

**Catholic School Councils AGM
Vanier Catholic Secondary School (VCSSC)
Christ the King Elementary School (CKESC)
Holy Family Elementary School (HFESC)
& Catholic Education Association of Yukon (CEAY) AGM
Approved Minutes
September 25th, 2012
7:00pm**

Present:

School Council Members:

Paul Flaherty, Chair, VCSSC

Dianne Tait, VCSSC

Cecilia Fraser, VCSSC

Debbie Janzen, HFESC

Tracey Johnson VCSS Sec/Tres

Joan Lewis, CKESC Sec/Tres

Paula Stoker A/Chair CKESC

Monica Lauer, CKES

Maureen Long, Chair HFESC

Ryan Sikkes, CKES

Andy Muir, CKES

School Administration

Mark Connell, former Sr. Religious Ed Coordinator

Ed Frison, VCSS Principal

Kyle Janzen, VCSS Vice Principal

Marj Hlady CKES Principal

Ted Hupe, HFES Principal

Gord Miller, CKES, Vice Principal

Department of Education

Mike Woods, Superintendent

Others in attendance:

Andy Hureau

John & Stephanie Main,

John Berg

Terry Prenoslo

Ginny Coyne

Maureen Denis

1. **Opening Prayer** – The meeting opened with the Lord’s Prayer
2. **Introductions** – Council members introduced themselves
3. Approve Agenda - : Moved by Dianne Tait, Seconded by Cecilia Fraser.
CARRIED
4. **Approve Minutes of September 20, 2011 AGM:** Moved by Deb Janzen,
Seconded by Cecilia Fraser CARRIED
5. **School Council Chair’s Report:** CKESC report highlighted by Paula Stoker
– see written report. HFESC report highlights by Maureen Long– see written
report. VCSSC report highlights by Paul Flaherty– see written report.

There were questions and discussion on the subjects of : the new CEAY Strategic Plan; the meeting between Bishop Gordon and the teachers and administration at Vanier Catholic Secondary: policies around inviting speakers into the schools; and school council elections including policies for being a candidate and advertising in the parish newsletter.

6. **Principal’s Report:** HFES report highlights by Ted Hupe – see written report.
CKES report highlights by Marj Hlady – see written report. VCSS report
highlights by Ed Frison – see written report.
7. **Review and Approve Financial Statements** – See attached financial
statements

Paul noted that each council is to meet individually to pass their respective financial statements.

CEAY Waiving Requirement for Financial Review

It was Moved by Monica Lauer, seconded by Maureen Long to waive the requirement that CEAY’s financial statements be reviewed by a professional accountant. CARRIED

8. **Department of Education/Superintendent’s Report:** Mike Woods gave
highlights – see written report.
9. **CEAY Report** – Dianne Tait gave an update on CEAY – see written report.
10. **Senior Religious Education Coordinator’s Report** – Mark Connell
reviewed report highlights – see written report.
11. **Episcopal Corporation** – Paul read a letter on behalf of Bishop Gary Gordon
– see written report.
12. **CEAY Strategic Review** – Paul encouraged new Council members to review
CEAY’s new Strategic Plan as they will be working on the implementation.
13. **Adjournment:** 8:50 pm

*Christ the King Elementary School Council
Annual Report 2011/12*

Council Members 2011/12

Valerie Royle, chair
Les Hickey, member
Laura Hureau, member
Monica Lauer, member
Paula Stoker, member
Joan Lewis, secretary/treasurer

Marj Hlady, principal
Gordon Millar, vice-principal

Activities

The past school year was, as usual, a busy one for CKES Council:

Principal Evaluation Advisory Committee

Valerie Royle represented CKES Council and on the PEAC Committee struck by the Department of Education. The purpose of this group was to review and recommend a new evaluation process for principals and vice-principals. Val facilitated broader consultation with school councils around the territory at the spring school council conference.

Parent Session on School Growth Plan

Council offered a session for parents to provide input on a new goal in the CKES school growth plan. Attendance was lower than hoped for, but the few parents who came were quite passionate and provided good input.

Annual Family BBQ

The year end Family BBQ is a much anticipated event at CKES where the entire school community comes together for an evening of good food and fun. Council co-ordinates this event and the funds raised go towards Council projects. This year's proceeds were placed into our landscaping fund.

Teacher Appreciation Luncheon

Council was pleased to host a teacher appreciation luncheon for teachers, staff and administrators in conjunction with a PD day. This worked well as all teachers could enjoy lunch together without anyone having to do duty leave. All were given a special gift – a CKES travel mug.

Grade Seven Grad Mass Reception

Council, with the assistance of grade six students and parents, provided a reception following the graduation Mass for our grade seven students. This tradition is very well-received by the students and parents and provides another opportunity to mark the transition from elementary to high school.

Christ the King Elementary School Council

Annual Report 2011/12

Grade 6 Award

Council approved two new year-end awards to two grade six students who showed the most academic improvement over the course of the school year.

Catholic Education Association Yukon (CEAY)

Valerie Royle and Monica Lauer served as CKES representatives on the CEAY during the 2011/12 school year – quite a bust time with the development of the new strategic plan for the CEAY. Valerie also served as Chair when Lori Choquette resigned.

Christmas Craft Fair

Council Member Paula Stoker co-ordinated this fundraising event on behalf of CKES Council. In addition, the grade sevens were able to run a canteen service in aid of their purchase of hoodie sweaters. The event raised additional money for our landscaping fund, was welcomed by the community and crafters alike and will be repeated in the 2012/13 year.

Landscaping Plan

Lack of landscaping has always been at issue at CKES; however, the demolition of the CYFN buildings really highlighted the need since the building no longer provides a much-needed windbreak for our front playground areas. Council developed a multi-year general landscaping plan in conjunction with our facilities manager at the Department of Education and opened a separate bank account to hold funds raised for this purpose. In 2011/12, Council added money to this fund (see attached Financial Statements for full disclosure on the landscaping fund). Unfortunately, another priority emerged (water main break), which diverted the Department's capital resources for the school. Council is working on a specific, formal plan with the Department.

Food for Learning

Council member Monica Lauer co-ordinated Food for Learning at CKES for the 2011/12 school year. Thank you Monica for ensuring that CKES students in need have access to nutritious snacks and lunches to facilitate their learning!

CKES Council Newsletter

CKES Council issues its own newsletter to parents so that all parents can keep informed about Council activities. This newsletter also meets the requirement to notify parents of the amount and purpose of all fundraising activities of CKES Council. Thanks to Council member Paula Stoker for facilitating this form of communication with our parent community!

CKES Council Bulletin Board & Name Tags

In order to help the school community identify Council members and know about Council activities, Council maintains a bulletin board in the lobby of our school. Council members also wear name tags to all school events so that parents can identify members.

Christ the King Elementary School Council Annual Report 2011/12

Mother Theresa Fund

This fund, started in the 2008/09 school year, is intended to ensure that every student has the opportunity to participate in field trips, sports and other events regardless of the financial capabilities of their family. The Mother Theresa Fund continued in 2011/12 with generous contributions from CKES parents.

Professional Learning Community

Council is proud to be part of the Professional Learning Community at CKES. Council Chair sits on the School Growth Planning Team along with teacher representatives and administration.

2012 Excellence in Education Award

Council provided input into the nomination of CKES Teacher/Librarian Adele Lackowitz for the 2012 Excellence in Education Award. The nomination was successful and Adele received her well-deserved award in June, 2012.

Christmas Concert DVDs

For the first time, the CKES Christmas Celebration was recorded and DVDs were sold to family and friends. Almost \$1,000 was raised for the school landscaping fund.

Movie Nights

Council hosted two family movie nights in the 2011/12 school year, raising \$1,600 for the landscaping fund.

Policy Review

CKES Council began a review of existing school policies as well as a policy gap analysis in 2010/11. In 2011/12, Council approved a new Dispute Resolution Policy in accordance with its responsibilities under the Education Act. This policy provides the principles for resolving issues in a positive manner and the process for escalating issues, should the need arise.

*Christ the King Elementary School Council
Annual Report 2011/12*

Financial Report

CKES Council approved and submitted 2011/12 financial statements are appended to this report for your reference.

Acknowledgements

As can be seen from the above activities, CKES has a very active, involved School Council. Every member contributes and is needed to ensure that the legislated responsibilities of Council are carried out the most effective manner possible. Council members are creative, hard-working and dedicated to facilitating our Catholic school environment. Thank you.

Council was very fortunate to have a Secretary/Treasurer who performs her duties so well as to disguise the amount of work that we know goes into the tasks. After four years, Joan has resigned her position effective October, 2012. Thank you, Joan, for going above and beyond for CKES Council and our school community.

Principal Hlady and Vice-Principal Miller continue to be supportive of Council and enable Council to be an integrated part of the Professional Learning Community that is Christ the King Elementary School. You are truly a blessing. Thank you isn't nearly enough but here it is. Thank You.

Finally, CKES Council recognizes the synergies that the three Catholic Schools of Whitehorse, the CEAY, our Catholic parishes and the Office of Religious Education bring to the work we do. Thank you all for allowing us to be part of such an effective network of dedicated individuals.

Respectfully submitted on behalf of the CKES Council by:

Paula Stoker, Member
Christ the King Elementary School Council.

Holy Family Elementary School Council

School Council Chair's Report for the School Year 2011-2012

Council Composition:

- Maureen Long, Chair and CEAY Representative
- Debbie Janzen
- Rosanna Goodman
- Cindy Braga
- Nathan Troyer (resigned December 2011)
- Ted Hupe, Principal
- Shannon Poelman, Secretary-Treasurer

Council Activities

Council Representation

In the winter (the second year of our council), member Nathan Troyer left Holy Family School Council to move with his family to northern BC. In the new year 2012, Council discussed finding a replacement (by appointment or election), but decided that since the new member would end up serving just a few months in the spring, Council would wait for the fall elections.

School Growth Plan

As in past years, Council members continued to be involved in developing the 2011-12 School Growth Plan. Council reviewed and supported the Administration's School Growth Plan.

