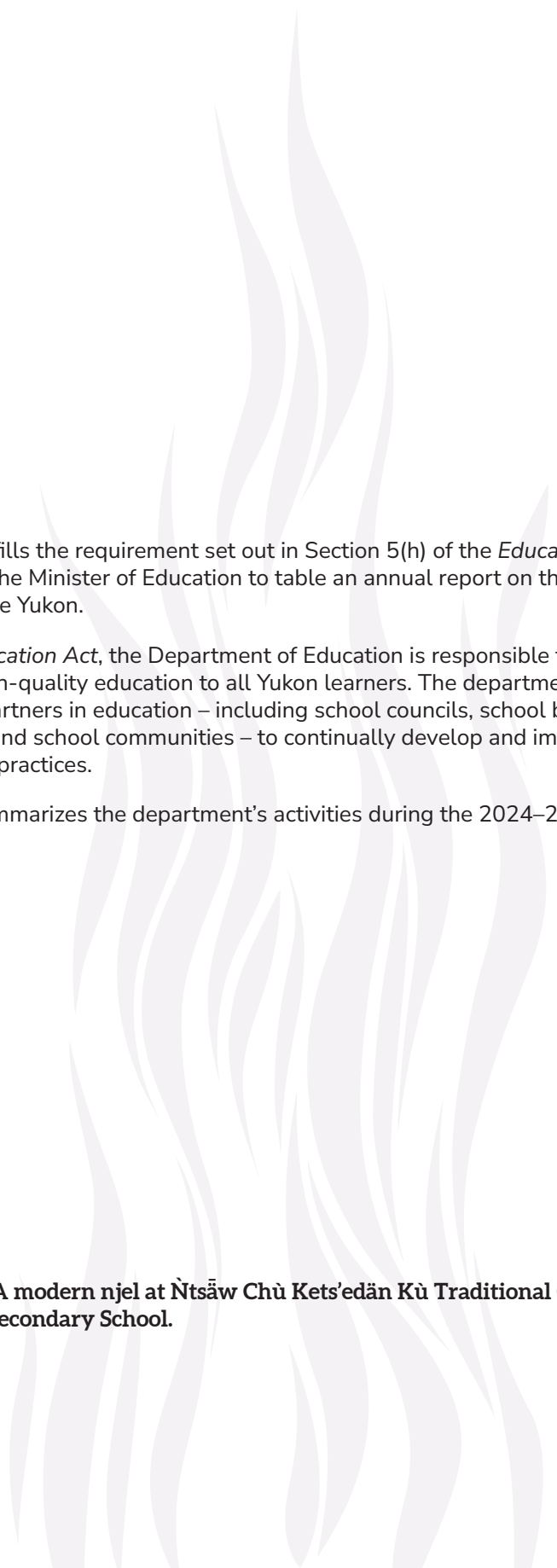


# Department of Education

2024–25 Annual Report





This report fulfills the requirement set out in Section 5(h) of the *Education Act*, which directs the Minister of Education to table an annual report on the state of education in the Yukon.

Under the *Education Act*, the Department of Education is responsible for providing accessible, high-quality education to all Yukon learners. The department works closely with partners in education – including school councils, school boards, Yukon First Nations, and school communities – to continually develop and improve programs and practices.

This report summarizes the department's activities during the 2024–25 school year.

**COVER PHOTO: A modern njel at N̄tsāw Chù Kets'edān Kù Traditional Camp at Porter Creek Secondary School.**



# Message from the Deputy Minister

The 2024–25 school year was one of meaningful progress for Yukon's education system. Together with our partners, we advanced reconciliation, improved supports for students, and modernized programs that will benefit learners for years to come.

One of the most significant achievements was the passage of the *Early Learning and Child Care Act*, the first major update to child care legislation in more than three decades. This Act recognizes early childhood educators as professionals, establishes fair wages through a mandatory wage grid, and sets the foundation for an inclusive and culturally grounded early learning system.

We also made important progress in reconciliation. The signing of a Letter of Agreement with Tr'ondëk Hwëch'in reaffirmed our shared commitment to co-governance. The Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy was launched, enabling Elders and Knowledge Keepers to deliver accredited courses for high school credit. In classrooms, new Social Studies curriculum units on residential schools were introduced, developed in collaboration with Elders, Knowledge Keepers, and survivors. The return of the Rural Experiential Model, hosted in Dawson City, created new opportunities for rural students to connect, learn, and earn credits together.

Significant strides were also made in supporting educators. New measures were introduced for Yukon First Nations Language Teachers, including an educational leave program and retention supports, aligned with the Breaking Trail Together professional development strategy. French programs continued to expand, offering cultural and learning experiences that engaged thousands of students.

At the same time, we recognize the challenges. Pressures around school capacity, growing demand for student support services, and the need for timely student mental health supports remain top of mind. Infrastructure projects, maintenance improvements, and system-wide literacy and numeracy results also highlight the work still to be done.

I applaud and hold up the dedication of our educators, school staff, families, and communities, whose commitment ensures we can continue building a system that reflects the values, cultures, and aspirations of all Yukon learners.



**Mary Cameron, Deputy Minister of Education**









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# Early Learning and Child Care



## Securing Early Learning and Child Care funding

In February 2025, the Government of Yukon extended its agreements with the Government of Canada, securing early learning and child care funding through to fiscal year 2030–31. This agreement will help ensure continued support for affordable, accessible and high-quality care across the territory.

## Supporting licensed early learning programs

As of April 2025, there were 79 licensed early learning and child care programs in the Yukon, offering 2,345 licensed spaces and enrolling nearly 2,000 children – a 31% increase since universal child care began in 2021.

### Of these 79 programs:



Each year, the Early Learning and Child Care (ELCC) branch conducts one full inspection of every licensed program, along with three to four additional visits to ensure regulatory standards are met. Together, this represents more than 1,000 staff hours spent in programs annually, including travel to all licensed facilities across Yukon communities such as Carcross, Teslin, Watson Lake, Haines Junction, Burwash Landing, Pelly Crossing, Carmacks, Ross River, Faro, Dawson City, and Old Crow.

In addition to providing wage and benefit supports for educators, ELCC funds each licensed program to help cover operating and administrative costs, support children with diverse needs, and enhance program quality. In 2024–25, this represented an investment of \$6.6 million in the operation of licensed programs. Yukon families also saved \$14.6 million through the Government of Yukon's universal child care and subsidy programs.

## The Early Learning and Child Care Act

The modernization of Yukon's child care legislation reached an important milestone in 2024–25 with the introduction and passage of the *Early Learning and Child Care Act* (2025). This new Act will replace the outdated *Child Care Act* of 1990 and set the foundation for a modern, inclusive early learning and child care system.

Work throughout the year focused on building the Act in partnership with early childhood educators, families, Yukon First Nations, and other stakeholders. Public engagement, which began in November 2023 and concluded in February 2024, provided valuable input on priorities such as quality, accessibility, and inclusivity. On September 18, 2024, the department released the *What We Heard Report*, summarizing the results of this engagement and outlining how Yukoners' voices shaped the proposed legislation.

The new Act enshrines, for the first time in Yukon, the professional role of early childhood educators and establishes a process for their certification in law. It also ensures licensed child care providers pay educators according to a mandatory wage grid, supporting fair and professional wages that strengthen program quality. In addition, the Act lays the groundwork for an early learning framework to be developed in partnership with Yukon First Nations, reflecting a shared commitment to reconciliation and culturally grounded early learning.

Following extensive collaboration and development, the *Early Learning and Child Care Act* received assent in the Yukon Legislative Assembly on May 1, 2025. The Act will come into force once its supporting regulations have been developed and finalized.

## Supporting Early Childhood Educators in the Yukon

High-quality early learning and child care support lifelong learning and healthy development for children across the Yukon. Through extensive public engagement, the Department of Education heard clearly that, alongside affordability and access, the quality of programs remains a key priority for families and educators.

In 2024–25, the department continued to invest in program quality by supporting early childhood educators and program operators.

Key actions included:

- Investing \$9.5 million in wage enhancements for educators in alignment with the Yukon wage grid, making them among the highest paid in Canada.
- Providing \$1.1 million in funding to licensed child care programs for comprehensive health insurance benefits to help retain staff and strengthen the workforce. As of March 31, 2025, approximately 77% of licensed centres were receiving this funding.

In 2024–25, 236 educators – nearly half of Yukon's early learning workforce – participated in learning and development opportunities delivered by ELCC staff.





Sessions were offered in Carcross, Faro, Burwash Landing, Dawson, Ross River, and Whitehorse.

Professional learning opportunities included:

- Culturally Responsive Practice in Action workshop series
- Learning Through Play workshop series
- Professional development days in licensed programs
- Family Day Home Winter Gathering
- Leaders Learning Network
- Targeted program support visits

The department also provides bursaries to help early childhood educators pursue post-secondary education. Between April 2024 and March 2025, 57 bursaries were awarded – 56 part-time and one full-time. Among recipients, 13 worked in rural Yukon.

Educators can also apply for enhanced bursaries of up to \$500 to support professional development outside formal coursework. An additional 60 educators benefited from this initiative.

To further increase access to training, the department funds Yukon University to offer early learning courses in rural communities through flexible delivery models. Between April 2024 and March 2025, 31 students from eight rural communities enrolled in these courses.

Funding is also provided to the Yukon First Nations Education Directorate to deliver Understanding the Early Years – a First Nations–designed and delivered course that supports the development of culturally competent educators. As of April 2025, 73 people have completed, or are in the process of completing, the course.

## 2024 Early Learning and Child Care Conference

On September 9 and 10, 2024, more than 350 early childhood educators and child care operators from across the Yukon gathered in Whitehorse for the 2024 Early Learning and Child Care Conference. Hosted by the Government of Yukon at the Kwanlin Dün Cultural Centre, the event marked the first in-person conference of its kind since the COVID-19 pandemic.

The conference theme, *Learn, Explore and Grow Together*, supported professional learning and collaboration in both of Canada's official languages. Participants attended from communities including Dawson, Carmacks, Watson Lake, Mayo, Haines Junction, Teslin, Pelly Crossing, Burwash Landing, Faro, Ross River, Carcross and Whitehorse.

Over two days, attendees took part in a series of workshops led by local facilitators. These sessions focused on:

- responsive care and learning through play;
- outdoor learning and wellness; and
- integrating Yukon First Nations ways of knowing, doing and being.

Participants also gained practical tools through hands-on sessions and had opportunities to connect with peers, build community, and share ideas on emerging trends in early childhood education.

A virtual attendance option helped improve access for educators unable to travel.

The conference supported the department's broader goal of ensuring Yukon children and families have access to high-quality early learning and child care that is affordable, inclusive and rooted in community. The event was funded in part by the Government of Canada through its ongoing partnership with the Government of Yukon.



## Early Learning and Child Care Infrastructure Fund

In November 2024, the Department of Education launched the Yukon's Early Learning and Child Care Infrastructure Fund, supported by a \$10.5-million investment through the Canada–Yukon Early Learning and Child Care Infrastructure Fund Agreement. This new funding helps create and improve licensed early learning and child care spaces in areas that need them most.

