

Department of Education

2025–26 Annual Report

Yukon

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 2025-26 school year, spanning the period from August 1, 2025 to July 31, 2026.

All photos by the Government of Yukon except where noted.
Published in October, 2026.

Message from the Minister of Education



I am pleased to present the Department of Education's 2025-26 Annual Report. This report highlights the department's work to place learners at the centre of Yukon's education system and strengthen the supports available to learners, families and educators across the territory.

A major step forward was the launch of an independent review of Yukon's education system in March 2026. Led by a four-member Independent Panel, the review will examine how the Department of Education supports learners, families and educators across Yukon's three school authorities, as well as those accessing post-secondary and adult learning supports. It will identify what is working well, where improvements are needed and how the system can better meet the territory's needs from K4 through post-secondary education.

I thank the members of the Independent Panel for their work to date and their commitment to this important review. I look forward to seeing how their findings and recommendations can help shape stronger supports for Yukon learners, families and educators across the three school authorities, as well as those accessing post-secondary and adult learning opportunities.

The department continued working with Yukon First Nations through the Joint Education Action Plan (JEAP) to advance the Indigenization of the education system and shared education priorities. This work spans the department and includes advancing co-governance, strengthening Yukon First Nations language learning, supporting teaching grounded in local Yukon First Nations cultures, and building partnerships between the department and Yukon First Nations governments and communities.

The department also continued work to improve inclusive education and therapeutic supports for students. During 2025-26, it expanded specialized capacity within Student Support Services, strengthened assessment and consultation processes, introduced updated Inclusive Education Guidelines and supported the implementation of School Wellness Specialists. These initiatives are helping schools provide more responsive supports and create safe, inclusive learning environments in which students can succeed.

Supporting student wellbeing also means addressing the conditions that help students learn. Through the National School Food Program, a universal hot lunch pilot was launched in seven urban and rural schools, reaching approximately 850 students. The initiative is being delivered in partnership with the Yukon First Nations Education Directorate and is supported by investments in school food programming and kitchen infrastructure across the territory.

Planning for the facilities needed to support learners and communities remains important. Following the end of the reporting period, the department completed public engagement on three potential locations for a new École Whitehorse Elementary School facility. Feedback from the school community, partners, stakeholders and members of the public will help inform decisions about a facility that meets the community's long-term needs.

Work also continued to expand access to high-quality, inclusive early learning and child care. In addition to the investments detailed in this report, new funding announced after the reporting period will support the creation of up to 14 Yukon First Nations-led licensed spaces and up to 28 Francophone licensed spaces in Whitehorse. These projects will help children learn and grow in environments that reflect their languages and cultures.

Education also plays an important role in preparing Yukoners for rewarding careers and supporting the territory's workforce needs. The pilot STEP into Trades program gave high school students paid, hands-on experience in high-demand trades while allowing them to earn work-experience credits and hours that may count toward an apprenticeship. Initiatives such as this help learners explore career pathways and connect their education with opportunities here in the Yukon.

I extend my sincere gratitude to educators, early childhood educators, administrators, school staff, departmental employees, Yukon First Nations and other partners across the territory. Your knowledge, commitment and care make a meaningful difference in the lives of Yukon learners.

The work described in this report provides a foundation for the improvements ahead. By listening to Yukoners, acting on evidence and working with our partners, we can continue building an education system that supports learners at every stage and helps them reach their full potential.



Scott Kent
Minister of Education

Message from the Deputy Minister



The 2025-26 school year reflects the knowledge, commitment and collaboration of people working across Yukon's education system. Department staff, educators, school employees, early childhood educators, Yukon First Nations and other partners continued to adapt programs and services to better meet the needs of learners, families and communities.

Public education in Yukon is delivered through three school authorities, each with distinct responsibilities and approaches. This year's annual report more fully integrates the work of the Yukon Education Authority, the First Nation School Board and the Commission scolaire francophone du Yukon. This approach recognizes the central role of each authority and provides a more complete account of education across the territory.

Throughout the year, the department worked with school authorities, Yukon First Nations governments, education partners and communities to strengthen services and respond to emerging needs. This included improving inclusive education and student wellbeing supports, expanding literacy and numeracy initiatives, supporting early learning and child care, implementing Joint Education Action Plan priorities, advancing land-based and culturally grounded programming, and connecting learners with skilled trades and other pathways beyond school.

The report also reflects an ongoing emphasis on evidence, accountability and continuous improvement. References to the Auditor General of Canada's 2019 recommendations help readers see where current activities connect with longer-term efforts to improve learner outcomes, strengthen inclusive education and advance reconciliation.

The independent review of Yukon's education system provides another opportunity to examine how the department works and how it can better support learners, families, educators and the three school authorities. Department staff will support the review by providing information and responding to the panel's work while continuing to deliver programs and services throughout the territory.

I thank everyone whose work is represented in this report. Your professionalism, experience and commitment support learners each day and provide a strong foundation for the work ahead.

Paul Moore
Deputy Minister of Education

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Independent review of Yukon's education system

In March 2026, the Government of Yukon announced an independent review of Yukon's education system. The review is intended to support the long-term wellbeing of Yukoners by continuing to place learners at the centre of the education system.

The review will examine how the Department of Education supports learners, families and educators across Yukon's three school authorities, as well as Yukoners accessing post-secondary and adult learning supports.

It will also consider the department's organizational and operational relationship with school boards, recognizing their growing role in the administration and delivery of public education in Yukon.

By looking at these core services, the review will identify what is working well and where improvements can be made to ensure Yukon's education system is fair, responsive and meets the territory's needs from Kindergarten to Grade 12 and beyond.

A four-member Independent Panel was appointed to lead the review. Panel members are Judith Arnold, Gillian Staveley, Greg Storey and Lorraine Taillefer. The panel began its work in 2026 and will gather feedback to help shape its recommendations. Public engagement is expected to take place from April to November 2026.

The review builds on previous reports from the Office of the Auditor General of Canada, including reports released in 2009 and 2019, which identified challenges in Yukon's Kindergarten to Grade 12 education system. It will examine the Department of Education's organizational and operational structures, accountability processes, relationships, communications, and workplace norms and culture.

Through this work, the panel will identify strengths, challenges and opportunities and recommend changes to support a student-centred, cohesive and sustainable education system with high expectations for each learner.

The panel is expected to submit its final report in 2027. Following the report, the Department of Education will develop and deliver an implementation plan to respond to the panel's recommendations and support concrete system changes in the years ahead.

Auditor General recommendation references

This report includes references 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*.

Where 2025-26 activities relate directly to one of the Auditor General's recommendations, the relevant section is marked in the margin with a reference, such as **AG #70**.

AG #70

These references are intended to help readers identify where actions connected to the recommendations are described throughout the report, while avoiding duplication of information already included in the department's program and branch updates within the annual report. The table below provides a guide to the recommendations, their key focus areas, highlighted 2025-26 actions, and the sections where related information appears.

The full text of the recommendations can be found online in the Auditor General's report: June 2019 Report of the Auditor General of Canada to the Yukon Legislative Assembly, Kindergarten Through Grade 12 Education in Yukon – Department of Education.

Auditor General recommendation	Key focus areas	Report section reference
AG #42	Improving student outcomes, particularly for Yukon First Nations and rural students; identifying and addressing performance gaps; implementing targeted actions; monitoring student progress.	**K4–12 Learning**: Curriculum and Assessment; Literacy and numeracy initiatives; Summer literacy and numeracy camps.
AG #47	Oversight mechanisms; summary reporting to the Minister; teacher evaluations.	Not specifically referenced in this report.
AG #70	Inclusive education services and supports; specialized assessments; specialist recommendations; resources for inclusive education; support for teachers, students and families.	**K4–12 Learning**: Student Wellbeing and Inclusion; Student Support Services; Specialized Clinical Services; School Psychology Services; Occupational Therapy; Speech-Language Pathology.
AG #89	Collaboration with Yukon First Nations; meeting Education Act requirements; strategic planning with specific actions and timelines.	**Indigenization and Reconciliation**: First Nation Initiatives; Declaration to advance shared education priorities under the Joint Education Action Plan; Renewed Education Co-Governance Agreement with Tr'ondëk Hwëch'in; First Nation School Board initiatives.
AG #93	Regular engagement with Yukon First Nations on the Joint Education Action Plan; assessing initiative status; jointly developing a detailed work plan, including priorities and timelines for the remaining work.	**Indigenization and Reconciliation**: Declaration to advance shared education priorities.
AG #99	First Nations language learning; policies, guidelines and delivery approaches; language goals for schools; regular and alternative learning opportunities.	**Indigenization and Reconciliation**: Supporting lifelong learning and language revitalization; First Nation School Board initiatives
AG#109	Human resources, training, classroom supports and materials to help teachers implement curriculum related to Yukon First Nations culture and languages.	**Early Learning and Child Care**: Cultural and Inclusive Programming. **K4–12 Learning**: Curriculum and Assessment. **Indigenization and Reconciliation**: Supporting lifelong learning and language revitalization; FNSB initiatives; CSFY initiatives.



Early Learning and Child Care

The Department of Education continues to expand access to high-quality, affordable, and inclusive early learning and child care across the territory.

As of March 31, 2026, the Yukon had 2,325 total licensed child care spaces across 78 licensed programs, including for-profit, non-profit, family day homes, and Yukon First Nations government-owned centres. A total of 2,054 children were enrolled in licensed care, with approximately 80 per cent of spaces occupied by children aged five and under. Since 2021, the government has created 456 net new licensed spaces.

Engagement and legislation

In September 2025, the ELCC Technical Advisory Group met with territorial and federal officials to review progress under the Canada-wide Early Learning and Child Care Agreement. Partners discussed successes and highlighted key challenges, including educator recruitment and retention, delivery costs in rural communities, and access to before- and after-school care.

Following the assent of the Early Learning and Child Care Act in May 2025, the department continued policy and research work to draft accompanying regulations. This work includes the development of a new early learning framework, in collaboration with Yukon First Nations.

Program investments and operator support

The department maintained major financial supports for Yukon families and child care operators in 2025-26:

- Universal child care: Invested $13.9 million to reduce parent fees, benefiting more than 2,000 enrolled children and saving families up to $8,400 per child annually.
- Child care subsidy: Provided $693,762 to assist low-income families, supporting 371 children across 275 families.
- Operational and infrastructure funding: Provided $3.38 million in direct operational funding to support program sustainability. Additionally, the department funded $42,117 across 15 health and safety or playground enhancement projects, provided minor appliance funding to three family day homes, and issued one start-up grant for a new licensed program.

Workforce strategy and professional development

Fair compensation and flexible training remain central to recruiting and retaining qualified Early Childhood Educators (ECEs).

