

Vanier Catholic Secondary School Council
Wednesday, April 17, 2013
VCSS Library
7:30 pm

Minutes

Attendance

Members:

Paul Flaherty
Dianne Tait
John Berg
James Mooney
Terry Prenolso

Secretary/Treasurer:

Yolande Cherepak

School Administration:

Ed Frison

Guests/Parents:

Pam Hall
Daryl Sheppard
Sandra Orban
Ralph _____

1. Opening Prayer

Paul opened the meeting with the Our Father.

2. Adoption of Agenda

Moved by Terry, seconded by James to approve the agenda with the following additions: *Math requirements for trades programs*, and *Confirmation of number of teachers requesting a transfer*.
Carried.

3. Adoption of February 20, 2013 Minutes

Moved by Terry, seconded by James to approve the minutes with the following changes/additions:

- Item 12. The purpose of *this initial* meeting is to clarify, *in advance of a meeting with the entire school council*, what specific instances the parishioners have concerns about.
- Item 13. Changed 'closed' to '*confidential*'.

Carried.

4. Adoption of March 27, 2013 Minutes

Moved by John, seconded by Terry to approve the minutes with the following changes/additions:

- Correction of guest speakers' names, including spelling and addition of surname.
- Addition to James Mooney's comment about how Council "*is still looking for parents to participate in the School Growth Plan*".

5. Business Arising from Minutes

CEAY Executive Director position: John referred back to his question from the February meeting whereby he asked Terry who would be on the hiring committee for the CEAY ED position. Terry replied that there was a volunteer from each Catholic school council, plus Daryl Sheppard, the Religious Ed Coordinator.

School Growth Plan: James asked if there has been further interest from parents to come to the meetings.

March 27 meeting: John had wanted the school principal and vice-principal to sit at the table with Council during this public meeting, and asked why they didn't. Ed replied on his own behalf that he didn't feel comfortable going up to the front.

6. **Principal's Report**

Ed highlighted items from the Principal's Report (attached) and there was additional discussion as follows:

2) Education Week: Daryl gave a summary of how the 'End Homophobia Now' campaign is going. He is talking to students class by class and half of the students have been reached so far. He is talking to the students about the intrinsic value of each person, how to address homophobia in the hallways if they see it, and which of the teachers students can approach if needed. Designated teachers are: Sylvie Hamel, Kyle Janzen, Mia Richards, Mark Connell and Daryl Sheppard. The campaign will be complete by the end of the week.

3) School Growth Plan: Ed submitted a report on behalf of Kyle. The report said: "The SGP Team started meeting in Feb/Mar. We enlisted a couple of grade 11 students, Sadie Pater and Arron Brandt, to provide input into the objectives that measure our movement toward the goal of increasing student engagement. We have also had participation from Sandra Orban, a parent; Jamie Mooney, Terry Prenoslo, and Dianne Tait, school council members; Marcia Lalonde and Bill Willoughby, teachers; with Mia Richard, Daryl Sheppard, and Barb Bergsma. We will look to expand student and parent participation. Our examination of the markers toward a measure of our goal continues."

4) Yukon Outdoors (A.R.T.S.) Program: This new program includes four courses, including the mandatory English class which will take pressure off students doing all three mandatories in one semester. Students will also get extra certification which they can include in their resume. This program will provide students the opportunity to stay at Vanier as an alternative to going into the Wood Street outdoor program. Min. participation will be 10 to 12 students to run the program. Max. participation will be 16.

Ed asked for Council's feedback on this program. Council responded positively. Terry referenced the success of the Grade 11 Globe program. James suggested adding a Cold Water Rescue training, having higher-level certification in a Grade 12 course in the future which could parallel this program, and how this kind of program would be valuable for work opportunities after high school. John said that hiring a good instructor will play an important part in the success of the program. Ed mentioned that the full complement of Grade 10 courses will still be offered in addition to this program.

Music: Ed said that Kim Hart will be the music teacher next year and he is trying to see if he can have Ms. Deo involved in the music program again.

5) Exterior Graffiti: The school will be painted when the weather is warmer. Ed hasn't heard back from the RCMP.

6) Students Awards Criteria: This information is now on the website, in addition to the Religion curriculum.

7) Student Discipline Policy: John asked where the information on suspensions is being kept. Ed replied that all that info is kept at the school during the school year, then the records are wiped clean at the end of the year.

Staffing: Ed reported that eleven teachers are currently asking for transfers. Paul asked when Council will be able to look at the staffing plan so that it can be reviewed before it goes to Yukon Education. Ed thought it should be complete in May.

