone	1	
Ross River School	Ross River	Kaska	2	
Watson Lake Secondary	Watson Lake	Kaska	1	
Johnson Elementary	Watson Lake	Kaska	1	
Grey Mountain Primary	Whitehorse	Southern Tutchone	1	1
Takhini Elementary	Whitehorse	Southern Tutchone	1	
Totals			14	1

Approved by:

Paul Moore

2026-04-01

Deputy Minister, Education

[Date approved]

Truth and Reconciliation in Education

Education

Topic: Truth and Reconciliation Calls to Action in Education

Key messages:

- Reconciliation is an ongoing process and a shared responsibility of all governments and individuals in the Yukon.
- Our government is deeply committed to advancing reconciliation through collaboration and partnership with Indigenous governments and groups.
- The Department of Education continues to advance the Truth and Reconciliation Commission (TRC) Calls to Action, with a focus on integrating Yukon First Nations knowledge, improving student outcomes, and strengthening government-to-government partnerships.
- The department works with Yukon First Nations through the Joint Education Action Plan and education agreements to identify, prioritize, and advance actions related to education, language, and reconciliation.
- The Joint Education Action Plan remains a primary tool through which the government delivers and supports reconciliation through an education lens.
- This work reflects a government-to-government approach and supports long-term efforts to address education and employment gaps, strengthen curriculum, and support language revitalization.

Key facts and stats:

- The TRC report “Honouring the Truth, Reconciling for the Future” was released in 2015; it contains 94 Calls to Action on redressing the

Truth and Reconciliation in Education

Education

harms resulting from residential schools and creating better relations between the federal, provincial and territorial governments and Indigenous Peoples.

- There are six Calls to Action that relate directly to education. While some of these are directed at the Government of Canada, others also apply to the Government of Yukon.
- The Government of Yukon has taken steps to address the Calls to Action, including:
 - establishing the position of Assistant Deputy Minister of First Nations Initiatives;
 - renewing the 17.7 Agreement with Tr'ondëk Hwëch'in to support co-governance of education in Tr'ondëk Hwëch'in traditional territory;
 - signing an agreement to establish the Yukon First Nation School Board (FNSB);
 - incorporating Yukon First Nations ways of knowing, doing, and being into the K–12 education system, including the development of locally relevant courses, residential school learning units, and experiential and land-based learning opportunities; and
 - establishing a policy that recognizes and accredits cultural and language learning delivered by Yukon First Nations, Elders and knowledge keepers.
 - partnering with the Yukon First Nation Education Directorate to establish the Indigenous Academy (Dashäw K'e) at F.H. Collins Secondary School that provides culturally-centered high school education.

Truth and Reconciliation in Education

Education

Status:

- The department has provided approximately \$320,000 annually since 2022 to the Yukon First Nation Education Directorate to develop and deliver the *Understanding the Early Years* course, a First Nations designed and delivered course that helps support the development of culturally competent early childhood educators. (Call 12)
- Since 2019, the department has provided at least \$1.5 million to Yukon First Nation governments to help them address local education priorities. (Call 43)
- The department provides \$1.19 million every year to the Yukon Native Language Centre to support language revitalization (Call 43); the Centre is now managed by the Council of Yukon First Nations.
- Since 2019, the department has provided \$735,000 annually to the Yukon First Nation Education Directorate for their work on the Joint Education Action Plan and the First Nation Education Commission. (Call 43)
- All Yukon schools now teach residential school units in Grade 5 and Grade 10 (Call 62), and the department provides training to help teachers deliver these units respectfully.
- The department hosts learning sessions with the *Indigenous Atlas of Canada* giant floor map in Whitehorse, and can also bring the map to rural communities.

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Truth and Reconciliation in Education

Education

Truth and Reconciliation Calls to Action	
#	Action Item
12	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
43	We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
62 (i)	Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
62 (iv)	establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

Approved by:

Paul Moore

2026-04-20

Deputy Minister, Education

[Date approved]

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2026–27 Department of Education Budget

Education

O&M BUDGET (000'S)

CHART #1	2026–27 Mains	2025–26 Mains
Education Support Services Deputy Minister's Office \$960 Communications \$937 Human Resources \$1,833 Finance \$1,664	\$5,394	\$6,424
School Authorities K-12 \$122,598 CSFY \$13,237 FNSB \$39,030	\$174,865	\$151,112
Administration and Support Administration \$377 Technology & Student Information \$1,882 Facilities and Transportation \$10,290	\$12,549	\$12,167
Corporate Services and Programs Administration \$391 Information Technology and Analytics \$2,287 Policy, Planning and Evaluation \$1,094 French Programs \$2,330 Post-Secondary and Future Skills \$13,311 Early Learning and Child Care \$52,029	\$71,443	\$65,164
Student Wellbeing and Inclusion Administration \$236 Student Support Services \$3,806 Reimagining Inclusive and Special Education \$5,579 Student Wellbeing \$2,528	\$12,149	10,976
Student Learning and First Nations Initiatives Administration \$365 Program Delivery and Curriculum Development \$3,613 First Nations Initiatives \$8,737	\$12,715	\$12,711
Yukon University	\$35,593	\$31,195
<i>Total</i>	\$324,708	\$289,749

2026–27 Department of Education Budget

Education

2026–27 increases are mostly due to:

- \$4M year-over-year for additional teacher positions, based on projected enrolment growth.
- \$3.5M to support a year-over-year funding increase for the First Nation School Board and to expand their Literacy Initiative. The FNSB's literacy model uses structured pedagogy and literacy coaches to improve reading proficiency, aiming to further close literacy gaps for Yukon students, especially the urban-rural achievement gap.
- \$3.4M in inclusive education supports, including an extension to the already expanded shared resource program.
- \$1.876M to support a forecasted increase in demand for child care spaces under the Yukon's Universal Child Care model.
- Nearly \$1.7M for anticipated increases to school utility costs, including electricity and heating fuel.
- \$1.4M to support anticipated increases in post-secondary grants, including the Yukon Grant.

Key facts and stats:

- The bulk of the 12 percent increase to the Department of Education is related to relieving inflationary and enrolment growth pressures.
- The Government of Yukon must be fiscally sensible, while continuing to fund existing commitments to important infrastructure projects, like Kêts'ádań Kù in Burwash Landing and the Polaris science building at Yukon University.

2026–27 Department of Education Budget

Education

If asked about funding that puts the needs of students at the centre of our education system:

- Inclusive education supports to continue the 2025–26 expansion of Shared Resources Programs, and for two nurses to provide medical oversight for students across all three school authorities.
- \$498,000 for additional custodial program staff in Yukon Education Authority K-12 schools, based on increased operational demands.
- \$270,000 for two additional Gadzoosdaa Student Residence program staff and inflationary relief for grocery costs.

If asked about funding for Yukon University:

- The Government of Yukon is supporting the construction of the Polaris Science building with a contribution of \$7.5M in 2026–27.
- Government is also supporting the addition of a Cybersecurity Analyst to ensure that Yukon University's systems remain secure.
- Given that overall budgets require fiscal prudence, there were some Yukon University initiatives that could not be supported at this time, including the establishment of a nursing degree program, a senior scholar for the education degree development, and additional supports for reconciliation, and institutional data and analytics.

If asked about funding for school authorities:

- The Department of Education is working to develop a funding formula for school boards to ensure equitable resource support and allocation across all school authorities.
- The Government of Yukon is providing over \$39M to the First Nation School Board, including \$3.5M of increased funding year-over-year and to expand their Literacy Initiative.

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2026–27 Department of Education Budget

Education

- The Government of Yukon is providing over \$13M to the Commission scolaire francophone du Yukon, including continued support for Programme Confluence, the French First language program in Dawson City for 2026–27.
- The Yukon Education Authority's schools and programs will receive \$122M to cover operations and maintenance costs in 2026–27.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

Topic: The Child and Youth Advocate Office issues recommendations for the Department of Education and the department provides public progress updates

Key messages:

- The Child and Youth Advocate's Office provide advocacy and support for children and youth. Its recommendations guide changes that improve student success.
- The Department of Education supports areas that affect children's rights and is committed to improving the education system so all children can enjoy their rights.
- The Assistant Deputy Minister (ADM) of Corporate Services and Programs, the ADM of Schools and Student Services and the ADM Wellness and Inclusion meet regularly with the Advocate's office to discuss shared priorities and resolve individual and systemic advocacy matters.

Key facts and stats:

- The Child and Youth Advocate Office released a report on the department's implementation of the Sexual Orientation and Gender Identity (SOGI) policy on March 30, 2026.
- The Department of Education will provide a public response by June 30, 2026, as requested by the Advocate.
- On January 12, 2026, the Department of Education provided public progress updates on recommendations from three reports released in May 2025:
 - *Close to Home* – students with complex needs

- *For Our Children* – systemic racism
 - *I Am Not Okay, It's Not Okay* – restraints and isolation at Jack Hulland Elementary School
- The Department continues to address recommendations from the Advocate's *Review on School Attendance in the Yukon* (May 2021).

If asked about the SOGI report:

- We appreciate the Advocate's thorough review of SOGI inclusion. This report provides guidance to help update policies, introduce new procedures, and ensure our actions as a government lead to real, positive impacts in the classroom
- The Department of Education is taking these findings and recommendations seriously. Staff are currently conducting a detailed review of all recommendations to ensure our response is practical, effective, and prioritizes the rights of students.
- We will provide a response to the Advocate by June 30, 2026, as requested.
- The Advocate's review was requested by the former Minister to better understand SOGI inclusion through a child rights lens. Even before the review began, the Department of Education was doing important work to improve inclusion, including:
 - Reducing barriers for educators to access SOGI support. A dedicated budget now provides relief teachers so SOGI leads and administrators can attend half-day sessions approximately every other month. These sessions—available to all Yukon schools in person or remotely—focus on requested training

topics, networking, and resource sharing. Participation continues to grow.

- Ensuring every Yukon school has at least one person dedicated to promoting SOGI inclusion and safety.
- Strengthening onboarding requirements. All new educators must acknowledge they have read the SOGI policy before their first day of work.
- Improving collaboration between the Catholic Episcopal Corporation and the Department of Education. Both parties remain committed to the best interests of all students. The August 2025 Memorandum of Understanding clarified roles and responsibilities, creating a foundation for stronger communication and partnership.

Status — SOGI report:

- The Advocate's report includes recommendations to strengthen inclusion for students of all sexual orientations and gender identities.

Status — Close to Home report on complex needs:

- The Department shared a progress update with the Advocate outlining work underway to address recommendations. Work is ongoing.
- Ongoing efforts are strengthening how all students, including those with complex needs, are supported, reflecting the Department's commitment to inclusion.
- The Departments of Education and Health and Social Services are working more closely to improve support for students and families.

- Collaboration across departments is underway to better coordinate expertise and resources to meet student needs.

Status — *For Our Children* report on systemic racism:

- The Department shared a January progress update with the Advocate outlining actions taken and work underway.
- The Department recognizes that systemic racism and other barriers exist in the education system. These issues have been identified through multiple reviews over time.
- Addressing long-standing challenges requires time, collaboration, and meaningful engagement. The Department will continue to provide annual public updates on progress.
- The Advocate's calls to action align with existing priorities, including the Joint Education Action Plan, the Integrated Outcome Strategy for Yukon Learners, Pathways to Inclusive Education, and the new legislated requirement to develop an Early Learning Framework.
- The Department of Education works with education rightsholders and partners to reduce barriers and strengthen inclusive approaches to learning, including collaboration with Yukon First Nation governments and education partners.
- The Department of Education is taking time to carefully consider the 25 Calls to Action and prioritize actions that will have the highest impact on eliminating systemic racism in the Yukon's educational system.
- Immediate priorities include working to implement the Joint Education Action Plan with Yukon First Nations and improving student outcomes, as well as ensuring educators and staff have access to training and supports.

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Child and Youth Advocate Office (YCAO)

Education

- The Department of Education will provide a fulsome update to the Child and Youth Advocate by June 30, 2026, as indicated in the January letter.

Status — *I Am Not Okay* report on restraints and isolation:

- On January 12, 2026, the Department shared a progress update with the Advocate outlining work to date.
- The Department continues to make systemic changes to improve student outcomes and create safer, more inclusive schools through enhanced supports, educator training, and clear policies and oversight that prioritize student safety and wellbeing.
- The Department provides free and confidential supports, including counselling, resources, and programs.
- The Department of Education sets high standards of professionalism for school staff and expects safe and inclusive learning environments that support student growth.

Approved by:	
Paul Moore	2026-05-04
_____	_____
Deputy Minister, Education	Date approved

Department of Education Review

Education

Topic: A review of the Department of Education will ensure that it delivers appropriate support to students, educators, and families.

Key messages:

- The review will focus on how the Department of Education supports kindergarten to grade 12 and post-secondary and future skills education.
- The Government of Yukon has appointed four independent panel members to undertake the review.
- This review is expected to take 12 months and engage staff, education partners, Yukon First Nations, and the public throughout the process.
- Once the results of the review are received, it is expected that there will be a second phase required to develop an implementation plan for recommendations.
- The review will build on previous reviews and engagement to avoid duplication, and to keep partners involved.

Key facts and stats:

- There is \$250,000 proposed in the 2026–27 mains budget to support the review and engagement process.
- An independent panel has been established to oversee the review and engagement.

Status:

- The independent panel has recently been established and looks forward to sharing more information on the review and engagement.

Department of Education Review

Education

If asked about previous reviews:

- The department is in the process of implementing recommendations from numerous reviews, including from the Auditor General of Canada, the Yukon Child and Youth Advocate's Office, and the Office of the Ombudsman.
- Previous recommendations, and the Department of Education's progress on implementing recommendations, will be taken into consideration by the independent panel.

If asked about a review of school boards:

- At this time, the review is focused on how the Department of Education supports students, educators and families.
- Recognizing the separate governance and independence of School Boards, a review of School Board governance is beyond the scope of the Department of Education review.

If asked about why Early Learning and Child Care isn't included:

- There were extensive engagements and reviews to inform the development of the *Early Learning and Child Care Act*. We learned a lot during that process on what supports are needed for the Early Learning and Child Care sector.
- Early Learning and Child Care Branch is currently undergoing a performance review by the Auditor General of Canada, with results expected in November 2026.

Approved by: Paul Moore

2026-03-16

Deputy Minister, Education

Date approved

Topic: The Department of Education is advancing three aligned strategies to improve student outcomes across Yukon schools.

Key messages:

- Supporting the success of all learners, including First Nations learners, rural learners, and learners with inclusive education needs, is a priority for Yukon education.
- The Integrated Outcome Strategy for Yukon Learners sets education goals and outcomes to strengthen learners' achievement, wellbeing, lifelong learning, and accountability.
- The Pathway to an Inclusive Education System in the Yukon is a ten-year guiding document beginning in the 2026-27 school year that will provide a coordinated approach to strengthening inclusive practices, early intervention, and responsive supports in Yukon schools.
- The Joint Education Action Plan aligns efforts between the Department of Education, Yukon First Nation governments, partners, and communities to improve student outcomes.

Key facts and stats:

- The Integrated Outcome Strategy for Yukon Learners was developed by IRP Consulting with extensive engagement and consultation and released in May 2025.
- The Department of Education works with Yukon First Nation governments to improve student outcomes through implementation of the Joint Education Action Plan across four priority areas:
 - kindergarten to grade twelve culture and language;
 - authority, control, and responsibility;
 - sustainability, supports, and success; and

- closing academic achievement gaps.
- The Joint Education Action Plan was developed in response to commitments in the 2012 trilateral memorandum of understanding on education partnership to develop a long-term strategic action plan for First Nations lifelong learning.
- The first Joint Education Action Plan was signed in 2014 by Yukon First Nation governments, the Government of Yukon, and the Council of Yukon First Nations.
- Pathway to an Inclusive Education System in the Yukon will be released for the 2026-27 school year. Actions within this ten-year plan relate directly to the Integrated Outcome Strategy for Yukon Learners.

Status:

- The Integrated Outcome Strategy for Yukon Learners was released in May 2025. The implementation plan and performance indicators are in development.
- The Government of Yukon, Yukon First Nations, and the Council of Yukon First Nations renewed a commitment to the Joint Education Action Plan in 2025, with an implementation plan and oversight mechanism under development.
- Actions will be prioritized in phases that coincide with each school year and will be identified in consultation with the First Nations Education Commission.

If asked about the Integrated Outcome strategy:

- The Integrated Outcome Strategy for Yukon Learners centers learners in the education system and focuses on strengthening student

outcomes, reducing barriers and increasing outcome monitoring and accountability across the Department of Education.

- The strategy involves collaboration with Yukon First Nation governments and education partners to establish indicators and targets that guide central administration programs and services toward improved learner outcomes.
- The strategy was developed with Yukon First Nation governments and education partners in response to recommendations from the Auditor General of Canada and other oversight bodies.
- An implementation plan for the Department of Education is in the final stages of development.

