

# Circle of Caring IV

**Strategic Plan 2017-18**

Whitehorse, Yukon



Catholic Education Association of Yukon

**CEAY**



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## **Abbreviations Used in This Document**

CEAY	Catholic Education Association of Yukon
YCS	Yukon Catholic Schools
CECW	Catholic Episcopal Corporation of Whitehorse
YE	Department of Education, Yukon Government
CKES	Christ the King Elementary School
HFES	Holy Family Elementary School
VCSS	Vanier Catholic Secondary School.
ACSTA	Alberta Catholic School Trustees' Association

## **Note to Reader**

*Circle of Caring IV* is a lengthy document with much information provided in order for the reader to gain a good understanding of how it evolved. In the interest of preserving the history of Catholic schools in Yukon, Section A. provides information on their beginnings over a hundred years ago and follows their progression, along with the background and current status of CEAY. To be open and inclusive about the strategic planning process, Section B. details information that came out of each step in the process culminating in *Circle of Caring IV*.

# Executive Summary

**Circle of Caring IV** is the strategic plan developed in school year 2017-18 to help guide the Catholic Education Association of Yukon (CEAY) and Yukon Catholic Schools (YCS) in working with parishes to provide a Christian learning environment within the context of the Roman Catholic Church. The plan was shaped by:

- the thoughtful responses of 181 students, parents, teachers and parishioners who participated in a survey that asked what YCS do well, what could be improved; and
- the deep reflections of approximately 35 people - parents, teachers and administrators, clergy and CEAY members - who candidly and respectfully shared perspectives, observations and suggestions over a series of in-depth discussions of strengths, challenges, opportunities, goals and objectives.

Overall, the discussions reflected interest in building on YCS' strengths highlighted through the survey and discussions, such as:

- a strong sense of school community and a school environment that offers a strong academic program, religious education and faith formation opportunities, in a learning environment that welcomes students of different faiths;
- highly professional teachers who are caring, committed and respectful;
- a focus on developing the "whole student" and engaging and nurturing students in their education and their faith journey;
- a focus on developing awareness of global and local needs and responding through school-based and community-based outreach.

The goals developed through those discussions will help guide CEAY and YCS in continuing to focus on delivering a strong education program, facilitating the school/Church connection and working with others in addressing facility issues and the potential to grow.

**Goal 1. To foster staffs' efficacy in ensuring a distinctly Catholic learning environment.**

Objective 1.1 To provide on-going opportunities, resources and support for teachers.

**Goal 2. To continue building stronger relationships and connections between our Catholic schools and the Church.**

Objective 2.1 To actively seek opportunities to work collaboratively within the Catholic school community.

Objective 2.2 To celebrate all staff in their commitment to Catholic education.

**Goal 3. To continue building understanding of Catholic education within Yukon.**

Objective 3.1 To create a communications team by December 31, 2018.

Objective 3.2 In 2019, the communications team will develop a plan for addressing issues of interest and concern.

**Goal 4. To monitor and advise on the capital needs of Yukon's Catholic schools.**

Objective 4.1 To work with administrators to establish a building advisory committee composed of representatives from each Catholic school.



# Circle of Caring IV

*“It is only when the family, the school and the parish work in harmony that a true Christian community is established.”<sup>1</sup>*

Catholic education experiences its greatest success when the family, the school and the Church stand firmly together and maintain a continuous circle of caring around our students. The community’s fundamental focus must remain on students. Everything we do needs to be about them. **“Circle of Caring”** was the title given to the first strategic plan for Yukon Catholic Schools because it aptly defines what a Catholic school community ought to be.

Education in Yukon, as in every other territory, reflects its people, their history and their values. It takes place in the context of community and all partners have a contribution to make. Yukon was built on the involvement of aboriginal peoples and immigrants. Over the span of many years, the territory forged its own brand of education. It is a unique combination of intellectual pursuits and ‘hands-on’ learning. The emphasis is on the development of the whole child and attention is given to the intellectual, physical, aesthetic/creative, emotional/social and spiritual development of students.

The Catholic school is a distinctive faith community that promotes a Christian worldview. It respects the family’s primary role in developing faith, morals and ethics and serves to support families in this work. Through prayer, Christian witness, Catholic teaching and a gospel-infused environment, the school presents the life and teachings of Jesus Christ as the ideal.

## Section A. Background

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### A.1. History of Yukon Catholic Schools

#### *Early Beginnings in Dawson City*

Following the discovery of gold on Bonanza Creek, thousands of gold seekers poured into the Dawson area. In 1898, Parliament passed the *Yukon Act*, which officially established Yukon as separate and distinct from the Northwest Territories. The Act provided for a Commissioner (William Ogilvie) and a legislative council of six to govern the territory. Dawson City, the largest city west of Winnipeg, was designated Yukon’s capital.

Fr. Judge, SJ, the first Catholic missionary to settle in the Territory, was sent from Alaska to Forty Mile in 1895. In response to the Gold Rush fever, he moved to Dawson City where he built a hospital and church at the corner of 1<sup>st</sup> Avenue and 9<sup>th</sup> Street in 1897.

The Sisters of St. Anne answered Fr. Judge’s invitation for missionary assistance by sending Sr. Mary John Damascene, Sr. Mary Zenon, and Sr. Mary Joseph Calasanz (Calasanzus) in 1898. Initially assisting in the administration of the hospital, the Sisters of St. Anne expanded their responsibilities to include education and continued to serve in the Klondike until 1963.

In 1898, Oblates Fr. Pierre Gendreau and Brother Dumas used mission funds to build a school near the hospital. Sr. Mary Joseph Calasanz became the first teacher of a Catholic school in the Territory when St. Mary's School opened in 1899. She and her assistant Mamie Connor taught the children of all Dawson area residents – gold seekers, Northwest Mounted Police, aboriginal people, entrepreneurs and government bureaucrats. Textbooks came from Catholic schools in Ontario.

St. Mary's School was the only educational institution in Dawson that offered a regular public school curriculum. In keeping with the communal spirit that characterized Dawson, St. Mary's welcomed students from every denomination and race. On November 4, 1899, Dawson's weekly paper, The Klondike Nugget, announced that free classes would begin on Monday, November 6. Ten boys and eight girls were reported to be already enrolled, not all of them Catholic, since the school was to be open to all children. Within a week, the number of students grew to 53.<sup>2</sup>

## **A.2. Consolidating Ordinances**

Commissioner Ogilvie and his Council passed the first Yukon School Ordinance in 1899. They also appointed a special committee to inspect St. Mary's School. "Following a favourable report, the government of Yukon provided the staff the same salary that was being paid to teachers in the public schools of the Northwest Territories. From then on, St. Mary's was considered a publicly supported school."<sup>3</sup>

James Ross, Ogilvie's successor, was instrumental in formulating the School Ordinance of 1902. It defined crucial issues relating to the assessment of land and collection of school taxes, the establishment of public and separate school districts, and the election, composition and duties of school boards. Ross had been in the Northwest Territories' government in Regina during the 1890s when separate school policy was developed. He used his knowledge to bring his Yukon colleagues on side regarding Catholic educational rights. The Ordinance gave the Catholic minority in Yukon the same educational rights as the minority in the Northwest Territories. It granted full recognition to the Catholic school in Dawson.

In 1914, the Yukon government consolidated its School Ordinances. It enabled the Commissioner in Council to make territorial grants to schools. The legislation allowed for the erection of a separate school on condition that there were at least fifteen students.

After the establishment of a separate school district under the provisions of this Ordinance such separate school district and the board thereof shall possess and exercise all rights, powers, and privileges and be subject to the same liabilities and method of governance as is herein provided in respect to public school districts.<sup>4</sup>

## **A.3. Developments in Whitehorse**

The construction of the Alaska Highway (1942-43) had a huge impact on the population of Whitehorse. Naturally, the question of a Catholic school for the children of Roman Catholic parents emerged. Four Sisters of Providence from Montreal arrived in 1946 and took charge of Christ the King Convent Boarding School (at the corner of 4<sup>th</sup> Avenue and Wood Street).

Coadjutor Bishop J.L. Coudert, omi, worked with the Territorial Government and R.A. Gibson, Director of Lands & Development in Ottawa, to obtain legal status for Christ the King School. When the School Ordinance of 1950 was drafted, lawyer N.V.K. Wylie devoted his services to ensure legal recognition of

Christ the King School as a separate territorial school. The Ordinance reiterated the rights of the religious minority to set up separate schools even where no school property taxes were collected. The Catholic school was duly recognized, supported and treated on an equal basis with other schools in Yukon.<sup>5</sup>

In 1955, Christ the King School Trustees signed an agreement with Commissioner F.H. Collins to erect a new 8-room school. Christ the King School was officially opened in 1956. The Sisters of Providence were named trustees for the school. It served 220 students from Grades 1-10. By 1959, the enrolment had grown to 345 students.