Catholic Education Association of Yukon (CEAY)

Council participated in regular CEAY meetings as well as the CEAY strategic planning process. Maureen Long represented Holy Family on CEAY.

Bussing Committee

Department of Education requested volunteers to sit on the Bussing Committee. Cindy Braga has attended several of the meetings held in the 2011-12 school year.

Council Quarterly Newsletter

Holy Family Council continued to publish its quarterly newsletter, launched in 2011. The goal of the newsletter is to inform parents of council's activities, develop community awareness and provide information on educational resources. Cindy Braga continued to successfully coordinate the publication, while Deb Janzen provided one of the Quarterly's highlights—expensive interviews with two new teachers in each edition.

Draft of Policy for Dispute Resolution

Holy Family Council drafted a set of policies for dispute resolution and a protocol for parents bringing forward concerns to Council. We built on the good work that Hidden Valley had done, adapting their policy to meet our needs. Since we finished this work at the end of our term, we will pass the policy onto the next Council to adapt and adopt.

Financial Status

Holy Family Council was able to meet all its financial commitments in the 2011-2012 school year. The Council continues to operate with a surplus budget. See attached July 2011- June 30, 2012 Year End Financial Report. The 2011-2012 Year End Financials were approved and signed at Holy Family's September 5, 2012 Council Meeting and have been submitted to the Department of Education.

Community Involvement

The 2011-2012 school year began with the annual Welcome Back BBQ that Council traditionally hosts. This event coincided with the unveiling of Holy Family's new logo, mascot, and mural in the auditorium. It was an exciting evening with attendance at the BBQ higher than it has been in years.

Financial Contributions

Holy Family council committed to the following financial donations in 2011-2012 school year:

- Holy Family Lenten Read-a-Thon
- Science Fair Prizes
- School Sports Uniforms
- Contribution to Neufeld Teacher Training
- Scholastic Reading material
- Promethean Smart Board for the Library-Resource Centre
- Teacher Appreciation Lunch
- School Clothing Fundraiser

Collaboration with Department of Education

Several school council members attended both the Fall & Spring School Council Conferences held in Whitehorse.

Holy Family School Council Chair

At the August 31, 2011 Council meeting Maureen Long was appointed as Council Chair until January 2012. In January she agreed to continue as chair until the end of this council's term.

Council Thank Yous

The Holy Family Council would like to thank the Holy Family administration and staff for their dedication to teaching our children. We are truly blessed to be working with teaching professionals that encourage not only academics but academics in a Catholic environment educating the Mind, the Body and the Spirit.

We would also like to thank Mike Woods for his ongoing support and leadership to our school.

I would like to thank my fellow council members for their willingness and dedication to volunteering for school council.

Respectfully Submitted by: _____
Maureen Long, Chair
Holy Family Council

Vanier Catholic Secondary School
School Council AGM
Tuesday, September 25, 2012

Chairperson's Report

During the past year, School Council consisted of Dianne Tait, Damien Burns, Shari Worsfold, Lori Choquette (2011), Cecelia Fraser (2012) and myself along with Tracey Johnson, our secretary. Lori stepped down from School Council to take a role with the Department of Education and Cecelia Fraser stepped in to fill the vacant role for the remainder of the term.

Highlights of Council activity for 2010/11 include:

- Worked with Ed Frison and Mike Woods to rally the resources in the Department of Education to address a number of desperately needed building improvements including;
 - Addition of wheelchair ramps
 - Proper ventilation for the welding shop
 - Replace poorly supported basketball backboards & address faulty winch
 - Replace half lockers with full size ones better suited to high school students
- Met with Bishop and teachers to discuss concerns and the vision of Catholic education for the school. Agreed that we would work together to define clear expectations for the future.
- Dianne and Shari continued as members of the School Growth Team, working on the development and refinement of the School Growth Plan.
- Council participated in the Department of Education review of the Vanier Catholic School Growth Plan and appreciated the feedback that was provided to the school team.
- Dianne and Lori (subsequently myself) represented Vanier Catholic School Council on the Catholic Education Association of the Yukon (CEAY). One of the major activities of the CEAY was the development of a new strategic plan.
- Council supported the school administrators in the implementation of a new approach to assessment, based on prioritized learning outcomes.
- Together with the School Administration submitted an application for funding from the new 'Leaders in Education Innovation Fund' for new technology hardware. We were successful in receiving a significant portion of our request.
- Council met with the newly appointed Minister of Education, Scott Kent, to inform him about our school and the issues and opportunities we are working on.
- Met with Yukon College staff to learn about the new dual credit (High School/College) program, the College transfer system and the programming available at the College (including a tour of the facilities).
- I continued to participate in the Secondary Program Planning Advisory Committee, organized by the Department of Education, with focus on the definition of graduation, apprenticeships, experiential programs and the use of technology in education.
- Council worked with the Department and other Whitehorse schools in the development of the School calendar for the 2012/13 year.
- Provided feedback to the Department of Education on their initiative to develop a 'School Councils Leadership Framework' best practices resource document.
- Council supported the graduation program by contributing financially to the event and had the opportunity to address the graduating class on behalf of School Council.
- Council members participated in portions of the Fall and Spring School Council Conferences.

- School Council provided funding to support the very successful Dominican Republic Exposure program.
- Worked with Mike Woods to align on the Principal's evaluation.

Opportunities/Issues

- Work with the Bishop, Administration and Staff to define vision and expectations of Catholic Education at Vanier for the future.
- Work with Edward Frison and his team in implementing and tracking progress of the school growth plan.
- Together with the Department of Education and the Episcopal Corporation, develop a plan to create a chapel for Vanier Catholic Secondary School.
- Continue to work with the Department of Education to ensure building improvements are addressed in a timely fashion.
- Participate in the implementation of the CEAY Strategic Plan.
- Continue participation in the Secondary School Programming Advisory Committee to ensure that the needs of Vanier Catholic Secondary School students are addressed.

Thanks to Ed Frison and his team of administrators and educators for all their efforts throughout this past school year. To the staff members that have taken on new opportunities both within and beyond the school, we wish them well for the future

We would also like to thank Mike Woods from the Department of Education for the excellent support he provides to both the School Administration and School Council.

I would like to thank my fellow council members for their efforts and commitment to Vanier Catholic Secondary School during this past School Council term. Tracey Johnson will be stepping down as School Council secretary/treasurer after supporting Council for 4 years and we thank her for all of her work over this period.

Respectively submitted,

Paul Flaherty
Chairperson

Holy Family Principal's Report to the Catholic Schools Annual General Meeting

Sept 25th, 2012

Student population	-175 as of June 2012	(176 currently)
Staffing	-15.0 teachers as of June 2011	
	-10 Educational Assistants	

Theme for the year was **“Living in Joy”**.

Progress towards reaching school goals

This past year the Holy Family School Community continued with the implementation of our school growth plan that focused on improving the reading comprehension levels of all of our students. Using Adrienne Gear's book “Reading Power”, we systematically looked at where our students were and how to make improvements. We all felt that our students could decode well, but did not on the whole, understand what they read.

The whole primary wing participated in guided reading, kindergarten to grade 3. (1 kindergarten child participated and was reading at a gr 3 level by March 2012) We divided the primary wing into 12 leveled reading groups. In the fall we took advantage of having three interns in the building and gave them each a reading group. We assessed where each student was in October 2011 and assessed their reading after each two week session. Each teacher was responsible for assessing each child in their group and determined if the child would be placed in a higher reading group, the same level or be placed in a lower group in the next session. All of our children made progress in their reading. When you look at the statistics in our school growth plan you will notice that all of the classes made progress. Using the DART assessment all class cohorts made progress except the grade 3 class. Their attendance was not great and their attendance in particular during the testing period was very poor. This class will be closely monitored over the next year or two as this school growth plan will be in effect for three years in total.

School Programs

Holy Family offers a complete elementary program as prescribed by the BC Ministry of Education and the Yukon Department of Education. The one unique program that Holy Family does offer is Intensive French. Intensive French is a nationally recognized curriculum and has been offered at Holy Family since September 2005. Our first students graduated in May of 2012.

Intensive French was offered in August 2011 at Robert Service School and plans are in the works for adding other elementary schools in the near future. Pre-intensive French is being implemented in 4 Whitehorse elementary schools in the fall of 2012. M. Pascal St. Laurent is currently at the department of Education working towards this goal. He will return to Holy Family in January 2013.

Extracurricular Activities

This year at Holy Family we offered and conducted the following extracurricular activities:

Inter school Soccer	coed
Inter school Volleyball	both boys and girls
Inter school Basketball	both boys and girls
Inter school ice hockey team	coed
Inter school floor hockey	both boys and girls
Inter school badminton	coed Inter school
Inter school wrestling program	for both boys and girls grades 2 to 7
After school Ukulele program	grade 2 and 4
Intermediate Choir	grade 4 to 7
Intermediate intramurals at noon	

Conclusion

In conclusion we have had a good year at Holy Family. It has been another very busy year as it is always and striking a balance has always been difficult.

February was especially taxing and difficult at times due to the deaths of the Rusk Family. It did however; display the depth and strength of the school staffs. Vanier and Holy Family came together to help the Rusk family in a very dignified and caring manner.

The grade six Bison hunt was a very rewarding experience and hopefully we can do it again. Mr. Vienneau should be proud of all the hard work he put into that project. And the grade 6 class should be proud of how they worked together on that bison hunt and how they remembered their classmate Rebecca Rusk. She had wanted to go on the Bison hunt in the worst way.

We have worked hard this year, we love the work that we do and especially love working with the students at Holy Family Elementary School. Our commitment to this school community is as strong as it has ever been.

Sincerely submitted by

Theodore Hupe
Principal
Holy Family Elementary

*Christ the King
Elementary*

Annual Report
2011 – 2012

Christ the King Elementary



Annual Report

2011 - 2012

Christ the King Elementary

Annual Report 2011 - 2012

Mission Statement of the Catholic Schools

The mission of Whitehorse Catholic schools is to educate children in a Catholic learning environment. Through the sharing of knowledge and Christian values, and by celebrating our Catholic faith, students are assisted in developing a personal faith and an understanding and appreciation of self and others. Each child has the opportunity to strive for academic excellence and to reach his/her potential as a life long learner. The uniqueness of each child is celebrated!