If asked about Pathway to Inclusive Education (PIE):

- The Pathway to Inclusive Education reflects recommendations from our partners, educators, and the Child and Youth Advocate. This plan also builds on the foundation of the RISE initiative communities of inquiry.
- We are prioritizing actions in phases to align with each school year, in consultation with the First Nations Education Commission.

If asked about Joint Education Action Plan (JEAP):

- In summer 2025, Yukon First Nations, the Government of Yukon, and the Council of Yukon First Nations signed a declaration renewing the Joint Education Action Plan for a ten-year period from 2025 to 2035.
- The declaration included commitments to complete and approve an implementation plan and an oversight mechanism.

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Student Success Strategies

Education

- Work under the Joint Education Action Plan reflects a government-to-government approach with Yukon First Nations and contributes to efforts to center student needs in the education system.
- This work supports progress on Truth and Reconciliation Commission Calls to Action related to education and Indigenous languages.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Confidence and Supply Agreement

Education

Topic: While the confidence and supply agreement under the previous government has expired, improvements to educator training, rural recruitment and retention, and support for student learning and mental wellness remains ongoing.

Key messages:

- The Confidence and Supply Agreement (CASA) was an agreement between Yukon Liberals and Yukon New Democratic Party, originally signed in 2021, and renewed in 2023.
- Under the renewed 2023 CASA agreement, the Department of Education undertook seven commitments related to enhancing education support staffing, training, mental health and wellness, and improvements to student support services.
- All seven commitments were actioned.
- Under CASA, the department allocated 81 term positions into schools through education assistants, learning assistant teachers and school wellness specialists.

Key facts and stats:

- Education-related commitments from the renewed CASA agreement were as follows:
 - Allocate an additional \$1 million in each of the next three budgets to enhance recruitment and retention of new rural education professionals across the Yukon. This may include a program that helps Yukon students study education in exchange for working in Yukon after graduation.

- Increase the allocation of educational assistants and learning assistance teachers starting in the fall of 2023.
- Provide a one-year training plan program for educational assistants and teachers on call by 2024 (extended deadline in agreement from NDP) in collaboration and consultation with the Yukon Association of Education Professionals, LDAY Centre for Learning, and Autism Yukon.
- Provide, complete, and deliver the final report for psychoeducational assessments necessary to obtain an Individualized Education Plan (IEP) within six months of referrals from teachers, administrators, or physicians. If the Government is unable to provide the assessment directly within this timeframe, it shall cover expenses incurred by parents to obtain the assessment externally.
- Provide all students in need of special education with the option of an IEP.
- Create dedicated wellness counsellors or similar positions in all schools specifically dedicated to addressing the need for comprehensive mental health and wellness.
- Commit to an additional annual investment of \$1 million for mental health outcomes for youth.

Department of Education's advancement of CASA commitments:

- 80 new positions were hired, between 45 Education Assistants, 16 Learning Assistant teachers and 20 School Wellness Specialists.
 - School Wellness Specialists were hired on 4-year terms, with 14 specialists allocated to the Yukon Education Authority and Commission scolaire francophone du Yukon schools and 6 transferred to the First Nation School Board to manage.

Confidence and Supply Agreement

Education

- A one-year training plan program for teachers on call was completed and implemented.
- A rural retention allowance for educators, excluding teachers on call, who work in Yukon communities was created.
- A retention allowance for Yukon First Nation Language Teachers, who are not compensated on the Teacher Salary Pay Grid, was created.
- One-year training plan program for education assistants was completed, with implementation after consultation with Yukon Association of Education Professionals.
- The department has developed a service standard to complete psychoeducational assessments within six months of a school, sending the signed informed consent to Student Support Services.
- Schools and families have been informed that an Individual Education Plan is available for students who need special education.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Topic: The Department of Education works to find staff with the best combination of qualifications, experience and suitability.

Key messages:

- 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.
- The school staffing formula sets safe and appropriate staffing levels for schools at normal capacity. However, when enrolment goes up or down across the system, some schools need more staff and others need fewer, which can lead to layoffs.
- Yukon Education Authority school administrators received their teacher staffing allocations on January 6, 2026.
- On February 17, 2026, the Director of the Department of Education Human Resource Branch and the Schools and Student Services Area 1 and 2 Superintendents met with the Public Service Commission Labour Relations Branch and the Yukon Association of Education Professionals to review anticipated vacancies and potential layoffs.
- On January 9, 2026, the department confirmed learning assistance teacher allocation with school administrators. On March 16, 2026, the Finance and Human Resource branches confirmed an additional 6.1 full-time equivalent learning assistant teacher positions with school superintendents.

Key facts and stats:

- In February 2024, the Department of Education accepted the layoff directive framework prepared by the Yukon Association of Education Professionals. This layoff directive is adhered to during the layoff process.
- As of February 2026, there are 38.157 full-time equivalent anticipated vacancies across the Yukon Education Authority schools for the 2026-27 school year.
- One full-time equivalent anticipated vacancy in Whitehorse for the First Nation School Board for the 2026-27 school year.
- There are 10.22 full-time equivalent (FTE) position reductions across the Yukon Education Authority schools:
 - 2.44 FTEs for Golden Horn Elementary School;
 - 2.0 FTEs for Jack Hulland Elementary School;
 - 0.8 FTE for Holy Family Elementary School;
 - 2.0 FTEs for Christ the King Elementary School;
 - 1.0 FTE for École Whitehorse Elementary School; and,
 - 2.0 FTE for the Individual Learning Centre.

Status:

- Teachers were notified of layoffs on March 4, 2026.
- Vacancies were advertised on March 5, 2026.
- Teachers were notified of reassignments on March 6, 2026.

Approved by:

Paul Moore

2026-03-16

Deputy Minister, Department

Date approved

Community Housing for Teachers

Education

Topic: The Yukon Association of Education Professionals have voiced concerns publicly that a lack of housing is negatively impacting rural recruitment and retention.

Key messages:

- 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.
- 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 Education 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 security.

Key facts and stats:

- As of May 1, 2026, there are 56 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 purchase.

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Spring 2026

Community Housing for Teachers

Education

- The Yukon Housing Corporation manages all Yukon government staff housing units in accordance with the General Administration Manual 3.30, Employee Housing 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.
- The First Nation School Board collaborates with Yukon First Nation governments to lease staff housing units in communities which offer no market housing.

Status:

- A review of the Employee Housing Policy (General Administration Manual 3.30) is currently underway by the Public Service Commission and the Yukon Housing Corporation to assess its alignment with operational needs and client realities. The review is anticipated to be completed this year.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: Educational Assistants support student learning by working alongside teachers to provide behavioral and personal assistance that create an inclusive classroom environment.

Key messages:

- The Government of Yukon is committed to creating inclusive and supportive learning environments for all students.
- Staff training is key to this work. The Department of Education delivers training programs for educational assistants and teachers on call.
- Educational assistants work closely with teachers to support individual students and strengthen the classroom environment.
- Skilled, engaged educational assistants and teachers play an important role in student success.
- Their work helps students feel safe, supported, and able to fully participate in learning.

Key facts and stats:

- The Department of Education has 330.40 educational assistant positions:
 - 241.40 allocated to the Yukon Education Authority;
 - 58.00 allocated to the First Nation School Board;
 - 19.00 allocated to the Commission scolaire francophone du Yukon; and,
 - 12 allocated to Student Support Services to support all three school authorities.

Status:

- Educational Assistants receive ongoing professional development throughout the school year, and before the school year begins, during Welcome Week or the School Boards' equivalent.
- Student Support Services sends trainers to rural schools to work alongside educators and provide training as needed.

If asked about the educational assistant allocation process:

- The Department of Education and all school authorities will continue using the previously consulted allocation processes for the 2026–2027 school year.
- The Department of Education is consulting with the Yukon Association of Education Professionals on a new educational assistant allocation rubric, to be implemented for the 2027–2028 school year.
- The new educational assistant allocation process will be transparent, consistently applied, and objective when considering the diverse needs of learners, while aligning with available resources.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

Teacher Recruitment and Retention

Education

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

Key messages:

- The Yukon government 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 works collaboratively to support Yukon learners and educators. It listens to diverse perspectives, uses research and best practices, and explores opportunities that reflect the needs of Yukoners.
- The Human Resources branch connects people with careers by building partnerships with post-secondary institutions and engaging future candidates across the Yukon.
- This work includes targeted in-territory and out-of-territory recruitment initiatives, as well as increased participation in in-person and virtual career fairs.

Key facts and stats:

- 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.

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Teacher Recruitment and Retention

Education

- The teacher allocation was provided to Yukon Education Authority school administrators on January 7, 2026.
- The First Nation School Board and Commission scolaire francophone du Yukon shared the teacher allocation with their school administrators in December 2025.

Status:

- Teacher recruitment for all three school authorities is underway.
- Positions were posted in early February 2026.

If asked about School Staffing Allocation:

- All school authorities follow allocation formulas detailed in the School Staffing Allocation Handbook, which aims to provide sufficient school staffing for the delivery of quality educational programming.
- 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.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

Topic: The department continues to actively recruit teachers on call and recognizes that demand for coverage continues to be a challenge.

Key messages:

- In Whitehorse, the Department of Education recruits teachers on call for all three school authorities (First Nation School Board, Commission scolaire francophone du Yukon and Yukon Education Authority).
- In communities, the Department of Education recruits teachers on call for Yukon Education Authority community schools and the Commission scolaire francophone du Yukon's Programme Confluence in Dawson City.
- The First Nation School Board recruits teachers on call for their community schools.
- The department works with each school community to attract teachers for on-call positions.
- The department also works with community school leaders to organize in-person recruitment days for community members interested in applying.

Key facts and stats:

- As of March 4, 2026, there are 233 registered teachers on call in Whitehorse, with 47 pending applications.
- The department hosted two teachers on call orientation sessions in Whitehorse, one in August and one in October 2025. The sessions were well attended.
- A teacher on call professional development day was held on January 16, 2026, focusing on classroom behaviour management, workplace

risk assessments, safety reporting, and behaviour management strategies.

- In Dawson, a professional development teacher on call day and teacher on call recruitment occurred at the Robert Service School on May 1, 2026. This was in partnership with the Tr'ondëk Hwëch'in First Nation.

Status:

- Some teachers on call are successful in competing for vacant teaching positions and are subsequently removed from the teachers on call list.
- Teachers on call fill in as needed when staff are absent from work for short periods of time.
- Teachers on call come from a range of educational backgrounds, from high school graduates to Yukon certified teachers.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: Effective teachers are one of the most important factors in a student's success at school.

Key messages:

- Recruitment for education staff and office administration staff in rural communities continues to be an area of focus, and these communities offer appealing, close-knit work environments for potential candidates.
- Staffing allocations are based on the number of students, with special provisions made for small, rural schools.
- There is a new rural retention allowance for all the Yukon Association of Education Professionals bargaining unit members, excluding teachers on call and employees working in Whitehorse, who will receive an annual rural retention allowance.
- This allowance ranges from \$945 to \$13,610 pro-rated per annum, and depends on the community the employee works in.

Key facts and stats:

- Teachers are provided with six professional development days each year. Three are organized by the school and school council and three by the Department of Education.
- The department provides \$475,000 in annual funding to the Yukon Association of Education Professionals to provide training and professional development activities related to professional growth, curriculum implementation, and other priorities.

Status:

- The Government of Yukon offers a variety of supports for staff to address workplace challenges, including:
 - Health, safety and wellbeing resources to assess, protect and promote psychological safety in the workplace.
 - An employee and family assistance program to assist staffing on an individual level, and when critical incidents happen.
- Educators who have concerns related to their work should bring them forward through the school's administrative team, the superintendents, Human Resources Branch of the Department of Education, or the Yukon Association of Education Professionals.

If asked about temporary teacher vacancy management:

- Operational management of schools routinely requires regular adjustment by administrators, and I commend our administration teams for their ability to effectively adjust where temporary vacancies have put increased demands on staff resources.
- Schools have several options available to help them manage should they have a need. These include, but are not limited to:
 - temporarily adjusting staff teaching assignments,
 - adjustments to student learning groups; and,
 - the use of teachers on call.
- If a school indicates it may be unable to operate due to a shortage of staff, temporary redeployment of superintendents to schools under the authority of Yukon Education, or regrouping students, will be considered before a shift to remote learning. School closure is a last resort and is a rare occurrence.

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Teachers

Education

- Departmental central administration or board employees, who are eligible for a Yukon Teaching Certificate, can request a temporary assignment to a teaching position to assist with teacher shortages.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

[Date approved]

Educational Assistant Allocation Model

Education

Topic: The Educational Assistant Allocation process followed the same procedures for Area 1 and 2 schools as in previous years.

Key messages:

- The Department of Education is continuing engagement and consultation on educational assistant allocation processes for Yukon Education Authority schools.
- School boards are responsible for their own educational assistant allocation processes and are provided finances for this in their funding agreements.

Key facts and stats:

- As of March 2026, there are 6,583 students enrolled across all three school authorities.
- For 2025-26, there are 330.4 Educational Assistants deployed across three school authorities and at Student Support Services:
 - The First Nation School Board has 58 full-time equivalent Educational Assistants,
 - The Commission Scolaire Francophone du Yukon has 19 full-time equivalent Educational Assistants,
 - The Yukon Education Authority has 241.40 full-time equivalent Educational Assistant positions in total this school year.
 - This includes increased educational assistant funding from the most recent supplementary budget for the shared resource programs.
 - For the 2025-26 school year, the Student Support Services branch has 12.00 full-time equivalent Educational Assistant positions who provide expanded early intervention supports to

Educational Assistant Allocation Model

Education

students in schools as well as assisting the itinerant teachers with their caseloads.

Status:

- A package to submit Educational Assistant requests was sent out to administrators in early February.
- Educational assistant allocations for Yukon Education Authority schools have been completed, and allocations were sent out by superintendents on the 8th of February.
- The school boards continued to follow their own processes for educational assistant allocation.
- The current process has been in place for over a decade, and many partners are interested in updating it.
- The department is continuing to engage with all interested parties and consult with the Yukon Association of Education Professionals on the best way to allocate the Educational Assistant workforce across Yukon Education Authority schools.

Approved by:	
Paul Moore	2026-05-04
_____	_____
Deputy Minister, Education	Date approved

Topic: Wholistic learner-centered approach to school-based supports.

Key messages:

- Supporting each learner means ensuring they can learn, participate, and feel connected to their school community.
- Inclusive education means meeting learners' needs and making sure all learners have quality education. This means learners feel a sense of belonging and achievement in schools and other educational places.
- Schools make this happen by supporting, accepting, respecting, all students and responding to their needs.
- Our goal is for all learners to experience school equally, with no barriers to achieving their potential.
- Student Support Services staff help schools create sensory and neurodiverse rooms, and many branches at central administration work together to assist with facilitating and supporting outdoor and land-based learning environments, access to Elders and First Nation Wellness Workers, and dedicated spaces for Indigenous learners.
- Educational Assistants are one way the department supports learners with daily tasks like personal care, self-regulation, learning in different spaces, and using assistive technology with the goal of helping students become more independent.
- Student Support Services also offers specialized support from a consultant team of speech-language pathologists, physiotherapists, occupational therapists, educational psychologists, inclusion and behaviour consultant, and specialized teachers for vision and hearing. Families can request a referral through their school-based team at any time.

- Student support services have hired a new itinerant teacher for autism, who will be starting as soon as possible, and is in the final processes of hiring two registered nurses ensure students with complex medical needs can be supported for school.

Key facts and stats:

- About 20% of the total enrolled population of students were referred to Student Support Services last school year for specialized support from the consultation team, including consultation and assessment.

Status:

- Every Yukon school provides universal design for learning supports, like assistive technology, flexible seating, movement options, and different ways to access or show learning.
- Any student can take advantage of universal design for learning supports without needing a formal assessment.
- Training and professional development for universal design for learning supports are ongoing; ensuring schools become truly inclusive spaces is a priority and a constantly evolving process.
- Level B training, which is additional training so Learning Assistance Teachers can interpret and deliver some types of assessments and screeners, was provided to all full-time learning assistance teachers last year who did not already have the training, and Student Support Services is leading the implementation of ongoing training for this competency.

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Inclusive Education Supports

Education

If asked about neurodiverse rooms:

- Neurodiverse rooms may meet many diverse learning needs including a quiet space to learn, sensory needs, and alternative small group instruction space.
- Neurodiverse rooms are available in many schools in Whitehorse and the communities including Robert Service Community School, Hidden Valley Elementary School and Dámbü Tán Kets'ádań Kù.
- Student Support Services works with schools to resource or provide consultation on both neurodiverse rooms and sensory rooms.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

Topic: The Department of Education uses the Ready-to-Learn approach in Yukon schools to support safe and inclusive learning environments.

Key messages:

- Ready to Learn is used in Yukon schools and is informed by the *Neurosequential Model in Education*.
- The approach is based on evidence that students learn more effectively when learning environments support safety and emotional regulation.
- Supporting basic needs is an essential foundation for learning.
- Ready to Learn includes training for educators and school staff to support meeting learners where they are in their development and learning.