The steady growth in student population at Christ the King School necessitated further expansion. Once again, the Catholic Episcopal Corporation of Whitehorse, the Sisters of Providence and members of the Catholic community made application to build a new Catholic school on the Nisutlin Drive site. The Yukon Territorial Government approved the application and Christ the King High School opened its doors to students from Grades 8-10 in 1959.<sup>6</sup>

In 1962, the Yukon Government signed an agreement with the CECW and the Sisters of Providence. The Territorial Government paid equity to the Sisters in lieu of the Catholic school properties. The agreement reassured the Catholic community of ongoing funding for Catholic schools.

#### **A.4. Strategic Planning**

In the early 1990's, demographics in Whitehorse prompted Catholic stakeholders to consider expansion. In an effort to ensure that quality education would be available to future generations of students, a committee of parents, staffs, clergy and former students initiated the first strategic plan (1992-93) for Yukon Catholic Schools (YCS). Building on the philosophy, policies and practices of the Catholic schools, it developed a mission statement and a declaration of values and beliefs. It advanced the need for another Catholic elementary school and proposed a plan for the delivery of a full high school program. The concluding document, *Circle of Caring I*, provided direction and focus to the Catholic school community.

Holy Family Elementary School on Wann Road became a second Catholic elementary school in 1993. Christ the King Junior Secondary School, renamed Vanier Catholic Secondary School, expanded and offered a full high school program by 1998. Increasing enrolments begged the question of appropriate facilities. Christ the King Elementary School moved to the Nisutlin Drive site and Vanier Catholic Secondary School moved to the Duke Street site in 1997.

During the 2003-04 school year, a committee of stakeholders reviewed the progress made in achieving the goals and objectives of *Circle of Caring I*. Input was sought from the Catholic community by means of an on-line survey. Respondents identified Catholic values as the most important strength of the schools. Among those aspects of the schools that respondents felt strongly about, programs and faith development were listed most often. Other areas repeatedly mentioned centered around governance, staffing and the necessity of nurturing a stronger relationship between the parishes and the schools.

In the area of future challenges, respondents cited: adequate resources to meet student needs and program demands, quality staff and school leadership, and the need to strengthen the Catholic faith focus of the schools in a secular society.

At a stakeholders' workshop in April 2004, participants considered issues to be addressed over the next ten years. They formulated a second strategic plan, *Circle of Caring II*, to guide the Catholic school

community into the future. It focused on four areas: teaching and learning, governance, resources (human and financial), and public relations and communications.

In 2006, stakeholders involved in *Circle of Caring II* assessed the effectiveness of regular joint school council meetings in dealing with issues of mutual concern to YCS. They discerned the need to form a representative committee to foster deeper connections among YCS councils by supporting them in fulfilling their mission to enhance student learning through the cooperative efforts of students, parents, educators, government and other members of the community.

In 2008, the committee met the legal and financial requirements for a non-profit society in Yukon and became the Catholic Education Association of Yukon (CEAY). It recognized the key successes of *Circle of Caring I* and *II*: the expansion of facilities (HFES and VCSS), the development of new curriculum (Family Life Education and a Secondary Religion Program), an admission policy and hiring protocol.

CEAY's general membership included: two members from each of the three Catholic school councils, school administrators, religious education coordinators, a representative of the CECW, and the YE superintendent for Catholic schools. The Executive, comprised of two duly elected council members from each school, was to serve as the governing body.

In September 2011, CEAY embarked on a review of its mandate. It set out to clarify the scope of the association's obligations, advisory and decision-making authority, voting and non-voting members, as well as roles and responsibilities of members. A second goal was to identify key internal and external issues impacting on all three Catholic schools. *Circle of Caring III* expanded on previous goals and resolved to: modernize and build educational facilities as needed, find effective ways to meet the challenge of diversity, and refine the governance structure of CEAY to effectively achieve its mandate.

The formation of CEAY set the Catholic school community on a journey toward greater unity and provided the mechanism for school councils to speak as one voice in matters pertaining to Catholic education in Yukon. CEAY's mandate flows directly from the spirit and historical process of YCS' strategic plans.

In 2017-18, CEAY developed a fourth strategic plan, *Circle of Caring IV*. It echoes the importance of developing the whole child — intellectual, physical, aesthetic/creative, emotional/social and spiritual gifts. It endorses the need to encourage and support students in discovering their potential to succeed in education and in life. It affirms school staffs as educators, role models and Christian leaders. It calls on the schools, parents and the Church to work together to promote a sense of identity, an awareness of belonging to a faith-filled community. In YCS, all students, Catholic and non-Catholic, are welcomed, included and encouraged in their own unique faith journeys.

## **A.5. Current Status of the Catholic Education Association of Yukon**

CEAY's mandate is defined in its constitution and bylaws. Among its purposes are:

- 1) Provide a leadership mechanism to coordinate and build system-wide consensus of understanding on issues that may affect all three Catholic schools with the participation of all Catholic education partners.
- 2) Advocate for resources and support from Catholic education partners, such as Yukon Department of Education, Catholic Episcopal Corporation of Whitehorse, and Canadian

Conference of Catholic Bishops, to strengthen a robust, publicly funded Catholic school system.

- 3) Advise and facilitate discussion among Catholic education partners, such as Catholic school councils, Yukon Department of Education, Catholic Episcopal Corporation of Whitehorse, administrators of Yukon Catholic schools, on issues related, but not limited, to policy or legislative development, staffing, and faith formation.
- 4) Support initiatives within the Catholic education system that develop leadership, strengthen partnerships between stakeholders, and fund educational opportunities for students.<sup>7</sup>

In January 2015, CEAY attained membership in the Alberta Catholic School Trustees Association (ACSTA), which now serves Catholic school boards and councils in Alberta, the Northwest Territories (Yellowknife), and Yukon. Membership in ACSTA affords access to valuable resources, ideas and support. It assists school staffs and council members in the delivery of quality Catholic education for all our students and in the enduring fulfillment of our Mission, Values and Beliefs, and Mandate.<sup>8</sup>

In 2016, CEAY brought its constitution and by-laws in line with the Yukon *Societies Act*. CEAY executive members serve as the main point of contact between their respective school councils, administrators and the association. They develop strategies to enhance communication and build connections with all Catholic education partners. They play a key role in the implementation of CEAY's current strategic plan. They determine CEAY events and participate in the development and approval of association documents, policies, and the annual operating budget.

## **A.6. Conclusion**

The unique feature of Catholic education is that it cultivates a sense of the sacred in a secular world. The Catholic school aims at academic excellence in every area without excluding God from any area. Catholic principles and values permeate the curriculum and life of the school and are reflected in policies and practices. Ideally, its teachers are deeply committed to their faith and strive to bring their students to a knowledge and love of Jesus Christ.<sup>9</sup> Its mandate goes beyond serving Catholic students; students of different religious affiliations, races, cultural backgrounds and orientations are welcomed and respected.

The Christian message is a message of hope designed to lead students to a true sense of self, and to trust their inner resources as they chart their own direction in an evolving world. Catholic education invites students, from kindergarten through Grade 12, to develop a spirit of generosity and good citizenship by participating in a variety of local, national, and international projects. Service learning leads students to look beyond themselves to the needs of others.

From its lowly beginnings and through the centuries, Catholic education continues to challenge students to discover and appreciate the sacred character of people, their origin and destiny. Its ultimate end is holiness — to love and serve like Jesus Christ.

## Section B. Circle of Caring IV Strategic Plan Development

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### B.1. Methodology

Development of Circle of Caring IV began in the fall of 2017. The process included a survey of YCS' students, parents, staff, and parishioners of Sacred Heart and Our Lady of Victory parishes; and a strategic planning workshop and follow-up meetings with a group that included parents, teachers, administrators, Bishop, clergy, parishioners and the Department of Education Superintendent responsible for Catholic Schools. Development was overseen by the CEAY strategic planning steering committee: Joanne Lewis, facilitator; Sister Edith Elder, Chair; and Marlene Reisinger, Executive Director. The committee reported to the CEAY Executive.

The survey was conducted between November 1 and December 2, 2018. Information about the survey, its purpose and participation options, was provided through newsletters, church bulletins, church office, school councils, schools and CEAY website. Participants had the option of providing their responses electronically, using Survey Monkey, or by hard copy. The number of respondents is provided below:

<u>Group</u>	<u>Number of Respondents</u>
Students	76
Parents	58
Staffs	22
Parishioners	25
<u>TOTAL</u>	<u>181</u>

A survey instrument was developed for each of the following groups: students, parents, staffs and parish/community members.

### **Survey Questions**

All of the surveys included the following questions:

1. YCS do many things well. What do you consider the top three?
2. What do you think are two or three of the biggest challenges facing our schools today?
3. Name one or two things our schools can do to better serve our students and families.
4. We want to hear from you. What else would you like to say about our schools?

The following additional question was also asked of staff respondents:

5. How can CEAY best support you as an educator in a Catholic school?

For parish/community respondents question 5 was changed to the following, and question 6 was added:

5. If you belong to a group within the community, what does your group have to offer that would be good for our students?
6. As one of our school community partners, do you have any suggestions on how we can work together?