The fund supports public and not-for-profit child care providers in increasing accessibility and inclusion across the Yukon. It responds to priorities identified during engagement on modernizing the *Child Care Act*. These include:

- increasing access in rural and underserved Yukon communities;
- expanding Indigenous-led early learning and child care;
- increasing availability of French-first-language programming; and
- improving accessibility for children with disabilities.

The infrastructure fund offers two project streams:

- Minor projects: for accessibility upgrades and new family day homes in rural communities.
- Major projects: for planning, design, renovation or construction of early learning and child care centres.

In its first year, the fund awarded \$381,500 to two community-led projects:

- Carcross/Tagish First Nation: \$200,000 for accessible playground upgrades (2024–26).
- Tr'ondëk Hwëch'in Government: \$181,500 for accessibility ramps, washroom improvements and outdoor play area upgrades (2024–26).

This initiative is part of the department's broader work to ensure that early learning and child care is affordable, inclusive and available to all families in the Yukon. It builds on universal child care savings of up to \$8,400 per child annually and supports fair wages for early childhood educators.

The Canada–Yukon Early Learning and Child Care Infrastructure Fund Agreement was signed in March 2024 for a three-year term and extended in February 2025 to include a fourth year through 2026–27. The federal investment is part of Canada's \$625-million national infrastructure fund to support families in rural, remote and underserved communities across the country.



# K-12 Learning



## Student wellbeing and inclusion

Supporting student wellbeing and inclusion remained a priority for the Department of Education in 2024–25. Work this year focused on strengthening supports for students with diverse learning needs, expanding mental health services in schools, and advancing long-term plans to create more inclusive, equitable classrooms across Yukon.

### Strengthening classroom supports

The department expanded training for staff supporting students with diverse learning needs:

- Educational assistants participated in targeted professional development, including sessions on supporting mental health, medical needs, and diverse learning strategies.
- Learning Assistance Teachers engaged in weekly Learning Circles and new certification opportunities, which brought them together for training and building a supportive community of practice across all three school authorities.
- The department continued to provide training and support to ensure teachers and educational assistants remain up to date with their Nonviolent Crisis Intervention Training.
- A total of 1,194 students in Kindergarten to Grade 3 across all three school authorities received class-wide fine motor and printing early intervention supports through a successful pilot developed by the Student Support Services Occupational Therapy team over the past two years. The pilot, which earned the team a nomination for a Premier's Award for Excellence and Innovation, is being expanded to additional schools in the 2025–26 school year.

These initiatives strengthened teamwork among teachers, assistants, and specialists, supporting more inclusive classrooms and better outcomes for students.

### Supports for students with Type 1 Diabetes

The department expanded its work to support students with type 1 diabetes (T1D):

- Training for school staff was offered at the start of the 2024–25 school year, during professional development days, and on request.
- A dedicated T1D case manager was hired to coordinate supports with schools, families, and Health and Social Services. This role has improved training, resources, and mentoring for staff, and helped finalize a new T1D care plan.

## Psychological assessments

The department worked to improve timely access to psychological assessments.

- A centralized referral system was implemented, with a service standard of six school-year months from informed consent for assessment to completion.
- As of June 30, 2025, 125 assessments were completed, 27 were submitted to complete over the summer, and 53 students were waiting.

Student Support Services expanded capacity by contracting with local and out-of-territory psychology service providers.

## Mental health and wellness services

Mental health and wellness supports in schools grew during the 2024–25 school year.

- The Ready-to-Learn approach was expanded to five more schools, bringing the total to 22 schools in different stages of implementation. The Ready-to-Learn initiative helps staff support students' social and emotional needs by meeting them where they are at. This approach emphasizes the importance of safety, connection, and regulation before academic instruction. By prioritizing these foundational needs, staff are empowered to create supportive and effective learning environments.
- The number of School Wellness Specialists increased. By year-end, 10 specialists were working in Yukon Education Authority schools and the Commission scolaire francophone du Yukon, with hiring underway in the First Nation School Board. These specialists provide confidential support, consultation, programming, and training tailored to school communities. They play a vital role in addressing students' emotional, mental, social, and behavioural wellbeing. Working closely with students, families, and staff, they identify needs, offer supportive counselling, and coordinate appropriate services. They also help build school-wide capacity by sharing strategies and resources that foster safe, inclusive, and culturally responsive learning environments.
- Access to healthy food is a key part of student wellbeing. In February 2025, the Government of Yukon signed a bilateral agreement with Canada under the new National School Food Program. The Yukon will receive \$7.36 million over three years to expand school food programs. Planning with partners – including school boards, school councils, the Yukon First Nation Education Directorate, and the Yukon Food for Learning Association – is underway.



## Progress on long-term work

- The department completed the 2021–24 Reimagining Inclusive and Special Education (RISE) work plan and began developing the next 10-year pathway. This plan, shaped with partners' recommendations from the Communities of Inquiry, will guide systemic change to ensure schools are inclusive, equitable, and culturally safe.
- A draft mental health and wellness guide for schools and families was also developed. The guide focuses on prevention, training, early support, and stronger connections between schools and community services.

## Partners and reports

The Yukon Child and Youth Advocate Office released reports in 2024–25 on supporting children with complex needs, the use of restraints and isolation spaces, and systemic racism in education:

- *Close to Home: A Yukon approach to supporting children with complex needs*
- *I Am Not Okay, It's Not Okay: A review of the Yukon government's response to the use of restraints and isolation spaces at Jack Hulland Elementary School*
- *For Our Children: A review of systemic racism in Yukon education*

The department values the work of the Child and Youth Advocate, takes the concerns outlined in the reports seriously and is using the recommendations to guide ongoing work to strengthen student safety, inclusion, and equity.

The most recent Health Behaviours in School-Aged Children survey report was also released, providing valuable insights into student wellbeing, school climate, and youth mental health. The department is using these findings to help shape initiatives that respond directly to students in Yukon schools.

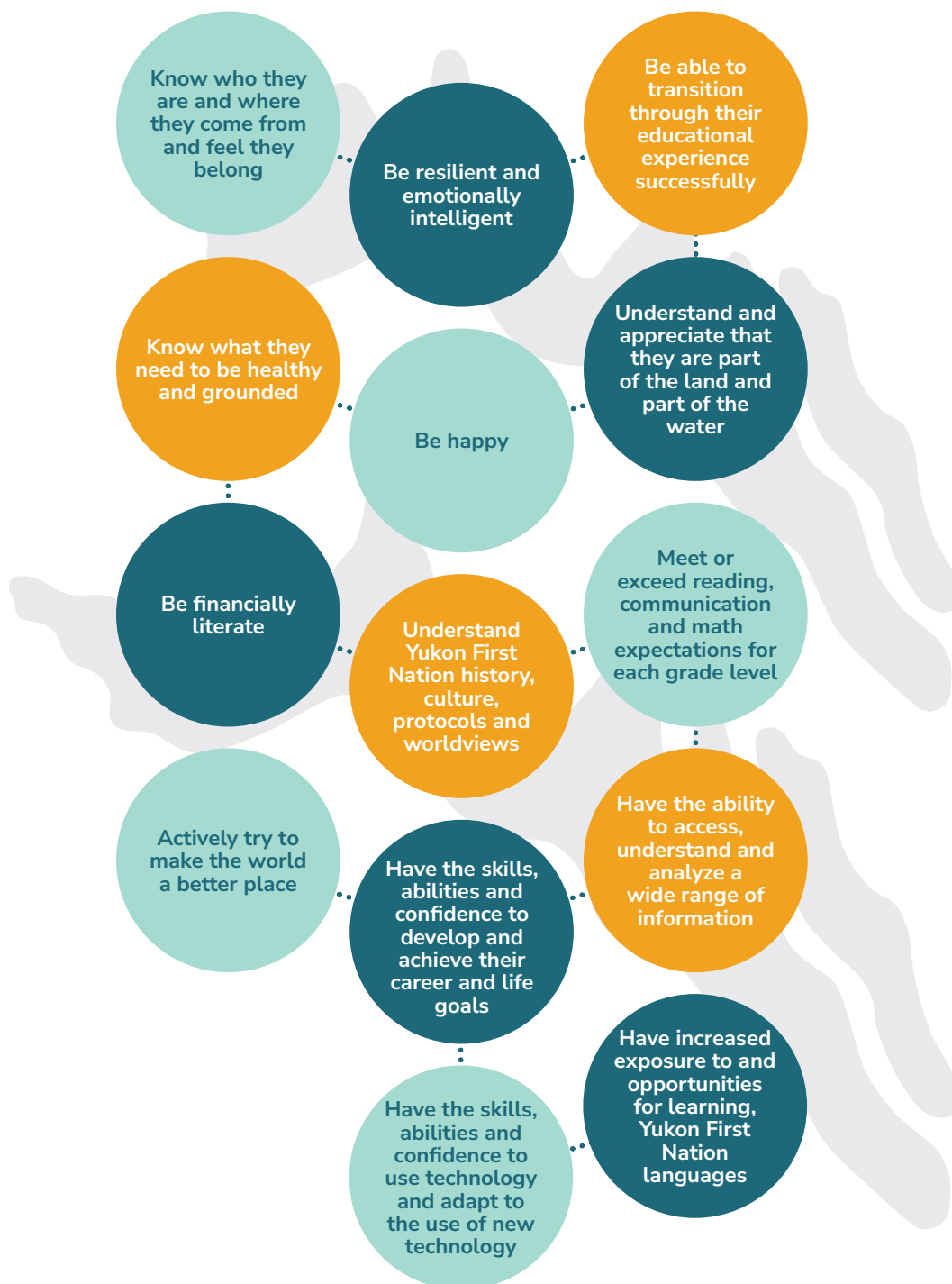
## Integrated Outcome Strategy for Yukon Learners

In May 2025, the Department of Education introduced the Integrated Outcome Strategy for Yukon Learners. This strategy applies to all Yukon schools and responds to the *2019 Report of the Auditor General of Canada: Kindergarten through Grade 12 Education in Yukon*, which recommended a structured approach to improving outcomes. The strategy introduces learner outcomes for Yukon students and proposes a 10-year plan towards implementation.

Developed in collaboration with Yukon First Nations governments, school communities, and other partners, the strategy sets out a shared vision for learners from Kindergarten to Grade 12. It is guided by 10 values: successful transitions, safety, reconciliation, Yukon First Nations history and living culture, support for teachers, wellbeing, strengths-based approaches, empathy, relationships, and options and opportunities.



The strategy identifies 14 learner outcomes.  
By graduation, students will:





Implementation will follow four key paths:

- Indigenizing and decolonizing the Yukon education system;
- developing capacity;
- focused and collaborative action; and
- accountability through measuring and reporting on results.

As of the end of the 2024–25 school year, the department was beginning to plan – in dialogue with Yukon First Nations, education partners, and school authorities – its multi-year approach to implementation, subject to consultation with the Yukon Association of Education Professionals. Department-led priorities in the coming year include selecting indicators to monitor and report on each learner outcome, strengthening reporting and accountability practices, and developing supports for educators.