7. **School Growth Plan**

Refer to Principal's Report, item 3.

Ed said he would submit a revised timetable at the next Council meeting.

The next SGP meeting is May 1st. The working group is working on a draft for the beginning of May and may look for an extension. The draft will go out to everyone, including Judy Arnold (Yukon Ed), possibly by May 15th. Council would like to review it before it is finalized.

James talked about the model of multi-grade homerooms in order for students to build comfort and make friends. Ed said that they have looked at that model and see many benefits however there is some concern how this may affect attendance if students don't find this homeroom time meaningful. The school will need to justify this time as instructional. There was a short discussion about grouping the school student population into teams such as at Vandez-vous for pep rallies and other activities in order to boost school spirit. It was suggested that this could be further discussed through the Student Growth Plan.

8. **Other**

School Calendar

Paul noted that there is still a 9-day discrepancy between each term in the high school calendar. Ed talked in more detail about the professional development days and BC exam schedule.

There is a possibility of moving the exam dates earlier to the period of January 22 to 27th which would help better balance the terms. January 27th seems to be an exam date that is not flexible.

The third Pro D day has been tentatively scheduled for May 16th as this coincides with PC and FH Pro D days. This day may still change in order to fit the teacher schedules of all three Catholic schools.

James asked whether the government considered the 5 day + 2 day March Break option. Ed replied that for this upcoming school year, March Break will be two weeks but there is potential for a change in future years.

Ed is hoping to have the final school calendar by May 5th or 6th.

The X Block/PLC time may need to be restructured.

Teacher Leadership Framework

Council has not provided any input.

Action Item: Paul will check with Lori Choquette to see if Council still needs to provide input.

Bishop's Written Vision of Vanier

The Bishop submitted his written vision of Vanier which is: The Catholic Schools of Whitehorse Mission Statement and Values & Beliefs documents.

John was wondering if Council should review these documents. Paul suggested Council wait to see how Council's Roles and Responsibilities are defined and these should be ready before the beginning of the next school year.

James suggested that it is perhaps more an issue of how the Mission Statement and Values & Beliefs are applied and implemented, rather than their content.

At this time, Council discussed the hiring of the Facilitator. Terry suggested that it would be important for Council to know more information about how the Facilitator would be proceeding including: scope, timelines, mandate, results and who is being engaged. Council agreed that this is an important and critical process.

Action Item: Paul will contact Val Royle for more information about the Facilitator.

Declining Student Enrolment

The Yukon Education's Data Analysis Coordinator has not yet provided Ed with data about where Vanier students may be going when they leave the school. It was suggested that this could be important information for the SGP.

Action Item: Paul will contact Mike Woods and Lori Choquette for this information.

Getting Back to Academic Focus

John is concerned that there has been no discussion about academics in this past school year. Council replied that there has and discussions followed:

Council discussed French Education and how the Department is going to clear up the scope of French education from elementary to high school.

There was also a discussion about religious education and how, two years ago, the Grade 8 religion class changed from a term course to a year-long linear course which doubled the class time. Ed noted that all five mandatory classes have been used as a benchmark of academics over the past years.

Paul asked if there was a way to determine if there has been an increase or decrease in academic levels recognizing that class cohorts can affect these levels. Ed replied that it would be difficult to assess but this question can be addressed through the SGP.

Vanier – A Community School

John asked that the school be returned to what it was three years ago. He stated that Vanier is a community school and should be inclusive. Paul agreed and also affirmed that Vanier is also a

Catholic school. Council discussed how to acknowledge and show appreciation for the school community (teachers, administrators, staff, parents).

Action Item: Paul will draft a letter addressed to the Vanier School Community on behalf of Council. The letter will be circulated to Council members for review then posted on the school website and at Vanier.

James also suggested that school council members should be more identifiable such as is the case at CKES.

Action Item: James will print the Council member photos and these will be posted in the Vanier foyer along with the latest council minutes which Yolande will provide the school.

Community Meeting to Review Draft Implementation document

Council discussed the need to confirm a public meeting date to review the document when it is ready in order to give all three Catholic school communities advanced notice. Paul has asked Val Royle to confirm the date.

Financial update

Yolande gave a financial update:

Bank balance at the Feb 20th meeting was \$5,728.56.

Bank balance as of April 17th is \$4656.06.

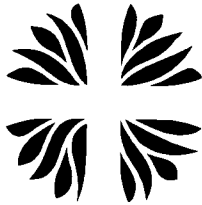
Book balance, which includes the \$1000 grad gift, uncashed cheques, and this meeting's honorariums, is \$3098.56.