## ***Themes from Survey Responses***

The survey responses were grouped under the following broad themes:

**Theme 1. Communication, Connections, Governance; School Community and School Quality**

**Theme 2. Resources, Facilities, Staff Training and Support**

**Theme 3. School Programming, Staff, School Learning Environment, Student Development**

**Theme 4. Religious Education and Faith Formation; Social Justice**

*Note: See B.3. Survey Overview, p. 14; and Appendix A. Survey Responses Summarized, p. 26.*

## ***Workshop and Meetings***

### **January 27, 2018**

On January 27 the Strategic Planning Workshop was held. Approximately 35 people participated throughout the workshop and follow-up meetings. The purpose of the workshop was to:

- 1) provide a brief overview of the previous Circle of Caring strategic plans and the process for developing *Circle of Caring IV*;
- 2) provide an overview of the survey themes and summary of the survey responses; and
- 3) identify YCS' strengths, challenges and opportunities over the next five years, from which goals and objectives would be developed.

At the workshop, participants were invited to select a focus group which would be discussing one of the above themes. Each focus group reviewed the summarized survey responses under that particular theme and then provided their own answers to the following questions: What are our strengths? What are the challenges? What are the opportunities? Directly after each focus group discussed their theme, all the groups came together as a whole to share their responses with all the workshop participants, who then discussed the common themes across the groups.

### **February 8, 2018**

On February 8, at an evening meeting, the identification of strengths, challenges and opportunities continued, as participants formed small focus groups to:

- 1) review the list of strengths, challenges and opportunities identified at the January workshop;
- 2) identify questions or concerns about any of the items on the list; and
- 3) add their own ideas to the list of strengths, challenges and opportunities.

At the end of the evening after the small group discussion, all of the small focus groups reconvened as one large group to share the questions, concerns and ideas raised during their discussion and then identified the common themes across the groups.

### **March 1, 15 and April 5, 2018**

During evening meetings on March 1, March 15 and April 5, participants considered the following questions: What are the emerging goal areas? What are the goals and objectives that CEAY and YCS will work together on over the next 5 years? A draft action plan for 2018-19 was prepared by the CEAY strategic plan steering committee.

## **May 14 and 16, 2018**

On May 14 and May 16, at evening meetings, the draft action plan was reviewed and revised as required by the CEAY Executive. The draft action plan will be provided to the incoming CEAY Executive following the CEAY Annual General Meeting in fall 2018 for their review and direction.

*Note: See Appendix B. Action Plan Ideas List - Compiled from Survey Responses, Workshop and Meetings, p. 31; and Appendix C. Draft Action Plan for Year 1 - October 2018 to May 2019, p. 37.*

## **B.2. Demographics**

The three YCS are delivering education to approximately 20% of the Yukon student population. The two elementary schools, CKES and HFES, are at or near capacity; while VCSS has capacity. Some of the factors which may affect enrolment include population increase/decrease; number of births, movement of families within the city from one school catchment area to another, labour market initiatives, developments in mining and other sectors, etc. Enrolment and retention statistics for YCS, 2011-2016, provided by the Department of Education, are set out on the following page.

### ***Population Projection***

Of the models the Yukon Bureau of Statistics used for population projection from 2016-2030, the *Preferred Projection* is a weighted average of the *Medium Growth* scenario and the *Projection based on Economic Factors*, and the Bureau considers this to be the most likely scenario.

The *Preferred Projection* for the following, indicates that:

- 1) the annual growth rate is projected to be 1.3% for the period 2016-2030; and that Yukon's population is expected to reach 45,230 by 2030.
- 2) for the 0-15 age group, the population is projected to reach 7,610 in 2030, an increase of 1,050 children, or 15.9% compared to 2016. The child population (those aged 0-15) would represent 16.8% of Yukon's total population in 2030, compared to 17.3% in 2016.
- 3) the Whitehorse population is projected to reach 35,500 in 2030, an increase of 6,240 people, or 21.3% compared to 2016.

(Source: Bureau of Statistics Population Projections 2016, Information sheet no. 66 - February 2017, Bureau of Statistics, Department of Finance, Government of Yukon.)

### ***School Enrolment and Facilities***

The following observations were made when representatives from CEAY and the Department of Education met for a very general discussion of enrolment and facilities during the strategic planning process.

- 1) CKES is a 60 year-old school in need of replacement. CKES and HFES are at almost maximum enrolment: they are at 92% to 95% capacity. The classrooms' physical size and the whole building size restrict enrolment. CKES has smaller numbers in kindergarten but class sizes increase as the grades go higher.
- 2) There may be a population shift as young families move to the Porter Creek subdivision of Whistle Bend. This would place pressure on HFES for expansion. HFES cannot accept all kindergarten applicants. Jack Hulland Elementary added another kindergarten class last year to

make three kindergarten classes, but could not do so this year because there would be no room in the succeeding grades. This year Hidden Valley Elementary School added another kindergarten.

- 3) The three grade 7 classes from CKES (2 classes) and HFES (1 class) feed into the grade 8 classes at VCSS. Vanier has the capacity to handle four grade 7 classes transitioning to the school. While VCSS has the capacity to accommodate a total of 450 students, it would be crowded; a more realistic number would be 400 students.

Other considerations include the implementation of the new curriculum, which requires larger and more flexible spaces for programming. Gym spaces are used to the maximum now.

## Enrolment and Retention

	K	1	2	3	4	5	6	7	ALL	Inc.
Oct. 2011	35	38	46	39	50	39	43	52	342	
Oct. 2012	40	36	36	46	48	47	40	43	336	-6
Oct. 2013	31	44	43	38	50	46	46	37	335	-1
Oct. 2014	36	35	42	44	45	50	45	50	347	+12
Oct. 2015	31	38	40	43	50	49	47	50	348	+1
Oct. 2016	36	27	44	33	48	49	49	49	335	-13

	K	1	2	3	4	5	6	7	ALL	Inc.
Oct. 2011	20	21	21	22	26	23	24	18	175	
Oct. 2012	20	21	19	23	22	27	20	23	175	0
Oct. 2013	18	22	21	20	25	20	25	21	172	-3
Oct. 2014	18	15	21	21	19	26	24	23	167	-5
Oct. 2015	18	21	18	21	25	22	25	22	172	+5
Oct. 2016	17	17	22	20	22	25	24	25	172	0

	8	9	10	11	12	SU *	ALL	Inc.
Oct. 2010	77	85	90	92	81	20	445	
Oct. 2011	76	74	85	76	87	23	421	-24
Oct. 2012	74	78	68	81	65	17	383	-38
Oct. 2013	61	67	72	75	82	16	373	-10
Oct. 2014	67	69	72	70	70	13	361	-12
Oct. 2015	79	65	69	70	67	19	369	8
Oct. 2016	72	78	62	67	76	17	372	3

*\*Note: The column titled SU is the number of students at the River Front Centre on Taylor Street. This number is included in the ALL column for VCSS.*

Source: Department of Education, February 2018, in response to a data request from CEAY.

### B.3. Survey Overview

In November and December 2017, students, parents, teachers and parishioners/community members participated in a survey of YCS's strengths and challenges.

#### ***Strengths Identified per Theme***

Overall, the **strengths** most frequently identified focused on the following:

##### Theme 1. Communication, Connections, Governance; School Community and School Quality

**Sense of school community:** Out of 63 comments, 44 referred to a strong sense of school community: a family environment, friendly and supportive.

##### Theme 2. Resources, Facilities, Staff Training and Support *no comments*

##### Theme 3. School Programming, Staff, School Learning Environment, Student Development

**Programs - Academics:** Out of 94 comments, 57 referred to academics (high standards and grade averages); 26 referred to strong athletics, physical education, outdoor education.

**Staff – Teacher Quality:** Out of 85 comments, 46 referred to highly professional teachers, excellent teaching styles (helpful, caring, etc.); 17 referred to other qualities (e.g. supportive of students and each other, etc.)

**School Environment:** Out of 52 comments, 28 referred to good rules, expectations, fairness, etc.; 15 referred to feeling comfortable sharing experiences and talking about God.

##### Theme 4. Religious Education and Faith Formation; Social Justice

**Religious Education and Faith Formation - Values, Morals, Teaching God's Love:** Out of 59 comments, 29 referred to Christian and Gospel values, morals, teaching God's love; other comments referred to: faith-filled atmosphere, open discussion, respect for all cultures (11), prayer (10), and spiritual guidance (9).

**Social Justice - Global Awareness, Outreach, and Service-Learning:** Out of 34 comments, 18 referred to awareness, forming global citizens, reaching out; 13 referred to service learning: school-based, community-based and global.

#### ***Challenges Identified per Theme***

Overall, the **challenges** most frequently identified focused on the following:

##### Theme 1. Communication, Connections, Governance; School Community and School Quality

**Public Perceptions; Schools/Parishes/Church connection:** Out of 44 comments, 18 referred to public perceptions of religion, Catholic school education and public funding for Catholic schools; 13 referred to a schools/parishes/Church disconnect.

##### Theme 2. Resources, Facilities, Staff Training and Support

**Resources:** Out of 55 comments, 30 referred to lack of resources and inadequate funding for programming and supplies; teacher/student ratio too high; fewer students and teachers means fewer electives, choices and activities.