Key facts and stats:

- By the end of the 2026 school year, 39 Yukon educators will complete the *Neurosequential Model in Education* trainer training, enabling schools to build internal capacity.
- More than 400 educators have received baseline professional development across all three school authorities.
- The First Nation School Board has indicated that implementation of Ready-to-Learn is supported through Whole Child teams within its schools.

Status:

- For the 2025–26 school year, a position of a Ready-to-Learn consultant is supporting schools through educator coaching, sustainability planning, and individualized student support.
- The Department of Education is developing school-specific plans to respond to the needs of each school community.

If asked about how to measure the success of Ready-to-Learn:

- The Department of Education reviews results from the My School Survey to understand student wellbeing and sense of safety.
- Staff evaluate the Ready-to-Learn training they receive, which is reviewed for future training adjustments.
- The Department of Education reviews school-level data, including office referrals and workplace risk assessment data, with school administrators to monitor trends and inform supports.

Approved by:

Paul Moore

2026-03-31

Deputy Minister, Education

Date approved

Topic: Referrals for learners to attend Shared Resource Programs have increased.

Key messages:

- Under the *Education Act*, every learner has the right to an educational program that meets their needs in the least restrictive and most enabling manner. For most students with special education needs, this involves supporting their learning in classrooms alongside their peers, but some students benefit from participating part or full-time in a Shared Resource Program.
- Shared Resource Programs are specialized classrooms designed for learners with complex special educational requirements, such as curriculum adaptations, complex medical support, or intensive behavioral needs.
- Student Support Services reviews all Shared Resource Program applications to provide best matches between learners and the programs that most closely meet their needs with available space.
- Learners in these programs have an Individual Education Plan or Student Support Plan and receive tailored support in the school or another connected setting that best meets their learning needs.

Key facts and stats:

- There are currently distinct elementary and secondary programs available in four Whitehorse schools under Yukon Education Authority Schools:
 - PASS (Personal Academics and Social Skills) at Jack Hulland Elementary School

- GRACE (General Readiness and Collaborative Education) at St. Francis of Assisi Catholic Secondary School
- ABEL (Academic Bridging and Experiential Learning) at Porter Creek Secondary School
- HOPE (Hands-On Purposeful Education) at Porter Creek Secondary School
- FLEX (Far-reaching Life Experiences) at FH Collins Secondary School
- STEP (Student Transitional Education Programming) at FH Collins Secondary School
- On May 3rd, a new program was started at Jack Hulland Elementary School, called CIRCLE (Coordinated Inclusive Resources for Care, Learning and Education).
- This program is to provide specialized teaching and care to medically complex learners of elementary school age. “Medically complex” means learners who require direct nursing care or oversight to be at school. The nursing positions to fully launch this program are in the final stages of a hiring competition.
- Each Shared Resource Program has at least one Learning Assistance Teacher.
- In the 2025–26 supplementary budget, two new Shared Resource Programs and the expansion of an existing Shared Resource Program were resourced.
 - One of these is the CIRCLE program (Coordinated Inclusive Resources for Care, Learning and Education).
 - One of these has been piloted this year and will start formally next year at Aurora Virtual School, as an expansion of the outreach services they are currently providing. This program is

to serve neurodiverse students, especially those with Autism, for whom mainstream school settings have been unsuccessful.

- The STEP program at FH Collins was expanded; an additional LAT has been hired for this year, and additional enrolment has been added, with additional EA allocation planned for 2026-27 school year.
- Shared Resource Programs range in ideal enrolment numbers of between 5-15 students.

If asked about Shared Resource Programs at school board schools:

- To ensure learners receive the support they need, Student Support Services are reviewing ways to support learners with special educational needs in their home community schools, as well as working with school boards to hear and understand more about learners with inclusive education needs in all three school authorities.
- Not every learner with special and inclusive educational needs benefits from a Shared Resource Program, but all learners must have their educational needs met in the least restrictive environment.
- In the winter of 2026, the Commission scolaire francophone du Yukon submitted a proposal with Student Support Services to create a Shared Resource Program at Centre scolaire secondaire communautaire Paul-Émile-Mercier. Student Support Services is working closely with the school board to look at available resources and opportunities to support the diverse special education needs of French minority language students at the secondary level.
- Initial conversations have taken place with the First Nation School Board to explore the possibility of a shared resource program in one of their schools. Student Support Services will continue to work

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Shared Resource Programs

Education

collaboratively with the school board to better understand needs and identify appropriate special and inclusive education supports.

Approved by:

Paul Moore

2026-05-03

Deputy Minister, Education

Date approved

Topic: Types of learning and support plans for students.

Key messages:

- Individualized Education Plans, Student Support Plans, and Behaviour Support Plans are planning tools available to support student needs.
- Competency Based Individualized Education Plans are for learners with significant learning needs. Competency Based Student Support Plans are for learners who need support to work at curricular level. Behaviour Support Plans are plans that guide staff in teaching learners about regulation, relationships and other ways to communicate needs.
- Types of support could be extra time for tests, assistive technology, strategies for communication and equipment to meet sensory needs which can be provided without the need for any assessment or learning plan, at the discretion of the school-based team.

Key facts and stats:

- For the 2025-26 school year, as of May 2026, there are:
 - 521 Individualized Education Plans
 - 1,210 Student Support Plans
 - 87 Behaviour Support Plans
 - Eight per cent of students across all school authorities have an active Individualized Education Plan in Aspen.

Status:

- Students and their families may request a school-based team meeting at any time.

- During these meetings, families and students may discuss questions, concerns, and if a learning plan (student support or individualized education) would be helpful for their learning journey.

If asked about competency-based Individualized Education Plans:

- Individualized Education Plans were moved over to competency-based Individualized Education Plans this school year in line with best practice.
- Competency-based Individualized Education Plans are aligned with the curriculum Yukon uses for all schools and actively centre student and family learning goals.
- Student Support Plans utilize a very similar template to the Individualized Education Plan template, and may include similar goals, supports and considerations for learning.
- Training was provided by the department to all learning assistance teachers and administrators on utilizing the new competency-based Individualized Education Plan template in September 2025.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Post-Secondary Student Financial Supports

Education

Topic: The Post-Secondary and Future Skills branch provides funding support to eligible post-secondary students when they attend school in the Yukon and elsewhere.

Key messages:

- The Government of Yukon is proud to offer the non-needs-based Yukon Grant and Student Training Allowance to all eligible post-secondary students for a combined lifetime maximum of 170 weeks.
- This funding approach helps Yukon students maintain access to financial assistance amid rising post-secondary education costs.
- In the current academic year from Aug 2025 to July 2026:
 - the Yukon Grant provided eligible students with \$185 per week,
 - the Student Training Allowance provided eligible students between \$134 to \$281 per week (rate is based on number of dependents).
- Combined, the Yukon Grant and the Student Training Allowance delivered \$6.23 million in financial support to Yukon post-secondary students this academic year.
- The Government of Yukon also administers the Canada Student Financial Assistance Program through the Student Financial Assistance office, resulting in an additional \$4.1 million in support for students.
- Yukon students can access real-time status updates of their applications through our Yukon Student Portal.
- All of these details, and more, are available on Yukon.ca.

Post-Secondary Student Financial Supports

Education

Key facts and stats:

- The Yukon Grant and the Student Training Allowance are legislated Yukon student financial assistance programs. There are no financial needs assessments applied to these programs.
- The Canada Student Financial Assistance Program is a federal, needs-based program. This program offers loans and grants for eligible full-time, part-time and disabled students.
- An additional source of funding is the Yukon Excellence Award, which is a territorial scholarship designed to promote academic achievement in specific courses between grades 10 through 12.

Status

Student Funding Program	2024–25 Academic year (Aug- July)	2025–26 Academic year (Aug-July) as of May 4, 2026
Yukon Grant awarded	803	822
Student Training Allowance awarded	100	128
Canada Student Financial Assistance Program (full-time loans and/or grants) awarded	391	438
Canada Grant for Students with Disabilities awarded	76	100

If asked about the latest announcement from the Government of Canada regarding forgivable student loans:

- The Department of Education is supportive of the federal expansion of student loan forgiveness to additional professions.

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Post-Secondary Student Financial Supports

Education

- All Yukon communities, including Whitehorse, are considered eligible communities for this program.
- Student loan forgiveness helps the Yukon retain the people it trains.
- By reducing student debt in exchange for local service, education investments translate into a sustained workforce supply.
- Students who study locally and complete practicums in the Yukon are more likely to stay here and work when student loan relief is tied to local employment.

If asked about financial support specific to post-secondary students who have disabilities:

- Yukon students can apply for federal disability grants through our Student Financial Assistance office.
- Eligible students may receive an annual grant of \$2,800 and reimbursement of up to \$20,000 per year for disability-related services and equipment.
- The number of Yukon students accessing disability funding has more than doubled since the launch of the new student portal in 2023. The student portal makes it easier for students to be aware of and apply for these grants.

Approved by:

Paul Moore

2026-05-05

Deputy Minister, Education

Date approved

Topic: 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.

Key messages:

- 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 support programs for apprenticeship training 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.
- With new initiatives, such as the pilot program STEP into the Trades, a skilled work experience program for high school students, the number of apprentices is expected to increase.
- The number of journeypersons in the Yukon continues to increase. So far this calendar year we have issued 31 journeyperson certifications. In 2025, 88 achieved that status. In 2024, it was 72.
- The department is also exploring ways to create a trades semester experiential learning program for grades 11 and 12 students.

Key facts and stats:

- The Department of Education supports more than 500 registered apprentices at any time throughout the year. As of May 4, 2026, there were 553 apprentices registered.
- Between September 2025 and May 4, 2026, 98 apprentices went to training in Alberta and 96 went to Yukon University.

- The agreement between Yukon and Alberta provided for 98 seats this academic year, and every single seat was filled.
- Registration for trades training at Yukon University in the winter 2026 semester was a record high, with 84 students.
- Every year, the Government of Yukon provides \$1 million to Yukon University and up to \$725,000 to Alberta to pay for trades training.
- Apprentices receive Employment Insurance payments while they attend training.
- On average, a Whitehorse-based apprentice attending Yukon University for an 8-week course will receive \$720 in financial support from the Department of Education. This support increases if the apprentice is from a rural community.
- Apprentices that attend an 8-week course in Alberta receive an average of \$5,070 to offset costs, in addition to Employment Insurance.
- The Department of Education currently funds 8 high school students each year to participate in dual credit, pre-apprenticeship programs at Yukon University, covering tuition at a total cost of \$28,000. The department is exploring the option of increasing capacity for next academic year.

Status:

- New work experience program called “Step into the Trades”, for high school students interested in the trades.
 - The program will be piloted this summer with 12 high school students and 12 workplaces in Whitehorse, Teslin and Dawson.
 - A wage subsidy of \$7.20/hour for 400 hours will be provided, from June to August.

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Trades and Apprenticeship

Education

- The deadline for Student Applications was Friday, April 24th. The department received 55 applications. The apprenticeship office will send out the applications to employers the week of May 4th so that interviewing and hiring processes can begin thereafter.

Overview of Yukon Apprentices – As of May 4, 2026

If a trade does not have any apprentices, it is not listed in this chart.

Trade	# of apprentices	Trade	# of apprentices
Carpenter	148	Oil Burner Mechanic	4
Construction Electrician	121	Cook	4
Heavy Equipment and Truck and Transport Tech	65	Recreation Vehicle Service Technician	4
Welder	30	Floorcovering Installer	3
Plumber	30	Roofer	5
Automotive Service Technician	23	Baker	4
Sheet Metal Worker	20	Gasfitter First Class	2
Refrigeration and Air Conditioning Mechanic	15	Hairstylist	3
Truck and Transport Technician	12	Power System Electrician	2
Transport Trailer Technician	1	Sprinkler System Installer	2
Heavy Duty Equipment Technician (Off Road)	14	Motor Vehicle Body Repair (Metal and Paint)	2
Industrial Mechanic (Millwright)	7	Industrial Instrument Mechanic	1

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Trades and Apprenticeship

Education

Partsperson	9	Machinist	1
Powerline Technician	11	Outdoor Power Equipment Technician	1
Gasfitter Second Class	8	Industrial Electrician	1

Approved by:

Paul Moore

2026-05-05

Deputy Minister, Education

Date approved

Topic: Yukon University governance and funding

Key messages:

- 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 the university and the Department of Education, ensures ongoing collaboration to advance strategic initiatives and ensure that the territory's labour market demands are met.

Key facts and stats:

- The Department of Education provides core funding for Yukon University, and Yukon University is an independent organization responsible for their own budgetary decisions within the overall allocation and any transfer payment agreement requirements.
- The Department of Education is not involved in Yukon University's collective bargaining process with Yukon University Employees Union or any settlement decisions.
- In 2025–26, 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.
- In September 2025, the Government of Yukon and Yukon University agreed upon an initial accountability framework. This framework established accountability and performance measures that Yukon University will use, beginning with the 2026–27 academic year through the 2027–28 academic year.

Status:

- Yukon University and the Yukon University Employees Union have recently negotiated a new collective agreement, which the Board of Governors approved on March 6th.
- This collective agreement runs from July 1, 2024 – June 30, 2027.
- In response to the new collective agreement, the Department amended and increased its 2025/26 transfer payment agreement by \$2.6M to offset increased wages.

If asked about Yukon University Housing:

- The Department of Education does not directly provide housing for Yukon university staff or students.
- Yukon University has some housing at Ayamdigut Campus, which they provide to single students and students with families at below market rental values.

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Spring 2026

Yukon University

Education

- Yukon University has policies in place to prioritize the distribution of family housing for Yukon First Nation students, Indigenous students and northern students.
- The Department of Education understands that there are housing pressures for Yukon University students, and are supportive Yukon University's efforts to provide more campus housing, through maximizing the number of beds available for students, and pursuing infrastructure investments for housing, such as through the build Canada fund.

Approved by:

Paul Moore

2026-04-15

Deputy Minister, Education

Date approved

Post-Secondary Aviation Training

Education

Topic: The Yukon government supports aviation training in a variety of ways in the territory.

Key messages:

- The Yukon government recognizes the importance of Yukoners having access to local post-secondary education opportunities, including the aviation training offered through Northerners Taking Flight.
- Government officials from the Yukon and the Northwest Territories continue discussions on how best to support aviation training in both territories and explore opportunities for collaboration.
- The Yukon government remains supportive of strengthening northern aviation training capacity while ensuring that Yukoners can access training close to home.

Key facts and stats:

- Alkan Air became a registered Yukon Private Training Institution in 2015.
- Effective April 1, 2025, Alkan Air transitioned to a nonprofit organization and rebranded as Northerners Taking Flight.
- This organization provides training for a variety of northern aviation careers, including professional pilots and aircraft maintenance engineers.
- Student financial assistance is available to eligible students taking the Professional Pilot Program through Northerners Taking Flight. This current academic year, 3 student pilots have received student financial assistance through the Department of Education.

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Post-Secondary Aviation Training

Education

Status:

- The Department of Education approved designation status for the Professional Pilot Program offered at Northerners Taking Flight. As a result, eligible full-time students can access student financial assistance to support their participation in the program.
- Discussions are ongoing between Yukon government officials, the Government of the Northwest Territories, and relevant aviation partners regarding future northern aircraft maintenance engineer training options and potential pan-territorial collaboration.

If asked about core operational funding for Northerners Taking Flight:

- The Yukon government does not have a core funding agreement with Northerners Taking Flight.
- Any consideration of core funding would need to reflect the government's current fiscal pressures and broader post-secondary funding framework.

Approved by:

Paul Moore

2026-03-31

Deputy Minister, Department

[Date approved]

Topic: Commission scolaire francophone du Yukon operates two schools and one instructional program in the Yukon.

Key messages:

- The 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 French Minority Language education in the Yukon.

Key facts and stats:

- The right for French language speakers to receive French education is constitutionally protected under section 23 of the Canadian Charter of Rights and Freedoms.
- The Commission scolaire francophone du Yukon has raised concerns regarding stability and levels of funding from the Department of Education.
- The funding agreement with the Commission scolaire francophone du Yukon is renewed annually; additional work is required on a sustainable approach to long-term school board funding.

Status

- Representatives from the Commission scolaire francophone du Yukon and the department meet regularly on a variety of matters.
- The Department of Education provides in-kind services to school boards, including the Commission scolaire francophone du Yukon. These services include student transportation, major capital project management, curriculum, supports for students with inclusive

Commission scolaire francophone du Yukon

Education

education needs, and information technology support. Centralized service delivery reduces duplication and supports cost efficiency across the territory.

- On October 27, 2025, the Commission scolaire francophone du Yukon (CSFY) submitted an assessment of the interim Confluence Program in Dawson to be approved by the Minister.
- As of April 2026, there are 11 students enrolled in the Confluence Program in Dawson City.