- Wage enhancements: Invested $9.3 million in wage enhancements, covering up to 49 per cent of wages for Level 3 certified educators in rural Yukon and 46 per cent in Whitehorse. Minimum hourly rates reached $35.05 in rural communities and $33.25 in Whitehorse.

- Health benefits: Invested $1.2 million to support extended health and dental benefits, accessed by 78 per cent of all licensed programs territory-wide.
- Post-secondary and community training: Invested $381,929 in partnership with Yukon University to deliver flexible, community-based coursework across nine communities, yielding 21 graduates and an 86 per cent completion rate.
- Bursaries and workshops: Distributed $52,908 in standard and enhanced bursaries. In total, 257 educators – approximately half the territorial workforce – participated in department-supported learning and professional development opportunities.

Cultural and inclusive programming

The department prioritized culturally responsive resources and specialized inclusion supports for young learners, aligning with Joint Education Action plan priorities:

- Cultural enhancement: Invested $227,771 toward cultural programming, including a local First Nation cultural connection initiative and the distribution of literacy-rich, culturally responsive resource kits to licensed programs.
- First Nations worldview training: Invested $134,933 in partnership with the Yukon First Nation Education Directorate to offer the Understanding the Early Years course, resulting in 33 educator completions in 2025-26.
- Inclusion supports: Invested $1.73 million in the Supported Child Care program to assist 55 children with diverse developmental needs across 26 programs.
- Child Development Centre (CDC): Supported direct services for 1,371 children through the CDC. Early Learning Program Support coaches assisted over 95 per cent of licensed programs, and the CDC therapeutic preschool delivered targeted group programming to 76 children.

First Nation School Board K4 programming

All community schools outside Whitehorse offer K4 programming. The First Nation School Board operates most of these schools and has done significant work to develop K4 programming and support K4 Educators.

FNSB has developed a K4 Program Guide as well as multiple professional development courses for its K4 and K5 educators and EAs, focusing on early language development and shared reading.

FNSB employs Early Learning Coaches to work directly with its K4 and K5 educators, providing year-long one-on-one coaching support focusing on relationships and play.

In 2025-26, FNSB's Early Learning and Land and Language teams collaborated to create locally developed resources with Yukon First Nations stories, with consent from those nations.

Early Learning and Child Care Infrastructure Fund

Launched in November 2024, the Early Learning and Child Care Infrastructure Fund addresses key infrastructure barriers in Yukon. In keeping with the Joint Education Action Plan, the fund prioritizes Indigenous-led spaces. It also supports Francophone spaces, expanded child care in under-served rural communities and improved physical accessibility for children with disabilities. The fund also supports targeted recruitment for family day homes in small rural communities where larger centres are not sustainable..

In 2025-26, the fund supported several key minor and major infrastructure projects across the territory:

- Carcross/Tagish First Nation: Approved for $200,000 ($99,582 expended in 2025-26) to install new playground equipment at the Haa Yatx'i Hìdī Early Learning Centre.
- Tr'ondëk Hwëch'in: Approved for $181,500 ($99,737 expended in 2025-26) for playground improvements and accessibility upgrades to entrances and washrooms at Tr'inkē Zho Child Care Centre in Dawson City.
- Dawson City Society for Children and Families: Conditionally approved for $3.3 million ($377,725 provided in 2025-26) to construct a new facility in Dawson City, adding up to 32 new licensed spaces. Construction is scheduled to begin in 2026–27.
- Commission scolaire francophone du Yukon: Approved for $581,914 ($200,000 provided in 2025-26 to advance initial planning) for a facility in the Takhini neighbourhood of Whitehorse, creating up to 28 new Francophone spaces.
- Council of Yukon First Nations: Approved for $694,600 ($42,500 provided in 2025-26 to support design and pre-construction work) for a new facility in the Whistle Bend neighbourhood of Whitehorse, which will provide up to 20 new Indigenous-led spaces.

Inclusion and accessibility initiatives

To further support inclusive learning environments, the department invested $1.44 million from the Infrastructure Fund into non-profit child care organizations. Allocated based on enrolment proportions, these funds enabled operators to purchase equipment, materials, and facility renovations that reduce barriers for children and families.

Additionally, $204,960 in Infrastructure Funding supported Early Learning Program Support coaches at the Child Development Centre, who worked directly with licensed programs to identify and implement facility and equipment enhancements that foster inclusion.

Data management

Work progressed on modernizing internal systems, with $41,571 invested toward software upgrades for operational funding management, licensing and inspection procurement, and the digitization of ECE certification records.



K4-12 Learning

School governance and operations

Public education in the Yukon is delivered across 35 schools and specialized educational programs, administered by three distinct school authorities:

1. **The Yukon Education Authority – Area 1 and Area 2**
2. **The First Nation School Board (FNSB)**
3. **The Commission scolaire francophone du Yukon (CSFY)**

Together, these three authorities ensure students across all Yukon communities have access to inclusive, high-quality, and culturally responsive learning environments.

The Department of Education provides funding to both school boards for the delivery of public education and provides centralized services that support all three school authorities. These include specialized student services and wellbeing supports, student transportation, major capital project management, facilities management and maintenance, and information technology support.

Department and school board representatives meet regularly to discuss governance, finance, human resources, policy, communications and operations.

Yukon Education Authority – Area 1 and Area 2

The Yukon Education Authority (YEA) schools are organized into two groups, known as Area 1 and Area 2. Each area is overseen by a Superintendent.

This authority operates 21 department-run public schools and programs across the territory. This includes Aurora School, the Individual Learning Centre, Wood Street Centre and Gadzoosdaa Student Residence.

- Aurora School
- Christ the King Elementary School
- Dámbü Tän Kets'ádań Kų – Cliff Trail Elementary School
- Del Van Gorder School
- École Whitehorse Elementary School
- Elijah Smith Elementary School
- F.H. Collins Secondary School
- Gadzoosdaa Student Residence
- Golden Horn Elementary School
- Hidden Valley Elementary School
- Holy Family Elementary School
- Individual Learning Centre
- J.V. Clark School
- Jack Hulland Elementary School
- Khàtìnas.àxh Community School
- Porter Creek Secondary School
- Robert Service School
- Selkirk Elementary School
- St. Francis of Assisi Catholic Secondary School
- Tantalus School
- Wood Street Centre

Robert Service School in Dawson City is co-governed by the Tr'ondëk Hwëch'in Government and the Yukon Department of Education under Yukon's first Section 17.7 agreement. Eight of the 11 Yukon First Nations with Final Agreements have provisions under Section 17.7 of their Self-Government Agreements that enable them to negotiate the division and sharing of responsibility for education within their Traditional Territories.

First Nation School Board

The First Nation School Board (FNSB) operates 11 schools in Yukon communities, including most of the territory's rural and remote schools as well as two Whitehorse schools. These public schools have a specialized focus on education grounded in Yukon First Nations worldviews.

The board is overseen by elected trustees and managed by an Executive Director.

- Chief Zzeh Gittlit School
- Eliza Van Bibber School
- Ghùch Tlâ Community School
- Grey Mountain Primary School
- Johnson Elementary School
- Kluane Lake School
- Nelnah Bessie John School
- Ross River School
- St. Elias Community School
- Takhini Elementary School
- Watson Lake Secondary School

Further information about FNSB can be found on its website at fnsb.ca.

The board also publishes an annual report at fnsb.ca/strategicplan.

Commission scolaire francophone du Yukon

The Commission scolaire francophone du Yukon (CSFY) provides French First Language education through two schools and two programs. École Nomade offers home education and distance learning for Kindergarten to Grade 12 students across the territory, while Programme Confluence provides French First Language education in Dawson City.

The board is overseen by elected trustees and managed by an Executive Director.

- Centre scolaire secondaire communautaire Paul-Émile-Mercier (CSSC Mercier)
- École Émilie-Tremblay
- École Nomade
- Programme Confluence

Further information about CSFY can be found on its website at csfy.ca.

The board also publishes an annual report at csfy.ca/publications.

Student population and learning programs

Student enrolment by school authority

As of June 1, 2026, there were **6,248** students enroled in Yukon schools.

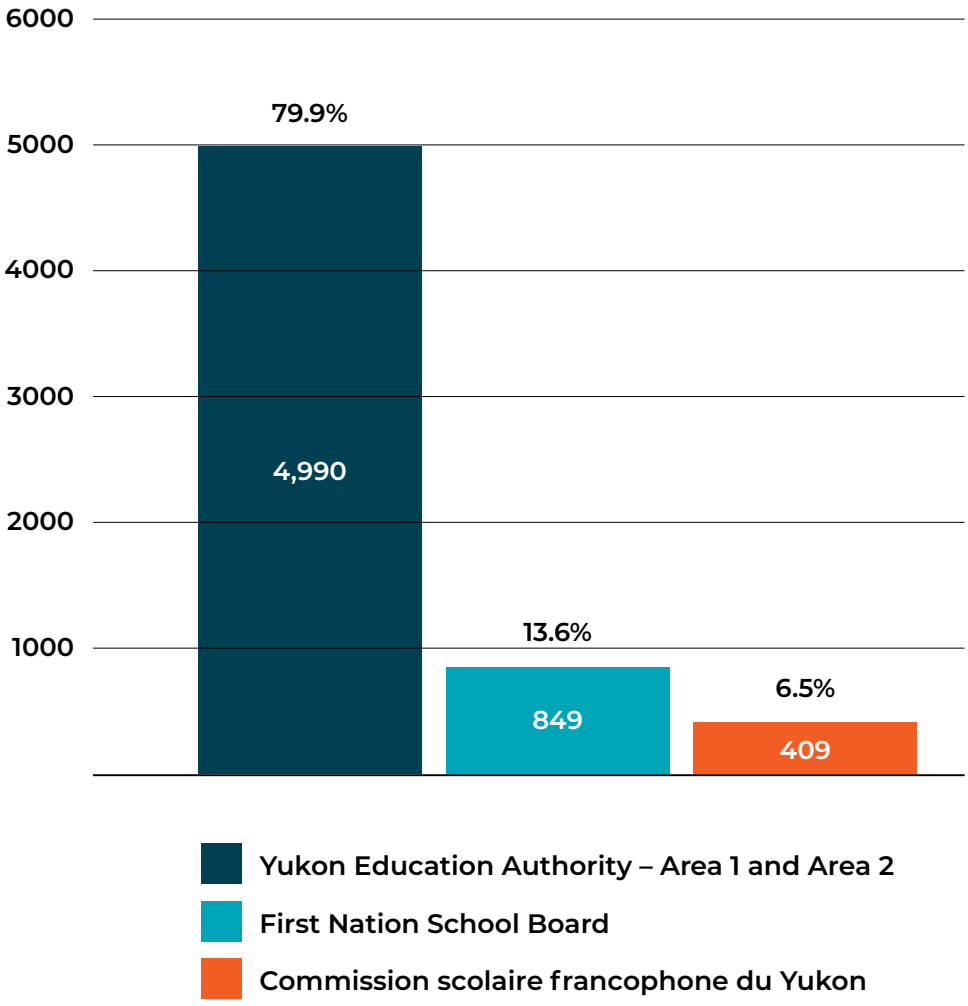

FIG 1.1:
Student enrolment by school authority

Additionally, as of June 1, 2026 there were 162 registered home school students in the territory – 114 living in Whitehorse, and 48 in rural communities.