**Theme 3. School Programming, Staff, School Learning Environment, Student Development**

**Meeting diverse student needs:** Out of 31 comments, 15 referred to diverse capabilities, learning needs and styles; support for exceptional needs; timely support to meet medical needs, learning disabilities; time to balance academic, social, personal and spiritual needs; lack of English Language Learner programs; balancing drive and self-motivation.

**Staff - practice and knowledge of Catholicism:** Out of 20 comments, 10 referred to a lack of teachers who are practicing Catholics resulting in inconsistency of Catholic teaching through grades; 7 referred to teaching quality.

**School programming - curriculum:** Out of 50 comments, 14 focused on curriculum (e.g. implementing new curriculum, integrating learning about more diverse cultures such as First Nations, maintaining Catholic infused curriculum.)

**Theme 4. Religious Education and Faith Formation; Social Justice**

**Maintaining Catholic Identity:** Out of 44 comments, 8 comments referred to Catholic identity in a secular society; 5 referred to instilling Catholic teachings in Catholic schools; 5 referred to Non-Catholic (even Christian influences) and students who aren't religious; 4 referred to lack of catechesis for teachers and the need for up-to-date Catholic resources.

**Survey Responses Grouped by Theme**

The survey responses were grouped under four themes. The tables below are intended to provide an overview of the responses and include only the larger groups of similar responses under each theme.

The capital letter **S** followed by an underlined number, indicates the number of **similar** responses in a group.

The capital letter **O** followed by an underlined number, indicates the number of **other** responses.

The abbreviation **YCS** indicates Yukon Catholic Schools.

*Note: Appendix A. Survey Responses Summarized, p. 26, includes a summary of both the similar responses and a summary of the other responses.*

<b>Table 4 Theme 1. Communication, Connections, Governance; School Community, School Quality</b>	
<b>What are our Strengths?</b>	<b>What are the Challenges?</b>
S <u>44</u> There's a strong sense of school community: family environment, friendly and supportive.	S <u>18</u> Public's perception of faith, religion, Catholic education and views on public funding for Catholic education.
S <u>10</u> YCS are open to ideas; engage families; communicate on issues: written, electronic and face-to-face.	S <u>13</u> Disconnect between Church, parishes and YCS; challenge to collaborate with current diocesan leadership.
O <u>9</u> Other responses combined.	O <u>13</u> Other responses combined.
<b>63 Total Responses</b>	<b>44 Total Responses</b>

<b>Table 5 Theme 2. Resources, Facilities, Staff Training and Support</b>	
<b>What are our Strengths?</b>	<b>What are the Challenges?</b>
Few responses. Students commented on cafeteria (good food) and free Wi-Fi.	S <u>30</u> Lack of resources, adequate funding for programming and supplies; teacher/student ratio is too high; fewer students translates into fewer teachers and fewer electives, choices and activities.
	S <u>14</u> Cost of cafeteria lunches; cost of school supplies; religion fees — students/families asked to pay too much.
	O <u>11</u> Other responses.
	<b>55 Total Responses</b>

<b>Theme 3. School Programming, Staff, School Learning Environment, Student Development</b>	
<b>Table 6 Theme 3a. School Programming</b>	
<b>What are our Strengths?</b>	<b>What are the Challenges?</b>
S <u>57</u> High academic standards; grade averages are high; electives.	S <u>14</u> Curriculum: Keeping the basics of school curriculum in focus: what do we teach and how (2); New curriculum: confusing and random changes; need time and PD for implementation; lack of direction from YE regarding revised curriculum (5); Curriculum needs to integrate learning about more diverse cultures (e.g. First Nation (2); Maintaining a Catholic infused curriculum (1); Watered-down education — Increasing demand for higher grades to attend post-secondary. (2).
S <u>26</u> Strong athletic and physical education programs; outdoor education; YCS welcome kids to play.	S <u>9</u> Other programs: support for music and art (1); teaching French (1); (science (1); teaching Canadian history (1); addressing sex education needs (2); need more health classes (2); more life skills (1).
O <u>11</u> Other responses.	S <u>8</u> Need more electives (7), offering all the options that the larger high schools can offer (1).
	S <u>7</u> More sports, physical education, support for physical literacy; need more extra-curricular activities.
	S <u>6</u> More field trips; more retreats.
	O <u>6</u> Other responses combined.
<b>94 Total Responses</b>	<b>50 Total Responses</b>

<i>Table 7</i>		<b>Theme 3b. Staff</b>	
<b><i>What are our Strengths?</i></b>		<b><i>What are the Challenges?</i></b>	
S <u>46</u>	Good teachers, highly professional; Excellent teaching styles; people who care about students; helpful; respectful; teach more than they preach; go the extra mile.	S <u>10</u>	Few teachers who are practicing Catholics; results in inconsistency of Catholic teaching through grades (8); Lack of faith formation for teachers/staffs (2).
S <u>17</u>	Nurture uniqueness of each student; challenge students to be their best; support students and each other.	S <u>7</u>	Quality of teachers — knowing how to teach (evangelize). Too much knowledge in the world to teach it all.
O <u>22</u>	Other responses combined.	O <u>3</u>	Other responses combined.
<b>85</b>	<b>Total Responses</b>	<b>20</b>	<b>Total Responses</b>

<i>Table 8</i>		<b>Theme 3c. School Learning Environment</b>	
<b><i>What are our Strengths?</i></b>		<b><i>What are the Challenges?</i></b>	
S <u>28</u>	Good rules; good behaviour; fair; consistent.	S <u>10</u>	Amount of homework — need more time to get extra work done; homework piles up all in one day.
S <u>15</u>	Safe: students feel comfortable sharing experiences and talking about God.	S <u>7</u>	Flexible school schedule — start later in the morning.
O <u>9</u>	Other responses combined.	S <u>5</u>	Increasingly more diverse school populations: acceptance of diversity (race, status, gender, etc.) "Fitting in."
		O <u>6</u>	Other responses combined.
<b>52</b>	<b>Total Responses</b>	<b>28</b>	<b>Total Responses</b>

<i>Table 9</i>		<b>Theme 3d. Student Development</b>	
<b><i>What are our Strengths?</i></b>		<b><i>What are the Challenges?</i></b>	
S <u>16</u>	Treat students as young adults; plant seeds; teach problem solving; empower good future citizens; develop leadership skills and independent thinking; high behaviour expectations; teach self-discipline.	S <u>15</u>	Meeting diverse capabilities, learning needs and styles; support for exceptional needs; timely support to meet medical needs, learning disabilities; time to balance academic, social, personal and spiritual needs; lack of English Language Learner programs; balancing drive and self-motivation.
S <u>14</u>	Upright students; focus on spiritual development.	S <u>5</u>	Catholic values: Incorporating Catholic values into all subjects; shifting values in society.
S <u>10</u>	Personal, social and aesthetic development.	O <u>11</u>	Other responses combined.
O <u>14</u>	Other responses combined.		
<b>54</b>	<b>Total Responses</b>	<b>31</b>	<b>Total Responses</b>

**Theme 4. Religious Education and Faith Formation; Social Justice**

*Table 10*                      **Theme 4a. Religious Education and Faith Formation**

<b><i>What are our Strengths?</i></b>	<b><i>What are the Challenges?</i></b>
<p>S <u>29</u> Gospel values; teach God's love; Christian values; strong morals.</p> <p>S <u>11</u> Emphasis on faith formation; faith-filled atmosphere; open discussion about faith and respect for all cultures.</p> <p>S <u>10</u> Prayer is part of the day; celebrations are well organized.</p> <p>S <u>9</u> Good spiritual guidance for students; integrate faith into life; social inclusion; emphasize hope arising from faith.</p> <p>O None</p>	<p>S <u>8</u> Catholic identity in a secular society: Standing up for what it means to be Catholic in a very secular society that questions validity of our faith, doesn't value Christian values and sees the Catholic schools as anti-gay. Confusion in societal values —making activities legal that go against the commandment of "Thou shall not kill" (abortion, euthanasia); growing secular values.</p> <p>S <u>5</u> Instilling Catholic teachings in Catholic Schools: Need to maintain our Catholic teachings and tradition while dealing with the current issues and pressures of tolerance and inclusion; (teach the hard truths of the Catholic faith particularly on sexuality and the body); YCS need to instill and teach true Catholic teaching, not to be ashamed of or intolerant of the teachings of the Church.</p> <p>S <u>5</u> Non-Catholic (even Christian influences) and students who aren't religious in YCS. Providing a Catholic learning environment— try to make everyone understand how important Catholicism is.</p> <p>S <u>4</u> Not enough catechesis for teachers; consequently, students don't learn why the Catholic Church teaches certain truths. Need up-to-date Catholic resources.</p> <p>S <u>4</u> Low number of YCS families actively participating in Mass and the Sacraments. Parents are not raising their kids Catholic and expect the schools to do it.</p> <p>S <u>3</u> Engaging and supporting Catholic youth: Engaging/exciting kids about the Catholic faith. Practicing Catholic students are in the minority; they don't have a strong, core peer group to share their faith with; therefore, they are vulnerable to discrimination within their own schools.</p> <p>S <u>3</u> Religion; religion being mandatory; Christianity; (<i>challenges for some students.</i>)</p> <p>O <u>12</u> Other responses combined.</p>
<p><b>59 Total Responses</b></p>	<p><b>44 Total Responses</b></p>

<i>Table 11</i>		<b>Theme 4b. Social Justice</b>	
<b><i>What are our Strengths?</i></b>		<b><i>What are the Challenges?</i></b>	
S <u>18</u>	Forming global citizens: awareness of the broader community and the needs of others; reaching out.	<b><i>None identified</i></b>	
S <u>13</u>	Service learning: school-based, community-based and global; helps students think about big issues.		
S <u>3</u>	Develop a strong sense of social justice and provide opportunities to become engaged in social justice issues.		
O	None.		
<b>34</b>	<b>Total Responses</b>	<b>No Responses</b>	

#### **B.4. Discussion of Strengths, Challenges and Opportunities**

At the Strategic Planning workshop on January 27, 2018, and a follow-up meeting on February 8, 2018, participants formed focus groups to review the survey responses and discuss YCS' strengths, challenges and opportunities. The strengths, challenges and opportunities identified at the workshop and follow-up meetings have been summarized, combined and are listed below.