If asked about school board funding:

- The Department of Education recognizes the need to establish a clear and consistent funding process.
- The department 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, while supporting the unique needs of French minority language education.

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

Session Briefing Note

TAB# SB01
Spring 2026

**Commission scolaire
francophone du Yukon**

Education

School operational funding (custodians, utilities etc.)	\$863,557
Total funding for 2025–26 school year	\$12,843,727

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: The First Nation School Board delivers education programming in eleven Yukon schools in partnership with the Government of Yukon and Yukon First Nations.

Key messages:

- The Government of Yukon, the Chiefs Committee on Education, and the First Nation School Board share a commitment to high-quality education grounded in Yukon First Nations perspectives.
- Investments in the First Nation School Board supports students, families, educators, and school communities and strengthens Yukon First Nations ways of knowing, doing, and being within education programming.
- The Department of Education supports the delivery of education by the First Nation School Board in eleven Yukon schools.

Key facts and stats:

- The First Nation School Board has raised concerns regarding the stability and adequacy of funding provided by the Department of Education.
- The current funding agreement with the First Nation School Board expires in June 2026. Additional work is required to establish a sustainable long-term funding approach.

Status:

- The Minister of Education met with the First Nation School Board trustees on March 5, 2026.
- The Minister and First Nation School Board Trustees agreed to meet again in April 2026.

- Staff from the First Nation School Board and the Department of Education meet regularly to discuss school authority matters, finance, policy, and operations.

If asked about First Nation School Board funding:

- In December 2024, a two-year funding agreement was signed with the First Nation School Board for the period from July 1, 2024, to June 30, 2026.
- \$39,030,000 is identified in the 2026-27 budget for the First Nations School Board, subject to appropriations. This reflects an increase of \$3.5 million over 2025-26 in the Mains.
- Funding allocations within the transfer payment agreement are based on formulas that consider governance, student enrolment, and school-based needs, including education assistants.
- In addition to formula-based funding through the transfer payment agreement, the First Nation School Board receives support through discretionary grants. \$720,000 is included in the 2026-27 O&M Budget to support First Nations School Board discretionary grants.
- The Department of Education provides in-kind services to school boards, including the First Nation School Board. These services include student transportation, major capital project management, curriculum, supports for students with inclusive education needs, and information technology support. Centralized service delivery reduces duplication and supports cost efficiency across the territory.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

School Board and Council Elections and Referendums

Education

Topic: The Chief Electoral Officer and Elections Yukon oversee the election of school council members and school board trustees across the Yukon.

Key messages:

- School board elections were held in November 2025 and First Nation School Board and the Commission scolaire Francophone du Yukon, each elected a full slate of five school board trustees for a three-year term.
- Nominations opened on April 16 and will close on April 30, 2026, at 12 pm.
- Elections for school councils will be held on Monday, May 11, 2026.
- 17 schools operating under the Department of Education will elect school council members to serve two-year terms.
- 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. This includes a referendum process for a school council to establish or join a board that Elections Yukon administers on behalf of the Minister.

Key facts and stats:

- School board elections take place every three years. Each school board has five elected trustees.
- 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.
- School council elections are held every two years. The next election for school council members will be on May 11, 2026.

School Board and Council Elections and Referendums

Education

Status:

- Elections Yukon successfully administered the November 17, 2025, school board elections for the Commission scolaire Francophone du Yukon and the First Nation School Board
- The Department of Education continues to support upcoming school council elections scheduled for May 2026 by providing information and guidance to school communities as needed
- The Association of Yukon School Councils, Boards and Committees and the Department of Education's School Council Liaison remain available to assist school councils in addressing member vacancies through appointments or by-elections, where required.

If asked about school council vacancies:

- An election for school council members is set for May 11, 2026, and will be run by Elections Yukon.
- Nominations closed on April 30th, and 78 candidates have been nominated for a total of 86 positions, representing 91% of overall school council positions.
- For school councils where the number of candidates nominated does not exceed the number of vacancies, the chief electoral officer will declare the candidates acclaimed, and there will be no election held for that council. As of April 30th, this is the case for Christ the King Elementary, Dámbü Tán Kets'ádań Kù - Cliff Trail Elementary, École Selkirk Elementary, Elijah Smith Elementary, F.H. Collins Secondary, Golden Horn Elementary, Hidden Valley Elementary, Jack Hulland Elementary, Porter Creek Secondary, J.V. Clark School in Mayo, Khàtìnas.àxh Community School (Teslin), and Robert Service School (Dawson).

School Board and Council Elections and Referendums

Education

- For schools where the number of candidates nominated exceed the number of vacancies, school council elections will be held. As of April 30th, these schools are Elijah Smith Elementary, Holy Family Elementary School, St. Francis of Assisi Catholic Secondary School, Del Van Gorder School in Faro, and Tantalus Community School in Carmacks.
- For schools where vacancies remain on school councils following the elections, these will be addressed through existing processes in the *Education Act*.
- School councils may fill vacancies by nominating individuals or, if necessary, holding a by-election.
- The Department of Education, through the School Council Liaison, provides guidance to school councils to support timely and effective resolution of vacancies.

If asked about the process to join a school board:

- The department provides information about the school board referendum process, and each school community decides whether to go through a process outlined in the *Education Act* to join a school board.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: The Commission scolaire francophone du Yukon and the First Nation School Board have publicly raised concerns about the absence of a stable, long-term funding model.

Key messages:

- The Department of Education is committed to supporting the First Nation School Board and the Commission scolaire francophone du Yukon.
- The Department of Education recognizes concerns raised by school boards about the need for stable and transparent funding.
- The Department of Education is reviewing the school board funding approach and engaging with both school boards to identify what is working well and where improvements are needed.
- To address these concerns, the Department of Education is developing a funding manual to clearly guide school board funding, informed by approaches used in other provinces and territories.
- The funding manual is intended to:
 - provide transparency in the allocation of public funds;
 - outline the funding formula used to determine allocations for each school board;
 - establish a clear and consistent funding process;
 - support predictable and long-term financial sustainability; and
 - outline and describe in-kind support and services from the Department of Education, including student transportation, major capital project management, curriculum development, policy guidance, and information technology support.
- A stable funding process supports fairness, transparency, accountability, and student learning.

Key facts and stats:

- The Department of Education currently uses transfer payment agreements as the funding mechanism for each school board.
- The Department of Education provides in-kind services to all school boards, including student transportation, major capital project management, curriculum development, policy guidance, and information technology support. Analysis is underway to better understand the distribution of these services across all school authorities.

Status:

- The Minister of Education met with trustees and the executive team of the Commission scolaire francophone du Yukon on January 20, 2026, to discuss school board funding.
- Officials from the Department of Education met with the executive team of the Commission scolaire francophone du Yukon on January 21, 2026, to continue discussions on school board funding.
- The Minister of Education met with trustees of the First Nation School Board on March 5, 2026, to discuss school board funding.

If asked about how school boards are funded

- The Department of Education's school board funding framework integrates key funding drivers of number of schools and total student enrollment. This framework balances stability and responsiveness as relying solely on enrollment would jeopardize small schools and create volatility. Relying solely on the number of schools would under resource schools with growing student enrollment.

- The funding framework establishes a guaranteed operational floor for every school, and scales instructional and support resources in proportion to enrollment and number of schools. The result is a system that upholds access while aligning funding with actual service demand.
- Each school represents fixed infrastructure and statutory obligations. The funding model therefore provides baseline allocations per school to ensure every facility can operate safely and effectively. This includes baseline staffing levels. These provisions safeguard service continuity in small and rural communities, independent of enrollment size.
- For schools with fewer than 21 students, standard enrollment formulas are not applied. Instead, a Small School Contribution provides a lump-sum allocation sufficient for school operations. This mechanism prevents inequities that would otherwise arise from low enrollment and affirms the principle that geographic isolation should not determine access to education.
- Once baseline operations are determined, funding adjusts to reflect actual student need. This ensures that funding is responsive to student population and that resources are directed where demand is greatest.
- School boards incur governance and administrative costs that increase with both the number of schools and total enrollment. The model addresses this through a dual structure: baseline funding per board and per school, supplemented by per-student allocations. This

recognizes that larger, multi-site systems require greater oversight, coordination, and administrative capacity.

- On top of the core funding, school boards receive uplift contributions they can use at their discretion. This recognizes that some boards have additional responsibilities — like Indigenous language and culture, French-language programming, or other specialized mandates. It gives school boards flexibility to meet the needs of their communities.
- In addition to direct financial allocations, the Department of Education provides significant in-kind services and centralized supports that are not captured in the funding formula. This includes student information systems, curriculum development, busing, capital planning, major maintenance coordination, and specialized programming support to name a few examples. These centralized services reduce duplication, create efficiencies, and ensure equitable access to expertise for all school boards.
- To further support operational stability, the Department of Education directly covers utility costs. By removing this major and volatile expense from school board responsibility, boards can focus on school operations rather than infrastructure overhead.

Approved by:

Paul Moore

2026-05-05

Deputy Minister, Education

Date approved

1962 Agreement - Commissioner of the Yukon Territory and Catholic Episcopal Corporation of Whitehorse

Education

Topic: The 1962 Agreement between the Government of Yukon and the Catholic Episcopal Corporation has been raised in the Legislative Assembly.

Key messages

- Catholic separate schools are part of Yukon's public education system and provide families with choice while meeting territorial standards, curriculum requirements, and current education policies.
- The 1962 Agreement is a document that is more than sixty years old. Over time, the Department of Education has updated how the Agreement is applied to reflect current laws and policies, while respecting the agreement's original intent.
- The Department of Education works collaboratively with the Catholic Episcopal Corporation through established protocols and a memorandum of understanding to support Catholic schools within Yukon's publicly funded education system.

Key facts and stats

- The 1962 Agreement between the Government of Yukon and the Catholic Episcopal Corporation is protected under section 57 of the *Education Act* and continues to recognize historic rights and privileges for Catholic separate schools.
- As long as the 1962 Agreement remains in force, the agreement is legally binding on both parties.
- The 1962 Agreement does not override other applicable laws, including the *Education Act*, the *Constitution of Canada*, the *Canadian Charter of Rights and Freedoms*, or the *Yukon Human Rights Act*.
- The Government of Yukon owns, operates, maintains, and funds all schools in the territory, including Catholic separate schools.
- Catholic separate schools are Yukon school authority schools and are funded by the Government of Yukon using a standard formula. This formula

1962 Agreement - Commissioner of the Yukon Territory and Catholic Episcopal Corporation of Whitehorse

Education

is based on factors such as student enrolment, program needs, and school size.

- The Government of Yukon ensures that Catholic separate schools receive the same level of support— transportation, facilities, staffing, and funding— as other public schools.
- Government of Yukon also provides and covers the cost Catholic religion coordinators at Catholic separate schools.
- The 2025 Memorandum of Understanding defines governance roles and responsibilities, supports student learning, promotes academic achievement and the teaching of Catholic values, and affirms commitments to reconciliation and inclusion.

Status

- The Department of Education is working with the Catholic Episcopal Corporation on a religious education funding protocol to clarify and modernize funding matters referenced in the 1962 Agreement.
- The Deputy Minister of Education and the Bishop of Whitehorse meet monthly to discuss matters related to Catholic education.
- The Department of Education consults with the Catholic Episcopal Corporation on teacher suitability for Catholic school settings and gives preference to qualified practicing Catholic candidates for administrative roles, supported by pastoral references and faith documentation, while maintaining merit-based and inclusive recruitment practices.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

Date approved

Topic: The Government of Yukon supports parental choice in education, including homeschooling, specialized programs, and private schools.

Key messages:

- 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.
- Partnerships with families, communities, and education partners are essential to expanding choice and improving student outcomes, while alternative education programs provide pathways for students who benefit from non-traditional learning environments.
- Schools and Student Services work to improve equitable access to alternative education options, including for rural and personalized learning contexts.

Key facts and stats:

- Alternative education programs include options such as:
 - Aurora Virtual School
 - École Nomade
 - the Teen Parent Centre
 - the Youth Achievement Centre
 - the Individual Learning Centre
 - Shared Resources Programs
 - Private schools
- Aurora Virtual School supports students through virtual and distributed learning. As of January 2026, 108 students were completing all their schooling through Aurora Virtual School, and an

- additional 196 students in Grades 8 to 12 are enrolled in one or more courses while primarily attending another Yukon school.
- École Nomade, operated by the Commission scolaire francophone du Yukon, provides online educational support and advice for French first-language students across the Yukon. As of January 2026, 5 students access this program.
- The Teen Parent Centre has classroom space to provide in-person academic and social supports for Aurora Virtual School students under the age of 16 who are particularly vulnerable or disconnected from mainstream schooling. Approximately 45 students access this program.
- Homeschooling is permitted under the *Education Act* and allows parents to deliver an educational program at home that is aligned with the goals and objectives of the *Education Act* under section 4a(i). There are currently 145 students registered as homeschool students in the Yukon, supported through Aurora Virtual School for English first-language, which provides consultation, educational advice and resources.
- Yukon Montessori School is a private school, serving Kindergarten to Grade 7, with 46 students enrolled for this school year.
- Students registered as homeschool, Yukon Montessori School, École Nomade and full-time Aurora Virtual School, are eligible for an annual educational reimbursement of \$1,200.
- Through a memorandum of understanding with Health and Social Services, the Department of Education delivers programming at the Youth Achievement Centre and the Young Offenders Facility, serving approximately 15 students.

- The Individual Learning Centre in Whitehorse serves students aged 16 to 21 through self-paced, continuous courses in a highly supported, in-person setting.
 - As of May, there are 188 students registered, with access to academic programming and wrap-around support delivered through partnerships with Yukon First Nation Education departments and community organizations.
 - The ILC has 7.0 FTE for teachers and 2.0 FTE for EAs.
- Shared Resource Programs support students who benefit from flexible, non-traditional learning approaches by providing access to specialized programming and services through partnerships with schools and communities.

Status:

- The Department of Education continues to support a range of alternative education programs aligned with government priorities on choice, affordability, and student success.
- The Department of Education maintains oversight and accountability for publicly funded programs, while respecting the distinct role of optional education pathways.
- Alternative and adapted education models continue to be discussed in public and legislative forums, reflecting ongoing interest in student outcomes and accountability.

If asked about public education and alternative pathways:

- K-12 education within the public educational system is fully funded as is the foundation of Yukon's education, while alternative pathways provide additional choice for families.
- Alternative education programs are designed to support diverse student needs and support engagement, achievement, and successful transitions.
- The Department of Education works collaboratively with families, communities, and education partners to strengthen outcomes for all learners.

If asked about adult high school graduation pathways:

- The Yukon K-12 education system supports learners under the age of 21.
- Students between 18 and 20 have two pathways to achieve their high school diploma.
 - They can enroll in a public school, or alternative public education program, and complete a Dogwood graduation diploma.
 - Alternatively, they can earn a British Columbia Adult Graduation Diploma, or Adult Dogwood, through courses at these same institutions.
- Students 21 years of age or older are not eligible to attend a public school program but can obtain the requirements for a British Columbia Adult Graduation Diploma from Yukon University or another alternative adult learning institution.
- A British Columbia Adult Graduation Diploma requires the completion of 20 credits (5 courses), including a Language Arts 12 course, a Math 11 or 12 course, and at least 3 additional Grade 12 electives.

Session Briefing Note

TAB# SC02
Spring 2026

Alternative Education

Education

- The Canadian Adult Education Credential is used in many provinces as a form of high school equivalency, but not in British Columbia.
- Yukon follows British Columbia's curriculum and offers the British Columbia Adult Graduation Diploma (Adult Dogwood).

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

[Date approved]

Topic: Catholic separate schools deliver faith-based education within Yukon's publicly funded education system under an agreement between the Government of Yukon and the Catholic Episcopal Corporation.

Key messages:

- The *Education Act* provides for publicly funded Catholic separate schools within the Yukon's education system.
- The Department of Education supports Catholic separate schools within the requirements of Yukon legislation and policy.
- The Department of Education and the Catholic Episcopal Corporation are developing protocols to strengthen cooperation and clarify roles and responsibilities.
- Department of Education staff support Catholic separate schools to comply with Canadian and Yukon legislation and Department of Education policies, including reviewing locally developed course proposals and proposed Catholic curriculum resources.

Key facts and stats:

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

Status:

- The St. Francis of Assisi School Council locally developed course, *Catholic Morals and Ethics 12*, was approved on December 30, 2025, with mitigations. The course textbook is approved for use until the end of the 2026–27 school year, with conditions to strengthen sexual orientation and gender identity inclusion. Department of Education staff are supporting the school to secure an alternative textbook.
- The Child and Youth Advocate has released their review of sexual orientation and gender identity inclusion in Yukon schools. Some recommendations apply to Catholic separate schools.
- We appreciate the Advocate's thorough review on SOGI inclusion. This report provides us with practical guidance to help update our policies and procedures.
- We will collaborate with the Catholic Episcopal Corporation and the Catholic school communities to ensure we collaborate on real, positive impacts in the classroom.
- We are taking these findings and recommendations seriously. Staff are reviewing the report and will provide a response by June 30, 2026, as recommended by the Advocate.