Each school authority may also integrate learner outcomes into its own planning. This autonomy reflects their responsibility to understand, plan for, and deliver educational experiences that meet the needs of their learners and communities.

The Integrated Outcome Strategy for Yukon Learners is a foundational document. Over the coming decade, it will align all education initiatives toward learner success, belonging, and opportunity.





## Dámbü Tăn Kets'ádañ Kù - Cliff Trail Elementary School

In August 2024, Whitehorse welcomed its first new elementary school in more than 20 years. Originally opened as Whistle Bend Elementary, the school began with 218 students and grew to 225 by December. Built to accommodate up to 425 students, the school operated at just over 50 per cent capacity in its first year.

Prior to opening, the department worked with the principal, school council, and Student Support Services to prepare the building and ensure it met diverse student needs. Sensory and neurodiverse spaces were added, including a quiet room and a larger sensory room, which have been in use since the start of the school year.

# Indigenization and Reconciliation





## Joint Education Action Plan (JEAP)

The Joint Education Action Plan (JEAP) is a shared commitment between Yukon First Nations governments and the Government of Yukon to improve student outcomes and strengthen reconciliation in education. Since 2014, JEAP has guided joint efforts to make schools more inclusive, culturally responsive, and supportive for all learners.

### Advancing JEAP in 2024–25

During the 2024–25 school year, the Department of Education focused on carrying out JEAP priorities and preparing the next phase of the plan.

- **Formation of a working group:** In spring 2024, the JEAP Working Group was established, with participation from the Department of Education, Yukon First Nations through First Nations Education Commission and with support from Yukon First Nations Education Directorate. The group reviewed the draft implementation plan (prepared by FNEC) and created options for oversight.
- **Review with Yukon First Nation leaders:** In October 2024, the Minister of Education met with 13 Yukon First Nation leaders to review the draft implementation plan. This meeting also reconfirmed the four existing JEAP priorities:
  - Language and Culture;
  - Authority, Control and Responsibility;
  - Student Supports and Success; and
  - Closing the Academic Achievement Gap.
- The draft implementation plan was shared with all Yukon First Nation governments in December 2024, and three oversight options were circulated for feedback in March 2025. Responses were received and reviewed, with work continuing to determine an agreed path forward.

**Operational initiatives undertaken in 2024–25 to advance JEAP priorities are highlighted in the following sections.**

## Recognizing cultural participation in attendance records

In 2024, the Department of Education introduced a new attendance policy that ensures participation in cultural and religious events is recognized positively in school records. This change means that when students take part in Indigenous cultural practices – such as harvesting, ceremonies, or other community events – their absence is not marked against them. The same recognition extends to cultural and religious events from other traditions, reflecting the diversity of Yukon families.

This initiative responds to long-standing requests from Yukon First Nations to acknowledge the educational value of cultural participation. By updating the way attendance is recorded in the Aspen student information system, the department has created a more respectful and inclusive approach that values learning both inside and outside the classroom.

The policy was developed in close collaboration with the First Nations Education Commission and aligns with the Yukon First Nations Education Collaboration Framework. It reflects a shared commitment to reconciliation and the integration of Indigenous perspectives into Yukon's education system.

Families play an important role in the new approach. Parents and guardians are asked to notify schools when students are attending cultural or religious events so that these absences can be recorded correctly. This trust-based process strengthens relationships between schools and families, supporting inclusivity and respect across communities.

Recognizing cultural participation as part of students' educational journeys marks an important step toward reconciliation. It reinforces the department's commitment to honouring diverse ways of knowing, doing, and being, and to ensuring that all Yukon students feel seen and valued in their schools.



## Tr'ondëk Hwëch'in/Government of Yukon Letter of Agreement on Education

In August 2024, the Tr'ondëk Hwëch'in Government and the Government of Yukon signed a historic Letter of Agreement on Education, advancing the shared commitment to co-governance in Tr'ondëk Hwëch'in Traditional Territory. The signing took place at Robert Service School in Dawson on August 30 and was open to the public, marking the importance of this milestone for the whole community.

This agreement builds on Section 17.7 of the Tr'ondëk Hwëch'in Self-Government Agreement, signed in 2013, which set out a framework for sharing responsibility for the design, delivery, and administration of education. Eleven years later, the Letter of Agreement strengthens this foundation, formalizing the partnership and setting a clear path toward an integrated, culturally grounded education system.

At the heart of the agreement is the recognition that education on Tr'ondëk Hwëch'in Traditional Territory must reflect the values, culture, and language of the community. The partnership ensures that Tr'ëhudè and Dënezhu ways of knowing, doing, and being are central to lifelong learning – from early years through to adult education.

Co-governance is already a lived reality at Robert Service School, where Tr'ondëk Hwëch'in and the Yukon government collaborate daily on programming and operations. The Education Oversight Committee, established under Section 17.7, guides this work and provides a forum for joint decision-making. The Letter of Agreement strengthens these structures and confirms a long-term commitment until a revised Section 17.7 agreement is finalized.

This milestone represents both continuity and progress. It honours the vision of *Together Today for Our Children Tomorrow* while taking concrete steps toward an education system rooted in reconciliation, self-determination, and respect for Indigenous knowledge.



## Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy

In 2024, the Government of Yukon introduced the Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy. This new policy allows Yukon First Nations governments to design, deliver, and assess high school programming rooted in their own cultures, languages, and traditional knowledge.

Students can now earn up to 12 elective credits – equivalent to three full courses – through these learning opportunities. The credits count toward the B.C. Dogwood Graduation Program, which governs Yukon graduation requirements, and may be applied to meet the Indigenous-focused course requirement for graduation.

This approach ensures that cultural learning is formally recognized as part of a student's educational pathway. Elders, Knowledge Keepers, and other designated community members can guide and evaluate students' progress, with Yukon First Nations governments holding full authority over who delivers and assesses the programming.

The policy was developed in partnership with Yukon First Nations and the First Nation Education Commission. It responds to long-standing calls to increase First Nations' control over education, including those expressed in *Together Today for Our Children Tomorrow*, the Truth and Reconciliation Commission of Canada's Calls to Action, and the 2019 Report of the Auditor General of Canada on Yukon education.

By embedding Yukon First Nations knowledge and traditions within the structure of the graduation program, this initiative strengthens reconciliation, self-determination, and culturally relevant learning. It ensures that Indigenous ways of knowing, doing, and being are not only respected but accredited, providing all Yukon students with meaningful opportunities to connect learning with culture.

## Residential School curriculum units launched

In 2024, the Department of Education launched two Social Studies curriculum units focused on the history and legacy of Indian Residential Schools. These resources, one new for Grade 5 and one updated for Grade 10, were developed in collaboration with Yukon First Nations Elders, Knowledge Keepers, and residential school Survivors. Their voices are central to the units, which aim to ensure that students understand this painful history and the resilience of Indigenous communities.

The Grade 5 unit, *Our Voices, Our Stories: Yukon Indian Residential Schools – Truth and Reconciliation*, introduces younger learners to the subject through age-appropriate resources, including the locally developed book *Finding Our Faces*. The Grade 10 unit, *Our Stories of Residential Schools in Yukon and Canada: Seeking Understanding, Finding Our Way Together*, offers a deeper exploration, drawing from *Tr'ëchuhch'in Năwtr'udăh'q: Finding Our Way Home*, a resource created by Tr'ondëk Hwëch'in Elders and survivors. Originally piloted in 2015, the Grade 10 unit was refined based on teacher feedback and recent curriculum updates.

The launch of these units directly responds to the Truth and Reconciliation Commission of Canada's Calls to Action #57, #62, and #63, which call for public education on residential schools and the inclusion of mandatory, age-appropriate curriculum across Canada.

To support effective delivery, all educators teaching these units are required to complete a three-day training session led by the Curriculum and Assessment branch. The first session, focused on the Grade 10 unit, was delivered from October 2 to 4, 2024, and was open to educators from all three Yukon school authorities. Training ensures that teachers are prepared to guide sensitive discussions and provide a supportive learning environment for all students.

These resources mark an important step in advancing reconciliation through education, helping both Indigenous and non-Indigenous students build empathy, intercultural understanding, and shared responsibility for the future.

## First locally developed course established under the First Nation School Board

In 2025, the First Nation School Board launched its first locally developed course, Food Sovereignty 12, at St. Elias Community School in Dakwākāda (Haines Junction). Approved by the Minister of Education, the School Board, and the school's Community Committee, the course equips students with knowledge and skills to address food insecurity and climate change through a Yukon and First Nations lens.

Spanning 100 to 120 hours of instruction, Food Sovereignty 12 blends economics, ecology, and cultural knowledge. Students learn about food systems in northern regions, the impacts of global markets and climate change, and the importance of First Nations harvesting practices. The course promotes resilience, sustainability, and health while preparing students to advocate for community-driven solutions. Completion earns students four credits toward graduation.

The launch of this course is aligned with important legislative work completed in April 2024 through Bill 307. This amendment to the *Education Act* removed restrictions on locally developed courses, creating a new framework for flexible, community-based programming. Schools can now offer up to all 28 elective credits required for graduation through locally developed courses, provided resources are available. Food Sovereignty 12 is the first course approved under this new framework, marking a significant milestone in Yukon education.

Developed in collaboration with the community, the course reflects the strengths-based, student-centred model that guides the First Nation School Board. It also demonstrates how Yukon's education system is becoming more responsive to local needs while honouring reconciliation and Indigenous perspectives.



# REM

ÑK'E NÄWDÄ-ÄI RURAL EXPERIENTIAL MODEL

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2025

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## Return of the Rural Experiential Model

In spring 2025, the Rural Experiential Model (REM) returned after nearly six years, bringing together students from Dawson, Faro, Mayo, and Carmacks for a week of immersive, hands-on learning in Dawson City. The program, co-hosted by the Tr'ondëk Hwëch'in Government and the Department of Education, ran from March 31 to April 4 and offered students in Grades 10 to 12 the chance to explore new areas of learning, earn credits, and build connections across communities.

First launched in 2012, REM was designed to expand educational opportunities for rural students, ensuring they have access to the same diverse experiences as students in Whitehorse. Guided by four principles – expanding course options, supporting multiple pathways, fostering community, and enhancing collaboration – the program helps rural learners pursue their interests while strengthening mentorship and professional development for educators.

REM 2025 offered sessions in culinary arts, drama and dance, esthetics, First Nations art, hair, sports, welding, and woodworking. Students earned two high school credits through the intensive week of learning, complemented by evening activities that encouraged social connection and cultural exchange.

The REM is free for students, with all costs for travel, accommodation, meals, and participation covered by the Department of Education. By integrating First Nations knowledge and mentorship alongside academic and practical skills, the program ensures that learning is culturally meaningful as well as academically rigorous.

The return of REM marks an important milestone for rural education, reaffirming the department's commitment to equity, reconciliation, and creating engaging learning opportunities for all Yukon students.