##### ***Strengths and Challenges Identified by Discussion Groups***

#### **Theme 1. Communication, Connections, Governance; and School Community and School Quality**

##### ***What are our Strengths?***

- 1) There are lots of interested parties who are supportive of Catholic education.
- 2) Families feel welcome in YCS; opportunities to ensure parents are aware of what Catholic schools offer.
- 3) Strong connection among the three Catholic schools (a family of schools).
- 4) CEAY is a crucial group that helps keep schools aligned and moving in the same direction.
- 5) Monthly administrative meetings.
- 6) Opportunities for open discussion, dialogue and listening.

##### ***What are the Challenges?***

- 1) Need to ensure clarity of roles around governance (clergy, staff, school councils, CEAY, Minister, Yukon Education, Catholic Episcopal Corporation of Whitehorse).
- 2) Need to ensure parents and students are clear about the tone and focus of Catholic schools.
- 3) Need a forum where issues can be discussed openly and honestly; find ways to manage conflicting viewpoints and policies.
- 4) Need to discuss and prioritize issues and needs so Catholic schools can speak with one voice.
- 5) There is room for alignment at the pedagogical level.
- 6) To meet individual school needs while operating as a broader Catholic school community.

## **Theme 2. Resources, Facilities, Staff Training and Support**

### ***What are our Strengths?***

- 1) Catholic schools are a small system that lends itself to better provide direct support to teachers (one-on-one coaching and modeling).
- 2) Catholic schools have a strong voice when the three schools, CEAY and the Church work together.
- 3) YCS (with approximately 20% of Yukon student population) have the potential of a strong advocacy voice.
- 4) Catholic/Christian values strengthen the connection among YCS.
- 5) A priest visits Holy Family Elementary School and Christ the King Elementary School often.

### ***What are the Challenges?***

- 1) To meet the needs of a wide spectrum of students, with varying talents and gifts.
- 2) Catholic elementary schools are at capacity; what is the plan for the future?
- 3) Low priestly presence and support in the schools and limited religious education resources.
- 4) There is a need to strengthen the parish-school connection and to improve the connection with the Catholic Episcopal Corporation of Whitehorse (CECW).
- 5) Staffing and hiring: principals wrestle with it.

### ***What are the Opportunities?***

- 1) There is no minimum standard for Catholic professional development for someone to teach in YCS; teachers' time is at a premium so finding time for Catholic professional development is difficult.
- 2) Parent-teacher communication could be improved by using a Parent Portal.

## **Theme 3. School Programming, Staff, School Learning Environment, Student Development**

### ***What are our Strengths?***

- 1) Supportive and supported staff: substitute teachers want to come back; team approach to dealing with issues; teachers don't stand alone; connection to students - staff lead by example - role models.
- 2) Value-based education.
- 3) Diversity of teaching styles.
- 4) Service learning and social justice - builds empathy.
- 5) Transition from elementary to high school: all students generally; special needs students specifically.
- 6) Openness to prayer and religion: (examples: passing of a loved one; celebrating Christmas)
- 7) Sports: high student involvement; strong pool of staff coaches.
- 8) Sense of belonging - families/students who want to be here.
- 9) Success with special needs children.
- 10) Some cultures have a strong emphasis on family life (need to tap into that).
- 11) Beginning to see an increase in enrolment at VCSS.
- 12) Dominican Republic experience (*students from Vanier live and work with the local people for a period of two weeks, thus broadening their understanding of international needs*).
- 13) Emphasis on global citizenship.

### ***What are the Challenges?***

- 1) Lack of representation from some cultures.
- 2) Number and frequency of changes coming from the Department of Education.
- 3) Connection between church and school.

- a) the issue of "practicing Catholic" teachers is a dividing issue
- b) teacher's reputation/achievements is secondary to their "Catholic-ness".
- 4) Staff hiring practices: well qualified teachers vs. less qualified but "Catholic" teachers.
- 5) Decline in students enrolling in Vanier.
- 6) Clergy need to be more relatable to varying students.
- 7) Revolving door of clergy at the school.
- 8) Media relations.

***What are the Opportunities?***

- 1) Curriculum redesign - inclusion of First Nation teachings.
- 2) Coordination of entire school effort of social justice initiatives - not just relying on a small number of students and staff.
- 3) Coordination of all Catholic Schools activities
- 4) New School facilities:
  - a) CKES and HFES are near top of the list
  - b) Curriculum redesign demands large break-out areas
- 5) Strengthen Church and school relationship
- 6) CEAY Strategic Plan review - evaluate *Circle of Caring III*.
- 7) Strengthen church and school relationship.
- 8) Develop a stronger awareness of First Nation ways of knowing and doing. Need resources and people for First Nation programming.
- 9) VCSS First Nation Cultural Week.
- 10) Curriculum redesign: opportunities that can be leveraged to a smaller school's advantage, i.e. break into modules.
- 11) Service learning with its focus on social justice is a strength, but depending on the teacher, students can be influenced. Need to teach students to think critically, weighing all sides of an issue.

**Theme 4. Religious Education and Faith Formation; Social Justice**

***What are the Challenges?***

- 1) We live in an increasingly secular world. There are differences. Being accepting of differences doesn't mean that you have to believe the other point of view.
- 2) There is a wide spectrum of expectations: there is what people want; and there is what can be provided.
- 3) There are differences in teachers' abilities to provide religious education.
- 4) Providing foundational faith teaching.
- 5) Maintaining the teachings of the Catholic Church in a publicly funded school. Church teaching can't be diluted, but there is a need to make it relevant.
- 6) There is a fear that practicing Catholic students may not be given the support and the space to grow in their faith journey.

***What are the Opportunities?***

- 1) Meet students where they are at in their faith journey.
- 2) Provide learning opportunities within the parish for youth and families.
- 3) Provide after-school opportunities for those who want more of the Catholic faith; the community/parish could be involved in this through volunteers.
- 4) Some of the challenges identified could also be seen as opportunities.

## **B.5. Common Themes Emerging from Jan. 27 Workshop and Feb. 8 Meeting**

### ***Saturday, January 27, 2018 Workshop***

Workshop participants divided into focus groups with each group discussing a different theme identified from the survey responses. The strengths, challenges and opportunities of each theme were to be discussed. After the individual focus group discussions, each group presented their ideas to all the workshop participants as a whole. The whole group then identified the following common themes that emerged after the small focus group presentations:

- 1) Many of the challenges identified could also be seen as opportunities.
- 2) More involvement of clergy in schools.
- 3) This is a family of schools and two parishes and the Catholic Episcopal Corporation of Whitehorse.
- 4) The school/church/family connection: work on bonding and understanding.
- 5) A facility plan for Christ the King School is needed within the next 5 years.
- 6) A communication plan with structure and specifics is needed. Promote the work that Catholic schools are doing. Be prepared for conflict and how to address/understand it.
- 7) Meet each person where they are at.
- 8) A bridge or platform for discussions; a key person to facilitate that bridge/platform/discussion.
- 9) ACSTA is a source of information that can be drawn upon for help with specific issues.
- 10) There is a growing diversity of student needs, diverse populations - how best to respond?
- 11) Hub (*create or be a hub*)
- 12) Catholic or Faith Journey 101.
- 13) Gender ideology.
- 14) How to keep scanning the horizon, being prepared for issues/policy/legislation that will come our way? This ties into the communication plan and has to involve all the partners.

### ***February 8, 2018 Evening Session***

The participants divided into small focus groups by theme to review the strengths, challenges and opportunities identified at the January workshop, list questions or concerns, and add their own ideas. All the focus groups then came together as one large group to hear the presentations from each focus group. In the discussion which followed, the participants as a whole group identified the following common themes that emerged after hearing the focus group presentations:

- 1) The connection between the church and school and the need to strengthen the connection.
- 2) Many things are working well:
  - a) There is a sense of connection among the three Catholic schools.
  - b) Interest in the schools is strong; enrolment is increasing from the drop several years ago.
  - c) The schools are known for offering something "more" or "different"; the place to have the conversation.
  - d) Values and morals are discussed. Conversations can take place on issues that can't be discussed in non-Catholic schools.
  - e) Higher academic standards.
  - f) There is a sense that it is a vocation to be a Catholic school educator. Educators are dealing with the moral and spiritual development of the students.
- 3) The challenge is in trying to achieve not just academic development - but academic, moral and spiritual development, including moral and ethical values.