If asked about SOGI inclusion:

- Yukon's Catholic schools recognize the requirement to comply with Yukon legislation and policy, including sexual orientation and gender identity inclusion requirements. Catholic school communities promote inclusive school cultures and respect for diverse worldviews.
- The Department of Education works with Catholic schools to ensure compliance with human rights requirements while respecting Catholic faith-based education.

Session Briefing Note

TAB# SC03
Spring 2026

Catholic Separate Schools

Education

If asked about St. Francis website

- The St. Francis of Assisi school website is managed by the school and includes content on building inclusive community.
- The website also includes a religious education section with a statement of values and beliefs that include “love, respect and forgiveness of oneself and others” and “a sense of self-worth”.
- The St. Francis of Assisi religious education web page links to Catholic organizations in the Yukon, where St. Francis of Assisi School does not control the content or messaging.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Education

Date approved

Chronic Conditions, Medication and Allergies

Education

Topic: Some students are living with chronic and complex health conditions, allergies, or medical needs that require ongoing monitoring and support while they are at school.

Key messages:

- Supporting students with chronic and complex medical conditions requires proactive coordination among families, health care providers, and school staff.
- Student Support Services is strengthening support available for complex medical needs through dedicated roles such as a temporary Type 1 Diabetes Case Manager and is in the final stages of hiring two registered nurses that will work in schools supporting the students who require medical oversight to be included.
- The 2025–26 supplementary budget contained funding for two full-time registered nursing positions to support students while they attend school, ensuring health care plans are in place and the required training and quality assurance is provided.
- The Department of Education is working closely and collaboratively with Health and Social Services to review existing policies and to develop individualized health care plans tailored to specific chronic conditions.

Key facts and stats:

- There are approximately 20 students living with Type 1 Diabetes across all three school authorities.
- Student Support Services is working with the Chief Medical Officer of Health and his office to review current policies and to support

Chronic Conditions, Medication and Allergies

Education

development of new policies to support students and help educators with medical complexity at school.

Status:

- Nurse job descriptions are completed and are in the final stages of recruitment.
- A Type 1 Diabetes Health Care Plan has been developed and is being deployed to schools.
- The Type 1 Diabetes Case Manager position was extended until December 31, 2026.

If asked about nurses in schools:

- 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 health care plan,
 - students who need access to nursing specific care while in school can access it, and
 - the staff who work with them are trained and overseen to adequate standards.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Topic: Student and system data reporting and sharing practices

Key messages:

- Reporting and sharing student data with Yukon First Nations governments and other partners strengthens relationships and supports improved student outcomes.
- The Department of Education publicly releases key data through the Yukon-Wide Student Data reports and the *How Are We Doing?* reports for Yukon First Nations.
- Collaborative work through the Data Working Group ensures data practices reflect shared priorities and support efforts by both the Government of Yukon and Yukon First Nation governments to close student outcome gaps.

Key facts and stats:

- The Performance and Analytics branch gathers, analyzes and shares student data throughout the school year to help partners understand student performance and system trends.
- The Data Working Group, established under the Chiefs Committee on Education, includes the Department of Education, Yukon First Nations governments, and the Yukon First Nation Education Directorate.
- The department is exploring integrated service agreements under the Access to Information and Protection of Privacy Act to allow non-aggregated education data to be shared with Yukon First Nations governments.
- School profile reports are shared annually with school administrators, providing enrolment and assessment data from the previous school year.

- The *Yukon-Wide Student Data* report provides a high-level summary of system-wide performance and is designed for a broad public audience.
- The *How Are We Doing?* reports were established under the Data Working Group and focus on Yukon First Nation student performance.
- Reports may evolve over time to reflect improvements in data quality; revisions are issued if errors or discrepancies are identified.

Status:

- The department works with Yukon First Nations through the Data Working Group to enhance data sharing and ensure reports meet shared priorities.
- Work is underway to assess and develop ways to support more flexible data-sharing arrangements under *ATIPP*.
- Ongoing improvements are made to reporting processes, methodologies, and data quality.

If asked about alignment with British Columbia's reporting methods:

- Whenever possible, the Yukon aligns with the Government of British Columbia's data methodologies, but the Yukon's smaller population requires adjustments to ensure accuracy and reliability.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

Topic: On September 29, 2025, 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.

Key messages

- 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 additional 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 helps ensure that French educational resources are available for the Yukon's French as a Second Language programs.

Key facts and stats

- 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 funding to support the Department of Education's translation expenses.

- The proposal originally covered three school years: 2025–26, 2026–27, and 2027–28. Canadian Heritage recently confirmed funding for the three school years for \$370K.
- Canadian Heritage transferred 80% of \$140K (\$112K) to the department before March 31, 2026. The 20% balance (\$28K) is expected to be transferred to Education in the next fiscal year.

Status

- The Grade 5 and Grade 10 Residential School's Teacher's Guides are currently being translated into French.
- The department is in its second year of the 2024–2028 Canada-Yukon Agreement on Minority Language education and second official language instruction.
- The 2024–2025 Annual Report to Canadian Heritage has been submitted. The payments will be issued before the end of March 2026.

If asked about French language teachers for French immersion schools:

- The French Language Services Directorate (FLSD) tracks designated bilingual positions with departments through annual MOUs; positions funded under the Canada–Yukon Agreement on minority-language services support territorial services other than education, and therefore teacher positions, including French immersion and French minority teachers, fall outside its mandate and funding.
- FLSD has plans to work with the Public Service Commission to improve data quality on this matter.
- French Programs are not required to report on the number of French minority or French immersion teachers under the 2024-2028 Canada-

Session Briefing Note

TAB# SC06
Spring 2026

French Programs Funding

Education

Yukon Agreement on Minority Language or Second Language instruction.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Jack Hulland Elementary School Settlement Agreement

Education & Justice

Topic: The Jack Hulland Settlement Agreement was approved by the Supreme Court of Yukon on November 14, 2025.

Key messages:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit.
- The government of Yukon acknowledges the serious harm that occurred at Jack Hulland Elementary School and offers its heartfelt apology to the students, families and staff who were affected.

Key facts and stats:

- 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.
- 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.

Jack Hulland Elementary School Settlement Agreement

Education & Justice

Status:

- Retired Chief Justice Veale has been appointed as the Claims Officer to evaluate claims made under the Claims Protocol.
- The Government of Yukon will issue a public statement acknowledging and apologizing for the harm suffered by class members.
- A \$250,000 Special Counselling Fund will be established for the costs of counselling and related treatment that are not otherwise covered by government or private insurance plans.

If asked about the claims process:

- The claims process will be administered by the Department of Justice and an independent Claims Officer mutually agreed to by both the Government of Yukon and the plaintiffs.
- Anyone seeking further details on the claims process should contact the lawyers for the class members at the Tucker Carruthers law firm.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Education

[Date approved]

Mark Radke

2026-03-18

Deputy Minister, Justice

[Date approved]

Topic: Changes to federal operating procedures have affected access to Jordan's Principle funding for education partners in Yukon.

Key messages:

- 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 submit funding requests to Jordan's Principle and does not directly receive or flow Jordan's Principle funding.
- The Department of Education recognizes that changes to Jordan's Principle processes affect education partners, including Yukon First Nations, that rely on this funding to support Indigenous students.

Key facts and stats:

- Jordan's Principle is a human rights principle to make sure that Indigenous children do not face gaps or delays in accessing government services and are not denied government services because of their identity as Indigenous children.
- The Department of Education provides services similar to some supports previously funded through Jordan's Principle and may experience increased demand, particularly for student support services and school food programming.
- In fall 2025, an application to Jordan's Principle to support the rural nutrition program delivered by the Yukon First Nations Education Directorate was denied and is under appeal.
- Jordan's Principle previously funded Yukon First Nations to support education advocate roles and other culturally grounded positions that support students in Yukon schools, including at Robert Service School

in Dawson and in other communities. Some Yukon First Nations have reapplied for that funding again.

- Requests to Jordan's Principle are assessed on a case-by-case basis. Approval of previous requests does not guarantee renewal or approval of new requests.
- There is a likelihood of increased requests to the Government of Yukon from Yukon First Nations and the Council of Yukon First Nations due to denied Jordan's Principle requests.

Status:

- The Department of Education is working with Yukon First Nations and the Yukon First Nation Education Directorate to understand impacts related to changes to Jordan Principle funding by the federal government.
- Yukon First Nation Education Directorate's rural nutrition program operated from 2019 to 2025 and served about 900 First Nations children, delivering food to rural communities for about \$15 per day.
- The Department of Education continues to support the Yukon First Nation Education Directorate in their appeal related to the rural nutrition program.
- On March 24, 2026 it was reported that the Yukon First Nation Education Directorate has filed a Federal Court Application concerning Indigenous Services Canada's delays in decision making on their appeal and seeking an order to compel a decision.
- Indigenous Services Canada has not yet filed a response to the application and have indicated that a decision is expected for June 2026.

- On February 26, 2026, the Government of Canada announced \$1.55 billion in federal funding to renew Jordan's Principle until March 31, 2027. At this time, it is unknown by the Department of Education how this funding will apply to Yukon.

If asked about cuts to school food programming:

- The Department of Education is aware of the cuts to the rural nutrition program and supports the Yukon First Nation Education Directorate in their appeal.
- The Department of Education is working with partners to support the recently announced Yukon component of the National School Food Program.
- The Department of Education has partnered with the Yukon First Nation Education Directorate to pilot the hot lunch program to high need schools with the capacity to deliver. The reinstatement of Jordan's Principle funding will impact future school food program design.

If asked about how the Government of Yukon will support the Federal cuts through Jordan's Principle:

- The Minister of Education and the Minister of Health and Social Services sent a joint letter to Indigenous Services Canada requesting reconsideration of denied Jordan's Principle applications.

If asked about the cuts to the Jordans Principle program and effects on loss of wraparound supports for Yukon students

- The Department of Education is working with Tr'ondëk Hwëch'in and other affected Yukon First Nations to understand impacts on students, families, and communities and is continuing to advocate with the federal government for ongoing support.

Approved by:	
Paul Moore	2026-03-25
_____	_____
Deputy Minister, Education	Date approved

K-12 Technology in Yukon Schools

Education

Topic: The Department of Education provides technology services and support in schools, including resources for responsible use of artificial intelligence (AI) in schools.

Key messages:

- 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
 - increasing bandwidth to schools
- With both benefits and challenges, it is important for students to learn digital literacy, including the responsible use of artificial intelligence (AI) in curriculum, so they are better equipped to use AI safely, ethically, and responsibly on their own.
- The Department of Education shares resources for responsible AI use with students, parents, teachers, and school leadership.

Key facts and stats:

- The department's guidance aligns with the Government of Yukon's AI directive, regarding:
 - cautions about exposing personal information
 - not sharing confidential information
 - to critically evaluate information for bias and inaccuracies
 - to maintain 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

K-12 Technology in Yukon Schools

Education

develop a department level policy, with templates for schools to use for their own policy and procedural guidance.

- 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 resources and are encouraged to utilize them in the classroom to help encourage digital literacy, specifically with AI.

Status:

- Numerous professional development opportunities have been provided to Yukon teachers with respect to AI use in the classroom.
- Guidance and resources, including lesson plans, are available to teachers with respect to AI.
- Cybersecurity awareness training and ATIPP level 1 training is mandatory for all Education staff, including all staff in schools across the three school authorities.
- Security enhancements are being implemented this school year to improve our resilience against cyber-crime and to protect student information.

Approved by:

Paul Moore

2026-05-04

Deputy Minister, Education

Date approved

Mental Health Supports for School Staff and Students

Education

Topic: The Department of Education provides mental health supports for students and school staff in response to growing needs across Yukon communities.

Key messages:

- Meeting student mental health needs requires flexible and coordinated approaches.
- The Department of Education supports student wellbeing through mental health learning in the curriculum and access to developmentally appropriate supports for students and school staff.
- Student Wellbeing and Inclusion staff work with school authorities, Yukon First Nations, community partners, and youth to improve access to services, strengthen staff training, expand outreach, and build responsive school-based practices.
- School counsellors support students with academic, career, social, and emotional needs. School wellness specialists and First Nation government-led wellness roles strengthen school-based mental health supports and create connection between community and education.
- A Yukon Guide to Supporting Mental Wellness in Schools outlines prevention approaches, cultural and clinical supports, coordination with partner services, and alignment with Forward Together: Yukon's Mental Wellness Strategy.
- Students develop social and emotional skills through the school curriculum and are connected to community mental health services when specialized supports are required.

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Mental Health Supports for School Staff and Students

Education

Key facts and stats:

- The Department of Education has eighteen school wellness specialist positions across all three school authorities:
 - eleven school wellness specialist positions supporting the Yukon Education Authority, with two vacancies
 - one school wellness specialist position supporting the Commission scolaire francophone du Yukon
 - six school wellness specialist positions transferred to and managed by the First Nation School Board, with two rural vacancies.

Status:

- The Department of Education continues to review and strengthen mental health supports for students and school staff.
- Mental health supports remain a priority for the Department of Education.

If asked about school wellness specialist positions transitioning from time-limited CASA funding to permanent positions:

- The Department of Education is meeting with school administrators to confirm how school wellness specialist roles will support schools in the future and align with school-level needs.

Approved by:	
Paul Moore	2026-03-17
_____	_____
Deputy Minister, Education	Date approved

Topic: Actions and progress related to ensuring safe and caring learning environments in Yukon schools.

Key messages:

- The Department of Education is committed to supportive, safe, inclusive, and caring learning environments for all students.
- The department continues to strengthen policies, training, support, and critical incident response procedures to ensure all schools are a safe and caring place for children.
- The department is strengthening safety through initiatives such as the Safe and Caring Schools Policy, providing guidance, and training on protecting students from harm by adults, the Sexual Orientation and Gender Identity policy, Ready-to-Learn Schools, and work with the Yukon Child and Youth Advocate Office.

Key facts and stats:

- Departmental staff work across schools, departments and with the RCMP to close policy gaps and improve coordination when responding to critical incidents.
- The Safer School Action Plan was initiated in response to the Hidden Valley Elementary School Independent Review Report. It was launched in February 2022 and fully implemented by June 2023.
- While the Action Plan was fully implemented, work to improve the safety and wellbeing of students will always be a priority at the Department of Education.

Status:

- On November 14, 2025, the Supreme Court of Yukon approved the settlement agreement for the Jack Hulland Elementary School class action lawsuit (2007–2022).
- Full implementation of the Safer Schools Action Plan was completed on June 20, 2023.
- Policy updates and enhanced training for school-based staff are underway.
- The department continues to collaborate with Yukon's Child and Youth Advocate Office and RCMP.

If asked about student safety post-Tumbler Ridge

- The Department of Education is reviewing School Emergency Plans and procedures to ensure the plans are current and thorough.
- The department is updating guidelines and procedures for how schools respond to violent threat risk assessments.
- The department is reviewing and updating how the Violent Threat Risk Assessment protocol is used in schools.
- Every school has a School Emergency Plan that is updated annually and contains plans and responses that are specific to that school.
- Preventative maintenance contracts are in place to ensure school PA systems remain operational, when issues arise, technicians are dispatched promptly, and schools use interim communication methods (e.g., two-way radios, cell phones) to maintain safety.
- Education Operations has identified enhancements needed to support effective lockdowns-including additional classroom blinds and updated door hardware with implementation planned for the 2026/27 fiscal year.

- Work is underway to add front-door video camera and buzzer systems so schools can safely manage locked-door entry, particularly where the main office is not adjacent to the front door.
- Schools practice lockdown drills so that student and staff safety is at the forefront. To ensure schools are lockdown ready, all exterior doors except the main door are locked, all classroom doors are kept locked, and communication systems are checked.
- The Schools and Student Services Team met with all Yukon school leaders after the unfortunate events at Tumbler Ridge to review all safety practices in schools and to discuss any concerns school leaders have identified regarding the security of their schools.
- School leaders were reminded of mental health supports available to staff via their benefit programs.

If asked about measures in place to protect students from harm by adults:

- New policies and procedures include an emphasis on the legal requirement to report to the RCMP or Social Services when there is reason to believe a child may need protection.
- New guidance helps ensure communication and collaboration among departments and the RCMP in the case of an allegation of harm by an adult associated with a student in school.
- Comprehensive victims' support plans and interdepartmental agreements are in place to protect children.
- New guidance is in place to support communications with parents in the case of an allegation of harm to a student.
- All educators receive training in preventing and responding to harm.

- Onboarding practices and oversight of adults working with students have been strengthened.
- A Values and Ethics Code for public servants and a government-wide communications policy guide for responses to critical incidents are in place.
- Ongoing work includes policy updates following Ombudsman recommendations, Child and Youth Advocate recommendations, enhanced school bus safety, and continued engagement with parents and partners.