## Opening of N̄tsāw Chù Kets'edän Kù Traditional Camp at Porter Creek Secondary School

The N̄tsāw Chù Kets'edän Kù Traditional Camp officially opened in September 2024 at Porter Creek Secondary School in Whitehorse. This new space brings Indigenous cultural programming to the school and community, offering students and educators a unique place to connect with Yukon First Nations knowledge and traditions.

The camp's name means "the learning house at Wild Rhubarb Creek," reflecting the traditional name of the area and the camp's role as a centre for cultural revitalization and intergenerational teaching. It is Yukon's first purpose-built facility dedicated to in-depth Indigenous cultural learning, with space for community gatherings, land-based activities and teachings led by Elders, Knowledge Keepers and Indigenous instructors.

The project received \$100,000 from the Arctic Inspiration Prize, Canada's largest annual northern prize, plus \$23,500 and project management support from the Government of Yukon. The team behind the camp included current and former Porter Creek Secondary students, school staff, Yukon First Nation Education Directorate advocates and a community Elder.

Key features include a modern *njel*, a traditional Southern Tutchone dwelling designed by Elder Harold Johnson and Meta Williams, with construction by local builders. The camp also includes an enclosed fire pit and hide poles crafted by Yukon artisans.

Porter Creek Secondary plans to add an outdoor kitchen and smoke shack to the site in the coming years to expand cultural programming.

The Government of Yukon contributes \$100,000 annually to the Arctic Inspiration Prize to support initiatives that inspire and celebrate northern communities.

The department acknowledges this camp as an important step in advancing cultural education and community engagement. It also recognises ongoing challenges in creating accessible and inclusive learning environments for all students. The department will continue to work with Yukon First Nations, schools and communities to build on this foundation and support cultural learning opportunities across the territory.

## Supporting Yukon First Nation Language Teachers

In 2024–25, the Government of Yukon expanded supports for Yukon First Nation Language Teachers across all three school authorities. These new measures strengthen language revitalization efforts and reflect the department's commitment to decolonizing education and ensuring students have access to Yukon First Nations languages in schools.

A key initiative introduced this year is an educational leave program that allows up to two teachers annually to take a full year of paid leave to deepen their fluency in a Yukon First Nation language. The program builds on a successful pilot launched in 2023, when two educators were granted full paid leave to pursue intensive language learning.

Additional supports for First Nation Language Teachers were also established in the new collective agreement with the Yukon Association of Education Professionals, ratified in 2024. These include:

- paid preparation time to support the development of high-quality, culturally grounded instruction; and
- a \$5,000 annual retention allowance for teachers not on the standard Teacher Pay Grid.

These changes directly respond to needs identified by educators and First Nations partners. They also align with the Breaking Trail Together professional development strategy, which emphasizes supporting educators' growth and wellbeing as a pathway to student success.

By enhancing training opportunities and providing greater recognition for First Nation Language Teachers, the department is helping ensure that Yukon students can continue to learn and connect with Indigenous languages and cultural knowledge.

# French Language Programs





In the 2024–25 school year, 2,563 students were enrolled in French Second Language programs across Yukon.

The Department of Education continued to work with partners to strengthen programming and create opportunities for students to experience French language and culture in meaningful ways. Key partners included l'Association franco-yukonnaise, Canadian Parents for French, Simon Fraser University, the French Second Language Advisory Committee, and the Commission scolaire francophone du Yukon.

A wide range of cultural and educational activities took place during the year:

- In October 2024, 17 schools in Whitehorse and rural communities hosted Magic Ben, a French-language magic show.
- In winter 2025, 15 schools participated in traditional Sugar Shack activities.
- On March 3, 2025, the 10th anniversary of Chante-la ta chanson was celebrated at the Kwanlin Dün Cultural Centre, where eight schools presented original French songs by Kindergarten to Grade 7 students.
- On April 9, 2025, Grade 6 and 7 students gathered for La Folie Furieuse, a day of French-language games and activities.
- In May 2025, authors Jocelyn Boisvert and Kim Nunès visited schools and led 16 workshops.

Student success in French language learning was also celebrated. Two Yukon students placed third in their categories at the British Columbia regional semi-final of the Concours d'art oratoire, a public speaking competition organized by Canadian Parents for French, schools, and the department.

French Language Programs also supported teachers. In August 2025, l'Association franco-yukonnaise and Simon Fraser University partnered with the department to offer a Summer Institute for French Second Language teachers, focusing on instructional strategies and classroom resources.

Additional programs supported language learning beyond the classroom. The Odyssey Program placed 10 French-language monitors in Yukon schools, including a full-time monitor in Dawson City. The Explore Program counted 20 Yukon participants in the summer of 2024. Eight students received French Second Language post-secondary bursaries to continue their studies in French.

### Four-year funding agreement with Canada

In 2025, the Governments of Canada and Yukon renewed their partnership on minority-language education and second official language instruction through a four-year agreement valued at \$13.5 million. This agreement supports French first- and second-language education programs across the territory, from preschool to post-secondary, and will ensure continued access to high-quality bilingual education until 2028.

## Highlights

**2,563**

students enrolled in  
French Second  
Language programs  
across the Yukon

The Odyssey Program  
placed

**10**

French-language  
monitors in Yukon  
schools, including a full-  
time monitor in Dawson.

More than

**50**

French-language cultural  
events and workshops  
held in Whitehorse and  
rural communities

**\$13.5**

\$13.5 million  
Canada–Yukon  
agreement renewed  
to support French  
education until 2028.

Summer Institute  
offered professional

**training**

for French Second  
Language teachers.



# Post-Secondary and Future Skills





## Apprenticeship

In the 2024–25 fiscal year, 79 journeyperson certificates were awarded. The annual Apprenticeship Awards Celebration was hosted in September 2024, with 51 awards presented and over 100 attendees.

Major projects and initiatives:

- Forms were updated so apprentices can now complete them online through PDF.
- The apprenticeship database was modernized to allow for more efficient collection and management of apprentice data.
- Entrance exams and requirements were updated to better reflect academic standards and to provide a fair, effective pathway for apprentices.
- A Trade Advisory Committee was established in the welding trade to improve welding practices and training in Yukon.

## Student Employment Programs

### Noteworthy statistics:

For the Student Training and Employment Program (STEP), 42 private employers applied for

**100**

positions. Of these, 9 employers were new to STEP.

A total of

**125**

STEP positions were posted: 63 with private employers, 62 within the Government of Yukon. Of these,

**101**

positions were filled by Yukon post-secondary students, who gained hands-on experience in their chosen fields. Final placements included 49 private, 52 Government of Yukon.

## New private training institution

- In 2025, Alkan Air Flight Academy officially transitioned its flight training programs to a non-profit organization called Northerners Taking Flight. This transition will allow for greater access to funding, sponsorship and improvements to enhance programs and services
- Yukon has three private training institutions: Northerners Taking Flight, Elements Esthetics Academy and the Yukon Tourism Education Council.

## Student Funding Programs – Student Financial Assistance (SFA) and Working UP

### Key achievements and milestones:

- The student portal, launched in 2023, continues to improve the efficiency of student funding applications. Opening the portal earlier in June this year enabled more students to receive their funding at the beginning of the semester.
- The updated Student Financial Assistance (SFA) database has optimized application management and processing, improving efficiency for SFA officers while maintaining service standards above the national average for response times and application turnover.
- The Working UP program was updated to include clear criteria and improved budget planning tools, significantly enhancing client service and in-house operations.

### Major projects and initiatives:

- Ongoing development is focused on completing full modernization of technology systems to enhance efficiency, security, and user experience across all platforms.
- Concrete criteria and program goals were developed for Working UP.
- Senior leadership contributed to the Intergovernmental Consultative Committee of Student Financial Assistance (ICCSFA) Strategic Plan 2024–27, ensuring Yukon students' unique needs are reflected at the national level.

## Noteworthy statistics:

More than

**1,300**

funding applications were awarded through territorial and federal student funding programs, including:

**\$5.3m**

disbursed through the Yukon Grant

**\$457,000**

through the Yukon Student Training Allowance

**\$400,000**

through the Yukon Excellence Awards

Federal loans and grants assessed for

**406**

students

Financial support was provided to

**232**

apprentices through the Working UP program while they attended training to advance their certification.

# **Celebrating staff and students**





## Premier's Award of Excellence and Innovation

Each year, the Premier's Award of Excellence and Innovation recognizes Yukon public servants whose accomplishments demonstrate exceptional leadership, collaboration, and creativity. In June 2025, Flora Asp was honoured with an individual award, and Aurora Virtual School was honoured with a team award, both in the Innovation category.

### Flora Asp

Flora's leadership has transformed how Yukon First Nations knowledge is recognized and honoured in schools. She played a pivotal role in the development and launch of the Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy, a landmark achievement that was co-created with Yukon First Nations. Her work also supported Tr'ondëk Hwëch'in's self-governance in education and the return of the Rural Experiential Model in Dawson City, which expanded hands-on learning opportunities for rural students.

Through her ability to inspire trust, build partnerships, and drive systemic change, Flora has made a lasting impact on Yukon's education system. Her work is helping to shape a future where Indigenous and public education systems collaborate in trust and respect, setting an example for jurisdictions across Canada.

### Aurora Virtual School

Team members: Mark Connell, Steven Biss, Amelia Fraser, Kirin Devries, Andrea Fougere-Chou

This dedicated team of educators has shown outstanding leadership and creativity in responding to the growing number of students disengaging from traditional schooling – particularly in Grades 8 and 9. Serving more than 300 students each year, they have reimaged what school can look like for learners who face challenges or heightened stress in regular classroom environments.

Working without additional resources, the team has designed innovative, flexible programming that supports student success through collaboration, compassion, and commitment. They are exemplary partnership builders – constantly reaching out to community organizations to strengthen supports and expand learning opportunities.

The Aurora Virtual School extends its impact well beyond the screen: it brings travelling science labs to rural Yukon communities, offers Math 11 instruction to adult learners in Carcross, and provides field trip opportunities for homeschooled students. Through their vision and adaptability, this team continues to redefine how education can meet the diverse needs of Yukon learners.

# Auditor General Report – Actions on recommendations this year



The following section outlines the Department of Education's progress in responding to recommendations from the *June 2019 Report of the Auditor General of Canada to the Yukon Legislative Assembly, Kindergarten Through Grade 12 Education in Yukon – Department of Education*.

These updates highlight the department's continued efforts to improve student outcomes, strengthen inclusive education, and advance reconciliation through collaboration with Yukon First Nations. Each update summarizes specific actions, strategies, and partnerships that demonstrate accountability, transparency, and a commitment to continuous improvement in Yukon's education system.





## **AG Recommendation 42: Education outcomes for Yukon students**

The Department of Education should develop and implement a strategy to address the long-standing gaps in student performance and improve student outcomes, particularly those of Yukon First Nations and rural students.

The strategy should include:

- analyzing the root causes of poor student outcomes,
- defining performance targets,
- developing and implementing actions to reach these targets, and
- evaluating the effectiveness of these actions to improve student outcomes.



## Department update for 2024–25

In 2025, the Department of Education released the Integrated Outcome Strategy for Yukon Learners. This strategy was developed through extensive community engagement and consultation with Yukon First Nations, led by Inspire Reconciliation Potential, which also produced the Student Outcomes Improvement Initiative Final Report in 2023.