- 4) It was suggested that the original vision of the Catholic schools was a big picture perspective: to be part of the universal Catholic church. Flowing from this perspective are Development and Peace, and social justice initiatives. Connection to the universal church can be emphasized at the local school level.
- 5) It was felt that media portrayal of Catholicism is negative. How do the schools respond to it? Where is the support from parents? It was noted that CEAY's membership in ACSTA could be a source of information and support regarding issues with the media.
- 6) The need to support teachers in providing Catholic teachings was identified.

## **B.6. Discussion of Goal Areas, Goals and Objectives**

Following the discussion of strengths, challenges and opportunities, participants in the strategic planning process identified the emerging goal areas, from which goals and objectives would be developed. A summary of the key points raised during the discussion of emerging goal areas, goals and objectives is provided below.

### **Goal Area: Teacher efficacy within a Catholic environment**

- 1) Resources and training are needed for the new school curriculum, which emphasizes personal, social and spiritual development. Connect new curriculum with Catholic education, as well as First Nation spirituality.
- 2) There is a need for support and in-service training that would help teachers who do not have a background or knowledge of the Catholic faith and may not be confident or prepared to discuss or address questions about faith. Explore resources. Research what training Catholic schools in other provinces give to staff.
- 3) Find common ground among Yukon Catholic education partners while maintaining Catholic education. Strive to find a balance. Have a process in place so teachers know where to go for help; a safe forum for teachers to convey their concerns regarding religion. Must be sensitive to needs of staff.
- 4) Take a strength-based approach: consider where an individual is at and where an individual is growing. Keep the understanding of faith as a journey in mind.

### **Goal Area: Understanding of Catholic education within the community**

YCS are perceived as alternative schools. Create an understanding of Catholic schools. Be proactive regarding advocacy and communication. Seek opportunities to share the history and achievements of YCS; develop a plan for communicating with the public.

### **Goal Area: Relationships or connections amongst the schools and parishes**

- 1) Relationships amongst the schools are strong.
- 2) Establish an information council for orientating church officials about the Catholic school system in Yukon, especially during new clergy transition periods. The information council would highlight the social, cultural and political differences between YCS and Catholic schools in other Canadian jurisdictions.
- 3) Work collaboratively within the Catholic school community (schools and Church). CEAY has a role in bridging the gap and could help facilitate and enhance the working relationship between staff and clergy. Seek opportunities to work as partners; work with key stakeholders to promote support of YCS at the local level and explore ways to make the schools more visible in our parishes.

- 4) Provide updates on the status of Memorandums of Understanding between the Department of Education and the Catholic Episcopal Corporation of Whitehorse.

**Goal Area: Modernize and grow facilities**

- 1) The need to replace some school facilities and address enrolment capacity issues was raised, as was the impact of the new curriculum on facilities.
- 2) CEAY could serve as the link to keep YCS informed and aware of what the needs are at each of the three schools; and keep the plan unified.

## **Section C. Circle of Caring IV Goals and Objectives 2018-19 to 2022-23**

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### **C.1. Context**

*Circle of Caring IV* was developed in awareness and understanding of YCS' strengths, challenges and opportunities as they focus on a strong academic program, religious education and faith formation in Catholic schools that include both Catholic and non-Catholic students. The plan reflects both survey results and focus group discussions.

*Note: See Section B. Circle of Caring IV Strategic Plan Development, B.1. Methodology, p.10 for the number of survey responses and emerging themes.*

YCS deliver education to approximately 20% of the Yukon student population. The two elementary schools, CKES and HFES, are at or near capacity; while VCSS has capacity. CKES is a 60 year-old facility in need of replacement.

*Circle of Caring IV* goals will help guide CEAY and YCS in continuing to focus on delivering a strong academic program, religious education and faith formation, by supporting staff efficacy in a Catholic learning environment, facilitating the school/Church connection, and working with others in addressing facility issues and the potential to grow YCS.

Students are at the centre of the Circle of Caring. The circle of support surrounding students is linked by a common concern for students in YCS and an interest in working together for that purpose. In this learning environment:

- 1) The approach to education is one that values and promotes a student's intellectual, physical, aesthetic/creative, emotional/social and spiritual development.
- 2) The focus is on developing the whole child, and encouraging and supporting students in discovering their potential to succeed in education and in life.
- 3) Teachers are viewed as educators, role models and Christian leaders.
- 4) Catholic parishes and schools work together in student education.

- 5) The schools foster a sense of community and promote a sense of identity as belonging to a Catholic school community. Non-Catholic students are also welcomed and included in this community. Students are met where they are at and are encouraged in their own faith journey.
- 6) The schools encourage and promote a strong sense of social justice and reconciliation, including initiatives to strengthen relationships with First Nations.

## **C.2. Goals and Objectives**

The following goals and objectives will guide CEAY, Yukon Catholic Schools, parents and the Church in working together over the next five years.

**Goal 1. To foster staffs' efficacy in ensuring a distinctly Catholic learning environment.**

Objective 1.1 To provide on-going opportunities, resources and support for teachers.

**Goal 2. To continue building stronger relationships and connections between our Catholic schools and the Church.**

Objective 2.1 To actively seek opportunities to work collaboratively within the Catholic school community.

Objective 2.2 To celebrate all staff in their commitment to Catholic education.

**Goal 3. To continue building understanding of Catholic education within Yukon.**

Objective 3.1 To create a communications team by December 31, 2018.

Objective 3.2 In 2019 the communications team will develop a plan for addressing issues of interest and concern.

**Goal 4. To monitor and advise on the capital needs of Yukon's Catholic schools.**

Objective 4.1 To work with administrators to establish a building advisory committee composed of representatives from each Catholic school.

## **Appendix A. Survey Responses Summarized**

CEAY's survey of students, parents, staff and parishioners/community members focused on YCS' strengths, challenges and opportunities. The responses have been summarized and listed below.

**Note:** **S** followed by an **underlined number** indicates the **number of similar responses** to the question

The following abbreviations are used:

<b>YCS</b>	Yukon Catholic Schools
<b>CECW</b>	Catholic Episcopal Corporation of Whitehorse
<b>YE</b>	Department of Education, Yukon Government

### **Theme 1: Communication, Connections, Governance; School Community and School Quality**

#### ***What are our Strengths?***

- S 44 There's a strong sense of school community: family environment, friendly and supportive.
- S 10 YCS are open to ideas; engage families; communicate on issues: written, electronic and face-to-face.
- S 5 YCS are respected in the community and by families.
- S 4 Diversity and acceptance promote compassion.

#### ***What are the Challenges?***

- S 18 Public's perception of faith, religion, Catholic education and views on public funding for Catholic education.
- S 13 Disconnect between Church and YCS; challenge to collaborate with current diocesan leadership.
- S 7 Challenge for Church hierarchy to understand roles in publicly funded Catholic schools; need for autonomy for school staffs, school councils and CEAY; need for trust.
- S 6 Challenge to maintain Catholic identity of YCS; presence of non-Catholic students can present a challenge.

### **Theme 2: Resources, Facilities, Staff Training and Support**

#### ***What are our strengths?***

There were few comments on this theme; students commented on cafeteria (good food) and free Wi-Fi.

#### ***What are the Challenges?***

- S 30 Lack of resources, inadequate funding for programming and supplies; teacher/student ratio is too high; fewer students translates into fewer teachers and fewer electives, choices and activities.
- S 14 Cost of cafeteria lunches; cost of school supplies and religion fees — students/families asked to pay too much.
- S 6 Aging facilities; aging technology; no replacement strategy; enrolment and attendance are linked to a safe school environment; negative media perception affects enrolment.
- S 5 Demographics: more students with special needs; not enough resources; lack of support in classrooms.

### **Theme 3. School Programming, Staff, School Learning Environment, Student Development**

#### **School Programming:**

##### ***What are our strengths?***

- S 57 High academic standards; grade averages are high; electives.
- S 26 Strong athletic and physical education programs; outdoor education; YCS welcome kids to play.
- S 8 Music; extra-curricular activities; drug education; skills room: reading and writing.
- S 3 Grade 8 retreat.

##### ***What are the Challenges?***

- S 14 Curriculum: Keeping the basics of school curriculum in focus: what do we teach and how; New curriculum: confusing and random changes; need time and PD for implementation; lack of direction from YE regarding revised curriculum; curriculum needs to integrate learning about more diverse cultures e.g. First Nation; maintaining a Catholic infused curriculum; watered-down education — increasing demand for higher grades to attend post-secondary.
- S 9 Other programs: support for music and art; teaching French; science; teaching Canadian history; addressing sex education needs; need more health classes; more life skills.
- S 8 Need more electives; offering all the options that the larger high schools can offer.
- S 7 More sports, physical education, support for physical literacy; need more extra-curricular activities.
- S 6 More field trips; more retreats.
- S 4 Parents want their children to go to an excellent academic school even if they do not believe in religion.
- S 1 Need to integrate technology into curriculum in a safe, forward thinking way.