Motion: That Council donate three - \$100 prizes for Safe Grad. John moved. James seconded. Carried.

School Council Conference

The conference begins tomorrow. Some council members will drop in on some sessions.

Meeting adjourned at 10:05pm.



Vanier Catholic Secondary

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www.vcss.ca

Edward Frison, *Principal*

Kyle Janzen, *Vice-Principal*

School Council Meeting
April 17, 2013
Principal's Report

1. Activities and Events

- See attached calendar

Highlights - Party Program for Gr. 9's; April 4, 11, & 18
- Grade 12 career Fair at Yukon College; April 9
- Sled Ed Trip; April 10-13
- Geology 12 trip to Keno Hill; April 17-18
- Term 3 ends; April 19
- Education Week; April 14-19
- David Wells conference; April 25-27

2. Education Week April 14 – 20, 2013

- Part of the activities for Education week include the “End Homophobia Now” campaign, as well as a Youth Mass at Sacred Heart Cathedral on April 14th. After the Mass there were be displays downstairs from all three schools. We provided a slide show highlighting life at Vanier which is on display at the DOE during the week. Our Grade 8's attended the CYFN activities on Monday afternoon.

3. School Growth Plan

- Please see attached *(an updated summary will be sent out Wed.)*

4. New Program Offering

- See Attached for ARTS
- Music – We will offer Concert Band as a class external to the timetable. Grade 8 and 9 will be Junior Concert Band and the Grades 10-12 will be Senior Concert Band. We will offer Music Appreciation and Rock Band to the Grade 8's and 9's as electives and, along with Vocals, to the Seniors during lunch.

5. Exterior graffiti written on our front entrance outside “Public Sch” was done on March 16 at 11:23 pm. Security cameras caught 2 individuals on tape which has been sent to the RCMP. A work order was submitted to Property Management on Monday, March 18 and was painted over within 1 day.

6. Student Awards Criteria

- Please see attached

7. Student Discipline Policy

- Please see attached

April 2013

Activity Calendar

Mar 2013							May 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2					1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	
31													

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar 31	Apr 1	2	3	4	5	6
	9:00 AM Easter Monday - School Closed	3:30 PM Staff Meeting	8:45 AM SBT Referral Meeting (Admin and LA Staff) 3:30 PM School Growth Plan Meeting	All Day Event PARTY program Gr. 9	2:00 PM X-Block - 4	
7	8	9	10	11	12	13
		9:00 AM Career Day for grade 12's 3:30 PM Junior SBT (Interested Teachers, LA, Admin)	8:45 AM SBT Referral Meeting (Admin and LA Staff) 10:00 AM Sled Ed Trip to Haines Pass	12:00 AM Sled Ed Trip to Haines Pass All Day Event PARTY Program Gr. 9	12:00 AM Sled Ed Trip to Haines Pass 2:00 PM PLC	
14	15	16	17	18	19	20
11:30 AM Youth Mass		9:00 AM Please Start Report Cards	8:45 AM SBT Referral Meeting (Admin and LA Staff) 9:45 AM Staff Eating 7:30 PM School Council Meeting	All Day Event Geology Trip to Keno Hill All Day Event PARTY Program Gr. 9 7:00 PM School Dance - 8	9:00 AM Term 3 Ends 2:00 PM X-Block - 5	
21	22	23	24	25	26	27
	All Day Event Term 3 Report Cards Due - Don't forget failure reports All Day Event Term 4 Begins		8:45 AM SBT Referral Meeting (Admin and LA Staff)	7:00 PM Catholic Schools Conference	9:00 AM Catholic Schools Conference 2:00 PM PLC	8:00 AM Catholic Schools Conference
28	29	30	May 1	2	3	4
		1:00 PM Live Your Passion 3:30 PM Dept. Head Meeting	8:45 AM SBT Referral Meeting (Admin and LA Staff)	11:00 AM MADD ASSEMBLY	All Day Event CARMACKS RUN 9:00 AM Gr. 11 Retreat 2:00 PM PLC	

YUKON OUTDOORS

(Adventure, Recreation, Tourism, and Safety)

...Know Before You Go

Yukon Outdoors is a program designed for students who have a strong interest in outdoor recreation. It is an experiential approach to Social Studies 10, Physical Education 10, English 10, and Field Studies 10.

The program is designed to assist students in developing the necessary skills to help them gain employment in the eco/adventure tourism industry and/or outdoor recreation.