Mission of Christ the King Elementary

Core Beliefs:

- We believe that learning and success is the shared responsibility of the student, the parents, the staff, and our community.
- We believe in the Catholic virtues of faith, hope and love.
- We believe in leading by example and modeling Catholic values for our students.
- We believe we are called to treat one another with respect and compassion.
- We believe in the dignity of each person.
- We believe every child has unique talents, skills, abilities and gifts.
- We believe every child can learn and achieve to his/her highest potential.
- We believe students learn best in a safe, orderly and caring environment.
- We believe in collaboration and teamwork.
- We believe we can make the world a better place through our words and actions.

Mission Statement: *Every Child Matters, Every Child Succeeds*

At Christ the King Elementary School every child matters, every child can learn and every child can succeed. Our school community is committed to ensuring all students have the opportunity to reach their highest potential within a Catholic faith-based community. We focus on continuous improvement and strive to provide the best education possible to promote lifelong learning for every child.

Vision:

- A learning community based in Catholic teachings and traditions where prayer, reflection and study of the Catholic faith are integrated into daily activities.
- A learning community that fosters and develops the spiritual, academic, social, emotional, physical and moral growth of every learner.
- A learning community that provides all students with skills, knowledge and dispositions that enable them to become independent, successful lifelong learners.
- A learning community that challenges every student to achieve to his/her highest potential.
- A caring community based on Respect, Responsibility and Reaching Out.
- A safe community where every child feels cared for and valued.
- A welcoming community that honours the dignity of every child and celebrates diversity.
- A collaborative community that works together to provide the best education possible for every student.
- A community of hope that believes we can make a difference in the world.

Collective Commitments:

- We provide learning opportunities that most effectively meet the needs of the whole child.
- We incorporate Assessment for Learning practices.
- We work collaboratively in Professional Learning Communities.
- We provide service learning opportunities for every student.
- We encourage respectful communication and positive interactions.
- We integrate daily opportunities for prayer, reflection, and Catholic teachings into our school life.
- We celebrate our Catholic faith through whole school and classroom celebrations.

Attendance & Enrollment

	September 30, 2011	June 15, 2012
Kindergarten (M. Best)	18	18
Kindergarten (P. Hall)	17	17
Grade One (A. Bolster)	18	20
Grade One (S. Woods)	19	19
Grade Two (L. Campbell)	23	23
Grade Two (O. Hale)	23	23
Grade Three (E. MacDonald)	19	20
Grade Three (S. Sellinger/N. Merrick)	20	20
Grade Four (I. Rudell)	25	25
Grade Four (M. Trainor)	24	24
Grade Five (T. Boiteau)	17	18
Grade Five (E. Macht)	21	21
Grade Six (K. Boyd/J. Ward)	19	20
Grade Six (N. Schoeneberg/G. Miller)	23	24
Grade Seven (T. Giczi)	24	24
Grade Seven (C. Mackie)	26	26
Total	336	342

Average Percentage of Attendance 93.11% (as of June 15, 2012)

Transfers In (within Whitehorse)	8
Transfers In (from other Yukon communities)	1
Transfers In (from outside of the Yukon)	9
Transfers In (from outside of Canada)	18
Transfers Out (within Whitehorse)	0
Transfers Out (to other Yukon communities)	0
Transfers Out (to outside of the Yukon)	4
Transfers Out (to outside of Canada)	0

School Staff

Principal	Marj Hlady
Vice Principal	Gordon Miller
Kindergarten	Monica Best
Kindergarten	Pamela Hall
Grade 1 B	Amanda Bolster
Grade 1 W	Sarah Woods
Grade 2 C	Lynda Campbell
Grade 2 H	Odette Hale
Grade 3 Mac	Eric MacDonald
Grade 3 S/ M	Leona Sellinger/ Nicole Merrick
Grade 4 R	Ivy Rudell
Grade 4 T	Maria Trainor
Grade 5 B	Tamara Boiteau
Grade 5 M	Emily Macht
Grade 6 B/ W	Kelly Boyd/ Julia Ward
Grade 6 M/ W	Nicole Schoeneberg/ Gordon Miller
Grade 7 G	Tanis Giczi
Grade 7 M	Cheryl Mackie
L.A.	Janine Blakesley
L.A. (.4)	Angela Prenoslo
L.A. (.5)	Susan Woolridge
Reading Recovery (.5)	Fiona Bakica
Reading Recovery (.5)	Angela Prenoslo
Reading Recovery (.5)	Susan Woolridge
ELL (.4)	Nicole Schoeneberg
ELL (.5)	Angelene Young
French	Anne Roussain
French (.4)	Angelene Young
Counselor	Wanda Robbins
Teacher-Librarian/ IT	Adele Lackowicz
Music (.8)	Dorothy Williams/ Carol Diamond/ Daniel Timmermans
Rel. Ed. Co-ordinator (.5)	Shanon Cooper
Educational Assistant	Miranda Colbert
Educational Assistant	Katrina Murphy
Educational Assistant	Heather Burnett
Educational Assistant	Carrie Kelly
Educational Assistant	Jaime McVicar
Educational Assistant (.5)	Teresa Kopf
Educational Assistant (.5) (as of January)	Whitney Hunston
Remedial Tutor	Ron Billingsley
Remedial Tutor (.5)	Teresa Kopf
Administrative Assistant	Errinlee Fitzsimmons
Receptionist (.5)	Marlene Hornby
Library Clerk	Janice Durant
Chaplain	Father Kieran
Reading Recovery Center	Shari Worsfold

Programming Initiatives

Our school programming is based on providing Catholic faith based education to students with a strong emphasis on the core academic subjects of literacy and numeracy. We believe in providing students with programming that will promote the well being of the whole child so active living, music, and service learning are also very important in our school.

In order to ensure success for our students, we provide the following programming to support and enhance our curricular goals:

1. Regular Programming
 - a. Born of the Spirit (Religion)
 - b. Fully Alive
 - c. Service Learning
 - d. Intensive French
 - e. Core French
2. Support Programs
 - a. Reading Recovery
 - b. Learning Assistance
 - c. Counselling
 - d. ELL instruction
3. Programs Chosen to Enhance Learning
 - a. Project Based Learning
 - b. Resource Based Learning
 - c. Ed-Venture
 - d. Artist in the School
 - e. Drug Awareness
 - f. Swimming Lessons (grades 4 & 5)
 - g. Canada Games Centre Visits

Extra-Curricular Activities

We are very fortunate to have many extra-curricular programs offered by staff who volunteer their time and energy so that students are able to participate in events before school begins, during the lunch hour, or after school.

Soccer	Ms. Woods, Mrs. Bakica
Volleyball	Mr. Billingsley, Ms. Schoeneberg
Choir	Ms. Hale, Ms. Trainor, Mrs. Woolridge, Ms. McVicar
Basketball	Mr. Billingsley, Ms. Schoeneberg, Madame Boiteau, Mr. Mooney (parent)
Badminton	Ms. Campbell, Mr. Miller, Ms. Best
Running	Ms. Macht, Mrs. Bakica
Reading Club	Mrs. Bolster, Mrs. Lackowicz
Open School	Mrs. Burnett, Ms. Hall, Mrs. Rudell, Mrs. Sellinger, Ms. Merrick
Guitar Club	Mr. Miller
Flag Football	Mr. Billingsley
Grade 7 Dances	Mrs. Giczi, Ms. Mackie
Outdoor Ed	Ms. Macht, Ms. Young
Floor Hockey	Mr. Billingsley
N'tashedal (First Nations)	Mrs. Cooper, Ms. Colbert

School Events

Our school has many special school events throughout the year. Listed below are the special events which occurred this year:

Celebrations

Opening Celebration	September 20
Thanksgiving Celebration	October 3
Peace Celebration	November 8
Posada	November 29, December 6
Christmas Celebration	December 15
Celebration of Christian Unity	January 17
Ash Wednesday Celebration	February 22
Lenten Celebrations	February 28, March 20, 27
Holy Week Celebration	April 3
New Life Celebration	April 24
Final Celebration	June 15

Other School Events

Grade 1 Information Night	September 7
Grade 5 Information Night	September 14
Kindergarten Information Night	September 15
School Wide Service Learning Introductory Week	September 18-23
Joint School Councils A.G.M.	September 20
Catholic School Staff Mass	September 21
YTA Conference	September 22-23
Open House	September 28
Terry Fox Run	September 30
Maryhouse Food Drive	October 5
Catholic PD Day	October 28
CKES Craft Fair	November 12
CKES Science Fair	November 23
Parent/Student/Teacher Conferences	November 24-25
Book Fair	November 24-25
Regional Science Fair	December 3

Youth Mass	January 7
Readathon	January 17-26
Polar Games	February 3-4
Hundreds Day and Math Madness	February 10
National Volunteer Week	April 16-20
Earth Week	April 16-20
CKES Canadian Geography Challenge	April 19
Rotary Music Performance	April 20
Rotary Review	April 24
School Council Staff Appreciation Lunch	April 27
CKES Heritage Fair	April 26
Regional Heritage Fair	May 3
Run for Mom	May 14
Grade 7 Orientation to Vanier	May 22, 31
School Council Family Barbecue	June 1
Grade 7 Retreat	June 4
Grade 7 Farewell Mass at Sacred Heart Church	June 7
Sports Day	June 8

Field Trips

This year we were able to provide several field trips for classes to enrich the learning experiences for the children. These included trips to:

Vanier	Kookatsoon	Rotary Park
MacBride Museum	Yukon Arts Centre	Association Franco-Yukonnaise
Holy Family School	Mt. McIntyre Recreation Centre	Equinox
Swan Haven	Wildlife Preserve	Sacred Heart Cathedral
McCaulay Lodge	Gymnastics	Canada Games Centre
Gunner Nelson Tree Farm	Berengia Centre	
Copper Ridge Place	Whitehorse Food Bank	

Budgets and Priorities

O&M Allocation	
Program Materials	\$26,035.00
Experiential	\$11,210.00
Field Trips	\$3,105.00
Postage & Freight	\$695.00
Communications	\$5,278.00
Printing	\$3,000.00
Other Budget Allocation	
Library	\$9,480.00
CMCA	\$6,320.00
Substitutes	\$6,800.00
Capital	
Equipment and Furnishings	\$15,000.00
SIR	\$4,500.00

The areas that continue to be difficult to stay within budget are:

- Field Trips
- Postage and Freight
- Printing
- Substitutes

With some money rolled over from last year's SIR budget, we were able to purchase a Promethean for one classroom. The roll over was especially appreciated as we would not have been able to purchase it without this option.