#### **Staff:**

##### ***What are our Strengths?***

- S 46 Good teachers, highly professional; excellent teaching styles; people who care about students; helpful; respectful; teach more than they preach; go the extra mile.
- S 17 Nurture uniqueness of each student; challenge students to be their best; support students and each other.
- S 11 Welcoming, friendly and respectful.
- S 7 Accommodate learning differences; invite student participation.
- S 4 Authentically Catholic — witnesses; some attend church; hiring process is in place.

##### ***What are the Challenges?***

- S 10 Few teachers who are practicing Catholics; this results in inconsistency of Catholic teaching through the grades; lack of faith formation for teachers/staffs
- S 7 Quality of teachers — knowing how to teach (evangelize).
- S 1 Being rigid about hiring only approved Catholic teachers.
- S 1 Regulatory requirements affecting school activities prohibit otherwise wonderful possible experiences.
- S 1 Implementing teaching methods that actually reduce student learning; results in a decrease in student skills.

### **School Learning Environment:**

#### ***What are our Strengths?***

- S 28 Good rules; good behaviour; fair; consistent.
- S 15 Safe: students feel comfortable sharing experiences and talking about God.
- S 4 Holistic, respectful, supportive, inclusive and positive.
- S 3 Encourage strong morals; cultural diversity; talk openly about social issues.
- S 2 Positive learning environment; strive for academic excellence; keep students interested in learning.

#### ***What are the Challenges?***

- S 10 Amount of homework — need more time to get extra work done; homework piles up all in one day.
- S 7 Flexible school schedule is needed — start later in the morning.
- S 5 Increasingly more diverse school populations: acceptance of diversity (race, status, gender, etc.)
- S 3 Different levels of learning; many grades seem distant from one another, need to integrate classes.
- S 2 Environment of the school — acceptance of secular values; music; sex education.
- S 1 Revolving door of methods/principles of how and what to teach.

### **Student Development:**

#### ***What are our Strengths?***

- S 16 Treat students as young adults; plant seeds; teach problem solving; empower good future citizens; develop leadership skills and independent thinking; high behaviour expectations; teach self-discipline.
- S 14 Upright students; focus on spiritual development.
- S 10 Personal, social and aesthetic development.
- S 5 Support students for individual success; learning assistance/ support for those with learning challenges.
- S 5 Caring and nurturing student life; push students to do their best; positive; involve students in evaluation.
- S 4 Holistic approach; see the potential in students; pay attention to individual student needs.

#### ***What are the Challenges?***

- S 15 Meeting diverse capabilities, learning needs and styles; support for exceptional needs; timely support to meet medical needs, learning disabilities; time to balance academic, social, personal and spiritual needs; lack of ELL programs; balancing drive and self-motivation.
- S 5 Catholic values: Incorporating Catholic values into all subjects; shifting values in society.
- S 3 Post-secondary preparation: academic, trades, careers after high school; adapting curriculum to changing job market. Support for students in grades 10-12 to thrive.
- S 2 The Church's views on non-inclusive subjects, while educating children to be tolerant of everyone.
- S 2 Lack of human connection and empathy (due to technology). Health issues related to technology abuse.
- S 2 Beliefs that do not mesh with education (i.e. racism).
- S 1 Creating a continuum in education that relates to life, giving students practical skills on planning and visualizing.
- S 1 Attendance: as with other schools.

## **Theme 5. Religious Education and Faith Formation; Social Justice**

### ***What are our Strengths?***

#### **Religious Education and Faith Formation:**

- S 29 Gospel values; teach God's love; Christian values; strong morals.
- S 11 Emphasis on faith formation; faith-filled atmosphere; open discussion about faith and respect for all cultures.
- S 10 Prayer is part of the day; celebrations are well organized.
- S 9 Good spiritual guidance for students; integrate faith into life; social inclusion; emphasize hope arising from faith.

#### **Social Justice:**

- S 18 Forming global citizens: awareness of the broader community and the needs of others; reaching out.
- S 13 Service learning: school-based, community-based and global; helps students think about big issues.
- S 3 Develop a strong sense of social justice and provide opportunities to become engaged in social justice issues.

### ***What are the Challenges?***

- S 8 Catholic identity in a secular society: Standing up for what it means to be Catholic in a very secular society that questions validity of our faith, doesn't value Christian values and sees the Catholic schools as anti-gay. Confusion in societal values — making activities legal that go against the commandment of "Thou shall not kill" (abortion, euthanasia); growing secular values.
- S 5 Instilling Catholic teachings in Catholic Schools: Need to maintain our Catholic teachings and tradition while dealing with the current issues and pressures of tolerance and inclusion; (teach the hard truths of the Catholic faith particularly on sexuality and the body); YCS need to instill and teach true Catholic teaching, not to be ashamed of or intolerant of the teachings of the Church.
- S 5 Non-Catholic influences and students who aren't religious in YCS. Providing a Catholic learning environment— try to make everyone understand how important Catholicism is.
- S 4 Not enough catechesis for teachers; consequently, students don't learn why the Catholic Church teaches certain truths. Need up-to-date Catholic resources.
- S 4 Low number of YCS families actively participating in Mass and the Sacraments. Parents are not raising their kids Catholic and expect the schools to do it.
- S 3 Engaging and supporting Catholic youth: Engaging/exciting kids about the Catholic faith. Practicing Catholic students are in the minority; they don't have a strong core peer group to share their faith with; therefore, they are vulnerable to discrimination within their own schools.
- S 3 Religion; religion being mandatory; Christianity; (*challenges for some students*).
- S 2 Lack of teacher and parent participation at Sacred Heart Cathedral.

- S 2 School is the only “church” for most of our students. Most parents love sending their children to Catholic schools but do not come to church because they do not find it relatable. We need a dynamic and relatable parish staff to draw families back to the church. Engage youth at the church level. There’s a gap between the views of the clergy and of school families.
- S 2 Catholic belief clash: Church’s objection to homosexuality, thus schools.
- S 1 Modern religion isn’t interesting anymore.
- S 1 Students are becoming continuously reluctant in morning prayer at school.
- S 1 Need to learn more about other religions.
- S 1 Teach Catholic, not merely Christian views.

## **Appendix B.      *Action Plan Ideas List - Compiled from Discussion Groups at Workshop and Meetings, and from Survey Responses***

At the April 5, 2018 strategic planning meeting, it was expressed that the many suggestions generated through the surveys and discussion groups should not be lost. Some of the ideas in the list below have been reflected as action items in the Draft Action Plan for 2018-19, while others may be considered when developing action plans for 2019-20 and future years. Some of the ideas listed below are not action items themselves, but contain a thought for direction that an action item might take.

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**Goal 1.            To foster staffs' efficacy in ensuring a distinctly Catholic learning environment**

**Objective 1.1    To provide on-going opportunities, resources, and support for teachers.**

### **Ideas from Discussion Groups:**

- Have a process in place so teachers know where to go for help. Make a list of information sites available to staff.
- Research what training Catholic schools in other provinces provide for their staffs.
- Provide a process for teachers to think about what they need for religious education training; and a forum or place where they can discuss it freely. The onus is on teachers to seek opportunities for their development.
- Provide resources that are accessible and meaningful.
- For new curriculum PD days, bring in people from other provincial separate schools that have already integrated the new curriculum with the teaching of faith.
- Connect the new school curriculum with Catholic education, as well as First Nation spirituality.
- Provide In-service training.
- Our small school system lends (itself) to the ability to better provide direct support to teachers. Teacher training, theory, and one-on-one coaching/modeling in the classroom, for all teachers in all subjects including religious education.
- There is no minimum standard for Catholic PD for someone to teach in YCS; teachers' time is at a premium so finding time for Catholic PD is difficult.
- Develop a stronger awareness of First Nation ways of knowing and doing, (e.g. VCSS First Nation Cultural Week); need resources and people for First Nation programs.
- The need for role/job description for religious education coordinators.
- Team approach in dealing with issues so teachers don't stand alone.
- Provide a Yukon Catholic teacher course for new teachers similar to Yukon First Nations 101 course at Yukon College:
  - Partner with Yukon College – could be challenging, especially cost
  - Partner with diocese and parishes
  - Access existing programming (i.e. Neuman Theological College).

### **Ideas from Survey Responses:**

- Sense of camaraderie and loyalty in affiliation to school. Create and maintain a positive family spirit in the school.

- Consistent delivery of religion program; in some classrooms morning prayer is formal and emphasized, in others it is not.
- New curriculum: confusing and random changes; need time and Professional Development for implementation; lack of direction from Department of Education regarding revised curriculum. Curriculum needs to integrate learning about more diverse cultures e.g. First Nations.
- Instead of a punitive approach to behaviour, we could use the reconciliation model; integrating First Nation ways of knowing and doing (e.g. we would use a medicine wheel for our Positive Behaviour Intervention Strategy).
- Need enough time to balance academic and social/personal/spiritual needs.
- Need to realize not all kids are religious, need to teach more health.
- The catechesis that we provide has been largely ineffective as a means of educating our students to the faith.
- Provide quality catechesis that provides for family involvement.
- Better communication - actively invite more parents and parishioners to Masses or Catholic events; invite bishop, priests, seminarians, religious people to share their knowledge of the Catholic faith.
- I love being part of my school community, but I am concerned about the forces that might want to turn our schools into "schools for Catholics" instead of "Catholic schools" which would change the ecumenical spirit we enjoy now.
- We need updated training on Religious Education programs. New ones have been purchased but no training on how to use them has happened. Stop buying materials (random religious books by parent council) with no teacher consultation about what we actually need.
- Provide opportunities for Catholic Professional Development that are accessible for people with children. Travelling outside of the territory is difficult for a lot of staff.