Student enrolment by program

This figure shows the percentage of students in each grade enrolled in Yukon's three language programs in 2025-26:

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

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

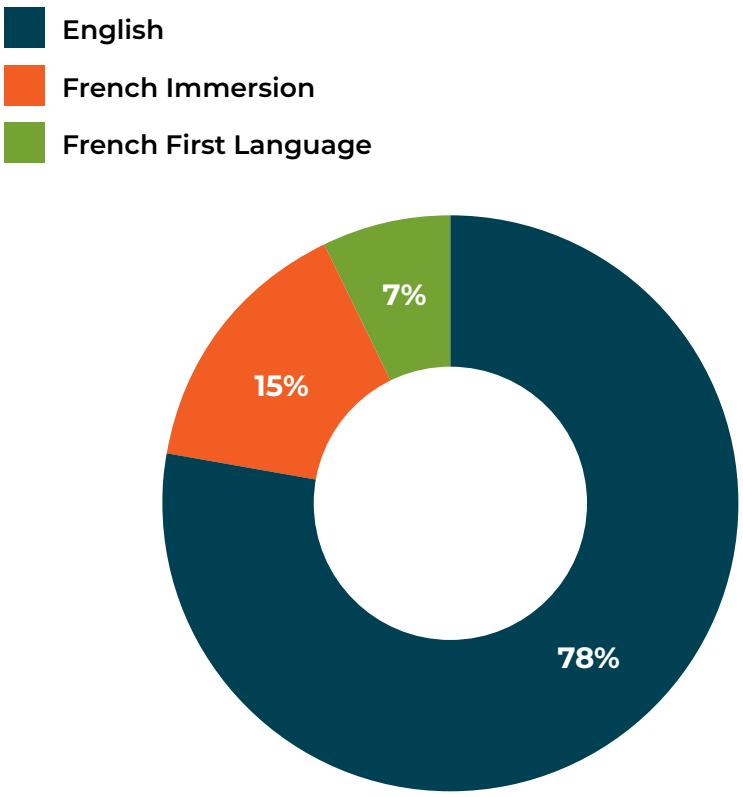

FIG 1.2:
Student enrolment by program

Staffing and instructional support

Figure 1.3 reflects the department's investment in personnel, broken down by category and by school authority.

Categories are:

Shared school support

This category includes regular support to all three school authorities (Area 1, Area 2, FNSB and CSFY):

- Information Technology and Support Services
- Operations
- Technology and Student Information
- Student Support Services
- French Language Programs

Other school support

This category provides regular support to Area 1 and Area 2 schools, and support when requested to FNSB and CSFY schools.

- Student Wellbeing
- First Nations Initiatives
- Curriculum and Assessment
- Gadzoosdaa Student Residence

Corporate programs and supports

This category includes Department of Education support, regular support to Area 1 and 2 schools, and support when requested to FNSB and CSFY:

- Communications
- Finance
- Policy, Planning and Evaluation
- Performance and Analytics
- Post Secondary and Future Skills
- Early Learning and Child Care
- Human Resources
- Office of the Deputy Minister
- Offices of the Assistant Deputy Ministers

School Authorities

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

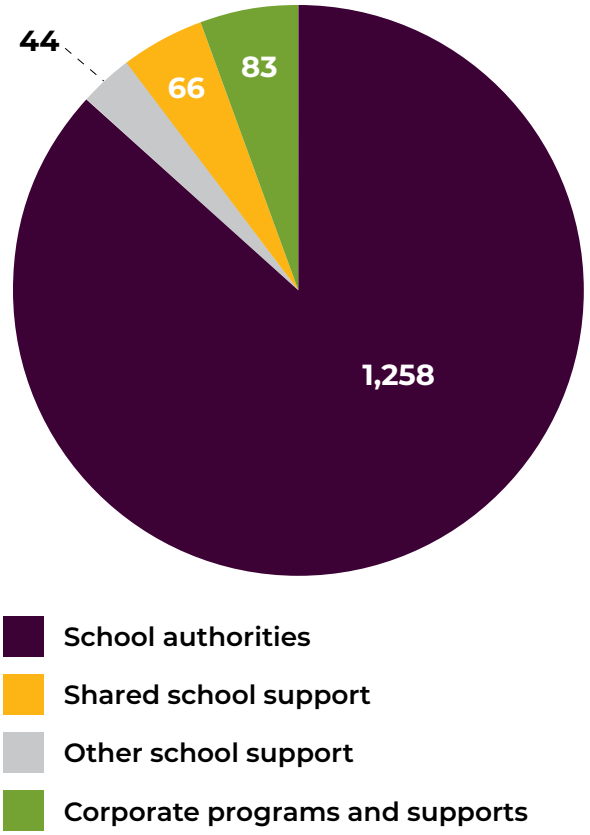

FIG 1.3:
K4-12 staffing
by category

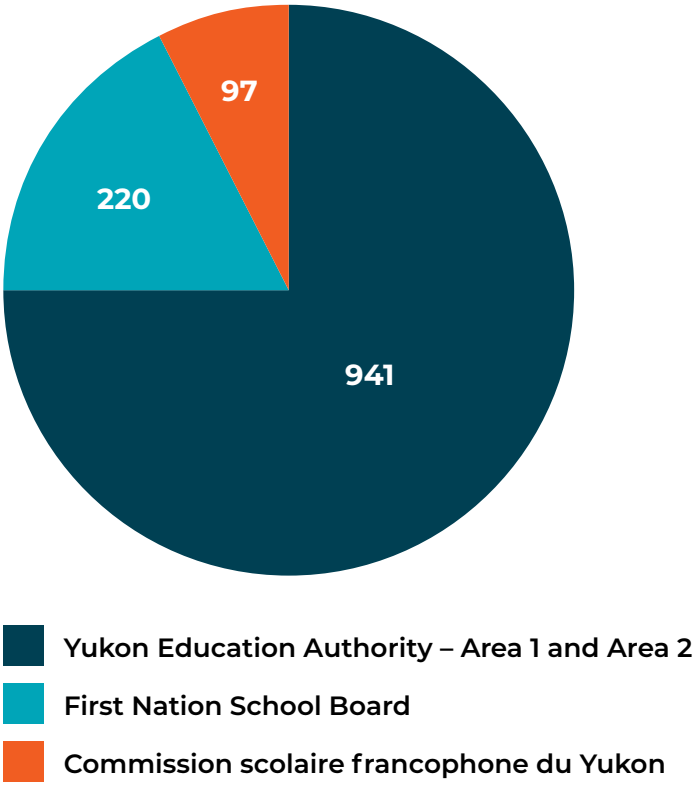

FIG 1.4:
K4-12 staffing by
school authority

Financial investment in learning

For the 2025-26 school year, the Yukon government invested a total of **$31,833 per student** on learning-related functions, based on anticipated fiscal year actuals as of March 31, 2026.

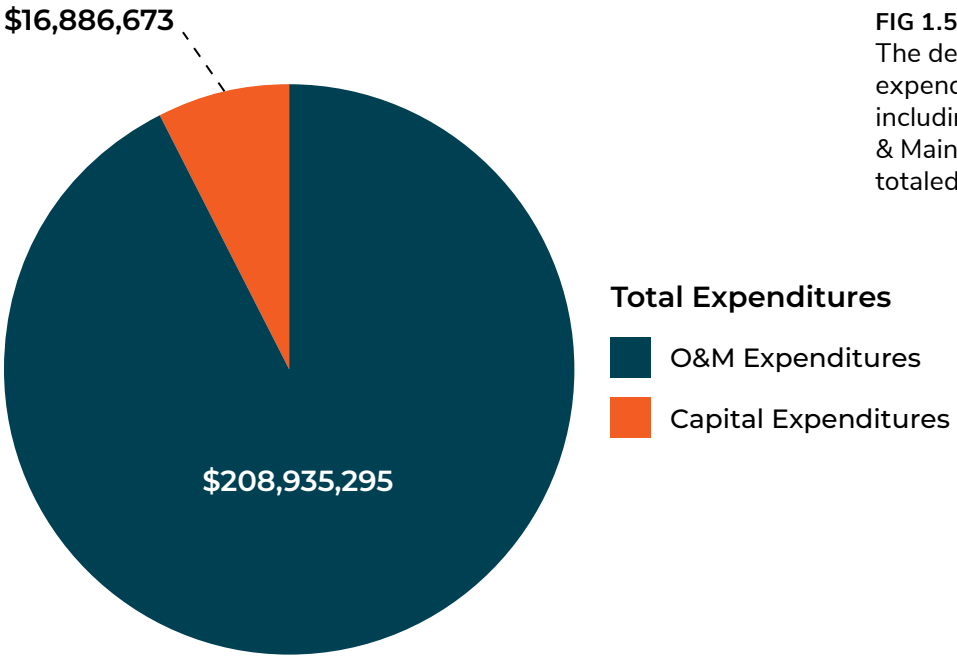

FIG 1.5:
The department's 2025-26 expenditures, including Capital and Operations & Maintenance (O&M) spending, totaled **$225,821,968**.

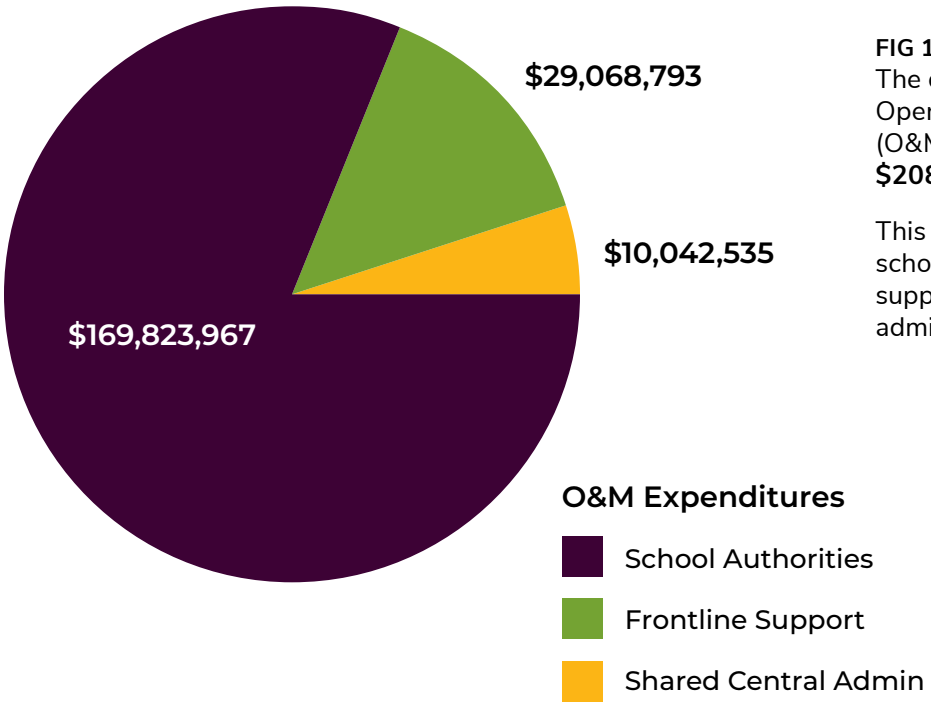

FIG 1.6:
The department's 2025-26 Operations and Maintenance (O&M) spending, totalled **$208,935,295**.