Approved by:

Paul Moore

2026-03-19

Deputy Minister, Education

Date approved

School Enrolment, Kindergarten Registration and Out of Area Transfers

Education

Topic: Current status, pressures, and planned actions regarding student enrolment trends, kindergarten registration, and out-of-area transfer processes.

Key messages:

- After years of sustained growth, Yukon student enrolment has begun to show a trend of levelling off.
- The Department of Education is prioritizing long-term capital planning, including replacement of École Whitehorse Elementary School and continued monitoring of school capacity across the territory.
- New school infrastructure, such as Dámbü Tán Kets'ádań Kù – Cliff Trail Elementary School and modular classrooms, help address enrolment pressures, particularly in areas of high population growth.

Key facts and stats:

- The Department monitors enrolment to support short, medium, and long-term planning for school capacity.
- Dámbü Tán Kets'ádań Kù – Cliff Trail Elementary School opened in 2025 in Whistle Bend, relieving pressure on several north-end Whitehorse schools.
- F.H. Collins Secondary School reached approximately 99% capacity as of January 2025, with modular classroom expansion added for the 2025-26 school year.
- In recent years, modular classrooms have been added at three elementary schools to meet enrolment needs:
 - Hidden Valley Elementary School,

School Enrolment, Kindergarten Registration and Out of Area Transfers

Education

- École Selkirk Elementary School, and
- Golden Horn Elementary School.
- Classroom capacity is determined by available learning spaces and maximum class sizes under collective agreements.
- “Operational capacity” refers to the ideal state in which a school should function and is not the total occupancy capacity for the building.
 - Operational capacity considers factors such as fluctuations in enrolment, the ability to accommodate an influx of student enrolment, as well as the efficient use of facilities and resources that all contribute to an ideal learning environment.
 - Operational capacity is calculated annually, near the beginning of each calendar year, which is halfway through the school year, to support cyclical staffing activities.
- Attendance area boundaries are used to help manage enrolment numbers.
- Families can submit an out-of-area transfer request if they want their child or children to attend a Yukon Education Authority school outside the attendance area they live in.
 - All Yukon school authority requests are sent to the Superintendents for decision and can be appealed to the Assistant Deputy Minister of Schools for final decision.
 - Keeping families together at the same school is a common reason for out-of-area transfers to be approved.
 - There is more flexibility to approve out-of-area transfer requests for elementary schools than secondary schools, due to the number of student spaces available.

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School Enrolment, Kindergarten Registration and Out of Area Transfers

Education

- Out-of-area transfer requests are not required for students to attend:
 - a French immersion program
 - a Catholic education program

Status:

- Enrolment pressure remains a concern for families and school communities, due to perceptions of overcrowding and long-term capacity challenges.
- Short-term actions include redirecting students when necessary and providing transportation support.
- Medium-term actions include additional modular classrooms and monitoring attendance area alignment.
- Long-term planning continues through the Government of Yukon's 5-year capital plan and will require future school buildings.

If asked about kindergarten registration:

- Kindergarten registration for French Immersion closed on February 15, 2026, with other programs remaining open on a first-come, first-served basis.

Approved by:

Paul Moore

2026-03-17

Deputy Minister, Education

Date approved

School Governance and Associations

Education

Topic: An overview of school governance structures and roles of school councils, school boards, the Association of Yukon School Councils, Boards and Committees, and the Catholic Education Association of Yukon.

Key messages:

- The Yukon's school governance model supports shared responsibility, with two school boards, 17 school councils, a 17.7 agreement with Tr'ondëk Hwëch'in, and the Department of Education, all playing defined roles under the *Education Act*.
- The Department of Education values strong partnerships to enhance student outcomes and strengthen community representation in education, including Yukon First Nations, school councils, the First Nation School Board with their community committees, the Commission scolaire francophone du Yukon, the Association of Yukon School Councils, Boards and Committees, the Catholic Education Association of Yukon, and more.
- Local governance continues to be a priority, supporting meaningful parent and community involvement in decisions affecting Yukon students.

Key facts and stats:

- All 17 Yukon Education Authority schools have elected school councils, with 3-7 members per council. Currently there are 9 schools with Guaranteed Representation from First Nations that sit on School Council.

School Governance and Associations

Education

- School council elections occur every two years in the spring of even-numbered years; the next election is scheduled for May 2026.
- School councils are involved in the hiring process for school principals, and they advise on school growth plans, budgets, policies, staffing needs, calendars, and student transportation.
- School councils receive departmental funding to cover member honoraria and operational expenses (such as hiring a secretary and/or treasurer).
- In Dawson City, the Government of Yukon and Tr'ondëk Hwëch'in Government have a 17.7 agreement in place for schools in the Traditional Territory, which is Robert Service School.
 - This includes shared decision making about the school and having the Tr'ondëk Hwëch'in Education Director integrated within Robert Service School staff.
 - The co-governance agreement strengthens Tr'ondëk Hwëch'in's and the Government of Yukon's relationship and commitment to section 17.7 of the Tr'ondëk Hwëch'in Self Government Agreement.
 - The department and Tr'ondëk Hwëch'in are working together to enhance and expand the delivery of Hän language, culture, and heritage education programs in the Tr'ondëk Hwëch'in Traditional Territory.

School Governance and Associations

Education

- The Yukon has two school boards:
 - The Commission scolaire francophone du Yukon operates two schools and one program of instruction: Programme Confluence in Dawson, as well as a home school program: École nomade,
 - The First Nation School Board operates 11 schools, nine of which are in communities outside of Whitehorse.
 - School board trustees are elected every three years; the next school board election will take place in the fall of 2028.
- The Association of Yukon School Councils, Boards and Committees (AYSCBC) is a non-profit association representing school councils, boards, and committees, supporting training, communication, and common initiatives.
- The Catholic Education Association of Yukon (CEAY) is a non-profit association representing the three catholic schools by supporting training and faith-based initiatives.

Status:

- The Department of Education continues to work closely with school councils through monthly meetings and liaison support to ensure alignment with school and departmental priorities.
- Ongoing collaboration with the Association of Yukon School Councils, Boards and Committees and the Catholic Education Association of Yukon includes supporting governance training and joint work on school council capacity building.
- Engagement with the First Nation School Board and Commission scolaire francophone du Yukon continues through operational policy

coordination as part of the shared governance model under the *Education Act*.

- Preparations are underway for the May 2026 school council elections, including liaison outreach and updating council resources.

If asked about school board expansion or referendum votes:

- A referendum vote allows communities to decide whether to move from a School Council to a Board of Governance; these occur when the Minister of Education accepts a school council resolution or a community petition. There is no fixed schedule for referenda.
- The Department of Education supports communities by providing information on governance models but does not advocate for a specific outcome.
- School Boards carry responsibilities including school planning, policy setting, staffing decisions, and oversight of instruction, as outlined in the *Education Act*.

If asked about the Wood Street Advisory Committee:

- Wood Street is a valued educational centre, offering experiential learning opportunities to Yukon secondary students who attend programs for a semester at a time.
- Wood Street is an educational centre, rather than a school, and so does not have an elected school council.
- Advisory Committee's are not legislated bodies, and provide advice as they do not have decision-making authority

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School Governance and Associations

Education

- In addition, since an Advisory Committee is not a School Council, it cannot and will not receive the same resources as a School Council.
- Recognizing the need for community input, and to ensure community voices are reflected at the Wood Street Centre, the Department of Education is in the process of establishing an advisory committee for the Wood Street Centre.

Approved by:	
Paul Moore	2026-05-04
_____	_____
Deputy Minister, Education	Date approved

Sexual Orientation and Gender Identity Inclusion

Education

Topic: Sexual orientation and gender identity inclusion in schools have been discussed regularly in the Yukon Legislative Assembly and the media.

Key messages:

- The Department of Education is actively working to ensure safe and inclusive learning environments for all students.
- Schools and Student Services supports school authorities and communities to uphold the respect, dignity, and inclusion of gender- and sexually diverse students.
- The Yukon Human Rights Act protects all students and staff in our schools. The department has zero tolerance for discrimination, bullying, or slurs.

Key facts and stats:

- 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 (SOGI) Policy applies in all Yukon schools, including Catholic Separate Schools.
- Schools are required to actively promote equity and non-discrimination and ensure students have access to safe spaces and trusted adults for support.
- Approximately 15% of Yukon secondary students identify as 2SLGBTQIA+.

Status:

- The St. Francis of Assisi School Council's locally developed course, *Catholic Ethical Principles 12*, was approved on December 30, 2025.

Sexual Orientation and Gender Identity Inclusion

Education

The course textbook is approved for use until the end of the 2026–27 school year, with mitigations to improve SOGI inclusion. Department staff are supporting the school to secure an alternative textbook.

- The Child and Youth Advocate has conducted a review of SOGI inclusion in Yukon schools. Their report with recommendations was tabled on March 30, 2026.

If asked about SOGI inclusion school procedures:

- In 2021, the Government of Yukon committed through the LGBTQ2S+ Inclusion Action Plan to modernize the SOGI Policy for schools.
- The 2012 SOGI policy, and the 2023 update, require all schools to develop procedures to promote and protect SOGI inclusion.
- To support schools, the Department of Education is preparing a SOGI procedures template that schools can adapt to meet their community context, fulfill human rights obligations, and create safe and welcoming environments for students.
- Schools will be expected to work with local First Nations, school boards and councils, community committees, and students before finalizing their procedures.

If asked about SOGI inclusion in Catholic Schools:

- The Department of Education supports Catholic schools to meet legal requirements for SOGI inclusion while respecting “Catholic permeation.”
- The *Education Act* protects the right to operate Catholic separate schools and requires all schools to comply with applicable legislation, including human rights legislation.

Sexual Orientation and Gender Identity Inclusion

Education

If asked about how the Department is supporting educators to promote SOGI inclusion:

- At the start of the 2023–24 school year, the Department of Education provided SOGI inclusion training to all administrators and teachers in the Yukon Education Authority. Since then, optional training and information booths have been offered at Welcome Week events.
- Department staff and consultants are available and provide customized training to all Yukon schools.
- Each school has identified a safe person and a SOGI Lead to support students and educators. SOGI Leads meet periodically to collaborate, receive training, and share resources.

Approved by:

Paul Moore

2026-03-30

Deputy Minister, Education

Date approved

Topic: How student performance is tracked and shared

Key messages:

- The Performance and Analytics branch provides high-quality analyses and information to strengthen understanding of student performance and system effectiveness.
- Student performance is tracked to better understand how the Yukon's education system is functioning and to support evidence-based decisions that improve student outcomes.
- Accurate, relevant, and timely information supports decision makers in identifying needs, allocating resources, and improving results across the education system.

Key facts and stats:

- Comprehensive performance monitoring includes indicators such as enrolment trends, attendance, assessment outcomes, course completion, and graduation patterns.
- Graduation rates are an important measure of student success; however, estimation methods used in larger jurisdictions, like proxy cohort analyses, are not statistically reliable in the Yukon due to our small population size.
- The Performance and Analytics branch integrate data from across the education system to support a better understanding of student pathways, learning needs, and overall system performance.
- The Department of Education provides data reports to schools, which they use to identify learning gaps, plan interventions, and support long-term student success.

Status:

- The Performance and Analytics branch continues to enhance system-level and student-level indicators to support improved reporting and analysis.
- Schools and program areas are increasingly using data to guide interventions, resource planning, and continuous improvement.
- The Integrated Outcome Strategy for Yukon Learners outlines 14 outcomes that guide system performance. The department is working to determine the specific metrics that will measure performance against the outcomes.

If asked about graduation rate methodology:

- Unlike more populous jurisdictions in other parts of Canada, the Yukon does not use estimation methods such as proxy cohort models because they are unreliable with small population sizes.
- Graduation analyses are conducted using actual student-level data.
- Graduation rates are only one measure of student success; the department relies on a broad range of indicators to understand student progress and system performance.

Approved by:

Paul Moore

2026-03-18

Deputy Minister, Department

Date approved

Topic: The department is working on a territory-wide policy to restrict the use of personal mobile devices in schools.

Key messages:

- The Government of Yukon is working to establish a territory-wide policy and guidance for personal mobile device use in all Yukon schools by the start of the 2026–27 school year.
- The Department of Education will consult with the Yukon Association of Education Professionals this spring, while gathering information from school-based and school board staff, educational partners, families, and students.
- The goal of the draft policy is to reduce classroom distractions while acknowledging technology's potential educational benefits when used appropriately.

Key facts and stats:

- All provinces in Canada have implemented personal device use restrictions in schools.
- Fifteen schools in the Yukon, or just over 30 per cent, already have mechanisms in place to manage the use of personal devices.
- Research has shown that it can take students up to 20 minutes to refocus on what they were learning once distracted by a personal mobile device.
- The draft policy includes exceptions for learning and medical needs.
- The department has heard from educators and educational partners that successful implementation of the policy may require additional resources to support schools along with support from various areas across the department.

Status:

- The department attended the First Nation Education Commission meeting on January 22 to share information on updates to the policy since receiving new direction in December 2025.
- The annual OurSCHOOL parent survey ran from February 9 to March 6, 2026, and provided families with the opportunity to share their perspectives on implementation of the policy.
- The department met with school administrators on February 11, 2026 to present information on the draft policy, discuss next steps, supports and answer questions about the potential impacts of the policy.
- The department is also engaged with a youth advisory team called S.L.A.Y. (Strong Leaders are Youth).
- As of April 2026, consultation with the Yukon Association of Education Professionals is underway.
- Once consultation with the Yukon Association of Education Professionals is complete, the policy will be finalized and released, with an implementation date planned for the 2026-27 school year.

If asked about whether this working in other parts of Canada:

- Education ministries across Canada have said that the policies that restrict personal mobile devices in schools have had beneficial results in the classroom, allowing students to be more engaged in learning and developing healthy peer relationships.

If asked about implementation next school year:

- The Department of Education has heard that implementation can present challenges. Officials are working to learn more from

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Spring 2026

Student Personal Device Usage

Education

educational partners about what support can be provided during this important phase.

Approved by:

Paul Moore

2026-04-30

Deputy Minister, Education

Date approved

Topic: The Department of Education provides school busing, city transit passes, and transportation subsidies to families to support students travelling safely and effectively to and from school.

Key messages:

- The Department of Education provides student transportation support for families in Whitehorse and communities across the Yukon.
- The department recognizes that families experienced frustration this school year due to late notices and service disruptions.
- The department is working closely with Standard Bus Yukon to improve communication, especially during periods of extreme cold.
- Standard Bus Yukon is working to streamline service notifications through a single platform, My School Bus Monitor. This will provide clearer and more consistent updates.
- Standard Bus Yukon has put backup staffing and equipment measures in place to reduce service disruptions.
- The department continues to work collaboratively with the contractor to ensure safe, reliable, and timely transportation for students.
- Staffing pressures continue due to a tight Yukon labour market and difficulty recruiting for part-time split shifts; the department and Standard Bus are prioritizing retention and training while managing ongoing short-notice absences.

Key facts and stats:

- There are 42 active school bus routes in Whitehorse and 12 routes in Yukon communities, serving approximately 2,200 registered riders during the 2025–26 school year.

- Standard Bus Yukon is responsible for notifying schools and families when bus delays or cancellations occur. The department continues to work with the contractor to improve the timeliness of those notices.
- Bus routes may be cancelled due to weather, road conditions, mechanical issues, or the driver's availability. Student safety remains the primary consideration in all transportation decisions.
- The department has been meeting weekly with the contractor throughout 2026 to review driver forecasts for the coming weeks and agree on proactive steps to manage shortages. Driver absences are monitored and have decreased since the beginning of 2026.
- Families are asked to submit requests for special transportation arrangements or alternate drop-off locations by email, with two days' notice where possible.
- Families must register for My School Bus Monitor to receive updates about bus delays or cancellations.
- Technical reviews have confirmed that there are no widespread issues with the My School Bus Monitor system, aside from occasional local or internet-related disruptions.
- Standard Bus Yukon holds the current student transportation contract through the 2026–27 school year, with a 3-year contract ending in June 2027, with a total value of approximately \$13.5 million.
- An additional \$180,000 has been allocated to the 2026–27 school busing contract to include annual route planning, online registration, and an upgraded bus monitoring system that provides real-time route and arrival information.
- These enhancements will improve customer service for Yukon families by providing clear, timely transportation information, reducing

uncertainty, and increasing confidence in services, while supporting more efficient service delivery in the 2026-27 school year.

- Yukon's education authorities manage activity buses: FNSB provides dedicated vehicles for learners (including a Suburban in Beaver Creek), and CSFY shares a 32-seat activity bus in Whitehorse between CSSC Mercier and École Émilie-Tremblay.