Objective:

Students will attend Yukon Outdoors full time, Monday through Friday for an entire semester. The objectives of the course are to provide students with exposure to a variety of outdoor pursuits and experiences, while introducing them to a range of technical skills and decision making required for work in wilderness settings. Students will practice and develop leadership skills in an outdoor environment as well as complete certifications required to work in the eco/adventure tourism industry.

The advantage to this style of learning is the amount of direct, experiential involvement with the curriculum students achieve. It is not classroom based, but experiential based.

Course Descriptions:

Social Studies 10:

Students will navigate the curriculum from the perspective of early settlers to the various regions of Canada. Through activities such as hiking and canoeing, they will experience first-hand the trading routes used by both First Nations and Europeans throughout Yukon.

The Geography portion of the curriculum will be taught entirely in the out of doors.

English 10:

This course provides students with an introduction to the meaning of tourism through the development of brochures and advertisements

catering to a diverse audience and clientele. In addition to studying literature on outdoor related themes, students will complete essays, reports, and journals in preparation for the provincial exam at the end of the semester.

Physical Education/Outdoor Pursuits 10:

Students will fulfill their PE 10 requirements by being involved in a variety of active pursuits ranging from daily excursions on foot, bike, snowshoe, or ski. Students will also be active on multi-day trips ranging from 2-6 days in length.

This is turn will help open the door to future employment in the outdoor recreation field as well as provide students with valuable decision making and safety skills to enjoy the outdoors on a personal level.

Field Studies 10:

Field Studies is a credit course in which students receive hands-on experiential learning with the curriculum. The "Safety" component in this program is demonstrated in this course. Students will receive proper training and certification in the following:

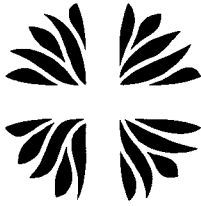
First Aid & CPR Level C

Raft Guide Training

Avalanche Safety Training Level 1

River Rescue

Canoe and Whitewater kayak Level 1 (time permitting)



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Honour Roll – Grade point average of 3.0 or better with no “F” or “I” achievement indicators and no more than 1 “N” work habits indicator.

Principal’s Honour List – Grade point average of 3.6 or better with no “F” or “I” achievement indicators and no “N” work habits indicator.

Special Merit Award – This award gives recognition to the students who have worked to the best of their abilities as indicated by achieving a “G” or “E” work habits indicator in all courses.

Students are recognized at each reporting period with a stamp in their report card and a posted list in the school. If a student is able to achieve any of the above for at least 3 out of 4 reporting periods, they will receive a certificate proclaiming their achievement.

GPA is calculated via the following table:

Percentage	Letter Grade	GPA Rank
86 – 100	A	4
73 – 85	B	3
67 – 72	C+	2.5
60 – 66	C	2
50 – 59	C-	1
0 – 49	F	0

School Expectations and Behaviour: Building Our School Community

Our school community provides our students with an education within an environment formed by Gospel values and the teaching of the Church.

Our Gospel values and beliefs create the framework for our school expectations, enabling us to interact with each other in a positive and supportive climate.

1. You will demonstrate respect for yourself, for others and our school building at all times.

This means:

- Treat other students and teachers as you want to be treated.
- Be friendly and courteous to school personnel, including visitors you meet.
- Use appropriate language in classrooms and corridors.
- Treat other people's property and the school building with care.

2. You will take an active role in classes, being prepared and completing all assignments on time, as requested, to the best of your abilities.

This means:

- use class time effectively and maintain a positive learning environment by listening to instructions without interruptions and working diligently.
- raise your hand, if requested, and address teachers and peers in a respectful manner, using appropriate language.

3. You are responsible for the care of your school supplies, all school-issued textbooks and library books. You or your parents must pay for lost or damaged books.

- Students will attend school in modest dress similar to what is expected for casual employment. Outfits will not be suggestive, provocative or unsuitable.

Examples of inappropriate dress include:

- Hats or toques
- Clothing that reveals undergarments;
- Tank tops, spaghetti straps, tube tops or clothing that exposes midriffs;
- Skirts or shorts of immodest length; and
- Clothing items with references to liquor, drugs, sexuality or other inappropriate messaging.

Presentable dress is at the discretion of the staff and administration. If you wear clothing deemed to be inappropriate, you will be asked to change outfits or cover up.