This supported Yukon's three school authorities, frontline support, and shared central administration.

Information Technology and Support Services

In the 2025-26 school year, the department's Information Technology and Support Services (ITSS) branch launched a major cybersecurity initiative across the Yesnet school network (yesnet.yk.ca) to protect student data, safeguard institutional information assets, and align school infrastructure with modern security standards.

Through the "Let's Get an A+ in Security!" campaign, the department implemented a suite of eight core security enhancements across 35 Yukon schools, impacting approximately 2,000 educators and administrative staff:

- Account and authentication security: Introduced mandatory multi-factor authentication (MFA) and enhanced password complexity requirements to secure user accounts against unauthorized access.
- System safeguards: Implemented automatic screen lock time-outs, centralized removal of unnecessary administrator permissions, and automatic system updates to ensure software remains patched against vulnerabilities.
- Communication and threat protection: Rolled out external email stamping to alert users to incoming external messages and reduce phishing risks.
- Cybersecurity awareness: Provided dedicated cybersecurity training to staff and educators to foster awareness of evolving digital threats, including ransomware and data breach risks.

Mandatory compliance across the Yesnet network was established in May 2026. These updates ensure that school network infrastructure remains resilient, secure, and aligned with territory-wide information technology security practices.

Integrated Outcome Strategy

In May 2025, the department released the Integrated Outcome Strategy for Yukon Learners. The 10-year strategy provides a coordinated approach to reducing achievement gaps and improving outcomes for all Yukon students, addressing a key priority under the JEAP. Guided by 10 values and four key paths, it sets out a holistic vision of the knowledge, skills, connections and supports learners need to succeed.

AG #42

Work is currently underway to finalize an implementation plan and develop indicators to track progress on the 14 learner outcomes identified for the Kindergarten to Grade 12 system.

Student Wellbeing and Inclusion

Supporting student wellbeing and inclusion remained a key priority for the Department of Education in 2025-26. Work focused on strengthening supports for learners with diverse needs through a multi-tiered system of support, expanding mental health services in schools, and creating more inclusive, equitable classrooms across the territory.

Student Support Services

Student Support Services is a Department of Education branch that supports all Yukon learners. The team works toward a shared vision where every student is included, supported in achieving their unique learning goals, and feels a sense of belonging in their school community. The team utilizes a multi-tiered framework to deliver services, ranging from universal classroom supports to targeted small-group and intensive individualized interventions.

In 2025-26, the department expanded specialized capacity within the team by adding two school-registered nurses, two specialized educational assistants in communication and behaviour support, and an itinerant teacher for autism. The department also supported the expansion of a shared resource program at Aurora School.

To prepare for the launch of the CIRCLE program in the 2026–27 school year – a specialized program for students with complex medical and learning needs – a team consisting of two educators and an occupational therapist visited specialized classroom environments in Alberta to inform local planning.

AG #70

Key accomplishments and initiatives during the 2025-26 school year included:

- Transition to competency-based learning plans: All school authorities began transitioning Individualized Education Plans (IEPs) and Student Support Plans (SSPs) to a competency-based format. This learner-centred philosophy encourages students to actively participate in setting their goals while aligning plans with the skills and competencies of the updated curriculum.

AG #70

- Competency-based IEP implementation: Over the course of the school year, all IEPs transitioned to the new format, resulting in a total of 579 active IEPs across Yukon schools by the end of 2025-26. The department hosted in-person training to orient Learning Assistance Teachers (LATs) and case managers across all school authorities to the new template within the Aspen student information system.
- Student Support Plan updates: Many SSPs transitioned to the competency-based format in 2025-26, with the remaining plans scheduled to transition during the 2026–27 school year.
- Assessment and mentorship capacity: To increase school-based capacity for early assessment, LATs across all schools completed introductory training on Level B assessments, followed by ongoing mentorship from Student Support Services specialists.

AG #70

- Community of practice: LATs were invited to participate in weekly learning circles, creating an interactive, territorial community of practice across all three school authorities.
- Updated Inclusive Education Guidelines: In March 2026, the department released updated Inclusive Education Guidelines, replacing legacy student support manuals and handbooks with modernized guidance on programs and services.

AG #70

- Safety and crisis intervention: The department continued monthly Nonviolent Crisis Intervention (NCI) certification training to ensure teachers and educational assistants across all school authorities maintained current safety credentials.

By the numbers

- Student Support Services teams made 115 visits to 13 school communities
- Teams traveled approximately 36,200 km by vehicle
- Teams made 10 flights to Dawson and Old Crow
- More than 1600 multi-tiered services were provided across all disciplines

Specialized Clinical Services

The department provides a range of clinical and classroom supports across all school authorities to address diverse student learning, physical, and communication needs.

School Psychology Services

School Psychology Services prioritized consultative supports and centralized waitlist management in 2025-26 to streamline access to care:

- Waitlist and consultation management: A centralized waitlist ensured students referred for services were monitored effectively. Approximately 10 per cent of referred students no longer required services by the time they were contacted. Consultation services were prioritized to determine appropriate supports, with 271 students receiving consultation during the school year (171 of whom will continue receiving consultation support in 2026–27). AG #70
- Assessments: Formal psychological assessments were completed for 112 students, with 24 of these scheduled to be finalized in the 2026–27 school year. Additionally, six students received targeted academic achievement assessments administered by trained teachers under psychologist supervision, expanding local assessment capacity.
- Post-assessment support: The branch introduced post-assessment consultation services to help school teams translate assessment results into practical classroom supports, benefiting 34 students. AG #70
- Capacity building: In spring 2026, supervision began for a provisional psychologist to build local capacity and reduce reliance on contracted services.

Physiotherapy

Physiotherapists provided early screening, direct interventions, and ongoing support for physical development across the territory:

- Kindergarten Gross Motor Screening: Through an ongoing early intervention pilot initiative for all three school authorities, physiotherapists delivered gross motor screenings across 34 Kindergarten classes in 22 schools (both in Whitehorse and rural communities).
- Direct and complex support: The team provided ongoing intensive support for Shared Resource Programs and students with complex physical and medical needs.
- Community outreach: Staff conducted extensive travel to rural communities to provide training, education, and direct support to educators and parents regarding gross motor development.

Occupational Therapy

Occupational Therapy staff and occupational therapy assistants continued delivering class-wide and targeted interventions to support fine motor and printing skills:

- Classroom-wide early intervention: In total, 1,304 Kindergarten to Grade 2 students received class-wide early intervention support across all three school authorities, and 226 students received an additional block of targeted small-group support.
- Rural expansion: Planning progressed to expand the program across more rural schools in 2026–27 using online teacher training, ongoing mentorship, and specialized resource toolkits.
- National recognition: The department's classroom-wide occupational therapy initiative was selected for a paper presentation at the 100th Canadian Association of Occupational Therapists conference in Montreal, Quebec, in May 2026.

AG #70

Speech-Language Pathology

Speech-Language Pathologists and Communication Assistants delivered comprehensive screenings and targeted therapy across Yukon schools:

- Universal screening: Speech-Language Pathology staff completed communication screenings for all Kindergarten students across all three school authorities.
- Assessments and Therapy: The team completed more than 400 speech assessments, with the majority of assessed students receiving ongoing speech therapy supports in their schools. Additionally, 43 students in Whitehorse schools participated in specialized language groups for targeted support.

AG #70

National School Food Program

In 2025-26, the Department of Education implemented new funding under the federal National School Food Program to expand access to healthy meals and strengthen food initiatives across Yukon schools. The program is delivered in partnership with the Yukon First Nation Education Directorate (YFNED), the Yukon Food for Learning Association (YFFLA), and the Commission scolaire francophone du Yukon (CSFY), with facility planning and kitchen upgrades managed by the department's Operations branch. The program also advances a Joint Education Action Plan goal by helping meet students' basic needs as a foundation for educational success.

Key accomplishments during the school year included:

- Hot lunch pilot: YFNED launched a universal hot lunch pilot across seven Yukon schools in 2026, providing daily nutritious meals to approximately 850 students.
- School food grants: The department provided funding to the YFFLA to support grants for schools outside the hot lunch pilot, as well as a School Food Program Enhancement Grant distributed to all Yukon schools across all three school authorities.
- Kitchen infrastructure upgrades: In partnership with Tr'ondëk Hwëch'in, the department supported planning for kitchen infrastructure improvements at Robert Service School in Dawson City to enhance local meal preparation capacity.

Student Wellbeing

The Department of Education continues to expand mental health, emotional regulation, and wellbeing initiatives across all three Yukon school authorities. This work also advances a shared Joint Education Action Plan goal to increase front-line student supports across the education system.

School Wellness Specialists

School Wellness Specialists deliver prevention, promotion, and mental health supports across schools, working on the land and in classrooms.

Working directly with students, families, school staff, and local communities, School Wellness Specialists support student mental health through:

- School-wide wellness activities and experiential opportunities.
- Social-emotional skill development and empowerment groups.
- Confidential support to learners and their circles of support.

During the 2025-26 school year, 10 specialists were onboarded across Yukon Education Authority schools and the Commission scolaire francophone du Yukon, with an additional three joining late in the school year.

During the 2025-26 school year, the First Nation School Board hired four specialists and provided training on Whole Child approaches. It also developed resources tailored to their work and provided ongoing coaching and support through board staff. The board continues working to recruit School Wellness Specialists who live full-time in the communities they serve.

AG #42 AG #70

Professional development and mental health literacy

To build mental health literacy and practical skills among school staff, the department hosted specialized training opportunities in 2025-26:

- Dialectical Behaviour Therapy (DBT) training: In April 2026, school counsellors and School Wellness Specialists from all three school authorities participated in training on Dialectical Behaviour Therapy (DBT) skills. Led by local facilitators, the sessions focused on emotional regulation techniques and strategies to help pre-teens and teenagers navigate social-emotional challenges.
- Ready to Learn initiative: In Yukon Education Authority schools, the Ready to Learn framework expanded through ongoing professional development and the training of additional local facilitators. The initiative builds educator capacity to create calm, supportive classroom environments that foster student engagement and wellbeing.
- Mental wellness guidance: The department released A Guide to Supporting Mental Wellness in Yukon Schools, outlining a territorial framework for student mental health. The guide emphasizes safe, culturally responsive learning environments and defines collaborative roles for families, schools, communities, and health professionals while offering school authorities the flexibility to reflect local community values.