Capital Projects

During this past summer, renovations were completed to re-design the drop off and parking lot area. This was done to address the safety concerns of parents dropping their kids off across the street and using the drop off zone for parking. The new parking/drop off design is much safer. Although we have reminders to parents through newsletters almost on a monthly basis, we still have people who are not using the drop off as intended, even when visitor parking spots are open. It is, however, getting better and we will continue to try to encourage safe practices. We are very grateful for the new design; it has relieved much stress on staff which comes from our concern for student safety.

This spring, our front lobby and hallway towards the intermediate hallway were flooded as a result of a water main break. A temporary line was put in and the repairs for that are scheduled for this summer. The concern with this project is that the only semi-attractive area of the playground will be destroyed to replace the water main, and there is not enough funding allotted for the project to either restore it to its original condition or create a new, improved landscaping design. This is unfortunate.

We will continue to lobby for an addition to our school in the near future. This addition would include a French classroom to meet the requirements of the French review and a chapel to meet the requirements of the Circle of Caring II document. This addition would also include several small resource areas and meeting rooms. Space issues continue to be a major problem in our school.

School Playground

Our school council fundraised to supplement our SIR budget six years ago and purchased a Big Toy. This has been a welcome addition to our school. The Big Toy in front of the school is nearing the end of its life span and will need to be replaced in the near future.

Despite continued efforts for several years now, a proper landscaping plan has never been implemented at Christ the King Elementary. Although most other schools have trees and flowers, we have never been able to receive funding for this same level of landscaping. We have received many comments from families and community members about the unattractive state of our grounds but, to date, we continue to be unsuccessful in our attempts to make that change. Beyond the aesthetic reasons of improving the grounds to make the school a physically more welcome site, there is also a health/safety concern. Currently, with no trees on the yard, our playground is often too cold to let children outside during the winter months because of the winds that sweep across the yard. With the demolition of the CYFN, the wind chill factor has become even more of a concern. Our school council is trying to raise money for landscaping, but funds that have been raised to date can only skim the surface of what is needed. They continue to work towards this goal, but departmental support is needed to help address the problem. As mentioned above, with the construction this summer and the lack of funding for the reclamation project, we will lose our only attractive area on the school grounds. Although I understand that needs have to be prioritized, funding is limited, and safety/functional concerns must be addressed first, it is disappointing to continue to have such an unwelcoming school site.

For the past five years, we have been very successful at being able to get some of the much needed work done in order to maintain our facility and grounds. We have been listened to and our concerns are taken seriously and addressed. We are very appreciative of this improvement and we are grateful to Chic Callas, our facility manager, who continues to be extremely supportive.

Maintenance/Custodial Concerns

The superior service and understanding we receive regarding capital projects, as mentioned above, is a direct result of the support we receive from Chic, our facility manager. Sadly, day to day management of maintenance and custodial upkeep do not have the same committed attitude or fundamental concept of service to the client. There are hardly any projects that are considered maintenance by Property Management; projects like whiteboard installation, removal of equipment, etc need to be paid for by the school, and the wait can often be very frustrating. Of even more concern, is the state of custodial work. I have often had discussions with different personnel at different times but the following issues continue to be of great concern for us:

- hardly a day goes by where we have the full complement of service that is required for a school of our size
- the custodians who are assigned here are rarely long term so there are different people here sometimes nearly every day and, therefore, there is no continuity of service or thorough understanding of the work that needs to be done
- the head custodian has many days off and, to my knowledge, there is not anyone helping the other temporary custodians understand their tasks on those days
- there appears to be an inordinate amount of time spent on the computer, yet there is always concerns voiced about how there isn't enough time to clean the rooms, do extras, etc
- there never seems to be anyone supervising the custodians. I work late hours and could safely say I never saw any supervisors here this year
- there is a reluctance by custodians to do anything that one would typically expect of them. We have had complaints that there are too many garbage bags to take out and teachers should do that, garbage bags are too full, furniture is too heavy to move, to name a few
- there are often inappropriate notes left on teachers' whiteboards or desks, even though we have requested that concerns should come to the administration. We try very hard to make sure our school is a place of respect, and custodians should be equally respectful in their interactions with staff
- there doesn't appear to be any sense of pride or ownership for the job, or any attempts made to ensure that the tasks meet or exceed expectations. We often have to suggest the obvious (examples: when we had the mouse problem, droppings were not vacuumed so staff and I vacuumed them ourselves, lost and found items left on top of whatever, rather than taking to the lost and found bin, etc)

The custodians operate from a minimalist, "not my job", mentality (can only shovel so many meters from the school, move so many desks, take out so many garbage bags, etc). Although, of course, we do not want anyone's health to be jeopardized, I believe the custodial job description has to be reconsidered within the parameters of the work that needs to be done, and we should not have to resort to doing the work ourselves. I believe "service to the client" should be the goal for custodians, that this should be the mandate, that custodial supervisors should set high standards for their employees, and that supervision should be done regularly and according to those high standards.

To summarize, the custodial situation is very much a concern and a very unnecessary source of frustration for administration and staff in a job that is already demanding, and where our energy should go to children and their learning, instead of doing custodial tasks and "tip-toeing" around the custodians because it is easier than the alternative.

Community Use of the Building

Our school is used by one or more user groups every evening and on weekends. We have had concerns with the floor hockey groups as walls tend to take a beating and we have only had enough money to partially repair them. We have also had concerns about doors being left unlocked or propped open. However, we have a good relationship with the people responsible for Joint Use, and problems are addressed as effectively as possible.

Relationship with Other Agencies

As a Catholic school, our most important relationship is the one that we share with the Catholic community. Work with the Catholic Education Association of the Yukon (CEAY) continues to keep our focus grounded. We are very pleased with the wonderful work done this school year around the goal setting and growth planning process with Jennifer England and CEAY.

Depending on the worker, it sometimes still remains difficult to have up to date and open communication with Family & Children's Services. Although it has improved, when some workers remained closed, it is difficult for us to know why they are interviewing children, whether there is follow up, and what that involves. Although I accept that some details do not need to be disclosed, it is important that we understand the general nature of the situation so that we can support the child in need. Confidentiality need not be a concern as a standard for that already exists with us as professionals. I believe the need for educators to be aware of and to understand the situation can only be in the best interest of the child and that it should always be the principal who is the first contact when a problem arises. Another area of great concern is the lack of acceptance that absenteeism from school is an indication of problems within a family. This is an area of great frustration for staff and administration.

Areas of Concern

Our greatest area of concern is the growing number of students who are ELL. We are very pleased that the second summer camp has been approved and we are still hopeful that we may be able to get a parent liaison to support these students and their families. As we have indicated, supporting these students is very challenging. Many of them do not speak or understand English when they first arrive. Other students who have been with us for at least a year have learned enough English to be able to function within the school setting. However, most of them are still unable to work at grade level and struggle particularly with reading comprehension, vocabulary, tense and sentence structure. It is the constant help that is required by these students in the classroom that is the most challenging for teachers.

We are very pleased with the work we have done for our ELL students. It is fully outlined in our school growth plan, but the development of a report card for ELL and an ELL plan for students is probably going to have the greatest impact for us. We have a very dedicated core group of teachers working diligently as the ELL Leadership Team to ensure these students' needs are always being considered.

We are also pleased that there has been some recognition this year of the ELL need at the Departmental level. There have been a few ELL meetings at the Department and .5 FTE has been allotted to our school. Although this will need to be supplemented by our own staffing allotment, we are grateful that the need has been recognized.

Another area of great concern is that of space requirements. It has been addressed earlier in this report, and we are very grateful for the renovations that occurred two summers ago to accommodate our growing student population. It is important for everyone to understand that this is only a short term solution. There is still a need to advocate for an addition to address several other space deficits. I believe that it is unfair to ask a teacher to teach from a cart. If we value French programming and we want to create an atmosphere that promotes it, there needs to be a commitment to providing the space required to teach it. Additionally, our students with special needs have the right to an education based on their needs. At

times, they may need a space apart from the classroom to learn or to calm down. Currently, we have no space to do that; when desperate measures are needed, it often translates into utilizing the sick room or administrative offices. Consultants from special programs also take over these spaces. There is no where for teachers/parents to meet. Additional space is required.

Later this month there will be meetings to discuss the facility needs in Whitehorse. Although there will always be a priority given to students from Catholic families, it is very important that those in the position to be able to make decisions, remember that faith based education is a preferred choice of many parents. We are constantly turning people away and many believe that they should have the right to attend, if they accept what we teach, even if they are not Catholic. Catholic Education has always been a preferred choice, but it is my belief there has been an even greater interest in the past few years. (We have increasingly more requests every year and more who have to be turned away). It will be important for the consultation team to understand that “we are not a school only for Catholics, but instead a Catholic school for all!”