As noted in that report, the long-standing education gap for First Nations and rural students has been well documented and arises from complex, systemic causes. The Integrated Outcome Strategy builds on this analysis and identifies 14 learner outcomes and 10 guiding values for Yukon's K–12 education system.

The strategy sets two overarching goals – one focused on systems and one on learners – to guide progress. It provides an outcomes and assessment framework to measure student success. Specific actions to improve outcomes are detailed in related departmental strategies, such as the Joint Education Action Plan with Yukon First Nations and Canada, the Reimagining Inclusive Education Strategy, and targeted literacy and numeracy initiatives. Together, these form an umbrella framework that allows for ongoing monitoring and adaptation of program initiatives.

A performance indicator working group has been established to develop measures and targets to assess student success and program effectiveness. The department publicly reports annually through the Yukon-wide Student Data Reports and How Are We Doing? reports on Yukon First Nations student outcomes, as well as through monthly school enrolment updates.

### **AG Recommendation 47: Education outcomes for Yukon students**

The Department of Education should implement its required oversight mechanisms to provide summary reports to the Minister and complete teacher evaluations.

### **Department update for 2024–25**

The School Growth Plan Handbook, which provides guidance to schools on developing School Growth Plans, is under revision. Summary reports of School Growth Plans were submitted to the Minister in 2020–21 and 2021–22. The department shares School Data Profile reports with school administrators each year to provide school-specific information that informs their planning.

Revising the School Growth Planning Policy is identified as an action within Path 3.1 of the Integrated Outcome Strategy for Yukon Learners.

## **AG Recommendation 70: Inclusive education**

The Department of Education should conduct a full review of its services and supports for inclusive education. It should exercise a leadership role by, for example, engaging with teachers, parents, and specialists to determine how the Department can help teachers maximize student success.

The review should include examining how best to:

- evaluate whether its approach to inclusive education is working,
- determine whether services and supports are having the desired effect,
- determine whether sufficient resources are in place to support inclusive education,
- prioritize students for specialized assessments,
- assess and track specialist recommendations, and
- assess and track teachers' use of recommended strategies.



## Department update for 2024–25

To evaluate the department's approach to inclusive education and assess the effectiveness of related services and supports, the Department of Education engaged Dr. Nikki Yee to conduct a Review of Inclusive and Special Education in the Yukon in 2021. The review, informed by broad engagement, was released publicly on June 1, 2021.

Following the review, eight working groups called “communities of inquiry” were established to address key areas of focus. A departmental work plan to respond to the report's recommendations was developed and updated in 2022.

Work completed under the 2021–24 Workplan for Reimagining Inclusive and Special Education includes:

- Updated the roles and qualifications of Learning Assistance Teachers (LATs)
- Centralized referrals to Student Support Services (SSS)
- Launched Ready to Learn initiatives in Yukon schools
- Created School Wellness Specialist positions
- Increased the number of Educational Assistants (EAs) and LATs
- Developed a Collaborative Framework for Education
- Established the Student Wellbeing and Inclusion Division
- Updated IEP templates, processes, and structures
- Implemented a service standard ensuring psychological assessments are completed within six months
- Provided training for EAs, LATs, and teachers

The department has clarified the meaning of “maximum potential” under Section 4(d) of the *Education Act* through the Integrated Outcome Strategy for Yukon Learners. The term is now understood as aspirational: the education system will not define a fixed “maximum potential” for any learner. Instead, the department is focused on identifying and removing barriers that prevent learners from meeting student outcomes.

## **AG Recommendation 89: Yukon First Nations culture and languages**

The Department of Education should complete and implement its policy to collaborate with Yukon First Nations to meet the *Education Act's* requirements.

It should also develop a strategic action plan with specific, measurable actions and timelines to support its work with Yukon First Nations.

## Department update for 2024–25

The Department of Education developed the Collaboration Framework for Education, which was approved by the First Nations Education Commission on February 17, 2023.

Since 2019, the department has worked collaboratively with the Chiefs Committee on Education and made significant progress on a landmark agreement with 10 Yukon First Nations to establish the Yukon First Nation School Board. The department provides \$735,000 annually to the Yukon First Nation Education Directorate (YFNED) to support the work of the First Nations Education Commission, which oversees implementation of the Joint Education Action Plan (JEAP).

The renewal of the Joint Education Action Plan was approved in 2025 by the Government of Yukon and Yukon First Nations. In August 2024, a Letter of Agreement was signed with Tr'ondëk Hwëch'in outlining co-management of education programs and services on Tr'ondëk Hwëch'in Traditional Territory. This agreement establishes a path toward renewing the Section 17.7 Education Agreement to strengthen co-governance of education.

The department has also signed Transfer Payment Agreements with 14 Yukon First Nations, allocating \$1.5 million (2022–25) to support First Nation-led educational initiatives. Funding to the Council of Yukon First Nations has increased to support the Yukon Native Language Centre in advancing language revitalization and planning for additional First Nations language teacher training.

The department's strategic plans, renewed on a rolling cycle, include specific, measurable actions and timelines to support continued collaboration with Yukon First Nations.

### **AG Recommendation 93: Yukon First Nations culture and languages**

The Department of Education should meet regularly with Yukon First Nations to assess the status of the Joint Education Action Plan's initiatives and determine how and when to complete those that remain.

### **Department update for 2024–25**

The Department of Education meets regularly with Yukon First Nations through the First Nations Education Commission, the Chiefs Committee on Education, and direct government-to-government meetings.

In 2025, the Joint Education Action Plan was renewed by the Government of Yukon and Yukon First Nations governments to 2035. Frequent meetings are underway to finalize the related implementation plan.



## **AG Recommendation 99: Yukon First Nations culture and languages**

In partnership with Yukon First Nations, school boards, and school councils, the Department of Education should develop policies and guidelines to support First Nations language learning.

While developing the policies and guidelines, the Department should

- work with these partners to determine the language goals for individual schools;
- consider a range of approaches – for example, introductory classes to full immersion programs – that depend on the specific language, student population density, and community interest; and
- identify options to support Yukon First Nations languages both during regular school hours and outside the regular classroom.

## Department update for 2024–25

In 2021–22, the Department of Education increased funding for the Yukon Native Language Centre by \$59,000, bringing total core funding to \$1.19 million. This funding supports planning for additional First Nations language teacher training. The department also established a Language Coordinator position within the First Nations Initiatives branch to support language revitalization and the work of Yukon First Nations language teachers.

Support for Yukon First Nations language teachers has expanded. In 2023, the department introduced a pilot educational leave program that allows selected teachers to take a year of paid leave to deepen their fluency in Yukon First Nations languages.

The current collective agreement with the Yukon Association of Education Professionals (2024–27) includes provisions to recognize and support First Nations language teachers, including paid preparation time and a \$5,000 annual retention allowance for teachers who are not on the standard pay grid.

### **AG Recommendation 109: Yukon First Nations culture and languages**

The Department of Education should determine the human resources and training required to develop sufficient classroom support and materials to help teachers implement the new curriculum as it pertains to Yukon First Nations culture and languages.

## Department update for 2024–25

The department continues to develop and support classroom resources, materials, and professional learning to help teachers implement the curriculum as it relates to Yukon First Nations culture and languages. Since 2019–20, at least one professional development day each year has been dedicated to supporting Yukon First Nations ways of knowing, doing, and being, and to integrating this learning into classrooms.

The department has developed Yukon-specific Indian Residential School curriculum units for Grade 5 and Grade 10 social studies in collaboration with Yukon First Nations Elders, Knowledge Keepers, and former residential school students. Professional development opportunities are available to support the delivery of these units.

Additional locally developed courses, experiential learning programs, and school-based initiatives are enhancing the inclusion of Yukon First Nations culture and language across the territory.

In 2024, the department introduced the Accreditation of Yukon First Nations Traditional Knowledge, Cultural and Language Learning Policy. This policy allows students to earn elective credits toward graduation by participating in cultural, language, and traditional knowledge learning activities developed by Yukon First Nations and led by Elders, Knowledge Keepers, and community members.

# Education data and insights





With last year’s annual report (2023–24), the department began a multi-year effort to share more data and data-informed insights about departmental operations and K–12 education. This year’s report continues that work and adds new information and analysis about enrolment, staffing, spending, and events of concern.

We acknowledge that the data released so far is operational in nature and does not yet reflect the experiences or outcomes of Yukon K–12 learners. That information is forthcoming. The process to select indicators for the 14 Learner Outcomes, as set out in the Integrated Outcome Strategy for Yukon Learners, has begun, and learner outcome data will be reported as it becomes available.

## Student population and learning programs

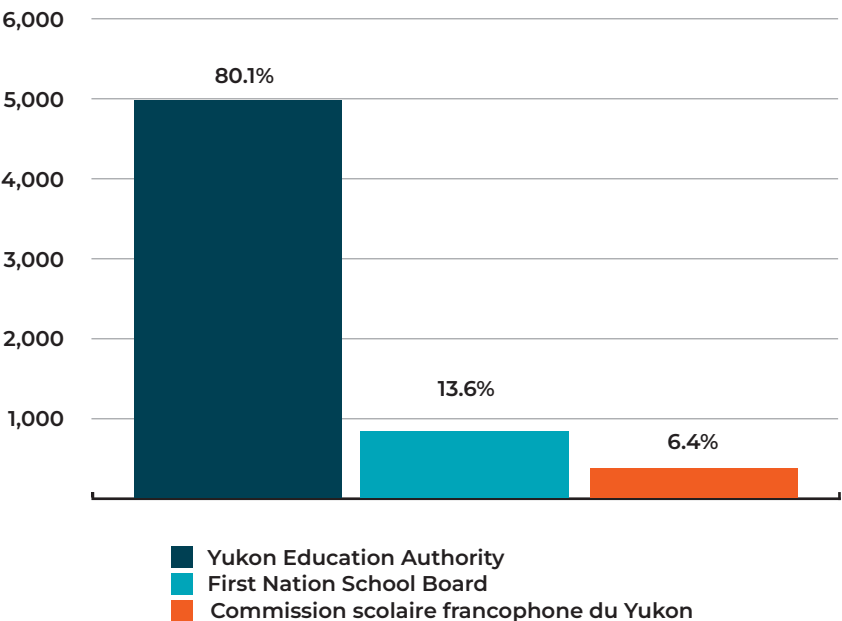
### Student enrolment by school authority

As of May 2025, there were a total of **6,209 students** enrolled in Yukon schools.