FNSB Whole Child Team

The FNSB Whole Child Team supports meaningful understanding and application of whole-child practices and learner-centred education grounded in co-regulation, relationships and empowered school teams. Support for educators and school teams includes one-on-one coaching, a dedicated educational assistant coach, customized resources and professional development for each community, and support for school-based team meetings that bring together learners, families and educators.

AG #70

Sexual orientation and gender identity inclusion

Yukon schools are required to provide safe and inclusive learning environments for students of all sexual orientations and gender identities. The Sexual Orientation and Gender Identity Policy guides school authorities and school communities in supporting the dignity, inclusion and safety of gender- and sexually diverse students. The Yukon Human Rights Act protects students and staff from discrimination based on sexual orientation and gender identity or expression, and schools are required to respond to discrimination, bullying and slurs.

Department staff and consultants provide SOGI-related training, resources and advice to schools. Each school has identified staff to support SOGI inclusion and provide a point of contact for students and educators. Dedicated funding supports training, collaboration and resource sharing for SOGI leads and school administrators.

On March 30, 2026, the Yukon Child and Youth Advocate released a report on SOGI inclusion in Yukon schools. The Minister of Education issued a public response on June 30, 2026. During the reporting period, department staff began reviewing the Advocate's recommendations and identifying implementation priorities. The department committed to providing a follow-up response by December 1, 2026, outlining progress toward the recommendations, and to reporting annually until the Advocate's systemic progress tracker indicates satisfactory outcomes.

First Nation School Board SOGI supports

The First Nation School Board established a SOGI committee to support implementation in its schools in ways that reflect local community culture. Engagement with community leaders and individual Community Committees forms part of this work. The committee provides individualized support to school teams and has developed implementation templates and guidance for educators, administrators and communities.

Diversity parade in Dakwäkäda

In June 2026, learners in St. Elias Community School's Freedom of Colours Club organized the first diversity parade in Dakwäkäda (Haines Junction).

The Freedom of Colours club was founded this school year by students and lead teacher Janet Tudzroga, a school counselor at St. Elias. The group saw nearly 40 students take part throughout its first year.

Yukon Education Authority: Curriculum and Assessment

In the 2025-26 school year, the Curriculum and Assessment branch expanded targeted supports for teachers and students, with a strong focus on early literacy, numeracy, and inclusive instructional strategies.

To strengthen classroom instruction in literacy and numeracy, the department created new specialist teacher lead positions. These specialist leads provided direct coaching, mentorship, and ongoing school visits to support educators across the territory. AG #42

Literacy and numeracy initiatives

As part of the literacy strategy for YEA schools, the department introduced Acadience Reading K–6, a universal screening tool designed to monitor student reading progress. Training on the tool was delivered through joint literacy and numeracy professional development sessions for Kindergarten to Grade 6 teachers in both Whitehorse and rural communities.

In addition to Acadience literacy training, the sessions featured numeracy workshops focused on financial literacy and practical instructional strategies using department-supported resources. To ensure equal access, a literacy consultant and lead literacy teacher visited every rural school to deliver in-person training to staff unable to attend sessions in Whitehorse. AG #42

The department also hosted specialized professional development opportunities on structured literacy and the science of reading: AG #42

- Lee-Ann Lear, creator of Syllasense, delivered professional development on structured literacy instruction.
- Bri Luna, creator of Reading Rev, led a two-day workshop on whole-class structured literacy instruction and targeted intervention tools. The presenter visited three schools to model classroom lessons and provided ongoing follow-up support to educators throughout the school year.

To support high school mathematics educators, professional development focused on strategies developed by Dr. Marian Small, emphasizing inclusion, rich mathematical conversations, and hands-on learning tools. Additionally, in partnership with the Yukon First Nation Education Directorate (YFNED), the department co-hosted learning sessions led by Dr. Edward Doolittle and Dr. Florence Glanfield focused on Indigenous mathematics. AG #42 AG #109

Summer literacy and numeracy camps

Each summer, the department hosts three-week literacy and numeracy camps to help students at Yukon Education Authority schools build skills ahead of the new school year. AG #42

Highlights included:

- Student participation: Nearly 150 students registered for camps designed for incoming Grade 2 and 3 students (literacy) and Grade 3 and 4 students (numeracy).
- Programming: Each camp provided 40 hours of instructional time across seven school locations, including six schools in Whitehorse and Del Van Gorder School in Faro.
- French immersion: Selkirk Elementary School offered French-language literacy and numeracy camps for French immersion students.

First Nation School Board: Curriculum and Assessment

The FNSB gathers and shares student learning data with families, local First Nations and school teams. This information helps inform instruction, school growth plans, staffing and programming decisions.

AG #42

Literacy

In 2023, the Minister of Education and the Chiefs Committee on Education jointly approved the First Nation School Board's move toward research-based structured literacy supports in all FNSB schools.

AG #42

Results under the FNSB Literacy Plan include:

- standardized assessment scores have increased across FNSB schools;
- the academic achievement gap between urban and rural learners in FNSB schools has narrowed; and
- in the 2025-26 school year, overall reading scores across FNSB schools were in the "average" range for the first time, as measured by internal assessments.

Numeracy

The First Nation School Board conducted a review of numeracy instruction approaches used across Canada, the United States and New Zealand. This research informed changes to classroom numeracy programming that will be implemented across FNSB schools in the 2026-27 school year.

AG #42

FNSB coaches explored the role of explicit numeracy instruction and reviewed evidence-based teaching strategies. The review, along with engagement with educators, supported the selection of new numeracy resources for FNSB elementary schools. Numeracy coaches prepared to support educators with the transition and to provide information to communities and families about the selected resources and instructional approach. Similar to the FNSB's approach to structured literacy, explicit numeracy instruction is intended to strengthen learners' understanding and proficiency in mathematics.

During the 2025-26 school year, the FNSB also worked with the Yukon First Nation Education Directorate to offer math camps at nearly all FNSB schools. The one- and two-day camps included interactive indoor and outdoor activities designed to build confidence, encourage curiosity and connect mathematics to everyday life.

Each camp was developed with input from the participating school. Activities and scheduling reflected local needs and, in many cases, included opening or closing ceremonies led by Land and Language Connectors. The camps provided additional opportunities to engage learners and demonstrate the practical value of numeracy.

AG #42 AG #89

Highlight: FNSB stories

High school programming

AG #42

During the 2025-26 school year, the First Nation School Board continued adapting high school programming to the needs of learners and communities.

Across the FNSB's six high schools, four reported an increase in the number of students on track to graduate.

The FNSB supported schools in providing experiential and flexible learning environments intended to improve attendance and learner engagement. This included moving beyond standard block schedules and enabling learners to focus on one or two courses at a time through more condensed and immersive programming.

Schools in Ross River, Old Crow and Pelly Crossing joined schools in Watson Lake and Carcross in offering Individual Style Learning. This approach is guided by each learner's graduation checklist, which helps learners and their families plan pathways toward post-secondary education, skilled trades, entrepreneurship and other goals.

The FNSB also worked with local First Nations, Knowledge Holders, community members and other partners to develop intensive, month-long high school literacy and numeracy courses. These courses enabled learners to complete required coursework through hands-on and land-based instruction connected to their traditional territories, families and communities.

The FNSB has established two Individual Learning Centres, located in Watson Lake and Carcross. During the 2025-26 school year, high schools in Old Crow, Ross River and Pelly Crossing also adapted instruction to support learning on the land and in the community, with regular involvement from Elders and community members.

Twelve high school graduates from Vuntut Gwitchin were recognized during the year, including five who graduated from Chief Zzeh Gittlit School in their home community of Old Crow.

Youth Leadership Table

From May 5 to 9, 2026, 26 learners from 10 of the FNSB's 11 schools participated in a Youth Leadership Table. The gathering provided learners with a dedicated space to identify systemic issues affecting their education, develop proposed solutions and present recommendations directly to the FNSB Board of Trustees.

Learners discussed factors that support their attendance and engagement, as well as experiences that can make school more difficult. They selected priority issues, examined how those issues affected learners, schools and communities, and worked together to develop a systemic issues action plan. Participants also took part in activities focused on leadership, persuasive communication and responding to questions.

At the end of the gathering, learners presented seven recommendations to FNSB trustees:

- establish an FNSB sports league to build connections among learners and support mental wellbeing;
- provide a wider selection of in-person courses that develop employment and life skills;
- strengthen systems for supporting and retaining effective, trauma-informed educators;
- offer an annual high school hunting course;
- expand land-based learning through camps and regular outdoor learning opportunities;
- strengthen school food programs and involve learners in preparing meals; and
- hold annual seasonal cultural camps at every FNSB school.

The recommendations emphasized relationships, mental wellbeing, relevant learning, educator support, practical skills and stronger connections among curriculum, culture, community and the land.

Learners presented their recommendations through small-group discussions with FNSB trustees and co-chairs. Participants also reflected on developing confidence, forming relationships with learners from other communities and speaking directly with board leadership. Many expressed interest in participating in future Youth Leadership Tables.

AG #42

Trades programming

During the 2025-26 school year, the FNSB developed Outdoor Power Equipment Technology 12 to address the role of small-engine equipment in rural Yukon communities. The course introduces learners to the operation and maintenance of equipment such as chainsaws, outboard motors, generators, dirt bikes and all-terrain vehicles.

Community members contribute equipment in need of repair for learners to assess and work on. This approach provides hands-on learning while helping learners build practical skills, confidence and a sense of responsibility to their families and communities.

In its first year, Outdoor Power Equipment Technology 12 was delivered to 20 learners at three FNSB schools:

- St. Elias Community School in Dakwäkäda (Haines Junction);
- Eliza Van Bibber School in Pelly Crossing; and
- Ghùch Tlâ Community School in Carcross.



10 French Monitors, pictured here with department staff, worked in Yukon schools in 2025-26.

French Education

French Language Programs

The Department of Education's French Language Programs branch supports French Second Language (FSL) education across Yukon, fostering bilingualism, cultural enrichment, and language acquisition.

The Commission scolaire francophone du Yukon (CSFY) supports French First Language education across the Yukon.

By the numbers

2025-26 student enrolment

- Core French: 791 students
- French Immersion: 904 students
- Late French Immersion: 39 students
- Intensive French Programs: 564 students

French Second Language programs:

- 21 schools were offering French as Second Language programming to students in 2025-26

Cultural and educational activities

- More than sixty cultural experiences in French were offered to schools during the 2025–2026 school year

Explore participants

- 18 Yukon students participated in the 2025 Explore program.