A third area of concern for me is the stress on teachers to meet curricular standards, given the timetabling and other external pressures placed on schools. Although I am proud of the efforts of our staff, it requires constant vigilance and difficult decision-making to ensure that instruction in literacy and numeracy remains a priority in a system that does not always make it easy to do so. Even though we support sport activities and appreciate the value that they bring to students, there appear to be more and more days when students do not attend classes because of these events. (at those times also, students who are not participating do not get regular instruction). As an example, ten years ago, grade seven sports involved four school days (tournaments were always on a Friday and Saturday) for soccer, volleyball, basketball and, for fewer students, badminton. Now students are doing those sports as well as using school days for floor hockey, ice hockey, wrestling, curling, and sometimes beach volleyball. That is a total of nine school days. To protect instructional times, I would like to see more tournaments on Saturdays. In addition, teachers are involved in so many PD opportunities which means that those days are not usually quality learning days for students. I totally value PD and always support it, but worry, on the other hand, how it affects the learning. Even though it is discretionary, it puts an administrator in a difficult position when there are no system guidelines and the pressure from external organizations exists. Perhaps a PD focus for the year could reduce the number of days teachers would be called away from instructional time. In addition, there are also many other days that get taken by other special events. At our school, we tend to keep these limited to only curricular related (service learning, celebrations) so that is less of a concern at our school, but perhaps something could be done so that groups who lobby to come into schools to promote whatever cause could do so through a public avenue or technology rather than take school time to do so. I would like to request that these concerns be considered.

Conclusion

Once again, it has been a very rewarding and successful year. As many of our success continue from year to year and just continue to get stronger, I believe that all of those have to be celebrated once again. This will be acknowledged at the end, but I would first like to highlight the following special accomplishments for this year:

- the great inservice on Assessment for Learning facilitated by Sandra Herbst. Staff gave of their own holiday time prior to school starting up in order to gain from her expertise. The fact that the inservice was specific to our school made it more relevant and meaningful
- the wonderful accomplishments of two of our students who went to the National Science Fair in Charlottetown. One of those students also received a silver medal and a scholarship at the national level
- one of our students represented all of the Northern Areas (and PEI) at the National Geography Challenge

- our amazing master teacher, Adele Lackowicz, received an Excellence in Education Award for her outstanding contribution to our school and education
- the excellent results our students achieved in the Intensive French evaluation
- the wonderful growth of our most vulnerable students on the school growth plan goal of reading for meaning
- the great social, emotional and behavioural growth of some of the vulnerable students who transferred into CKES this past year from other schools. Although they certainly presented challenges and took many, many hours of our time, we are pleased that they have made progress
- the development of an ELL plan and report card format for our students. They will serve us well
- the successful nomination of our school council chair, Valerie Royle, for the Commissioner's Award. Not only is she an extraordinary chair, she is an amazing presence in our community. She is most deserving

These are just some of the outstanding accomplishments specific to this school year that come to mind. Listed below are our ongoing achievements that must be recognized:

- the consistently wonderful quality of our celebrations throughout the year. All of the classes share the responsibility for them, and teachers put forth much love and work to make them what they are. The Christmas celebration was once again exceptionally wonderful and the Lenten celebrations of The Way of the Cross are now a strong school tradition. The final celebration is very well attended and parents leave for the summer with a real feeling of what makes us unique as a Catholic School. We continue to work on building a sense of awe, respect and reverence in children during these celebrations.
- continued focus on striving for excellence in education. Research shows that excellence in education is the result of high expectations. We continue to set high expectations for ourselves, as educators, and for our students. As stated earlier, staff participation in providing additional enriching activities is second to none. We will continue to monitor our participation so that we can still meet the basic demands of the curriculum.
- the continued integration of our school theme of Respect, Responsibility and Reaching Out. The logo is visible throughout the school; our daily task is to try to get our school to be a living example of what our logo calls us to be. We are constantly working on helping our children live by our theme, but the internalization of the values is always the most challenging. We continue to work on helping our students:

“Live as children of the light- for the fruit of the light is found in all that is good and right and true”. *Ephesians 5: 8-9*

- the continuation of service learning in our school. It is well received by the students, staff, parents, and the community. Witnessing the children's love and service is very heartwarming!
- our continued efforts to improve behaviour of our students. Office referrals continue to decrease. Although there are still a few students who require repeated redirection, our students, on the whole, interact positively with their peers and accept responsibility for the choices they make.
- the continued success of the choir; it is now an expectation at our school and the quality continues to improve. This year we received great accolades from not only the adjudicator at the Rotary Music Festival, but also from many audience members. Part of the choir's great

success is because of the number of staff members who are willing to help with the choir. We are truly blessed.

- the continuation of the CKES Guardian Angels which has the staff “adopting” individual students at risk in our school and ensuring that personal contacts keep these children feeling cared for, nurtured and loved.
- the many and varied activities that our school offers to the students who come under our care. It is especially rewarding that there are multiple activities that are sports oriented, but we also have activities that involve interests in music, reading, etc. Again, the willingness of staff to provide this for students is so appreciated!
- the continuation of the Mother Theresa Fund. How wonderful that school council tries to lead by example and creates an initiative so reflective of who they are as a council - there for the best interests of our children and there to model our school’s commitment to “Respect, Responsibility and Reaching Out!”
- the initiatives we have taken in our school in the area of assessment for learning. Our staff are eager and excited to adopt strategies that have been shared and I am seeing great strides in student achievement with this approach to learning.
- continued outstanding efforts by the staff to raise money for many worthwhile causes, and the amazing generosity of our school community. We are often able to surpass our previous records. This year our fundraising accomplishments for annual events included: Terry Fox Run - \$1,825.72; Read-a-Thon - \$5,358.45; Maryhouse Food Drive - food items, Lenten food items; and Run for Mom - \$3,014.25.
- our success with our school growth plan which focuses on developing our school as a professional learning community and working on the school goal of reading for meaning. Despite the high number of staff changes this year, we were still able to maintain the enthusiasm and momentum for our PLC work. Because of our PLC work, we were also able to see substantial growth in the students’ ability to read for meaning.
- the successful continuation of our new mission, **“Every child matters—every child succeeds”**. With explanations to students and the visible signs posted throughout the school, the mission has been well launched and we are able to use it to guide our PLC work. We require continued work so that students will have it as well entrenched as “Respect, Responsibility and Reaching Out.”, but that is on its way. It was rewarding to know that parents can easily identify with the strength of the mission statement.
- the installation of more Prometheans in our school. The teachers love working with them and notice increased student engagement. We are hoping that we will be adding more Prometheans to our school next year.
- the blessing of our wonderful school council. I cannot find words to say how incredible it is to work with a school council that is so sensible, competent, positive, supportive, and focused on what is best for children!
- the amazing staff at our school. The sense of co-operation, collaboration, and unity among staff continues to get stronger! There is a deep and caring atmosphere in our school and a growing sense of community. I am honored to be a part of this wonderful group of professionals – rich in their contributions, rich in their willingness to give to students, and rich in their faith.
- the support of the Department of Education. We are very fortunate to have such positive support from our superintendent, Mike Woods, to assist and guide us. It is an honour to work with him. He listens to our concerns and genuinely cares about our students, their needs and

their learning. All the understanding, dialogue and communication is very much appreciated. We feel very blessed and are very thankful.

In Appreciation

Indeed, we have much to feel proud of at Christ the King Elementary. Our school is a vibrant, happening place for students to be. One only needs to look at the yearly display in the front lobby to verify this fact. We continue to search for ways to reach out to children and to encourage a belief system that is Christ centered. We are proud of our accomplishments and thank the Department for their support. We feel blessed to be at a school with dedicated staff, a supportive school council, loving parents, and wonderful students!

*I am amazed, loving God
at the wonders you have revealed to me
this year through the children in our school.*

*They have delighted me, exasperated me
and humbled me.
Yet, I recognize that each is a treasure in your eyes,
unique in the entire world.
Thank you for placing them in our care for this short
time.*

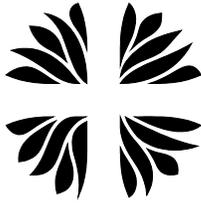
*May the seeds of faith that we have sown grow strong
and blossom into vibrant
and lasting faith in you.*

*For the times I failed to do my best this year,
I ask your forgiveness.
For the times that I reached beyond myself,
I offer you thanks and praise.*

*Watch over these special children,
loving God, and walk with them this
summer and always.*

Amen

(Adapted from: Religion Teachers Journal, April/May 2001, Vol. 35.3)



Vanier Catholic Secondary

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Edward Frison, *Principal*

Kyle Janzen, *Vice-Principal*

2012 AGM Principal's Report

The 2011-2012 school year was busy and productive – a few highlights:

Staffing - 30.7 FTE Teachers
 2.0 FTE Administration
 8.0 FTE Support Staff
 2.5 FTE Office Staff
 1.0 FTE Teacher and 1.0 FTE Support for Riverfront School
 1.0 FTE Teacher at YOF

Enrolment – we began the year and ended it with approximately 405 students. Projected enrolment for the 2012-2013 school year remains consistent with this number. Our facility cannot assume many more students due to physical constraints.

Retreats and Religious Education – Our school hosts regular vibrant celebrations of events in the Catholic liturgical calendar that are organized and facilitated by individual classes. Mass was celebrated a number of times throughout the year as were several para-liturgies. The Grade 12's celebrated Mass at their retreat as well as at Graduation. We continue to provide yearly retreat experiences for all our students, organized within the school mostly using our staff and chaplain to facilitate:

- Gr. 8 – Team-building (grade-wide)
- Gr. 9 – “Bullying” (grade-wide)
- Gr. 10 – Community Awareness (Religion 10 classes each semester)
- Gr. 11 – First Nations' Spirituality (Religion 11 classes each semester)
- Gr. 12 – Reflecting on the past – looking toward the future (grade-wide, one in the fall, one in the spring)

Social Justice – our school continued to be a leader in the community with our commitment to fighting injustice whether in the school, community, national or international domains. Some highlights include:

- Numerous speakers and presentations of local and global activists.
- The continuation of our sponsorship of many needy families each year at Christmas through the *Share the Spirit* program.
- Our continued support of the Whitehorse food bank through participation in the annual food drive in October and numerous fundraisers throughout the year.
- ThinkFast with 50 students and 8 staff participating.
- Soup Kitchen participation.

Programming – we continued to offer a wide variety of courses and opportunities to serve our diverse school community:

- Our academic classes were highly subscribed.