Status:

- Senior officials from the Department of Education and Standard Bus Yukon have been meeting regularly since January 2026 to address service gaps and strengthen transportation delivery.
- The live bus tracking privacy review was approved on April 28, 2026, confirming that personal information will be appropriately protected. The Department and Standard Bus Yukon are preparing to enable live tracking on two routes and will communicate with affected families ahead of the planned launch the week of May 11. Families will receive clear instructions on how to download the app, register, and use it to track buses while they are in operation.
- The Transportation Committee provides operational, family and school council input to inform student transportation and the tender planning (e.g., service expectations, communications, and priority improvements).

If asked about the reason for bus cancellations or route changes:

- Student transportation disruptions can occur due to weather, road conditions, staffing availability, mechanical issues, late registrations, or special transportation needs.

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TAB# HOT11/SC17

Spring 2026

Transportation - Busing

Education

- The Department of Education meets weekly with Standard Bus Yukon to minimize disruptions, while always prioritizing student safety.

Approved by:

Paul Moore

2026-04-30

Deputy Minister, Department

Date approved.

Topic: The Government of Yukon is expanding access to school food through a federally funded program to improve student wellbeing and learning.

Key messages:

- For 2026-27, \$5,096,806.00 is available in federal funding to support Yukon school food programming to increase healthy and reliable means for students.
- The Government of Yukon is working closely with partners, including the Yukon First Nations Education Directorate, the Yukon Food for Learning Association, the First Nation School Board, and the Commission scolaire francophone du Yukon.
- Through the Yukon First Nations Education Directorate, a universal hot lunch program is being piloted in seven schools, including urban and rural locations. The pilot is fully funded through the National School Food Program and will serve approximately 850 students
- The Department of Education is working with schools and Yukon First Nation governments to learn about what they currently have for school food programming, capacity for expansion, and what additional support may be needed to enhance school food initiatives.

Key facts and stats:

- On March 26th, 2026, The National School Food Program Act received Royal Assent as part of Bill C-15. This act confirms the Government of Canada's commitment to long-term school food funding.
- In September 2025, the Government of Canada approved the Yukon action plan for years two and three of the National School Food Program to March 2027.

- In January 2026, the Department of Education finalized agreements with Yukon First Nation Education Directorate, Yukon Food for Learning Association and Commission scolaire Francophone du Yukon to deliver school food programming.
- The seven pilot schools were selected in partnership with the Yukon First Nations Education Directorate and the Yukon Food for Learning Association (YFFLA).
- Yukon Food for Learning Association will provide all Yukon schools with funding to support school food programming in their schools.
- The Department of Education recognizes that recent changes to Jordan's Principle funding may place additional pressure on partners delivering food programs, particularly in rural schools.
- The Yukon First Nation Education Directorate rural nutrition program served approximately 900 Indigenous students. Federal program funding through Jordan's Principle was denied for the 2025-26 school year.
- Yukon First Nation Education Directorate has filed a claim against Indigenous Services Canada in Federal court because it delayed a decision on an appeal for restoring funding for its rural nutrition program. The Yukon First Nation Education Directorate is seeking an order to compel a decision.

Status

- Funding has been allocated to support:
 - Pilot hot lunch programs at the following schools:
 - Tantalus Community School in Carmacks
 - Del Van Gorder School in Faro
 - Ghùch Tlâ Community School in Carcross

- Johnson Elementary School in Watson Lake
- Selkirk Elementary School in Whitehorse
- Takhini Elementary School in Whitehorse
- St. Francis of Assisi Catholic Secondary School in Whitehorse
- Approximate cost per student at these pilot schools is \$9.00-12.00 a day per student.
- The Commission scolaire francophone du Yukon to support lunch programming in three schools.
- The Yukon Food for Learning Association provide funding for food and small kitchen equipment in schools.

2025-2026 Fiscal Funding

Hot Lunch Pilot- Yukon First Nations Education Directorate	Commission Scolaire Francophone du Yukon	Yukon Food for Learning Association
\$809,738	\$207,000	\$1,065,000

If asked about other costs per student that have been publicly reported:

- There have been media reports stating that the National School Food program allocation is approximately \$1.44 or \$1.30 per student per day in Yukon.
- These were calculations made by outside parties and are likely based on allocating the total National School Food Program budget on a per student basis across Yukon, rather than actual costs for the pilot hot lunch program, Commission Scolaire Francophone du Yukon programming, or Yukon Food for Learning Association grant distributions.

If asked about the Yukon First Nations Education Directorate Rural Nutrition Program appeal:

- The Department of Education will work with the Yukon First Nations Education Directorate to understand the impacts of changes to Jordan's Principle funding and will support the appeal to the federal government regarding the rural nutrition program decision. This funding program is for Indigenous students.

Funding Chart:

	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*	\$2,548,403.00**
Amount received by YG as of March 24, 2026	\$2,259,311.00	\$2,259,311.00	0
Total available expenditures	0	\$2,259,311.00	\$5,096,806.00

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

**100% carryover allowed from 2025-2026 to 2026-2027

Approved by:

Paul Moore

2026-04-14

Deputy Minister, Education

Date approved

Topic: The recently released How Are We Doing? Yukon First Nations Report and the Yukon Wide Student Data Report for 2024-25 highlight ongoing concerns with student attendance.

Key messages:

- Student attendance has declined in the Yukon in recent years, mirroring trends seen across Canada and internationally since the COVID-19 pandemic and remains a significant and ongoing concern for the education system.
- The 2024-25 reports highlight that high levels of absenteeism are most pronounced for rural students and for Yukon First Nations students, underscoring the need for targeted and culturally responsive approaches.
- Improving student attendance is a shared responsibility with families, and the Department of Education is actively working with schools to strengthen early identification, prevention, and support strategies to reengage students and families.
- To better support school-level action, work is underway to improve the timeliness and usability of attendance data so administrators can intervene earlier and measure the impact of attendance supports more effectively.
- As part of ongoing efforts to strengthen partnerships, the Department continues to enhance how student data and information is shared with First Nations governments, supporting collaboration to improve student outcomes while respecting governance roles and responsibilities.
- While support and flexibility are essential, it is important to note that under the Education Act, students ages 6 to 16 are required to attend

school, and regular attendance is critical to student learning, well-being, and long-term success.

Key facts and stats

- In the 2024–25 school year, 50% of Yukon public-school students missed 20 or more days of school, indicating that chronic absenteeism remains widespread across the territory.
- Attendance challenges are more pronounced in rural schools, where 71% of students missed 20 or more days of school, compared to 45% of students in urban schools.
- High absenteeism affects both elementary and secondary groups: in 2024–25, 49% of elementary students and 51% of secondary students missed 20 or more days of school Yukon-wide.
- There are significant gaps in attendance by self-identification: 74% of Yukon First Nations students, 59% of other Indigenous students, and 42% of non-First Nation students missed 20 or more days of school in 2024–25.
- While attendance has improved slightly since the peak absenteeism observed in 2021–22, rates of students missing 20 or more days remain elevated in 2024–25 compared to pre-pandemic years, particularly for Yukon First Nations and rural students.

If asked about whether student participation in First Nations cultural or harvesting activities impacts absenteeism:

- For safety and legal purposes, it is a requirement for schools to record whether a student is physically in the school or not.
- Historically, students who were absent from school for FN cultural or harvesting activities (absent authorized) were recorded as absent on

their report card or in aggregate data reports by Performance and Analytics at the Department of Education.

- This policy and practice been has changed, and students participating in First Nations cultural and harvesting activities are not considered absent for that day. Attendance is coded as AUTH, OFFSITE, Cultural Activity for activities where the student is not physically in the school for cultural and harvesting activities.

If asked about what the Department of Education has done in recent years to support students with attendance:

- The Department of Education has hired School Wellness Specialists in Yukon schools to support students, families, and educators in improving attendance, reducing barriers to learning, and enhancing wellbeing and community connection.
- First Nations Wellness roles have been established with five Yukon First Nations and are administered by each Nation, ensuring supports are designed and delivered in ways that best meet the needs of their citizens in education.
- Yukon government has signed an agreement with the Government of Canada to operate the National School Food program. This program helps support student attendance by ensuring consistent access to nutritious meals within schools, reducing barriers related to food insecurity.

Approved by:

Paul Moore

2026-05-05

Deputy Minister, Department

[Date approved]

Topic: Teacher licensing pathways for Canadian and internationally educated teachers.

Key messages:

- All teachers who took teacher training outside of the Yukon must hold a valid teaching certificate in another province or territory to be eligible to apply for a Yukon teaching certificate.
- Yukon is a signatory to the Canada Free Trade Agreement, whose labour mobility provisions assert that certified teachers who are recognized as qualified to work by a regulatory body in another province or territory may be certified in Yukon without having to go through significant additional training, work experience or assessments.
- Pathways to Teach Canada was launched in Fall 2024 and is a single point of entry for internationally educated teachers interested in teaching in Canada.
- This platform offers credential assessment and language competency testing in a streamlined process with participating provinces and territories.
- Due to the structure of our regulations, Yukon is an observer participant in the Pathways to Teach project.
- This means that while internationally educated teachers cannot apply directly to Yukon for teacher certification, they can still use the streamlined platform to share their completed assessments once certified in another jurisdiction.

Approved by:

Paul Moore

5/5/2026

Deputy Minister, Department

[Date approved]

Topic: Investments in new and upgraded infrastructure at rural schools across the Yukon.

Key messages:

- Our government is investing in rural school infrastructure to ensure students have safe, welcoming and modern learning environments.
- These investments support long-term planning to meet the needs of students, families, and communities across the territory.

Key facts and stats:

- Current investments focus on upgrading core building systems and addressing priority maintenance needs in rural schools.
- The construction of Kêts'ádań Kù, (Ket-zah-Done-coo) – a new school in Burwash Landing.
- The school is expected to be completed by winter 2027/28.
- Upgrades planned for this upcoming year in rural schools include:
 - Roof replacement at JV Clark School;
 - Boilers and fuel tank replacement at Watson Lake Secondary School;
 - Flooring improvements at Tantalus School;
 - Interior painting at Teslin School; and
 - Gym floor refinishing and interior painting at Johnson Elementary School.
- The following upgrades were completed in the past year to rural schools:
 - structural wall and foundation upgrades, along with a new septic system at the Nelnah Bessie John School in Beaver Creek;

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Spring 2026

Investment in Rural Schools

Highways and
Public Works

- o roof repairs and HVAC system replacement at the Robert Service School in Dawson;
- o roof replacement and stabilization at Ross River School;
- o new flooring at the Tantalus School in Carmacks;
- o new outdoor learning spaces at Ross River School and Eliza Van Bibber School;
- o a new mechanical controls system and energy efficient ventilation system at Johnson Elementary School in Watson Lake; and
- o interior re-painting at the St. Elias Community School in Haines Junction.

Status:

- Highways and Public Works is implementing a new building condition assessment program for all government-owned facilities, to better prioritize maintenance and upgrades.
- The department is developing a Strategic Asset Management Plan, to align future capital investments with service delivery and long-term infrastructure needs.

Approved by:	
T. Allen	
Deputy Minister, Highways and Public Works	Date Approved

Kêts'ádañ Kù (Burwash Landing School)

Highways and
Public Works

Topic: Construction of a new school in the community of Burwash Landing.

Key messages:

- Our government is committed to supporting rural communities with new and upgraded education facilities.
- Kêts'ádañ Kù, (Ket-zah-Done-coo) will be delivered for the students of Burwash Landing by winter 2027/28.
- The school is being built in collaboration with the Kluane First Nation and we look forward to working together – government to government – throughout this important project.

Key facts and stats:

- Construction began in the fall of 2024.
- Foundation work is complete, including base preparation and installation of the steel foundation system.
- The school will accommodate students from Kindergarten through Grade 12 with a capacity of up to 40 students.
- A seismic performance issue was identified during construction, requiring a structural redesign to meet building code.
- The redesign will ensure the building can withstand low-magnitude earthquakes without damage.
- Final costs and schedule will be confirmed once redesign pricing is approved and the delay claim is resolved, expected in early April 2026.
- The project budget is \$41.5 million as of September 2025.

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Kêts'ádań Kù (Burwash Landing School)

Highways and
Public Works

- The Government of Canada is providing \$10.9 million through its Rural and Northern Infrastructure Stream of the Investing in Canada Infrastructure Program.

Status:

- A revised design has been completed and is under review.
- Contractor remobilization and material delivery expected early April 2026.
- Substantial completion targeted for December 2027
- Opening to students: Winter 2027/2028

If asked about the seismic redesign of the school:

- The project identified a seismic performance issue during construction, which required the design to be updated to fully meet current building code requirements.
- This issue was addressed immediately, and a revised design has now been completed.
- The updated design strengthens the building to ensure it performs safely during seismic events.
- Construction will resume in early April 2026, and we will continue to provide updates as the project progresses.

Approved by:	
T. Allen	
Deputy Minister, Highways and Public Works	Date Approved

Khàtinas.àxh Community School (Teslin School)

Highways and
Public Works

Topic: Planned investments for the Khàtinas.àxh Community School in Teslin.

Key messages:

- Highways and Public Works values its ongoing partnership with the Teslin Tlingit Council on all shared projects, including the Khàtinas.àxh (Kaw keen ah sa) Community School.
- This government is committed to ensuring the school meets the needs of Teslin students for years to come and is a key priority for our government.
- Strategic investments are planned this year to maintain and improve the school's infrastructure.

Key facts and stats:

- Highways and Public Works leases Khàtinas.àxh (Kaw keen ah sa) Community School from the Teslin Tlingit Council as the school is located on Settlement Land.
- The department works closely with Teslin Tlingit Council to identify maintenance concerns and address them as quickly as possible.
- The Government of Yukon and the Teslin Tlingit Council have a heat supply agreement to heat the school using biomass. The school also has a backup oil burning heating system.
- Air handling units were upgraded in summer 2025 to provide more consistent heating throughout the school.

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**Khàtìnas.àxh Community School
(Teslin School)**

Highways and
Public Works

Status:

- In August 2025, Highways and Public Works finalized a five-year lease with Teslin Tlingit Council for the continued use of the school.
- The government maintains a heat purchase agreement with the Teslin Tlingit Council to supply biomass-generated heat to the school.
- Work this year will focus on maintenance and efficiency improvements.

Approved by:	
T. Allen	
Deputy Minister, Highways and Public Works	Date Approved

Topic: New Whitehorse Gymnastics and Climbing facility in Whistle Bend and future use of Riverdale space.

Key messages:

- The new Polarettes and Climb Yukon facility in Whistle Bend opened in August 2025, providing a purpose-built space that meets the needs of both clubs and supports growing demand for recreational facilities in Whitehorse and across the territory.
- The facility was funded through the Government of Canada's Investing in Canada Infrastructure Program (\$31.6 million) with an additional \$2.5 million contribution from the Government of Yukon.
- The Government of Yukon owns the facility and the Department of Highways and Public Works manages the long-term lease agreements with the Polarettes Gymnastics Club and Climb Yukon Association.
- This government is exploring options for the future use of the former gymnastics facility in Riverdale to maximize community benefits.
- Work is underway across departments to determine the most appropriate long-term use of the Riverdale space.

Key facts and stats:

- The facility exceeds the National Energy Code of Canada for Buildings by more than 35 per cent.
- The Whitehorse Gymnastics and Climbing Facility hosted the gymnastics competitions for the Arctic Winter Games 2026 and is hosting the Western Canadian Championships 2026.

New Polarettes Building

Highways and
Public Works

- Highways and Public Works completed a feasibility study of the former Polarettes space, to identify what potential upgrades are required.
- Officials from Highways and Public Works, Community Services, the Department of Education, and Sport Yukon continue to collaborate to determine options for the space's future use.
- The Riverdale facility is owned by the Department of Education, with building management and maintenance provided by Highways and Public Works.

Status:

- The planning process for the future use and renovation of the Riverdale facility is currently underway.
- Discussions are continuing with Education, Community Services, and Sport Yukon regarding potential programming and future access to the space.

If asked about operating and maintenance costs for the new facility:

- The facility is owned by the Government of Yukon, and the Department of Highways and Public Works manages the lease, building operations, and overall facility maintenance.
- Operating and maintenance costs, including janitorial and waste removal, are managed within departmental budgets, as part of standard government facility operations.
Withheld
- The Polarettes Gymnastics Club and Climb Yukon Association have entered into a 5-year lease to offset some of the O&M costs.

If asked if the Yukon government pays O&M for other sport groups or facilities:

- The Yukon Government helps sport and recreation groups in a few ways: some facilities are government-owned, some are leased to groups, and some are shared with schools.
- In government-owned buildings, Highways and Public Works typically covers a portion of the operating and maintenance costs, and tenants pay part through their lease.
- Community groups can also use school facilities at little or no cost. Education handles cleaning and utilities, and HPW manages snow removal.
- Other community facilities, like Marsh Lake Community Centre, work similarly, with the government covering most costs and tenants responsible for janitorial services and waste.
- Through the Sport Foundations program, some organizations also receive targeted support for facility operating costs.