Post secondary bursary

- French Programs awarded 8 post-secondary bursaries for the 2025-26 school year.

AFY Diplôme d'études en langue française (DELF)

- 49 students took the DELF exam at the B1 and B2 levels.

Odyssey

- 10 French Monitors worked in Yukon schools. In addition to their work in Whitehorse, Monitors visited several Yukon communities, including Dawson, Haines Junction, Mayo, Faro, and Watson Lake.

Federal funding and resource translation

The Governments of Canada and Yukon maintain a strong partnership in minority-language education and second-official-language instruction through a four-year agreement valued at $13.5 million. Extending through 2028, this agreement supports French first- and second-language education programs from early childhood to post-secondary levels.

To complement core programming, French Programs is leading resource translation projects funded by Canadian Heritage. This initiative focuses on translating and developing First Nations-related educational materials to make them accessible to French First Language and FSL educators across the territory.

Cultural and educational programming

Throughout the 2025-26 school year, students participated in various cultural and linguistic opportunities designed to enhance French language learning:

- Artist tour: In October 2025, two Franco-Ontarian artists from Moov Ottawa Dance delivered performance workshops across 16 urban and rural schools.
- Immersion week: From February 9 to 13, 2026, French Monitors hosted interactive French-language activities across four immersion schools.
- Sugar shacks (Cabanes à sucre): French Monitors organized over 20 traditional sugar shack events in Whitehorse and rural community schools, reaching approximately 5,500 students.
- Chante-la ta chanson: On March 3, 2026, seven schools gathered at the Kwanlin Dün Cultural Centre (KDCC) to celebrate French language through song, featuring a collaborative group performance led by local artist Claire Ness.
- L'Expérience Évasion: On March 4, 2026, four elementary and secondary schools participated in an interactive escape-game performance at the KDCC, presented in partnership with the Association franco-yukonnaise (AFY) and Les Rendez-vous de la francophonie.
- Folie Furieuse: On April 8, 2026, nine classes gathered at the KDCC for a lip-sync contest and Francophone culture quiz. The panel of judges included Franco-Yukon artist Micha St-Pierre and two secondary students from Centre scolaire secondaire communautaire Paul-Émile-Mercier.
- Francophone author tour: From April 27 to May 1, 2026, 20 classroom workshops were delivered across schools to showcase works by French-Canadian authors.

French public speaking competition (Concours d'art oratoire)

The department hosted the Yukon regional event for the Concours d'art oratoire – Canada's largest annual French public-speaking competition – at F.H. Secondary School for its second consecutive year. The competition is tailored for secondary French Immersion students from Grades 10 through 12. Three territorial winners were recognized, with two students traveling to Vancouver, British Columbia, to compete nationally and one participating virtually.

Educator professional development and promotion

- FSL Summer Institute: In August 2025, AFY hosted the second annual Summer Institute in partnership with Simon Fraser University (SFU). Held from August 4 to 8, 2025, the immersive week of language development supported seven FSL educators, with instruction led by SFU-affiliated and local FSL teaching specialists.
- Student program promotion: The addition of a dedicated Promotion Agent to the French Monitors team significantly increased engagement in national official languages initiatives. Applications and projected participation for the Explore and Destination Clic programs more than doubled for 2026.

Commission scolaire francophone du Yukon initiatives

Celebrating 30 years

The Commission scolaire francophone du Yukon (CSFY) celebrated its 30th anniversary on July 1, 2026. Building on 30 years of growth and commitment to education, the CSFY continues to support staff and students in reaching their full potential, becoming responsible and engaged citizens, and promoting French language and culture. The CSFY also encourages students to remain curious and view learning as a lifelong journey.

Programme Confluence

Programme Confluence completed its third school year in Dawson City. The program served students from four-year-old Kindergarten to Grade 6, with plans to add Grade 7 in the 2026-27 school year. Throughout the year, the program strengthened its partnerships with Tr'ondëk Hwëch'in, Robert Service School and the broader community. Enrolment is expected to increase in 2026-27.

International Baccalaureate accreditation

Staff at CSSC Mercier continued working toward accreditation for the International Baccalaureate Middle Years Programme. For nearly three years, the school team has worked to meet the requirements of the International Baccalaureate Organization. Accreditation would further expand the educational opportunities available to CSSC Mercier students.

Mentoring within CSFY schools

Mentoring continued to grow within CSFY schools. Fifteen mentor-mentee pairings were established to support professional development, staff integration and the sharing of expertise. In February 2026, the program was expanded to include early learning and child care staff.

Use of technology

The balanced and thoughtful use of technology remains a priority for the Commission scolaire francophone du Yukon (CSFY). The committee on the use of technology, screens and artificial intelligence, composed of staff members, parents and students, continued its work and supported the implementation of a 10-Day Screen-Free Challenge at École Émilie-Tremblay and Programme Confluence.

The committee also developed a guide to help families make informed decisions about children's and adolescents' use of screens and digital devices. The guide includes research, resources and age-specific recommendations.

These initiatives helped advance discussions about students' digital well-being. To support staff and families, the CSFY developed a new directive on the use of technology, screens and artificial intelligence in its schools.

Supporting newcomer students and families

The CSFY continued working with Francophone community partners to support newcomer students and families. This included participating in the Yukon Francophone Immigration Network and establishing a Settlement Workers in Schools program with funding from Immigration, Refugees and Citizenship Canada. The CSFY also signed an agreement with the National Commission of Francophone Parents.

The Settlement Workers in Schools program helps newcomer students and families access information and services, connect with the Francophone community and navigate the school system. The program also provides workshops for school staff to strengthen intercultural competencies.

Through collaboration with Francophone community partners, newcomer families were offered information and activities related to settlement, Francophone culture and health, as well as opportunities to build community connections.





J. V. Clark School staff paddled on Minto Lake for team and professional development, while preparing to welcome learners back for the first day of school in Mayo, Yukon.

Indigenization and reconciliation

The Government of Yukon provides ongoing funding to support Yukon First Nations-led education initiatives and organizations. This includes $1.872 million annually for Yukon First Nations governments to advance shared, community-level education priorities under the Joint Education Action Plan. In 2025-26, 13 Yukon First Nations entered into transfer payment agreements to support community education initiatives aligned with the plan.

The Government of Yukon also provides funding to the First Nation School Board, Yukon Native Language Centre and Yukon First Nations Education Directorate through separate agreements.

First Nations Initiatives

The First Nations Initiatives branch plays a strategic corporate role across the Department of Education, supporting efforts to meet overarching goals in partnering with Yukon First Nations. Beyond leading branch-specific programs and services, First Nations Initiatives collaborates across the department to advance and integrate priorities set out under the JEAP.

AG #93

Declaration to advance the Joint Education Action Plan (2025–35)

At the 45th General Assembly of the Council of Yukon First Nations in June 2025, the Premier of Yukon, the Minister of Education, Yukon First Nations governments, and the Grand Chief of the Council of Yukon First Nations signed a joint declaration reaffirming their shared commitment to improving educational outcomes for Indigenous learners, advancing reconciliation across the school system, and continuing long-term collaboration through the JEAP.

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This declaration renews a united commitment to work together on shared priorities from 2025 to 2035 under the four foundational priority areas established in the initial 10-year framework:

- K–12 culture and language: Expanding Indigenous-focused curriculum and language programming while enhancing cultural safety across Yukon schools.
- Authority, control, and responsibility: Strengthening the involvement and governance of Yukon First Nations in educational planning and decision-making.
- Sustainability, supports, and success: Enhancing wraparound supports for learners and school communities.
- Closing the academic achievement gap: Fostering equitable educational outcomes for Indigenous students.

Through the declaration, signatories also committed to finalizing a comprehensive JEAP Implementation Plan complete with an oversight mechanism, inviting full participation and engagement from the Government of Canada, and identifying avenues to resource and fund ongoing implementation.

AG #93

In February 2026, the Minister of Education formally reconfirmed the Government of Yukon's commitment to implementing the Joint Education Action Plan in full partnership with Yukon First Nations.

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The plan directly supports self-determination and reconciliation in education, aligning with the Truth and Reconciliation Commission of Canada's Calls to Action, the vision of the United Nations Declaration on the Rights of Indigenous Peoples, and Yukon First Nation Final and Self-Government Agreements.

Supporting lifelong learning and language revitalization

The department continues to prioritize language revitalization initiatives that provide all Yukon students with opportunities to learn and connect with Yukon First Nations languages and cultures.

Key achievements during 2025-26 included:

- Teacher support and retention: The department strengthened recognition and professional supports for Yukon First Nations language teachers. Notably, education leave for language fluency development and a $5,000 annual retention bonus were formally incorporated into the collective agreement. Additionally, two language teachers completed paid education leave as part of a pilot program to enhance language fluency.

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Yukon Education Authority initiatives

Innovative delivery models

Schools explored new approaches to integrating language and culture into daily learning, including establishing a dedicated Language and Culture Coordinator at Dámbü Tän Kets'ádań Kų – Cliff Trail Elementary School.

AG #99

Expanded community partnerships

Collaborations with Yukon First Nations language departments expanded. For example, the Kwanlin Dün First Nation delivered direct language instruction through the Indigenous Academy at F.H. Collins Secondary School, deepening student connections to local language and heritage.

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Renewed Education Co-Governance Agreement with Tr'ondëk Hwëch'in

On September 26, 2025, Tr'ondëk Hwëch'in and the Government of Yukon signed a renewed Section 17.7 Education Agreement, strengthening co-governance of education within Tr'ondëk Hwëch'in Traditional Territory.

AG #89

Replacing the initial 2013 agreement and fulfilling commitments from an August 2024 Letter of Agreement, the renewed framework establishes a long-term foundation for shared responsibility, decision-making, and accountability. It establishes key priorities to:

- Co-govern education programs, services, and operational priorities through the collaborative Education Oversight Committee.
- Advance a government-to-government approach that reflects the values, aspirations, and priorities of Tr'ondëk Hwëch'in citizens and families.
- Ensure local education fully reflects Tr'ëhudè and Dënezhu ways of knowing, doing, and being, as well as Tr'ondëk Hwëch'in culture, history, and the Hän language.

- Build on established co-governance practices at Robert Service School to support culturally grounded learning environments and improve outcomes for all students.

The agreement honours the vision of the Tr'ondëk Hwëch'in Land Claims Working Group to maintain a unified, culturally rich education system where all students learn together. It also directly advances the goals of the Joint Education Action Plan (JEAP) by embedding cultural safety and Indigenous self-determination into regional education governance.

Official naming of Dámbü Tän Kets'ádań Kų – Cliff Trail Elementary School

On August 25, 2025, the Government of Yukon and the school council officially named the elementary school in Whistle Bend Dámbü Tän Kets'ádań Kų – Cliff Trail Elementary School. Located within the shared traditional territories of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council, the name was chosen in close consultation with both First Nations.