- We offered a number of courses with an ‘experiential’ focus including GLOBE 11, Sled Ed 11/12, and Outdoor Education 10.
- A new and revised course component for GLOBE 11 was created. The program is designed to follow the ‘school-within-a-school’ concept and will see 20 students spend their entire semester with one teacher. The courses offered are: Biology 11, Chemistry 11, Geography 12, Environmental Science 11, Applied Skills 11 and Fine Arts 11. The new program will be implemented in the up-coming school year.
- We continued to embrace the philosophy of Assessment *for* Learning with more frequent reporting to parents about student progress and improved practices that allow for more frequent, detailed and timely feedback to students on their performance.
- A number of students experience work placements in community businesses through our Gr. 11/12 Work Experience program and through Introduction to Trades 11 where students combine work experience with learning about the Apprenticeship/Journeyman system.
- A number of our students participated in a French language exchange with students from France. The French students were billeted with a number of our students and spent time experiencing Northern Canadian culture.
- Our Fine Arts program along with a supportive Textiles/Theatre Production class collaborated to produce a wonderful musical rendition of “*Beauty and the Beast*”.
- Our student Tutoring program ran successfully again this year. Many student tutors were hired, allowing greater support for other students experiencing academic difficulties.

Athletics – our tradition of strength in athletic performance continued to result in high rates of participation and excellent results. A number of the teams travelled to out-of-territory tournaments and represented our school with pride.

Our staff provided coaching and sponsorship of a variety of sports including Volleyball, Basketball, Badminton, Mountain Biking, Cross-country, and Track. We were able to bring home Yukon championship Banners – Sr. Girls, Sr. Boys, Junior Girls, Junior Boys, and Grade 8 Girls Volleyball, and Senior Boys and Grade 8 Boys Basketball.

Professional Development – our staff took advantage of many opportunities to improve their teaching practice.

- Our PLC groups continued to meet biweekly focusing on improving instruction involving the critical core Prescribed Learning Outcomes from the various curricula. They also continued to fine-tune how to implement new assessment strategies to make learning more focused and individualized.
- Our School Based Team met every week and continued to be a responsive and effective mechanism for dealing with concerns from parents and teachers about student progress.
- The staff looked at working on our School Growth Plan, and, through the collection of data and feedback, fine tuned our collective focus on our goals. It was determined that a 3 goal focus was too difficult, so it was established that we would focus on developing strategies for our primary goal:

1. To improve individual student engagement at Vanier Catholic Secondary School.

- Staff administered the School Wide Writes and the DART which are two system-wide formative assessments of writing and reading. Data from these assessments will be used to formulate new teaching strategies to meet our school goals.

Facilities – regular repair and maintenance were carried out throughout the year. The building Advisory Committee, comprised of School Administration and School Council Chair, met to outline necessary capital projects for the upcoming year. These were prioritized and discussed with Department personnel. Vanier was scheduled to have the exterior repainted, have new basketball backboards installed in the small gym, replace all half-size lockers with new full-size ones, renovate and up-grade a welding booth in the Mechanics lab, and have a concrete ramp built for a back exit to improve accessibility. Work was to be completed over the summer months.

The Vanier School community thrived over the past year with many school and individual achievements. Our partnership with our two elementary schools, Holy Family and Christ the King, is strong and the benefit of working with them to make transition for their students to high school is evident when the “new” kids arrive feeling comfortable and confident. The true benefit of being a community of schools was realized through the Rusk family tragedy. We look forward to continued growth as a community of 3 schools supporting our students, parents, and each other as time goes on. We look forward to the 2012-2013 school year.

Edward Frison
Principal, VCSS

Superintendents' Annual Report to
CEAY & Catholic Schools of Whitehorse
September 2012

Overview

The Department of Education supports lifelong learning in the Kindergarten to Grade 12 system. We are focused on improving student achievement while strengthening learners' competencies in their chosen cultures and languages, enhancing access to post-secondary education, and supporting students to meet their career goals. We are also committed to better monitoring and evaluation of our programs through the use of strong evidence and effective performance measures.

Key Departmental Initiatives

The role of the Department of Education is multifaceted and different from most jurisdictions in Canada. In Yukon, our Department serves Ministry functions—federal and territorial, as well as operational. We are for designing and maintaining the structures to support the needs of schools in carrying out the important work of supporting student learning and success. To this end the Department of Education, Public Schools Branch has a number of key initiatives underway.

School Growth Process

The school growth process in Yukon continues to develop as a key strategy in improving student outcomes. The school growth process has three parts, annual school growth planning, evidence-based conversations at each school throughout the year and school reviews conducted with each school and its community every three years.

- ✓ School Plans — on June 6 and 7, 2012 the School Growth Planning Advisory Committee reviewed the 2012-2013 growth plans for each school. Feedback is being provided to each Principal so that any required revisions can be shared with staff and School Council of each school. Feedback will be in the context of each school's unique circumstance, current evidence of student performance, the school's response to the recommendations from the school review and the work to engage the community in the process.

- ✓ Data Profiles and Evidence — each school will receive a comprehensive school profile in late September for the 2012/13 school year including all of the student performance evidence collected by the Department for the 2011-2012 school year and will include attendance, enrolment, and students on IEPs. This evidence along with school level information will form the basis of dialogues with school superintendent, school administration, staff and School Council and may result in revisions to the current school growth plan. Once the data profiles are received, Judith Arnold and Mike Woods are available to meet with each school to review the profile to ensure that it meets the evidence needs of the school. We could also consider a family of schools and review the data and how the data informs the school plans for all three schools at a central meeting.

- ✓ School Reviews — school reviews, conducted by a team including Department staff, educators, parents, School Council members and First Nations, provide schools with observations and recommendations about efforts made to improve student success. After the review each school is expected to identify the priorities for the school and respond to the

recommendations in their school growth plans. All schools in Yukon have been reviewed over the past three years and the review cycle will begin again this winter.

- Holy Family had a School Review in the 2010/11 school year and is scheduled for review again in the 2013/14 school year.
- Christ the King Catholic had a School Review in the 2009/10 school year and is scheduled for review again in the 2012/13 school year.
- Vanier Secondary had a School Review in the 2011/12 school year and is scheduled for review again in the 2014/15 school year.

Innovation grants — our very successful innovation grants continue with over \$300,000 dollars awarded since 2009/10. Schools, School Councils, CEAY, communities and First Nations are invited to submit a proposal for an innovation grant to focus on improving the success of students in their local schools. Funding may be used for action research, professional development, the purchase of curriculum materials and community resources or innovative strategies to support student learning. All proposals must be submitted by May 30 and aligned with the School Growth Plan. Holy Family has received \$6,777, Vanier Secondary has received \$11,000 and Christ the King Catholic has received \$25,200 in innovation grants since the beginning of the program.

First Nations Programming

English First Peoples is an exciting addition to the high school curriculum that offers students of all backgrounds the opportunity to explore First Peoples' worldviews through literature. English First Peoples 10 was piloted at FH Collins during second semester of 2011/12 and is now available for Yukon schools dependent on school timetables and student selection.

CHAOS 9/10 (Community Heritage Adventure Outdoors and Skills) is an experiential program for grade 9 and 10 students. An integration of subject areas as well as Yukon First Nations and western knowledge will be the focus of this program. Students will have the opportunity to develop understandings and make connections to Yukon First Nations knowledge, traditions, skills, values and beliefs in course content. CHAOS was piloted during the winter semester 2011 at PCSS in Whitehorse and has now moved to Wood Street Centre. We are continuing to look for ways to encourage students to take advantage of this experiential program as it remains undersubscribed.

The Champagne & Aishihik First Nations Southern Tutchone Bi-Cultural Pilot Program—over the past 3 years the Champagne & Aishihik First Nations Bicultural Working Group has been working with St. Elias Community School in Haines Junction on the development Southern Tutchone Bi-Cultural program. The working group meets on a monthly basis for intensive 2-3 day long sessions. During these sessions, the overall structure and content of the program and curriculum is discussed and Southern Tutchone language and cultural information is recorded. Currently, students in Kindergarten to Grade 2 participate each day in a half day immersion program.

Leadership Practices Framework for Yukon School Councils

In the fall of 2011, an *Educational Leadership Framework for Yukon Principals and Vice-*

- principals* was launched in order to provide a context for Yukon's school administrators. This document was developed to ensure that Yukon administrators were aware of the knowledge, skills and habits of mind necessary to lead schools in the 21st century and within the context of Yukon's response to the recommendations of the Education Reform process. A new document the *Leadership Practices Framework for Yukon School Councils* is a companion document which aligns with the beliefs and values captured in the *Education Act, Educational Leadership Framework for Yukon Principals and Vice-principals* and the *Yukon Assessment Matrix*. The purpose of the *Leadership Practices Framework for Yukon School Councils* is to facilitate common understanding of effective leadership practices of School Councils.

Curriculum

- Dual credits with Yukon College - our dual credit pilot project with Yukon College ran second semester of last year. This allows secondary students to take one post-secondary course at Yukon College. Tuition was paid by Public Schools; secondary students only paid for books and student fees while potentially earning 3 academic credits at the
- ✓ College/university level. These credits are transferrable to most BC post-secondary institutions and may transfer to other universities and colleges across Canada. Yukon College offered English 100, Psychology 101 and Computing Science 128. Dual credit programs are offered in most jurisdictions in Canada. Seventeen students from across Yukon registered for dual credit courses. This program will continue for 2012/13.

- Polar Games — for many years, grade five and six students have enjoyed the excitement and thrill of being a part of the Polar Games. Over the past 44 years the Polar Games have grown in both size and capacity. Due to increased numbers of students, teachers and challenges related when hosting multi-sport events, a review of the program was conducted
- ✓ last year and many recommendations were made. These recommendations were made with safety, legalities and transportation in mind. For the upcoming school year, the Polar Games will be held on Thursday, January 31st and Friday, February 1st and will only be offered to students in grade six. Sports will be more centralized at the Canada Games Center to facilitate less need for transportation and support effective student supervision.