The Yukon’s school authorities are:



FIG 1.1 Student enrolment by school authority



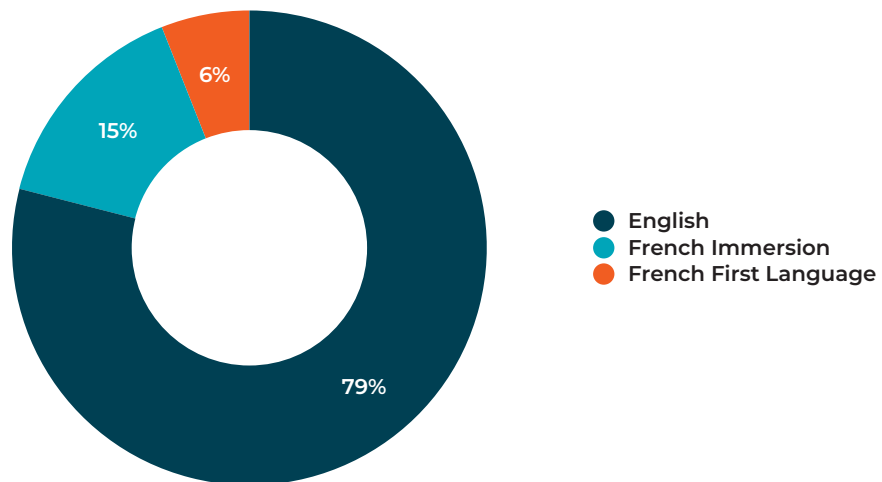
## Student enrolment by language program

This figure shows the percentage of students in each grade enrolled in Yukon's three language programs:

- **English** (offered in Yukon Education Authority schools and the First Nation School Board)
- **French Immersion** (offered in some Yukon Education Authority schools)
- **French First Language** (offered in the Commission scolaire francophone du Yukon schools)

French Immersion programs take in new students mainly at Kindergarten, Grade 1, and Grade 6.

FIG 1.2 Student enrolment by language program



# Staffing and instructional support

This section outlines staffing allocations and instructional support services in Yukon schools, with comparisons by school authority and staffing category.

## K-12 staffing by category and by school authority

This figure reflects the department's investment in human resources, broken down by category and by school authority.

Categories are:

### Shared Central Administration

This category includes system-wide administrative functions such as Finance, Human Resources, Information Technology and Support Services, and the offices of the Deputy Minister and Assistant Deputy Ministers. These staff also support Early Learning and Child Care, as well as post-secondary education, apprenticeship, and student financial assistance programs.

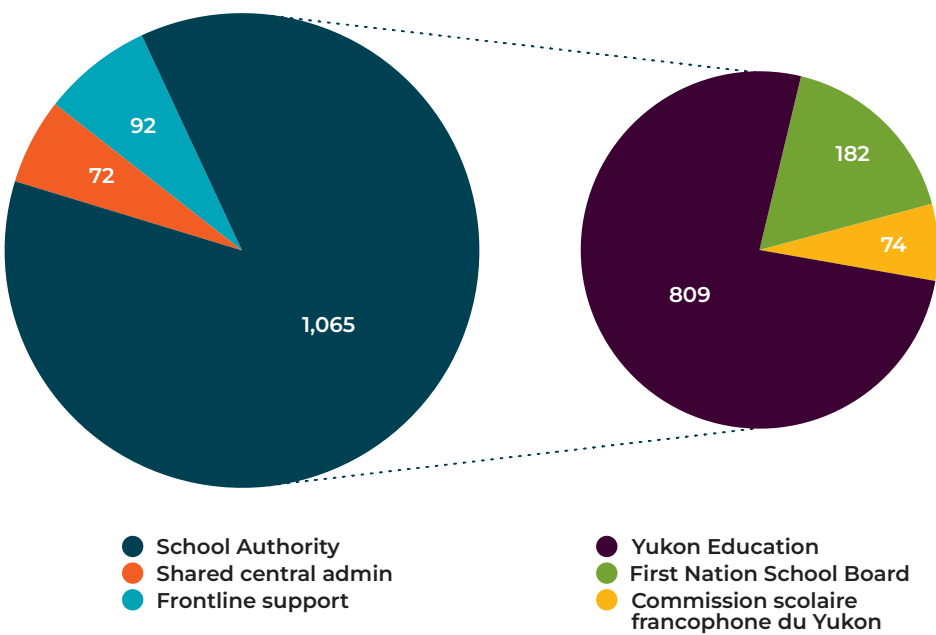
### Frontline Support

Centrally managed services that help all school authorities, such as Curriculum and Assessment, First Nations Initiatives, Student Support Services, and Technology and Student Information.

### School Authority

Administration and school-based services managed by each school authority, including administrators, teachers and support staff.

FIG 2.1 K-12 staffing per category



## Financial investment in learning

This section reports on Yukon government investments in student learning, including per-student spending and broader K–12 education expenditures.

Invested  
**\$29,031**  
per student

### K–12 learning expenditures per student

For the 2024–25 school year, the Yukon government invested a total of \$29,031\* per student on learning-related functions.

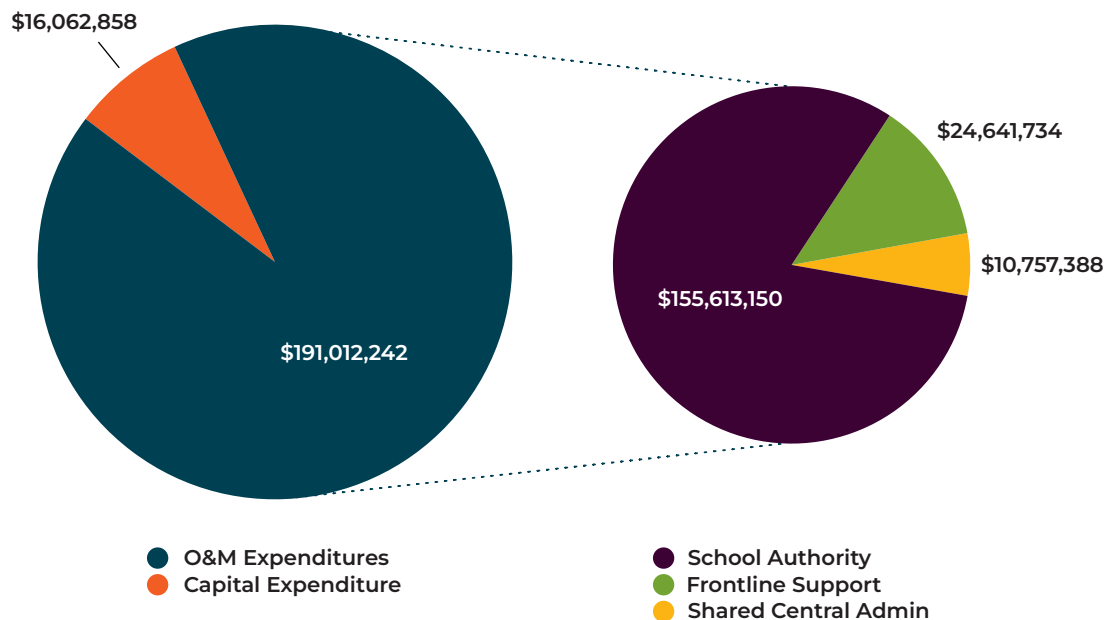
Learning expenditures include frontline supports (e.g., Curriculum and Assessment, First Nations Initiatives, Student Support Services, Information Technology and Support Services, and Technology and Student Information) and School Authority expenditures. They do not include the shared Central Administration functions of the department.

\*BASED ON ANTICIPATED FISCAL YEAR ACTUALS AS OF MARCH 31, 2025.

### K–12 Capital and O&M expenditures

The figure below displays the department's annual spending on K–12 education.

FIG. 31 K–12 Education expenditures



## Operations, safety, and accountability

The department has strengthened student safety through the full implementation of the Safer Schools Action Plan and updates to the Student Protection Policy and procedures.

All school staff receive annual training on:

- recognizing when children may need protection;
- when and how to report concerns; and
- supporting students who disclose harm.

This training is documented and monitored, helping ensure staff are aware of their responsibilities and able to respond effectively to serious incidents.

**11**

reports of  
inappropriate  
behaviour by adults

### Reports of inappropriate behaviour by adults in school activities

In the 2024–25 school year, the Department of Education received or responded to a total of 11 reports of inappropriate behaviour by adults during school-related activities.

Reports include any disclosures, allegations, or suspicions of behaviour that may harm a student's wellbeing.

**6**

cases of violent  
threat risk  
assessments

### Number of Violent Threat Risk Assessments

In the 2024–25 school year, the Department of Education activated a Violent Threat Risk Assessment on 6 occasions. A Violent Threat Risk Assessment is a formal process used when a student makes a threat that may indicate a potential risk of violence toward themselves, other students, staff, or members of the broader community. Each situation is carefully reviewed by a multidisciplinary, school-based team before the Violent Threat Risk Assessment Protocol is initiated. The team only activates the protocol when it determines there is a significant and immediate risk of harm to the student and/or others in the school community. The goal of a Violent Threat Risk Assessment is to assess the level of risk, ensure safety, and connect students with appropriate supports.



## Procurement

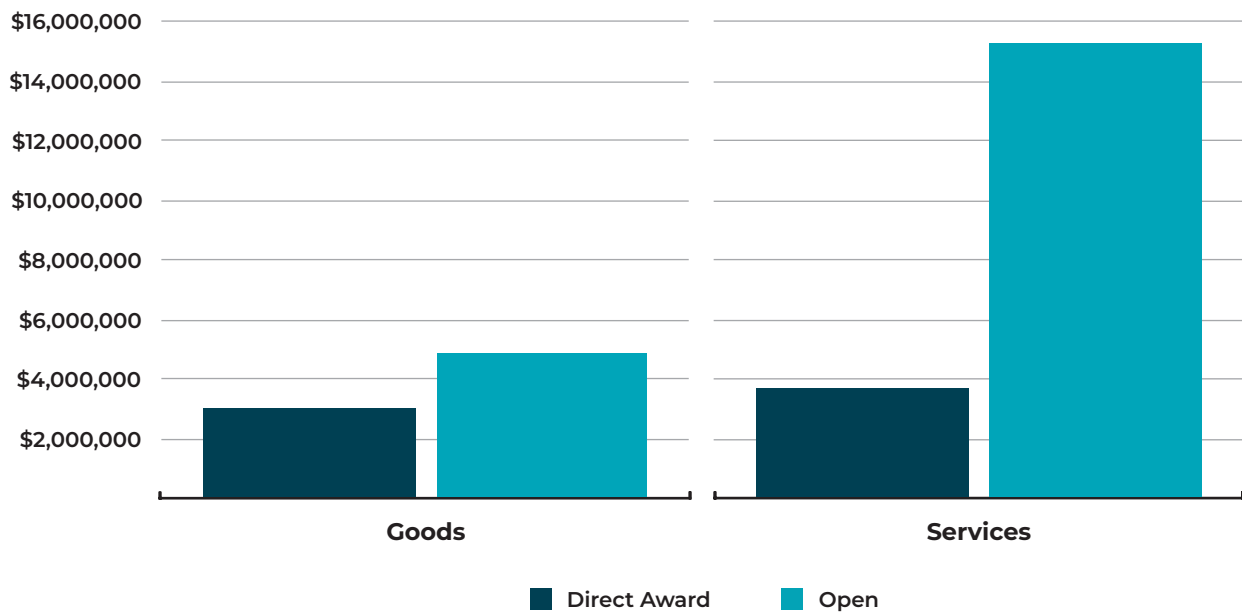
This section outlines departmental procurement trends, including contract volume and value by product type and procurement method.