The name refers to a trail along the clay cliffs near the Eagle Bay Lookout, a culturally and historically significant area used by the school for nature walks and outdoor learning. Kwanlin Dün First Nation Chief Sean Smith provided the Southern Tutchone name, which was supported by the Ta'an Kwäch'än Council. The school council collaborated with Elder Hazel Bunbury, Chief Smith, and the Yukon Native Language Centre to ensure accuracy in spelling and pronunciation.

Selecting an Indigenous name in partnership with local First Nation governments supports the Truth and Reconciliation Commission's Calls to Action (specifically 10, 12, and 62) by integrating Indigenous languages, perspectives, and place-based knowledge into public institutions. It also advances the Joint Education Action Plan's commitment to culturally inclusive schools through language and culture.

First Nation School Board initiatives

Local First Nation participation in school governance

The First Nation School Board's approach is grounded in reconciliation in education. By delivering public education through Yukon First Nations worldviews, the FNSB creates opportunities for learners and school community members to learn from local cultures, languages and the land.

Community Committees have been established at all 11 FNSB schools through direct agreements with local First Nation governments. Composed of appointed citizens and family members, the committees provide a mechanism for local participation in school governance and support parental and community responsibility, control and accountability.

AG #89

Each FNSB school has also established a Leadership Team that includes local First Nation education partners in school-level decision-making.

Through these models, local First Nations have an increased role in informing school budgets, school growth plans, programming and activities.

The FNSB also employs a Student Voice Coordinator who supports the development of student governance models across all 11 FNSB schools. These models incorporate student perspectives into multiple levels of governance, including Leadership Teams, delegations to Community Committee meetings, and direct meetings with FNSB trustees.

Yukon First Nations language and storytelling at Takhini Elementary School

In spring 2026, the Takhini Elementary School community presented The Blind Man and the Loon, the school's first concert based on a traditional Yukon First Nations story and its first to feature a song written and performed entirely in a Yukon First Nations language.

Music and French teacher Dorothy Williams developed the stage adaptation using a recorded version shared by the school's Yukon First Nations Language Teacher, Pricilla Dawson, and published versions from Yukon First Nations Elders Hazel Bunbury and Samuel Johnson. The performance brought together versions of the story shared by Elders and Knowledge Holders and explored themes of betrayal, forgiveness and relationships with the land.

Students in Grades 4 and 5 performed Chutsäy Kwändür, meaning "the Loon Story," in Dän K'è. The song was written and shared by the FNSB Language Coach, Sha'ala Campbell. Students learned and rehearsed the song during music classes and performed it using traditional drums they made at school with Dawson.

The concert integrated Yukon First Nations language, culture and storytelling into school-wide learning and provided students with opportunities to develop skills in music, performance and collaboration. It also demonstrated how educators, language staff, Elders and Knowledge Holders can work together to bring Yukon First Nations perspectives into classroom and school activities.

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Supporting lifelong learning and language revitalization

Language educators play a central role in FNSB schools. Yukon First Nations worldviews are embedded in local languages, and the FNSB provides dedicated support to language educators through its Language Coach position.

During the 2025-26 school year, the Language Coach provided individualized coaching based on the needs of language educators. Professional development covered topics including the Paul Creek curriculum, digital learning tools, the use of Yukon First Nations stories and storytelling, and assessment practices.

FNSB language educators also met online each month to support one another, share resources and provide direction on language acquisition, cultural connections, lesson planning and delivery, classroom management, and assessment. The FNSB supported gatherings for Kaska, Gwich'in, Tlingit and Southern Tutchone language groups, providing further opportunities for collaboration and learning.

The FNSB worked with speakers to develop classroom resources for the language groups represented in its schools. The Language Coach and Land and Language Connectors met regularly with local First Nations and speakers to help shape school language programming. The FNSB also continued working with the Yukon Native Language Centre to support language programming, curriculum development and related initiatives.

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Land-based learning and community connections

The FNSB's Land Coach supports schools in reducing barriers to culturally responsive land-based learning. This work includes professional development, individual coaching and mentorship, assistance with field-trip planning and risk management, and the development of experiential education kits.

Each FNSB school has a Land and Language Connector who lives in the community and works from the school. These positions strengthen connections between schools and communities so that learning reflects the experiences, knowledge and values of local Yukon First Nations. By building reciprocal relationships that bring community knowledge into schools and extend learning into the community, this work helps learners see their families and cultures reflected in their education.

The involvement of Knowledge Holders in school life increased during the 2025-26 school year. Elders and community experts shared cultural teachings, governance knowledge, leadership, problem-solving skills, arts and guidance. Educators also worked to localize curriculum by integrating local knowledge into lessons. Activities were aligned with seasonal cycles where appropriate, reinforcing connections between Yukon First Nations ways of life and the land.

Land as pedagogy remained central to the FNSB's approach. The Land and Language team worked with local Yukon First Nations, educators and community members to support experiential and land-based education rooted in traditional ways of knowing and being. This included extended trips and camps, as well as regular school programming and activities.

Land and Language Connectors helped prepare learners for land-based experiences and supported follow-up learning in the classroom. This approach connected experiential learning with subjects such as science, mathematics, arts and literacy. Through this work, the FNSB continued integrating land, language and culture throughout school life and the curriculum.

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Commission scolaire francophone du Yukon initiatives

The Commission scolaire francophone du Yukon's commitment to reconciliation with Yukon First Nations continued in 2025-26. The Reconciliation Committee met four times to advance work in this area. In addition, CSFY launched a pilot project, supported by a specialized consultant, to incorporate Indigenous perspectives into the curriculum. This initiative aims to further integrate Yukon First Nations perspectives and ways of knowing and being into CSFY schools.

AG #109


SWARM

Post-Secondary and Future Skills

The Department of Education's Post-Secondary and Future Skills branch supports Yukoners in accessing training, funding, and hands-on work experience to build rewarding careers and meet territorial labour market needs.

By the numbers

More than **1,400** funding applications were awarded through territorial and federal student funding programs, including:

- $5.7 million disbursed through the Yukon Grant
- $580,000 through the Yukon Student Training Allowance
- $405,000 through the Yukon Excellence Awards
- 446 students received federal loans and/or grants

Financial support was provided to 240 apprentices through the Working Up program while they attended training to advance their certification.

In total, the Student Financial Assistance unit disbursed approximately **$11.1 million** in federal and territorial funding.

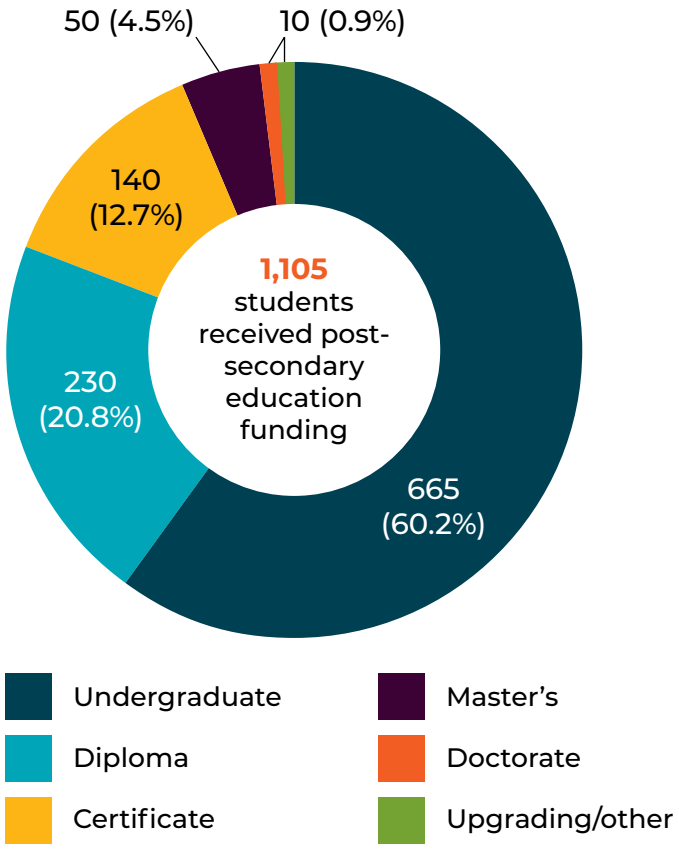

FIG 2.1: Post-secondary students by program type

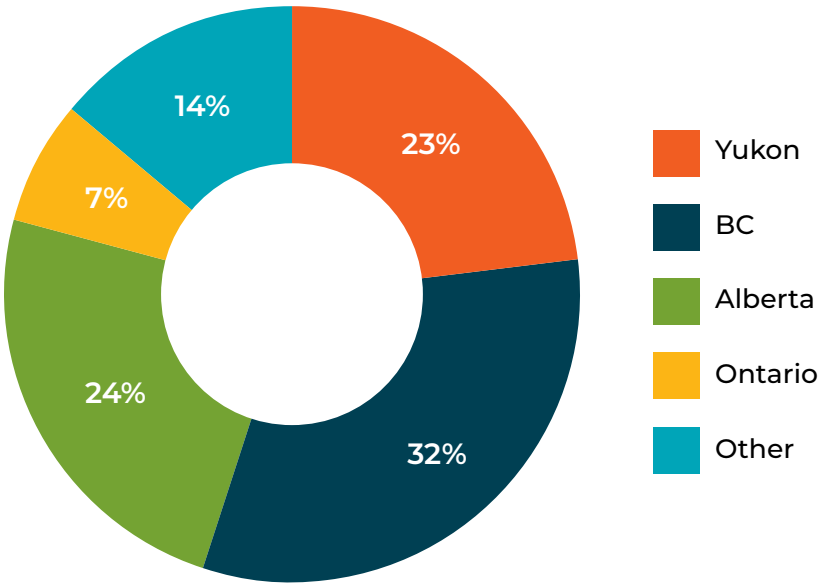

FIG 2.2:
Where are post-secondary students studying?

Apprenticeship and trades training

In the 2025 calendar year, 88 journeyperson certificates were awarded to Yukon tradespeople. The department hosted the annual Apprenticeship Awards Celebration in September 2025, presenting 61 awards to apprentices who achieved a score of 85 per cent or higher on their level examinations.

Additionally, department leadership contributed to the development of the Canadian Council of Directors of Apprenticeship (CCDA) 2027–2032 Strategic Plan, ensuring the unique needs of northern and Yukon apprentices are represented nationally.