If asked about short term usage of the St. Francis Annex Space:

- The St. Francis Annex remains under the care and control of the Department of Education while longer-term options for the space are being developed.
- As an interim approach, community access (including Archery Yukon) is being managed through the existing Joint Use Agreement with the City of Whitehorse, school programming has priority, and the City manages approved bookings.

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New Polarettes Building

Highways and
Public Works

- During this interim period, the facility continues to be maintained as part of normal government building operations.
- Annex-specific operating requirements and any needed code/accessibility upgrades are being confirmed with partners to transition away from ad hoc arrangements.

Approved by:

Tracy Allen

2026-04-09

Deputy Minister, Highways and Public Works

[Date approved]

Paul Moore

2026-03-31

Deputy Minister, Education

[Date approved]

Topic: Yukon University's Polaris Project and government support for education infrastructure.

Key messages:

- The Government of Yukon is committed to investing in education infrastructure that reflects a growing and changing population and supports Yukon students.
- The government's investment in Yukon University's Polaris Project will deliver long-term benefits for students, research, and the territory.
- The Government of Yukon supports Yukon University's leadership on this project and will continue to engage with the university as the project moves forward.

Key facts and stats:

- Yukon University is constructing a new science building known as the Polaris Project on its Whitehorse campus.
- Construction began in spring 2025 and is expected to be completed by fall 2027.
- The Polaris Project received approximately \$31 million in federal funding from Indigenous and Northern Affairs, Natural Resources Canada, and Employment and Social Development Canada.
- The Government of Yukon is contributing \$13 million.

Status:

- The Government of Yukon owns the land on which Yukon University is located.

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Polaris Project (Yukon University Science Building)

Highways and
Public Works

- Yukon University is responsible for delivering project and have been publicly sharing updates on construction progress.

Approved by:	
T. Allen	February 11, 2026
Deputy Minister, Highways and Public Works	Date Approved

Topic: Status of the Ross River School and planned maintenance and stabilization work.

Key messages:

- The Government of Yukon continues to invest in the Ross River School to ensure it remains a safe and functional learning environment for students and staff.
- Changing permafrost conditions require ongoing monitoring and mitigation to manage building movement and protect the integrity of the school.
- Highways and Public Works is taking a long-term, preventative approach to maintaining the school in partnership with the community.

Key facts and stats:

- A roof replacement and stabilization project was completed in the 2025-26 fiscal year to address impacts from building movement.
- Over the past 5 years, \$5.7M has been invested in critical maintenance and stabilization work at Ross River School, including:
 - 2024 – New septic system – \$169K
 - 2023 – Releveling System – \$3.82M
 - 2023 – Lighting upgrade (gymnasium and library) - \$59K
 - 2023 – Passive crawlspace cooling – \$66K
 - 2023 – Domestic hot water tank replacements - \$25K
 - 2022 – New modular mechanical room – \$1.55M
 - 2021 – Water trough installations – \$44K

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Ross River School

Highways and
Public Works

- In spring 2023, more than 200 permanent jacks were installed under the school to support ongoing re-levelling as needed.
- Until July 2024, the school was inspected quarterly by a multi-disciplinary team, including architectural, structural, and geotechnical experts.
- Following the successful installation of the re-levelling system and confirmation that the building is stable, quarterly inspections are no longer required.

Status:

- The school is now included in an annual permafrost monitoring program for government buildings that are more vulnerable to ground movement.

If asked about the December 2025 earthquake:

- Following the December 6 earthquake, precautionary inspections were conducted at select Yukon schools.
- Although the Ross River School is located further from the epicenter a visual inspection was completed out of an abundance of caution.
- No earthquake-related damage was identified, and the school was deemed safe for continued occupancy.

Approved by:	
T. Allen	
Deputy Minister, Highways and Public Works	Date Approved

Topic: Maintenance and infrastructure investments in Yukon schools.

Key messages:

- The Government of Yukon is committed to keeping schools as safe, welcoming, and supportive learning environments for students and staff.
- Routine maintenance and capital investments ensure schools remain modern, functional, and sustainable.
- Highways and Public Works collaborates with the Department of Education to address infrastructure needs and ensure school safety.

Key facts and stats:

- Yukon has 32 schools maintained by Highways and Public Works.
- All schools receive daily operational and maintenance checks as well as regular inspection and testing of fire and life safety systems in line with applicable codes.
- In 2025, approximately 3,000 maintenance work requests were completed in Yukon schools.
- In 2025-26, over 12 capital maintenance projects were completed, including roof replacements, boiler upgrades and fire alarm system improvements.
- Planned upgrades in 2026/27 include public address systems, mechanical systems, interior painting and roof repair/replacements.

Status:

- The department coordinates closely with the Department of Education to prioritize safety and address infrastructure needs.

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School maintenance

Highways and Public
Works

- Ongoing work includes maintenance of building systems, life-safety equipment, and proactive building upgrades.
- Routine inspections and preventative maintenance continue across all Yukon schools to ensure safe, reliable learning environments.

If asked about Public Address (PA) system upgrades:

- Upgrades are planned through the Building Maintenance Envelope, replacing one to two systems per year.
- Selkirk Elementary School's PA system was replaced in 2025 and École Émilie-Tremblay is scheduled for 2026–27.

If asked why funding for gender-inclusive washrooms has been reduced:

- Gender-inclusive washrooms are an important part of ensuring safe, accessible, and inclusive learning environments.
- All new schools and major renovations follow the Government of Yukon's technical building standards, which require washrooms that respect privacy, safety, dignity, and universal accessibility.
- Funding for some projects has been deferred to future years to align with other planned school maintenance and infrastructure work, but all future builds will continue to meet these standards.

Approved by:

T. Allen

Deputy Minister, Highways and Public Works

Date Approved

Water quality in Yukon schools and other youth-occupied facilities

Highways and
Public Works

Topic: Water testing in Yukon schools and other youth-occupied facilities to ensure safe drinking water.

Key messages:

- Safe drinking water in Yukon schools and other youth-occupied facilities protects health and supports a safe learning environment.
- All students in Yukon schools and other youth-occupied facilities have access to drinking water that meets Health Canada guidelines.
- Over 800 water fixtures have been tested in the past two years, and any fixtures exceeding recommended lead levels have been remediated.

Key facts and stats:

- Youth-occupied facilities include schools, education program sites, youth residences, and early learning/child care centres in government-owned buildings.
- All 44 youth-occupied facilities were tested in 2025 and meet Health Canada's Guidelines for Canadian Drinking Water Quality.
- Facilities with wells or holding tanks follow a five-year testing cycle, with monthly bacteriological testing and annual testing of holding tanks.

Status:

- The government is implementing a long-term monitoring plan, testing one-third of facilities each year on a three-year cycle, following guidance from the Chief Medical Officer of Health.

Water quality in Yukon schools and other youth-occupied facilities

Highways and
Public Works

- Communications have been sent to parents, staff, and unions outlining the long-term monitoring plan and testing schedule.
- Water testing results and details on the long-term monitoring program are publicly available on Yukon.ca.

If asked about water testing in private daycares:

- Child care programs must provide drinking water that meets Health Canada standards to obtain or renew a license under the Child Care Centre Program Regulation.
- Operators with questions are encouraged to contact Environmental Health Services.

If asked about water testing in non-youth facilities:

- Water testing focuses on youth-occupied facilities because young children are more vulnerable to lead and other contaminants.
- Adult-occupied facilities and municipal systems are also tested in accordance with Canadian Drinking Water Guidelines.

Approved by:	
T. Allen	
Deputy Minister, Highways and Public Works	Date Approved

Topic: Overview of the department's role in road safety, including safe work practices for highway maintenance crews, school-zone safety, and municipal road safety.

Key messages:

- The Yukon government is committed to improving road safety for all users including drivers, pedestrians, cyclists, students, and maintenance crews working on our roads.
- The Department of Highways and Public Works plays an important role in road safety through highway operations, public awareness campaigns, and tools that help Yukoners make safer travel decisions.
- Road safety is a shared responsibility. The Yukon government works with the Department of Education, the City of Whitehorse, the RCMP, and the public to improve safety outcomes across the territory.

Key facts and stats

- Throughout the year, the department supports targeted road safety campaigns focused on winter driving preparedness, impaired driving (including alcohol and cannabis), motorcycle safety, speeding, and work-zone awareness.
- RCMP enforcement compliments education efforts through proactive traffic enforcement, including impaired-driving check stops and visibility in high-risk periods such as holidays.
- New regulations under the *Traffic Safety Act* came into effect in July 2025, increasing fines for several unsafe driving behaviours in the Yukon. These updates respond directly to concerns raised by Yukoners about dangerous driving behaviour on our highways.

- The City of Whitehorse and the Government of Yukon have been working together through initiatives such as the Neighbourhood Speed Program and a School Zone safety campaign to address community safety concerns.

Status

- Highways and Public Works continues to coordinate with the Department of Education on school-zone safety messaging and resources for parents and students.
- We continue to work with the City of Whitehorse who is responsible for roads within the City of Whitehorse.
- Yukon participates in federal-provincial-territorial transportation forums where jurisdictions share best practices and collaborate on road safety initiatives.
- Real-time road condition tools, including 511 Yukon and road weather information systems, continue to support safe trip planning across the territory.

If asked about highway maintenance crew safety:

- The safety of highway maintenance crews working on Yukon roads is a priority.
- During construction season, the department uses signage, communications, and public awareness messaging to remind drivers to slow down and respect work zones to protect transportation crews.
- While signage is in place for every road construction project, in some locations, there are also electronic message boards.

- Drivers are informed of upcoming road work 500 meters before a construction zone begins, are warned of loose gravel and dusty conditions, and are instructed to slow their speed.
- Our standards and specifications for road construction projects clearly lay out the requirements regarding traffic control and signage that road crews need to implement.

If asked about school drop-off and pick-up areas:

- The department works with the Department of Education to promote school-zone and school-bus safety before the start of each school year.
- This includes developing student road safety resources and school pick-up and drop-off maps designed to reduce congestion and unsafe vehicle movements.
- In partnership with the City of Whitehorse, bright blue boxes were installed at select elementary schools as part of a School Zone Safety campaign.
- They help mark where school zones begin and end, reminding drivers to slow down and stay alert.
- School bus safety is a top priority as well. It is the law for drivers to respect the flashing lights and stop signs on school buses that are intended to keep students safe.
- In July 2025, penalties increased for drivers failing to stop for a school bus and for passing a stopped school bus when not permitted.
- Further increases in fines and penalties, as well as additional penalty options, are being analyzed.

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Road Safety

Highways and
Public Works

- The government will continue working with partners, including the City of Whitehorse and the RCMP, to support safe travel for students and families.

Approved by:	
R. Gorczyca	April 13, 2026
A/Deputy Minister, Highways and Public Works	Date Approved

Topic: Key highlights from the 2026–27 Main Estimates.

Key messages:

- The 2026–27 Main Estimates represent a balance of fiscal discipline in the face of our current financial situation and investment in key priorities to improve the lives of Yukoners.
- The Government of Yukon needs to focus investments on critical priorities and, in time, balance spending.
- Budget 2026 includes gross O&M expenditures of \$1.97 billion, addressing O&M pressures in health and energy affordability, as well as housing, education and public safety.
- The 2026–27 Main Estimates forecast a \$81.8 million deficit as we continue to prioritize service delivery for Yukoners while undertaking further planning for future capital investments.
- As we identify strategic capital investments in future years, these additions to publicly owned assets will have an upward effect on the surplus.

Key facts and stats:

- 2026–27 Operations and Maintenance Expenditures total \$1.97 billion, plus a \$100 million contingency vote, with recoveries totaling \$188 million.
- Capital expenditures are estimated at \$385 million, with \$105.8 million in recoveries.
- Revenue will increase by \$138 million, or 7.6 per cent, over the 2025–26 Main Estimates, which is driven mainly by increased federal transfers.

-
- Transfers from Canada are forecast to increase by \$130.8 million, due to an increase in the Territorial Formula Financing Grant.
 - Tax and General Revenue are expected to increase by \$7.7 million compared to last year's Main Estimates.

Ensuring Reliable Power for Yukoners and Protecting the Integrity of the Electricity Grid:

- Budget 2026 reflects our commitment to make energy affordable through the \$13 million the Affordability Rate Relief program, for rebates on residential electricity bills.
- Major investment in our energy grid is required to ensure our grid is stable. We have earmarked up to \$100 million in additional debt space for Yukon Energy Corporation to undertake critical investments in its infrastructure this year, including upgrades to the Mayo site.

Improve timely access to frontline health care services for Yukoners:

- We have prioritized support to ensuring access to front-line health care, reflected through increased investment in the Yukon Hospital Corporation.
- The 2026–27 Main Estimates include an additional \$12.5 million in O&M funding. Including increases at the supplementary estimates, this is a \$15.8 million or 11.7% increase in O&M funding for the hospital corporation over the 2025-26 Main Estimates.
- We will also move ahead with planning for the Whitehorse General Hospital Expansion and have allocated \$4 million in capital for that planning work in 2026–27.

Theme 3: Increase the affordability and availability of housing and land

- Budget 2026 includes investments to expand the availability of housing stock and make homes more affordable.
- \$16.2 million has been allocated to complete the replacement of the Korbo apartments in Dawson and \$9.2 million for the replacement of the Ryder apartments in Whitehorse.
- The 2026-27 Main Estimates also include \$1.1 million for an anticipated lease agreement for 75 units at the new Winter Crossing development in Whistle Bend.
- \$22.2 million is allocated to advance land development in Whitehorse and rural Yukon.
 - In Whitehorse, work will continue on the Range Point Subdivision. Additionally, Whistle Bend Phases 12 and 13 will be completed, with design work completed for Phases 10 and 11.
 - In rural Yukon, work is planned on the Dredge Pond Phase II subdivision in Dawson and Mitchell Road lots in Faro.

Theme 4: Put the needs of students at the centre of our education system

- Budget 2026 provides additional funding totaling \$2.7 million for more teachers and learning assistants to support students.
- As we continue to assess improvements to how the Department of Education supports our education system, we are moving ahead with planning for a new school in Whitehorse, with \$400,000 for planning in 2026–27.

- Construction of the new school in Burwash will continue, with \$17.3 million in capital earmarked for that project in 2026–27.

Theme 5: Restoring public safety and keeping communities safe

- Budget 2026 includes a significant \$4.3 million increase in funding for the RCMP, which will allow for the hiring of 10 new officers and two support staff, as well as upgrading equipment.
- In addition, \$3.1 million in capital upgrades will be invested in RCMP detachments.
- We are investing an additional \$550,000 for gear, equipment and training for the Fire Marshal’s Office. With the \$812,000 provided at the 2025–26 Supplementary Estimates to address ongoing personnel pressures, this is a \$1.4 million year-over-year increase to the Fire Marshal, or a 62 per cent increase in that budget from the 2025–26 Main Estimates.

Theme 6: Creating the conditions to allow the private sector to grow and lead economic growth

- To streamline and refocus government’s investment in our tourism, cultural and economic sectors, we are merging the departments of Economic Development and Tourism and Culture.
- The capital budget includes up to \$7.5 million to complete delayed planning work on the proposed Convention Centre.

Approved by:

Katherine White

March 16, 2026

Deputy Minister, Finance

Date approved

Employee Housing

Yukon Housing, Public
Service Commission

Topic: Expanding housing for Yukon government employees

Key messages:

- Yukon Housing works to improve and expand employee housing options in communities through new construction and partnership initiatives.
- Yukon Housing's Five-Year Capital Plan includes planned construction in Pelly Crossing, Ross River, and Burwash Landing.
- Yukon government is committed to ensuring that public servants like teachers and nurses delivering essential services in rural Yukon can access employee housing.

Key facts and stats:

- Since 2008, 18 staff housing units have been built, for a total expenditure of \$21.9 million.
- Completion of a teacher duplex in Burwash Landing is scheduled for spring 2026.
- As of January 29, 2026, Yukon Housing is managing 173 employee housing units. 163 are currently occupied or under allocation.
- As of January 29, 2026, nine employees are on the waitlist; total demand from departments is expected to increase as new rural staffing requirements are identified.

Status:

- The implementation of Yukon Housing's Five-Year Capital Plan will proceed upon approval and release during the spring sitting.

Session Briefing Note

TAB# YHC
Spring 2026

Employee Housing

Yukon Housing, Public
Service Commission

- Community housing developments, including employee housing, are intended to advance in several communities in the coming year, including Haines Junction, Pelly Crossing, and Ross River.
- Work with departments is underway to better understand employee housing needs and explore potential solutions which may include leasing and/or tendering new builds.

If asked about the effectiveness of the Employee Housing Program:

- The use of a blend of Capital development and asset management strategies will support addressing total demand in communities.
- The assessment of the Employee Housing Modernization Plan may result in changes to the Employee Housing Policy and Program to improve the effectiveness of recruitment and retention efforts in communities.

Approved by:

Samantha Paterson

February 12, 2026

President, Yukon Housing

Date approved

Meagan Lang

February 12, 2026

Public Service Commissioner

Date approved