### Contract value

(by type of product and procurement process)

This figure shows total contract value for goods and services by procurement process.

FIG 5.1 Contract value (by type of product and procurement process)



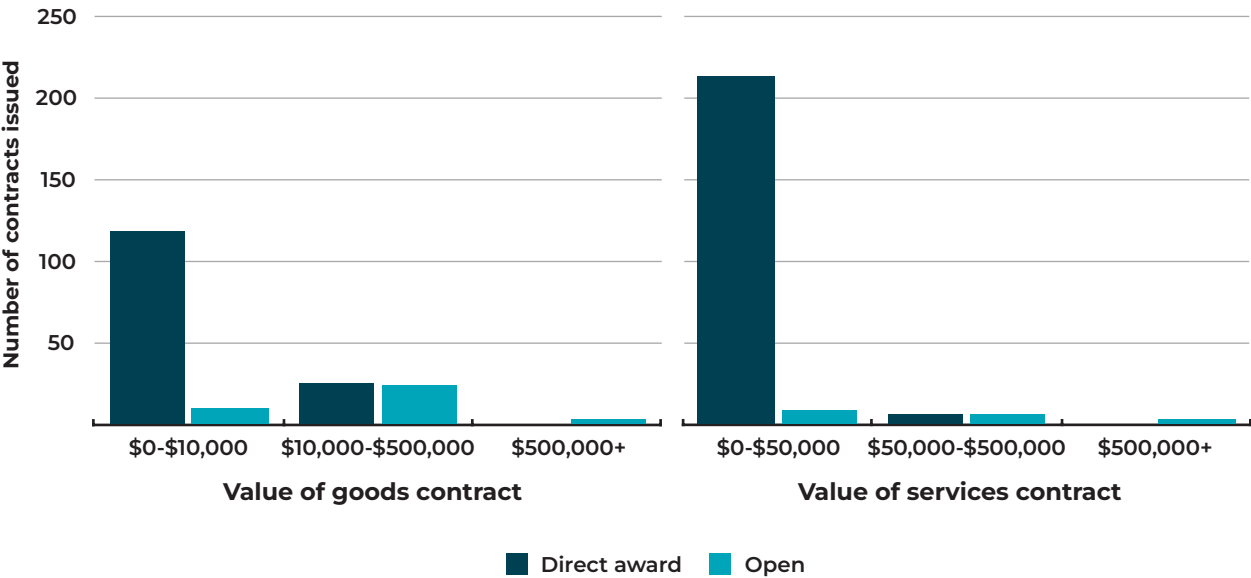
#### Note on data:

The value of contracts issued under processes other than open tender and direct award totalled \$86,240. These values are not plotted.

Contract counts  
(excluding high-value/low-value categories)

This figure shows the number of contracts issued in 2024–25, by product type (goods or services) and procurement method.

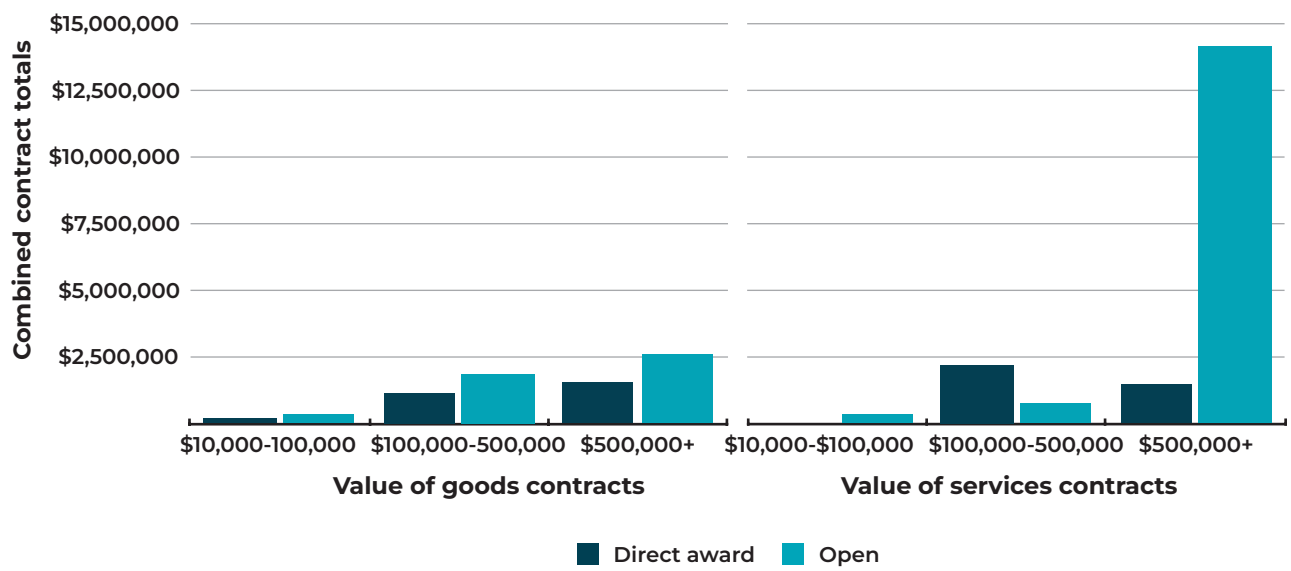
FIG 5.2 Contract counts by contract value



Value of contracts issued, by product type (goods or services) and procurement process

This figure shows the value of contracts issued, by type of product (good or service) and type of procurement process.

FIG 5.3 Value of contracts issued, by product type (goods or services) and procurement process



Notes on data:

- Includes all Department of Education contracts (Early Learning and Child Care, K-12, post-secondary, etc.)
- Counts include all contracts with total value > \$0
- Reported values exclude capital projects funded by Education but managed and procured through Highways and Public Works
- Reported data are publicly available on the Yukon government's Public Contract Registry



# Education Appeal Tribunal





The Education Appeal Tribunal is an independent body established under the *Education Act* to resolve specific disputes that cannot be settled within schools.

These disputes may involve decisions regarding special needs, student records, suspensions, and locally developed courses. The tribunal provides a process for parents or guardians to appeal decisions that significantly impact a student’s education, health, or safety. Below is a summary of the tribunal’s activities, including the number of appeals, mediations, and hearings conducted over the past year.

**FIG 6.1 Education Appeal Tribunal statistics**  
**April 1, 2024 through March 31, 2025**

Appeal requests received this year	2
Cases outstanding from previous years	3
Requests discontinued by applicants	0
Resolved by department	2
Not within EAT jurisdiction	1
In mediation	0
Resolved through mediation	1
Pending	1
Hearings	0

# Appendices



# Reports from the Yukon's School Boards

The Department of Education includes short reports from the Commission scolaire francophone du Yukon (CSFY) and the First Nation School Board (FNSB) because the *Education Act* requires the Minister to table an annual report on the state of education including reports from each school board. Adding these board reports as appendices meets that requirement and supports transparency by showing board-level results alongside the department's summary.

## First Nation School Board 2024–25

The First Nation School Board (FNSB) was created in 2022. It is responsible for 11 public schools across Yukon including the territory's most rural and remote school communities.

It ensures Learners have access to quality education from K4-Grade 12, embedded in local Yukon First Nations worldviews. This includes land as pedagogy, multi-generational mentorship, local language and culture, and values of respect, reciprocity and relationship.

It operates 11 schools together with Yukon First Nations and localized school governance bodies called Community Committees:

- Chief Zzeh Gittlit, Teechik (Old Crow)
- Ross River School, Tū Łřdlini (Ross River)
- Nelnah Bessie John School, Beaver Creek
- Kluane Lake School, Á Tsì Keyí (Destruction Bay/Burwash Landing)
- St. Elias Community School, Dakwākāda (Haines Junction)
- Watson Lake Secondary School, Tetsetūge mené' (Watson Lake)
- Johnson Elementary School, Tetsetūge mené' (Watson Lake)
- Eliza Van Bibber School, Pelly Crossing
- Takhini Elementary School, Kwänlin (Whitehorse)
- Grey Mountain Primary School, Kwänlin (Whitehorse)
- Ghùch Tlâ Community School, Carcross

## Our mission

Our approach to education is Learner-centered. Teaching is skills-based and works to fully integrate local stories, language, knowledge, and land. We understand education must support the whole child and include families and community.

Here is a brief overview of the FNSB's 2024–25 annual report, which highlights our main strategic priorities. The FNSB strategic plan incorporates the newly released Integrated Outcome Strategy for Yukon Learners. FNSB's full Annual Report is available at [fnsb.ca](https://fnsb.ca)

FNSB invested  
**\$904,000**  
in Literacy in 2024–25

## Literacy

Assessment results for the 2024–25 school year show students in FNSB schools are acquiring reading skills faster than expected for children their age. Rural students are showing the highest rates of improvement. In this second year of FNSB's Literacy Plan, 7 out of 8 schools assessed increased an average of 2 to 12 standard scores (for context, the expected rate of growth per year is a score of 0). The Literacy Team at FNSB was recognized nationally for this work, receiving Dyslexia Canada's 2025 Educational Excellence Award, they were invited to speak at national literacy conferences, and were featured in both McLean's and the Walrus magazines.

FNSB invested  
**\$461,000**  
in Numeracy in 2024–25

## Numeracy

Due to a lack of standardized numeracy assessments nation-wide, FNSB built off work done by the Yukon First Nation Education Directorate (YFNED) math advocate team in creating a Yukon math assessment, for Learners in Grades 1 to 7. In this first year of, 432 FNSB learners completed the numeracy assessments. Overall FNSB schools scored as 'Proficient.' Many rural schools scored as 'Developing,' meaning they will receive additional support in the coming years to monitor their growth. Family math nights, math camps, and math carnivals were hosted together with YFNED in Old Crow, Pelly Crossing, and Whitehorse for Grade K-12 helping to increase engagement and positive experiences with numeracy.

FNSB invested  
**\$612,000**  
 in Whole Child in 2024–25

## Whole Child

Grounded in neuroscience and connection with our local First Nations communities, FNSB is coaching its school teams and implementing Yukon-specific resources. Four Whole Child Coaches, with diverse backgrounds and experiences in neuroscience, connection and growth, coached 23 educators, offered more than 13 professional development presentations and virtual ‘Whole Child Chats’ to discuss co-regulation, sustainable well-being, and behaviour as communication. Three local resources were developed: The Learner in Front of You, The Arousal Checklist, and the Behaviour Trail. A website of resources was established for families, and an additional specialized one was established to support school teams. Responding to the need for more information on how to support autistic Learners in FNSB schools, FNSB established a presentation with handouts for learning about and supporting Learners with autism and began delivering the presentation to FNSB school communities. Co-development of a culturally reflective assessment to investigate the well-being of Learners and their connection to the local First Nation’s land, language and culture. This Learner-focused and school-based wellness survey is a research and data initiative, made possible due to collaborative partnerships with FNSB’s Land and Language Team, and external support from Aaniish Naa Gegii Child Health and Well-Being Measure. The survey will be piloted with three FNSB schools in the 2025–26 school year.