- Yukon French Second Language (FSL) Action Plan 2012-2016 Implementation Plan—The Yukon Department of Education recognizes the value of being fluent in Canada's two official languages French Second Language Programs in the Yukon and offers three types of FSL programs for Yukon's students French Immersion, Intensive French and Core French. A full program review was completed of FSL programs and the recommendations of this review have led to an implementation plan which will guide the efforts to:
- ✓
- Promote French as a second language in elementary and secondary schools over the next five years
 - Increase student enrolment in French second language programs, and
 - Enhance language proficiency in French

Rural Strategy

Evidence has shown that students in rural Yukon face difficulties and more challenges than urban students. The Rural Strategy is intended to identify more clearly what those barriers to achievement are, and to assist students overcome them. Strategies will include distance

✓ education and distributed learning courses, more land based and experiential learning opportunities and the consideration of new delivery models to increase access of students in those schools where numbers have not warranted senior high school classes beyond Grade 10, to enable rural students to stay in a primarily rural community where a First Nation's presence is strong. We plan to have an advisory committee selected and meeting by January 2013. It will review the progress to date and give recommendations as to how to move forward. We have hired a Trades and Applied Skills coordinator who is supporting the development of Applied Skills in rural schools as well as the work on going in Whitehorse schools.

Student Support Services and Programs

The key focus areas for Student Support this year include assessment, differentiated instruction, resiliency, and the pyramid of intervention.

Assessment – the priority in Yukon is that all students who enter our system will successfully complete their education with dignity and purpose, well prepared to enter the next phase of their lives. The purpose of assessment, whether it is the assessment of student academic performance, or the assessment of the conditions for learning, attendance, behaviour or cultural indicators, is to provide information that can be acted upon to improve student outcomes. Our assessment framework endeavours to create an easily understood picture of the aspects of assessment used by Yukon and the need to integrate classroom, school, and Department assessment data to create a picture of our learners, their strengths and challenges as well as the environment in which they learned. Classroom assessment is the key component and can be used to help inform instruction; provide feedback to students, teachers, and parents and assess progress. This kind of assessment is called formative assessment or assessment for learning.

Differentiated Instruction — our focus will continue to be on improving teaching and learning at the classroom level. Differentiated instruction involves adjusting (adapting or modifying) teaching and learning to better enable students of various abilities, interests and special education needs to successfully complete the curriculum. Differentiated instruction can be used for all students to improve their educational success.

Pyramid of Interventions — this year we will continue to implement the pyramid of interventions at each school across Yukon. The Pyramid of Interventions is a framework through which we provide integrated academic and behavioral supports to children within a three-tiered model. Specifically, the framework provides three tiers or levels of support (academic and behavioral) that are designed to support a wide range of learner needs at the school, targeted and individual levels. This framework is directly aligned with our efforts to improve teaching and learning for our diverse student population.

Resiliency Framework — Student Support Services has strengthened its support to students through the addition of a Social Emotional Learning Consultant. Stacy Burnard has moved over from her educational psychologist position to fill this important role. Stacy will support schools and school counselors in developing resiliency programs, coordinating workshops such as Wayne Hammond's Resiliency Circle and the implementation of the social responsibility performance standards.

- ✓ Special Education Handbook — the Department of Education is currently working on revision to our Special Education Handbook. Feedback has been provided by a range of stakeholders. Copies should be available for fall 2012.

- ✓ Attendance Initiative — in cooperation with Victoria Gold, Department of Education, Department of Health and Social Services we are embarking on an initiative to improve student attendance in Yukon schools. Each Yukon school will set its own attendance target using base line attendance data (fall of 2012). The Department of Education is preparing a comprehensive literature review to determine successful practice related to attendance. Focus groups will be held students and family members to gather more personal stories related to why students attend and don't attend school. A Minister's Student Advisory Committee will be re-established to provide guidance on this initiative.

Technology Assisted Learning Unit

YSIS (Yukon Student Information System) is entering its second full year of implementation. In addition to the attendance module on YSIS, the modules for report cards and individual education plans are now used by all Yukon educators. This provides a common format for both report cards and individual education plans, territory-wide. The level of support required by schools has diminished greatly as teachers, counselors and administrators have become more proficient and comfortable using the system over the last two years. It has been a very smooth start-up for schools this year.

Reporting on Student Progress — as requested, copies of "Reporting on Student Progress" have been posted on the YESNet website and the YNet (Department of Education site). A copy for each School Council will be distributed at the fall meeting. *Reporting on Student Progress in Yukon Schools* focuses on formal and informal reporting, roles and responsibilities of the department, administrators and teachers,

iPad Pilot — pilots at Teslin, Ghuch Tla Community School, Eliza Van Bibber and F.H. Collins will continue into this school year. A final evaluation and report was prepared in June, 2012. Mobile technologies will be a principle focus of the new three year technology plan and digital literacy continuum being developed for K-12.

Promethean Interactive Whiteboards — this fall an additional 24 Promethean Interactive Whiteboards will be installed in Yukon schools. Sixty educators will be participating in training leading to certification for using Promethean boards in classrooms in October. In total, we now have over fifty boards installed in schools throughout the Yukon.

Human Resources

Staffing — nine new Principals and Vice Principals joined the Yukon Schools Administration Team this year. In preparation for leadership roles the Department of Education is providing orientation and extensive mentor support for each new administrator. We also will continue to use the *Educational Leadership Framework for Yukon Principals and Vice-Principals* that was introduced last year as a guide for professional growth for Principals and Vice Principals as the lead learner, responsible and accountable for quality teaching and learning, in each school.

Staffing allocation formula — a new staffing formula was implemented during the 2010/2011 school year. It was created with the principles of equity, transparency, fairness, predictability, accountability and sustainability. A Staffing Allocation Advisory Committee worked with an external consultant to address the Auditor General’s recommendation that a comprehensive human resources plan be developed. A review of the formula was conducted throughout the past two years through the advisory committee to address shifting student enrolments and addressing student vulnerability issues as they relate to staffing.

✓ Evaluation — as Council is aware the Auditor General called for a comprehensive Human Resources plan including timely and comprehensive evaluations of staff members. Currently the Department of Education is working on addressing the issues around evaluation. Specifically, the main issue revolves around the number of evaluations required in any one year. As Council may be aware all temporary teachers, Year 1 Probationary and Year 2 Probationary teachers need to be evaluated each year. Moreover, all continuing teachers need to be evaluated every three years or be on a professional growth plan. Catholic administration has worked diligently to complete the required evaluations.

✓ Human resources plan — there has been considerable consultation regarding the development of a comprehensive human resource plan. The final review is taking place in September and it is anticipated the plan will be completed in October.

Leave guidelines — at the recommendation of School Councils, the Department of Education has update the leave guidelines and is working with all schools to ensure that the guidelines form the criteria for decisions. A great number of leaves fall under the Collective Agreement subject to operational requirements. In these instances the School Principal takes the needs of the school and the students into consideration before granting leave. These leaves should only be granted when operational requirements permit and are not limited to whether or not a substitute teacher is available, but include several factors such as disruption in contact time for the individual teacher and his/her students and disruption in school operations caused by the total number of staff absences on a given day. We suggest that each School Council publicly state that it supports the Department of Education’s view that places a high premium on the importance of contact time between an individual teacher and the students. There is considerable evidence to support the position that students learn best from their regular teacher. Therefore, operational requirements legitimately include consideration of the total amount of leave a teacher has taken that year.

✓ Principal Evaluation — in the fall of 2011, a committee designed a new evaluation process and sought and received feedback from, School Councils, Principals, First Nations, Senior Management and the Leadership Advisory Committee. The new Principal Evaluation process will be implemented in 2012- 2013 for new principals hired for 2012-13 school year or in the 2011-12 school year. The process will be monitored during the year and reviewed in the winter of 2013.

Facilities Improvement

✓ We continue to work with Facilities and Property Management to ensure work in the Catholic schools is completed in a timely manner. Most of the scheduled capital summer projects were completed at the three Catholic Schools and we will continue to monitor any remaining projects.

✓ New Elementary School Determination for Whitehorse — the Yukon Government is considering constructing one or possibly two new elementary schools to serve the growing demand in the Whitehorse area for the Catholic and/or French Immersion programs, and to a lesser extent, the English-stream program. A consultant has been retained to investigate these issues and provide advice to the Minister of Education. Preliminary consultations were held in May and June with further consultations expected this fall and a final report released at that time.

Johnson Elementary old wing demolition — the demolition of the old wing at Johnson Elementary was planned for the summer of 2012. This old wing demolition has now been postponed and retendered for next year. The primary reason for this decision is that the landfill is not currently able to accommodate the refuse from the demolition. In the meantime, Highways and Public Works' Property Management Division is working on a tender for partial demolition of the connecting hallway and utility services to the old wing. We expect work to commence this fall. Safety is of utmost importance and department officials will work with Property Management to ensure there is minimal distraction from learning activities.

The F.H. Collins Secondary School Replacement project—preliminary site work has continued and the school gymnasium is scheduled for deactivation beginning March 2013. Students will make use of local facilities and other schools until the new school is open. The Yukon Government will begin preparing a construction tender in the near future. The school design reflects the recommendations from the *One Vision, Multiple Pathways Secondary School Programming Review Report*. A celebration is also envisioned prior to the closing of the gymnasium in March to celebrate the life of the school and all the students that have attended F.H. Collins Secondary School. The new school is scheduled to open for classes in fall 2015.

FADS (Fashion, Art, Design School) — there has been considerable student interest in FADS at PCSS. Renovations are underway to improve the facilities for students and staff in the FADS room at PCSS. Renovations include removing a wall and upgrades to electrical. Teachers, school administration and the Department of Education have worked cooperatively to adjust master timetables, provide classroom space, budgets and teaching FTE to make this program available to students from across Yukon as part of our experiential education programming in Yukon.

Conclusion

Everyone at the Department of Education looks forward to working with each of you this year. We are here to offer our assistance and to support your efforts in improving success for each learner. First Nations language and culture will remain essential in Yukon curricular support to ensure that all Yukon learners know their history and context. An emphasis on vulnerable learners will be a priority in addressing the vision for healthy communities. With the support of our dedicated staff, our students, parents, First Nations and all community members, Yukon is positioned to be a leader in education in the country.