- While we fully understand the value of modern technology and personal electronic devices, the school reserves the right to limit their use. Acceptable use of these devices is at the discretion of the classroom teacher and will depend on the applicability of the device in that class. General use guidelines are:
 - Use of portable music players during breaks not during class.
 - Use of cell phones only during breaks. Voice calls should be made outside of the school building.
 - Parents should contact the main office if needing to contact their child so as to respect the guidelines of the policies listed above. Please do not make phone calls or send texts while classes are in session.
- We are a non-smoking school community. Students are not allowed to smoke on school property. At the same time, we do not intend for students to head off-property to the market areas to smoke. Cigarettes and other tobacco products are not to be seen on school property. Every effort is made to discourage smoking.
- Skateboarding is an activity that requires helmets and good common sense. Skateboard Bylaw and Regulations within

the City of Whitehorse govern where you can skateboard. Skateboarding is not allowed, through bylaw regulations, at Riverdale Plaza, Riverdale Baptist Church and Rendezvous Plaza. Helmets must be worn when skateboarding on school property.

We strive for excellence. Our school expectations are designed to produce a positive learning environment. Every student has the right to be part of a healthy and happy school community; however, rights come with responsibilities.

Duties of a student, as specified in the Yukon Education Act (1991):

- Respect the right of others
- Attend school regularly as required by this act
- Arrive punctually for each session of school
- Observe the rules of the school
- Pursue in a diligent manner the course of study and carry out learning activities as may be required by a teacher
- Return any school books or apparatus on loan when required to do so by a teacher or principal, and
- Refrain from damaging or mutilating any school property.

Behaviour Expectations and Discipline Policy:

Behaviour infractions are considered in six different categories:

- Use of illegal substances – alcohol and drugs,
- verbal disrespect towards teachers or other persons in authority,
- verbal disrespect towards peers and students of other school communities,
- physical aggression, either in “play” or in anger, including bullying and harassment
- damage to or destruction of school property
- behaviours related to the safety of self and others

All student infractions are recorded at the classroom level, at the Office or both. Discipline files are kept on all students who are seen by the Administration, whether or not parents are involved. If problems have developed because of emotional problems of a confidential nature, the

counselor keeps records as well. In most instances, we follow these procedures to resolve problems:

- resolution between teacher and student, since these behaviours indicate poor judgement and the need to learn a better alternative;
- resolution between teacher, student and parent or student, parent and counsellor, when behaviours interfere with the learning environment and the proper functioning of the school;
- If the situation is serious and the behaviour issue not resolved, the administration becomes involved.
- If incidents are repeated or of a serious nature, we use in-school suspension [with parental support] or dismissal from school for no more than 2 days. If the incident is very serious [physical abuse, alcohol or drugs], we use suspension from school. The RCMP are involved in the resolution of all illegal student activities. This is pursuant to the Education Act Section 41(1); *A principal may suspend a student for a period not exceeding 10 school days for any breach by the student of the duties specified in the Education Act.*
- Within our school community, incidents of damage or destruction are rare. When they do occur, the students pay for the damages, repair the damage themselves, if applicable, or provide school community service. This is always done with parental support.
- Verbal disrespect to a teacher includes not working within the class environment. These issues are resolved through discussion with teacher, student and administration, who may involve parents at the first stage. The consequences range from detentions after school, being deprived of specific class activities, or dismissal with a requirement for parents to meet with the Administration before admittance back into class.
- Considerable time and energy are invested to resolve interpersonal difficulties. Conflict resolution and anger management lessons in the classroom help, as do Family Life units that focus on

interpersonal relationships and the development of good, strong personal and communication skills.

- There are consequences for physical aggression. The severity of the consequence depends on the nature of the incident, the people involved and the background of the incident. We respond to our students in a fair and consistent manner to enable them to learn from their mistakes and to change their behaviours.
- Within our school community, zero tolerance implies that there is no acceptance of physical or verbal abuse towards peers and adults. If there is abuse, there are consequences. It should not necessarily warrant immediate suspension from school of the parties involved. We believe that there must be a clear understanding of the nature of the incident and the people involved, as well as a good understanding of the background issues.

It is our belief that aberrant behaviours are not the norm. We strive to maintain a standard of 'discipline with dignity'. That is, we will treat each case individually and make every attempt to discipline fairly with the desired goal of restitution. Restitution is not limited to material goods such as a broken window, but includes the more important aspect of restoring broken relationships. Discipline is only effective if the individual is able to understand the break in relationship, the necessity of repairing it, the need to pay for damages as well as the necessity of changing that behavior. Hopefully, restoring dignity to all parties will be a natural outcome.