To support early career exploration, the department launched STEP into the Trades, a new pilot wage-subsidy program for high school students. The initiative provides paid, hands-on work experience in high-demand fields, including construction electrician, carpentry, and welding roles. Key highlights of the pilot include:

- Placement and pay: Eight students were placed with local businesses (seven in Whitehorse and one in Dawson City), earning at least $18.51 per hour, supported by a territorial wage subsidy of $7.20 per hour.
- Career pathways: Accumulated hours can count toward a formal apprenticeship if a student decides to become a registered apprentice, as well as work-experience credits toward high school graduation.

Student employment initiatives

The department delivered key employment programs during 2025-26 to connect students and youth with meaningful work opportunities across the territory:

- Student Training and Employment Program (STEP): 54 private employers applied for 74 positions through the program, including five new participating employers. In total, 119 STEP positions were posted (51 private and 68 within the Government of Yukon), resulting in 103 post-secondary students securing placements aligned with their fields of study (42 with private employers and 61 within government).
- Summer Career Placement (SCP): Designed to provide community-based work experience for local youth, the program received applications from 47 employers for 82 positions (including 12 new employers). A total of 38 positions were approved, with 30 youth hired as of July 31.

Student financial assistance and digital services

The department continued to modernize digital platforms to improve administrative efficiency and streamline financial support for students:

- Health and Social Services bursary integration: Incorporated the Health and Social Services Bursary directly into the main online Student Portal, allowing post-secondary students to apply for bursaries and general Student Financial Assistance (SFA) through a single location.
- Working Up system migration: As of January 2026, the department successfully transitioned Working Up clients into the Student Portal, retiring the legacy Genie system to streamline service delivery and client management.

Private training institutions

The department oversees registration and quality assurance for private training institutions operating in the territory.

Elements Esthetics Academy, which was established in January 2024, graduated four students from the Yukon Esthetics Diploma program in the 2025-26 academic year. Of those graduates, two went on to compete at the territorial Skills Canada Competition, earning gold and bronze medals.



Sha'ala Campbell, a Language Coach with the First Nation School Board, shares a Yukon First Nations story with learners at Grey Mountain Primary School in November 2025.

Photo: First Nation School Board

Celebrating staff and students

Students and staff across Yukon's education system were recognized in 2025-26 for their achievements, leadership and contributions to their schools and communities.

2026 Excellence in Education Award

Nicole Birkeland, an educator at Hidden Valley Elementary School, received the 2026 Yukon Excellence in Education Award.

Nicole develops individualized programming that supports students' academic, social and emotional growth. She builds strong relationships with students and families and creates a classroom environment grounded in inclusion, trust and respect.

Nicole connects curriculum with students' interests through technology, outdoor activities, sports and the arts. Her participation in Yukon Education Learning Networks has also supported her use of outdoor education through an Indigenous lens and her commitment to reconciliation and decolonization in classroom practice.

Beyond the classroom, Nicole mentors emerging educators, contributes to professional learning communities and shares her experience with colleagues. Her nomination was supported by letters from both colleagues and students, reflecting her contributions to the Hidden Valley school community.

Schulich Leader Scholarship

Adrien Grégoire, a graduate of Porter Creek Secondary School, received a $120,000 Schulich Leader Scholarship to study engineering at Queen's University. He was one of 100 students across Canada selected for the scholarship, which recognizes academic achievement, leadership, entrepreneurial initiative and commitment to science, technology, engineering and mathematics.

Ben Sheardown Award for Coaching Excellence

Patrick Pearson received the 2026 Ben Sheardown Award for Coaching Excellence. Through his work as a teacher, coach and mentor at J.V. Clark School in Mayo, Patrick expanded athletic opportunities for students and helped foster confidence, teamwork, resilience and school spirit.

Named in honour of Yukon coach Ben Sheardown, the award recognizes leadership, sportsmanship and dedication to youth through school sport.

Indigenous Employees Award of Honour

The Indigenous Employees Award of Honour recognizes Indigenous Government of Yukon employees who have made notable contributions to their colleagues and the public. The award is presented through the Indigenous Employees Forum, which was established in 2007 to support Indigenous employees across the Government of Yukon.

The Department of Education's 2025 nominees were:

- Melissa Flynn, Executive Director, First Nation School Board.
- Stephanie Stewart, Urban Nutrition Program Chef, Elijah Smith Elementary School.
- Susan Smith, teacher.
- Suzan Davy, Assistant Deputy Minister, First Nation Initiatives and Student Learning.

Premier's Award of Excellence and Innovation

Established in 2005, the Premier's Award of Excellence and Innovation recognizes exceptional accomplishments by Government of Yukon employees and celebrates leadership, innovation and teamwork.

Jesse Ward, Principal of Golden Horn Elementary School, received the Excellence in Leadership Award in 2025.

The École Whitehorse Elementary School public engagement team – which included seven Department of Education staff – was also nominated in the Outstanding Achievement category.

2025-26 FNSB Our Leaders of Tomorrow Awards

The Our Leaders of Tomorrow Award recognizes FNSB learners who demonstrate leadership potential and a commitment to their communities. Recipients are selected by each school's Awards Committee or Leadership Team, together with its Community Committee.

School	Elementary Award(s)	High School Award(s)
Chief Zzeh Gittlit	Eva Van Fleet	Ashlynn Bruce and Sariah Frost
Ross River School	Riken Johnnie	Aurora McIvor
Eliza Van Bibber	Mila Sawyer	Hunter McGinty and James Dalida
Watson Lake Secondary		Hope Magun-Porter
St. Elias Community School	Margaret Kinna	Noah Bucknell
Kluane Lake School	Olivia Idlout	Samara Van Lieshout
Nelnah Bessie John		Axel Benhamin
Ghùch Tlâ	Maria Harvey and Shyanna Lord	Drayden Murphy-Beattie
Grey Mountain	Funds put towards year-end events	
Takhini Elementary	Cashis Alexis	
Johnson Elementary	Greyson Wolfe	



Capital projects and planning

Kêts'ádań Kų school in Burwash Landing

The Department of Education continued working with Kluane First Nation, the First Nation School Board, the Kluane Lake School community, and the Department of Highways and Public Works to build Kêts'ádań Kų, a new school in Burwash Landing. Kêts'ádań Kų means "house of learning" in Southern Tutchone. The new school will replace Kluane Lake School in Destruction Bay and support students in learning and thriving in their home community.

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Construction began in fall 2024. During the 2025-26 school year, construction was paused while the project design was revised to meet updated seismic and building code requirements and prevent potential rework. The revised design has been completed, enhancing the building's seismic resilience. Foundation work was also completed, and construction of the floor system advanced. The school is expected to welcome students in spring 2028.

Downtown school planning

School facilities provide spaces for learning, community activities and connection. Feedback from downtown residents and public engagement confirmed that Yukoners value neighbourhood schools and see them as an important part of community identity.

During the 2025-26 school year, the department allocated $50,000 to support public engagement and planning for a new downtown school in Whitehorse. Public engagement began in February 2026, and a What We Heard report summarizing the feedback received was released in June 2026.

As available land in downtown Whitehorse is limited, the Government of Yukon continued assessing the feasibility of existing government land parcels in the area to inform future planning and identify a suitable location for the school.

École Whitehorse Elementary School replacement project

The Government of Yukon continued planning to replace École Whitehorse Elementary School, identified as the highest-priority school replacement project in Whitehorse.

In February 2026, the departments of Education and Highways and Public Works launched an engagement on three potential locations for the replacement school. Students, families, key partners, stakeholders and members of the public provided input through an online survey, partner meetings and public information sessions. The survey received more than 1,900 responses, and a What We Heard report summarizing the feedback was released in June 2026.

Preliminary technical analysis was also undertaken to assess the feasibility of each proposed location. The analysis considered site and infrastructure requirements, safety and accessibility, transportation connections, surrounding land uses, potential community impacts and comparative costs. Engagement results, technical findings and project costs will inform the final site selection.

Public announcement system upgrades

Public announcement systems are critical school infrastructure, supporting effective school-wide communication during regular activities and emergencies.

During the 2025-26 school year, the department completed the replacement of the public announcement system at École Selkirk Elementary School. Replacement of the system at École Émilie-Tremblay was also underway, with completion planned for fall 2026.

Modular classrooms

Modular classrooms provide additional learning spaces where schools are experiencing enrolment pressure. The department monitors enrolment trends, school capacity, population projections and existing modular classroom conditions to support short-, medium- and long-term capital planning.

During the 2025-26 school year, the department invested $1.2 million to place and install two modular classrooms at F.H. Collins Secondary School. Installed in fall 2025, the classrooms provide space for up to 56 students.

School maintenance and upgrades

The department advanced maintenance and infrastructure projects at schools across Yukon during the 2025-26 school year:

- J.V. Clark School, Mayo: Phase 1 of the school's roof replacement was completed in summer 2025. Phase 2 was scheduled for completion in summer 2026.
- Nelnah Bessie John School, Beaver Creek: Major structural upgrades, including reinforcement of the building and replacement of the septic system, were substantially completed. Remaining deficiency work was scheduled for completion in summer 2026.
- Robert Service School, Dawson City: Repairs to the school's roof were completed.
- Ross River School: Phase 2 of the school's structural upgrades was completed. The work included further building stabilization, roof shingling, replacement of the septic system and construction of a new rear deck.
- Tantalus Community School, Carmacks: Flooring was replaced in the remaining half of the school, completing a two-year flooring upgrade project.



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.

Education Appeal Tribunal statistics

April 1, 2025 through March 31, 2026

	New cases, 2025-26 fiscal year	Cases carried over from previous years
Number	1	1
Status		
Requests discontinued by applicants	0	0
Resolved by department	0	0
Not within EAT jurisdiction	0	0
In mediation	0	0
Resolved through mediation	0	0
Resolved by the parties	0	1
Pending	1	0
Hearings	0	0


"You look fine. Have you forgotten the way to your rooms?"
"I'm sailing."
"How long will you be? I'd like to show you a couple of
my new discoveries."
"I've been told to make myself pretty for dinner."
He guessed. "Well, in that case, you'll be ages."
His face dissolved into laughter, and she tore a button
from one of her bags and hurled it at him. He squealed and
dropped to the floor, and the button hit the wall right where
he'd been standing. When he peeked back over the railing, she
stood in the courtyard with her hands on her hips, grinning.
"I wasn't on purpose," she said.
"Show-off! Come if you're time." He waved, and turned
into his rooms.
And that's when the presence in the corner of Katsa's eye
took shape.
He was standing a floor above her, to her left. He leaned
his elbows on the railing, the neck of his shirt open, and
watched her. The gold hoops in his ears, and the rings on his
fingers. His hair dark. A tiny web visible on his forehead, just
beside his eye.
His eyes. Katsa had never seen such eyes. One was silver,
and the other, gold. They glowed in his sun-darkened face,
uneven, and strange. She was surprised that they hadn't shone
in the darkness of their first meeting. They didn't seem
human. She couldn't stop looking at them.
A steward of the court came to him then and spoke to
him. He straightened, turned to the man, and said something

Yukon