Thank you
Mahsi cho (GWICH'IN)
Mähsi' cho (HÄN)
Sógá sénlá' (KASKA)
Shäw níthän (SOUTHERN TUTCHONE)
Máhsin cho (NORTHERN TUTCHONE)
Gùnèlchish (TAGISH)
Gunalchîsh (TLINGIT)
Tsin'jj choh (UPPER TANANA)
Merci

Submitted on behalf of Superintendents P. Prysruk, G. Storey and M. Woods.

Catholic Education Association of Yukon (CEAY)
AGM
Tuesday, September 25, 2012

Summary Report

- All members of the three Catholic school councils are members of CEAY and the executive consists of two members from each council. This past year, the executive members were Monica Lauer and Val Royle from CKES, Maureen Long and Rosanna Goodman from HFES, and from VCSS, Dianne Tait and Lori Choquette until November 2011, and then Paul Flaherty replaced Lori on the executive. Val Royle replaced Lori as chairperson from Nov. 1, 2011 to Sept. 9, 2012. After the elections, October 1st, 2012 a new executive and chairperson will be appointed by the three Catholic school councils.
- Katie Shewfelt has been secretary treasurer for the association this year. She has prepared the financial report for this AGM.

Highlights of activity for 2011/12 include:

The main activity for CEAY this year was to embark on a strategic planning process and this included a review of the mandate. At last year's AGM, we were introduced to Jennifer England who was the facilitator for the strategic planning process.

In the previous strategic plans (Circle of Caring 1 in 1993 and Circle of Caring II in 2004), goals were established for a ten year period. This current plan, Circle of Caring III, will cover the period 2012-2017.

There were several meetings in the planning process to discuss mandate, terms of reference and goals. One of the meetings, World Café style, was held at Vanier Catholic Secondary school on Saturday, Nov 26th to discuss with a broad range of stakeholders in the Catholic schools. Members from school councils, parents, teachers, administration, and parishes were in attendance to discuss possible areas for goals and then this information was summarized and narrowed down to three goals.

The three goals of Circle of Caring III are: modernize and grow Catholic school facilities; strengthen our northern model of Catholic education, and strengthen our CEAY governance model. The plan provides a framework to meet student needs in the Catholic learning environment while honoring the unique cultures and needs of the three schools reflected in their own individual school growth plans. Circle of Caring III was finalized at the April 11th CEAY meeting and it can be found on the CEAY website:

<http://www.ceay.ca/>

Respectively submitted,

Dianne Tait
CEAY member

Catholic Schools of Whitehorse School Councils AGM
Tuesday Sept. 25th, 2012
Report from the Office of Religious Education
Submitted by Mark Connell

The Office of Religious Education provides support to the Catholic Schools of Whitehorse in their mandate to provide a model of education that is infused with the light of faith.

Welcome to the very talented Daryl Shepard, the new Office of Religious Education Coordinator for Vanier. A special thank you to Shanon Cooper for all of her work for the Catholic Schools of Whitehorse as the Religious Ed Coordinator for CKES and Holy Family.

Reflecting on 2011 - 2012

- Significant changes occurred in the Office of Religious Education last year with a restructuring of the Senior Religious Ed job description (more school based) and negotiations with the Department of Education to fund an Executive Director position for the CEAY. Collection of Religious Ed fees are now school based.
- Fall 2011 PD Day on the Family Life Tradition of the Church sparked lots of reaction. A task force of teachers was struck to examine family life programming and curricular outcomes. After two collaboration days the task force tabled a report with the Bishop (May 2012) outlining draft curricular outcomes from Kindergarten to Gr. 12. Thanks to the teachers who volunteered their time for this project.
- Throughout the 2011 – 2012 school year the Department of Education has been very supportive of the Office of Religious Education
 - Funding PD and curriculum work (Family Life Program)
 - Department presence at Strat Planning.
 - Supporting and funding a fully functional Catholic Schools Resource library
 - Very positive and supportive relationship with regards to policy clarification, media work and kindergarten admissions procedures.

(Thank you Mike Woods for his continued support and advocacy)

- CEAY Strategic Review – Thank you to everyone who participated in the process. Special thanks to the leadership of Val Royle in moving things forward and the facilitation of Jennifer England. The Strategic Plan sets the priorities of the CEAY for the next 5 years. It is available on the CEAY website.

Future Priorities (from Strategic Planning Process and Feedback from Staff):

- As discussed during Strat Plan, there is an immediate need to facilitate a conversation on what it means to be a Catholic School in the Yukon in 2012 involving all stakeholders. It is essential that parents, teachers, students, the Parish, Pastoral Staff in the Diocese, are on the same page, united and 'on

capacity in this regard – What are our priorities as Catholic Schools? What values inform our decisions and policies? How do we see evidence of this on the ground? How are all of the partners in Catholic Education empowered by this vision?

- Also from Strat Plan discussions, there is need for input from all stakeholders (see above) on formulating a Pastoral Plan for the Catholic schools of Whitehorse. Need for a conversation about common approach in all schools to sacraments, sacramental preparation, Eucharistic celebrations, (etc.) that informs practice in the schools. Some questions to wrestle with: Eucharist in the schools, what are the immediate pastoral priorities?, etc,
- System wide transparency / consistency in hiring practices. Clarity here is essential (staff morale, support for Catholic Ed. in community, division with the community). Do we only hire Catholic teachers? Are only Catholic applicants considered for permanent positions? Clarification in policy on who participates in interviews for which positions. What are the criteria for leadership positions in Catholic Schools?

Event Highlights:

- CSOW Food Drive Fall 2011. Collection this year is on Oct. 3rd. New format this year with other schools helping deliver bags and notices 1 week before. *630pm Food Bank*
- Bible Distribution Celebration in Elementary Schools.
- Very successful delivery of retreat program at VCSS and Gr. 7 (CKES and HF).
- Implementation of school wide liturgical celebrations - Opening Celebration, Thanksgiving, Remembrance Day, Advent Mass, National Day of Remembrance and Action to End Violence, Christmas, Epiphany, Ash Wednesday, Lent (Stations of the Cross), Lenten Speaker Series, New Life Mass, Grad Mass and End of School Awards.
- Share the Spirit Program supports 40 families throughout Advent.
- THINKfast 2012 – Over 50 participants!
- Numerous staff participated in Fr. Claude's silent retreats.
- Two CSOW Youth Masses
- Dominican Republic Exposure Program April 2012.
- Planning for PD for CSOW – April 2013 – David Wells: Beyond Distinct – Working Towards Authenticity in our Catholic Schools



Roman Catholic Diocese of Whitehorse

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Report of the Catholic Episcopal Corporation of the Diocese of Whitehorse to the Annual General meeting of the Catholic Schools in the Diocese of Whitehorse

Thank you to those who have served on school council for Vanier, Holy Family, and Christ the King these last two years. Your participation and leadership is vital in keeping and promoting the authentic and specific identity of the Catholic schools in the Diocese of Whitehorse.

The three school councils working collectively as the Catholic Education Association of Yukon (CEAY) took on the project of visioning short and long term goals for Catholic Schools of the Diocese of Whitehorse. This project is not complete but well on the way and has once again been an example of the strength and capacity of working in communion for the good of the mission of our Catholic Schools. This mission is found in the “mission statement” and “values statement” of the Catholic Schools registration package and signed by every students’ parent/guardian. This mission continues to provide direction for the very reason and fundamental character of Catholic Education.

Our Holy Father, Benedict XVI has invited the whole Church to a “year of faith”, beginning October 11, 2012 to commemorate the 50th anniversary of the opening of Second Vatican Ecumenical Council and the 20th anniversary of the publishing of the Catechism of the Catholic Church, This provides our Catholic schools with the graced opportunity to be renewed in the evangelizing mission and authentic witness to the truth and beauty of the Catholic faith, which is at the service of the whole of humanity.

Observations and results over the last year:

1. The student admission policy after being updated and reviewed has served the schools well with increased pressure for space for Catholic children. The admissions policy has also given some assurance to the public schools or non Catholic schools that we follow a policy of admission that respects their right to exist and the value of their educational endeavor. In some very real ways the admissions policy is an aspect of justice preserving the jobs and student base of secular schools in a publicly funded school system.
2. The Hiring policy for the Catholic schools and public schools continues to need work. The work is slow and complex. The whole Education system in the Yukon continues to live with the effects of being slow in analyzing and addressing the teaching assignments for the upcoming year, which puts the schools at a disadvantage when recruiting. However, there has been some

improvement and the Department of Education has been helpful in moving up some time lines and enhancing the pastoral reference process in a timely way.

The policy of preferred hiring of practicing Roman Catholics for indeterminate positions, and as much as possible for temporary positions, continues to improve with year round advocacy and recruiting for our schools by the Bishop across Canada.

3. The Bishop was part of the facilities and building needs review carried out last spring for all the schools in Whitehorse by consultants working for the Department of Education. The report has not yet been received.

4. Last May, the Administrators, Vanier Council Chairperson, Directors of Religious Education and CEAY Chairperson were invited by the Bishop to review and to give comments on the guiding policy for the pastoral care to young people experiencing same sex attraction. This is part of the already existing policies of safe and caring learning environments for every student present in our schools.

“Living with Hope, Ministering by Love, Teaching in Truth” This document will soon be promulgated and discussed during an in-service day scheduled for November 20, facilitated by Dr. Moira McQueen, (director of the Canadian Catholic Bioethics Institute) and Dr. Josephine Lombardi (St. Augustine's Seminary, Toronto).

Finally, a word of thanks to those parents who choose a Catholic Education for their children when so many choices are available. Your choice is a witness to the inherent values of the Catholic faith which you want transmitted to your children, not just in a religion class but throughout the whole curriculum and ethos of the Catholic School.

May every grace and blessing be with all who are participants in our Catholic Schools. May the year of faith be a fresh opportunity to meet Jesus Christ and deepen that relationship with the one who has saved the world and redeemed humanity to live as children of God’s kingdom, of truth, justice and peace now and forever in the fullness of eternal life.

Most Rev. Gary M. Gordon
Bishop of Whitehorse

September 25, 2012