FNSB invested  
**\$385,000**  
 in School and Trades  
 in 2024–25

## High School and Trades

The First Nation School Board supports High School Learners across seven FNSB schools – including some of Yukon’s most remote communities. By focusing on Experiential Learning, Trades and Work Programs, and Pathways to Graduation and ILCs, FNSB is connecting and preparing High School Learners for their post-secondary paths. The first ever Kaska Junior Rural Experiential Model (REM) program took place on Liard First Nation Territory. New partnerships were struck with local employers, like the Vuntut Gwichin First Nation, to establish work programs where students gain employment and training, while earning high school credits. FNSB operates two ILCs in Carcross and Watson Lake, and celebrated the establishment of its first locally developed High School Curriculum in Haines Junction with the 4-credit, 100-120-hour Food Sovereignty 12 program. Offering this experiential-based course saw an immediate increase in student attendance and engagement.



FNSB invested  
**\$315,000**  
in Early Learning  
in 2024–25

## Early Learning

Play, language, and relationships are at the core of early learning, and families are integral to the Learners' journey. FNSB's focus is on growing and developing Early Learning Educators' skills in these areas. In 2024–25, 15 educators from nine FNSB schools came together for professional development in play, language and supporting safe and secure relationships with Learners and their families. Coaching sessions with one-on-one training plans allows educators to have real-time support in developing their expertise and fostering growth in their Learners.

FNSB invested  
**\$2.4m**  
in Land and Language  
in 2024–25

## Land, Language and Culture

The First Nation School Board treats Language Teachers with equity and supports them through their invaluable work. Yukon First Nation Language Teachers are the only educators who don't get support with curriculum development, PD, lesson plans, or resources but FNSB is changing that. There are 15 language educators under FNSB who are now receiving Professional Development and attend regular gatherings to address resources and needs. Some of FNSB's Language Teachers are in the Mentor Apprentice Program (MAP), offered through the Yukon Native Language Centre, and two are hired as Language Educators/Learners and are fully enrolled in their own language training while being in the school part time.

A Land-Based Safety Committee and processes have been established for the schools at FNSB as the first steps in building a First Nations-led, Yukon Risk Management System, grounded in the realities and pedagogy of this land. This system maintains a learner focus, so graduates leave school with an understanding and proficiency that empowers them to be confident and safe on the land.

Land and Language Connectors are positions unique to FNSB. They ensure all educators are working towards having local land, language and culture fully integrated within curriculum, learning environments, and programming. They play an important role in bridging the community, local nation, and school; directly fostering reconciliation in local education.

FNSB invested  
**\$2m**  
 in People and Training  
 in 2024–25

For every \$10 spent by  
 FNSB, more than  
**\$7**  
 goes directly into schools

## People and Training

Recruitment and retention rates are being sustained in FNSB's rural and remote schools that have never seen before. School staffing is a wholistic, community-led process under FNSB that results in more staff than afforded under the Yukon government allocations, ensuring equity for rural Learners. Support and professional development for educators and administrators in FNSB schools is high, leading to better retention. FNSB is also working hand-in-hand with the YNTEP program at Yukon University, YFNED, and Rideau Hall to support a long-term vision that sees Yukon schools staffed with educators from the community they are from.

## Governance and Finance

The First Nation School Board is decentralizing governance of its schools. Each, unique school community is empowered to make Learner-centered decisions for their school. This approach is inherently decolonial and maintains Yukon First Nations values. To support this, FNSB has established two levels of governance: Community Committees and Student Voice.

In 2024–25, FNSB received \$36.7M in total funding, 99% of which comes from the Yukon government. Total expenses were \$36.9M, with 72% (\$26.5M) flowing directly to schools, 87% of which (more than \$23 M) for school personnel. The FNSB has established high levels of support for instruction in its schools, which makes up 17% (\$6.1M) of total expenses.

The year began without a signed funding agreement, which meant FNSB spent the first six months unsure of what resources it would have and was dependant on a loan from YFNED and the CCOE to continue operations. The board was then forced to sign a TPA under duress, noting its discomfort with a unilateral change in funding formula to only self-identified Indigenous student enrollment – despite FNSB operating public schools with an average 50:50 ratio between First Nation and non-First Nation students. That change reduced the total funding by approximately \$2 million, compared to what was budgeted based on the previous agreement. Significant sacrifices in board operations, freezing travel and spending mid-year, to prioritize high-quality education in our communities, still resulted in the need to draw on previous years' surpluses to cover the shortfall for school-level expenses. Despite these challenges, FNSB maintains focus on protecting schools and Learners from the impact of funding uncertainty.





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## Commission scolaire francophone du Yukon 2024–25

It is with gratitude and respect that we acknowledge that we live and work on the Traditional Territory of the Kwanlin Dün First Nation, the Ta'an Kwäch'än Council, and the Tr'ondëk Hwëch'in First Nation.

### My culture, my language, my bilingualism

The Commission scolaire francophone du Yukon (CSFY) was created in 1996. It is responsible for French as a first language education throughout the territory.

It runs three schools, one program, and one daycare:

- Émilie-Tremblay School (EET), early kindergarten (K4) to grade 6.
- Paul-Émile-Mercier Secondary School Community Centre (CSSC Mercier), grade 7 to 12.
- Nomad School, home schooling program, from kindergarten (age 5) to grade 12.
- Programme Confluence, Dawson, early kindergarten (K4) to grade 6.
- Garderie du petit cheval blanc, daycare, welcomes children from 6 months to 4 years old, offers after-school childcare for EET students, and French-language summer camps for children aged 4 to 12.

Number of learners in June 2025

- Émilie-Tremblay School: 223 students
- CSSC Mercier: 161 students
- Nomad School: 9 students
- Programme Confluence: 12 students
- Garderie du petit cheval blanc: 44 children

### Our mission

As a leader in education, CSFY offers high-quality programs in French as a first language to help each student reach their full potential and get involved in their community.

Here is a brief overview of the CSFY's 2024–25 annual report, which highlights our four main strategic priorities, all of which are equally important.

The report is available in French at [csfy.ca/publications](https://csfy.ca/publications)

## 2024–25, a year of celebrations!

This year was marked by memorable celebrations for our school community. It was a time when we honored our history, recognized the commitment of our members, and celebrated our collective successes.

We officially named our Dawson education program “Programme Confluence”. This name, which symbolizes the meeting of cultures and languages on the traditional lands of the Tr’ondëk Hwëch’in First Nation, embodies our desire to build a French-first education in the Klondike region that reflects the values of this community: an education that is respectful and inclusive of Tr’ondëk Hwëch’in knowledge and rooted in the Francophone heritage of this territory.

On June 13, 2025, we celebrated the 40th anniversary of the French as a First Language program and École Émilie-Tremblay. This program, which began modestly with 34 children in two classrooms in the basement of Whitehorse Elementary School, is now a pillar of our community and our French-language education continuum. We now regularly welcome the children of our first students, living proof of the vitality and sustainability of our system.

It is also important to note that in June 2025 we celebrated another achievement: the largest cohort of Grade 12 graduates in French as a first language to date. Twenty-two students from CSSC Mercier completed their secondary schooling.

## Promoting academic success

The 2024–25 school year marked our second year as a candidate school for the International Baccalaureate (IB) Middle Years Program (MYP) for students in grades 7 through 9, with the addition of students in grade 10 planned for the following year. Many staff members have already completed extensive training and will continue to receive support.

The CSFY teaching team has implemented new strategies to better assess student learning. Thanks to tools such as Évadigraphe, which assesses phonetic spelling, usage, and grammar skills, ADEL, which assesses reading, and STAR, which assesses reading in English, we now have better data that allows us to tailor teaching to better meet students' needs.

A significant change in mathematics instruction at CSFY was accomplished during the 2024–25 school year. All students in grades 1 through 7 benefited from Modulo Mathématiques, a new core mathematics resource.

The CSFY has been looking into the use of screens, technology, and artificial intelligence in its schools. A committee made up of parents and staff members from our schools meets regularly to help develop a new policy for the CSFY. This work will be ongoing during the next school year.

## Managing our growth and ensuring our succession

The CSFY hired Descormiers Intelligence d'affaires to develop its 2024–28 strategic plan and create an online platform to track the plan's results. In collaboration with the firm, the CSFY detailed each action to be taken in order to achieve its strategic objectives.

Our board of trustees and Executive Director participated in local and national committees to enhance our capacity, share best practices and collaborate to advance educational projects.

## Committing to reconciliation and inclusivity

The CSFY is continuing to implement the Ministry of Education's new policy on sexual orientation and gender identity (SOGI) and will be developing its own policy on the subject. All staff have received training on the new policy, and each school has a designated staff member who is responsible for this issue and works in collaboration with the administration.

The Gender and Sexuality Alliance (GSA) club at CSSC Mercier is an alliance that supports students and adults in the 2SLGBTQIA+ community within the school. At EET, a Diversity Committee, made up of staff members, meets monthly to plan activities and ensure inclusion at the school while the Diversity Club for students also meets regularly.

Thanks to funding from Immigration, Refugees and Citizenship Canada (IRCC), the CSFY has hired a settlement worker in our schools (TÉÉ). This new staff member started working part-time at the end of the 2024–25 school year and has been working full-time since the summer of 2025. Her role is to facilitate the inclusion and educational success of students arriving from abroad and to promote their participation, and that of their families, in school and community life. She offers a range of services to immigrant students and their families to welcome them and facilitate their integration. Details can be found here: [csfy.ca/nouvelles-familles/](https://csfy.ca/nouvelles-familles/)

## In 2024–25, the CSFY continued its efforts to:

- develop relationships with the Yukon First Nations Education Directorate (YFNED) to collaborate with resource persons for our institutions;
- identify issues common to the realities of organizations representing First Nations in order to find solutions that benefit our learners;
- develop a program of activities related to reconciliation for each institution; and
- strengthen ties with First Nations.



## Collaboration with Tr'ondëk Hwëch'in and FNSB

The CSFY continued its collaboration with the Tr'ondëk Hwëch'in government to establish the Dawson Confluence Program. The CSFY's goal is to integrate elements of their knowledge, values, and skills into the teaching of its program. Our students will be able to participate in Tr'ondëk Hwëch'in workshops and cultural activities.

Our collaboration with the First Nation School Board (FNSB) continued through regular meetings, allowing us to work together on common educational issues and promote an inclusive approach that respects cultural diversity.

Our students at all of our schools had the opportunity to spend valuable time with Elders and First Nations members during various workshops, camps and activities.

## Promoting the development of the Francophone community in the Yukon

Many cultural activities are organized throughout the year to celebrate our cultures:

- Workshops organized in partnership with community stakeholders.
- Participation in the Canadian Francophone Games (Jeux de la francophonie canadienne) with Jeunesse Franco-Yukon of the Association franco-yukonnaise.
- Organization of the 16th edition of the Salon du livre.
- Celebrations of National Francophone Parent Involvement in Education Day.
- Student newspapers at EET and CSSC Mercier.
- Celebrations of Yukon Francophonie Day in Whitehorse and Dawson.