**Goal 2. To continue building stronger relationships and connections between our Catholic schools and the Church**

**Objective 2.1 To actively seek opportunities to work collaboratively within the Catholic school community**

**Ideas from Discussion Groups:**

- CEAY could help facilitate and enhance the working relationship between staff and clergy.
  - Seek opportunities to work as partners.
  - Work with key stakeholders to promote support of YCS at the local level.
  - Explore ways to make YCS more visible in our parishes.
- Create more opportunities for teachers and students to encounter Christ through the Mass and sacraments.
- Routines for regular interaction.
- A safe forum for teachers to convey their concerns regarding religion. Need a forum where issues can be discussed openly and honestly; manage conflicting viewpoints and policies.
- Set up a council of 3 or 4 people to liaise between schools and Diocese. The council should have a diverse membership, including staff, CEAY and the bishop.
- An information council for orientating church officials about the Catholic school system in Yukon, especially during new clergy transition periods. The orientation would highlight the social, cultural and political differences between the Yukon Catholic school system and elsewhere.

- A structure or routine whereby school administrators are kept up to date on policy changes between YE and CECW, in particular, Memorandums of Understanding. There are 5 MOU's: *Curriculum, Policy Development, Staffing, Funding, Communications*. What is their status? Are there new MOU's? What structure will the schools be operating under next year?
- Find ways to build personal relationships between staff and priests/Bishop. For example, having the Bishop come to smaller staff gatherings like Vanier's bookend meetings.
- Provide the opportunities within the parish for youth and families.
- Provide after-school opportunities for those who want more of the Catholic faith; the community/parish could be involved in this through volunteers.

### **Ideas from Survey Responses:**

- Schools have too much on their plate as it is. Engage youth at the church level - and do not limit it to just the few families currently involved.
- Have more social events that include the community.
- Look at the bigger picture and do more things as a "family of schools".
- It would be good to have "open house" days when the public could visit. Personally, having to go to the schools for whatever reason is a lovely experience, the welcoming, peaceful and spiritual atmosphere when entering the school is captivating.
- Any existing organizations i.e. Knights of Columbus, Catholic Women's League, Social Justice Committee, could be invited to make presentations to appropriate age groups.
- Opportunities to sing in the choir or be part of the Mass. In Saskatchewan there is a church sports league for students run by parents. They play basketball as the main sport.
- At one time, there was a student representative on parish council.
- Pray for our students and staffs. Take time to show appreciation when an individual or group does something exceptional.
- Have a vibrant, relatable youth group so that we do not have the schools be the only church for children.
- More functions at the church to bring parents in. Many parents don't come because "my kids get Mass and religion at school."
- Our parishes and schools need to develop a sense of mutual support. At the very least, our parishes could display information about our schools in the entrances to our churches.
- More positive communication between teachers and parents. Discussing children's needs, weaknesses BEFORE report cards so that parents are aware their child may be struggling.
- Create a space where parents can freely and comfortably voice their concerns relating to views of the Church that don't align with their personal values, and explore potential solutions for addressing those concerns.
- Encourage working together for students across grades and within grades. This would encourage relationships between students normally not naturally formed outside the classroom. This would support greater acceptance of diversity.
- More family social events.
- Catholic schools should take a leadership role in demonstrating reconciliation with First Nations.
- I wish there were more after school activities that aren't sports.
- Parent involvement from minority families in our schools.

**Goal 2. Objective 2.2 To celebrate all staff in their commitment to Catholic education**

**Ideas from Discussion Groups:**

- Pray for staff. Each school council member can pray for a teacher.
- CEAY should be celebrating staff. *(And the diocese could celebrate them too, e.g. sponsor annual social gathering for all YCS staffs.)*
- Among staff there is a range of commitment, a range of participation, and a range of modeling.
- Take a strength-based approach. Need to consider where individual is at and what area the individual wants to develop.
- Keep the understanding of faith journey in mind.

**Ideas from Survey Responses:**

- Good teachers, highly professional; excellent teaching styles; people who care about students; helpful; respectful; teach more than they preach; go the extra mile.
- Our staff and administration continue to teach about the love of Christ by their example of openness and acceptance of all people. They keep the celebrations in the schools alive to nurture our children.
- Safe: students feel comfortable sharing experiences and talking about God.
- Gospel values of Jesus are evident in the way students are treated. Neither this nor academic excellence overshadow one another.

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**Goal 3. To continue building understanding of Catholic education within Yukon**

**Objective 3.1 To create a communications team by December 31, 2018**

**Ideas from Discussion Groups:**

- On the communication team, incorporate both people who have expertise in communication as well as people from CEAY executive.
- Media relations training and advice.
- ACSTA is looking at doing a media training workshop. CEAY could send a representative to it.

**Objective 3.2 In 2019, the communication team will develop a communication plan for addressing issues of interest and concern**

**Ideas from Discussion Groups:**

- Promote the work that Catholic schools are doing. Be prepared for conflict and how to address/understand it.
- Collaboration with YE is necessary so that CEAY and the Department of Education are not speaking at odds accidentally.

- Schools use the Department of Education communication official to convey their school's newsworthy events.
- The communication official from the Department is a source of advice for how to reach the public.
- Seek opportunities to share the history and achievements of YCS.
- Catholic schools in Whitehorse are perceived as alternative schools.
- Broaden the context to Yukon, as our Catholic schools are referred to as YCS. Vanier serves some students from the communities that board at the Gadzoosdaa Student Residence.
- Each school emails a monthly newsletter to parents. With administrators consent, newsletter could be used to distribute information to parents from CEAY.
- Establish a committee to look into ways **Communications, Connections and Governance** as a single theme could be developed.
- Need to ensure parents are aware of what Catholic schools offer. Need to ensure parents and students are clear about the tone and focus of YCS.
- CEAY is a crucial group that helps keep schools aligned and moving in the same direction. There is room for alignment at the pedagogical level.
- YCS have a strong voice when the three schools, CEAY, parishes and CECW work together. YCS (with approximately 20% of Yukon student population) have the potential of a strong advocacy voice.
- It's a competitive environment for enrolment among the high schools; need a marketing point for VCSS.
- Values-based education: Catholic schools are free to discuss and promote values and morals to help students in the decision-making process. Clarify that we are talking about Catholic values. Conversations can take place on issues that can't be discussed in public schools.
- It was felt that media portrayal of Catholicism is negative. How do the schools respond to it? Where is the support from parents?
- Could improve parent-teacher communication through a Parent Portal (daily or weekly)
- Some cultures have a strong emphasis on family life (need to tap into that).
- Good news stories, highlight positive work in Catholic schools.
- Student needs are very different in each school (e.g. English Language Learners). Discuss issues and needs and prioritize them so the schools can speak with one common voice.
- How to keep scanning the horizon, being prepared for issues/policy/legislation that will come our way? This ties into the communication plan and has to involve all the partners.

#### **Ideas from Survey Responses:**

- There's a strong sense of school community: family environment, friendly and supportive.
- There has been negative media perception and articles regarding Catholic schools in the past 4-5 years.
- Having a publicly funded Catholic school seems to be an issue with the media and general public. How is one denomination receiving funding when others are not?
- Take a positive approach: always stay positive even when others attempt to create controversy. These individuals use the media, letters to the editor, to discredit our Catholic schools. We must not buy in, and should provide kind, thoughtful responses that diffuse efforts to discredit.
- There is a public perception that we have the best students.
- Some parents whose first language is not English may find communication difficult. Is there a parent volunteer with a background in those languages who could help with translating some items in the newsletter?

- As an adult with no school age children, I feel somewhat "out of the loop" with what goes on. Is there a way of having an email list established so that people without direct access to the school, can keep abreast? I know that I should be checking the school and CEAY websites more often, but a "heads up" type email alert could be useful.
- Mostly, help promote our schools by sharing the good work we do with the greater community.

**Goal 4. To monitor and advise on the capital needs of Yukon's Catholic schools**

**Objective 4.1 To annually review enrolment projections, to advocate that sufficient school facilities will be in place when required**

**Ideas from Discussion Groups:**

- CEAY could serve as the link to keep YCS informed and aware of what the needs are at each of the 3 schools; keep plan unified.
- Add "facilities" as a standing item to CEAY meeting agendas.
- Who is responsible to work with Yukon Education in this area: individual school councils or CEAY? Since both Catholic elementary schools are feeder schools for Vanier Catholic Secondary School, CEAY needs to take leadership. This involves a study of long-term enrolment projections.
- Interest in the schools is strong; enrolment is increasing from the drop several years ago.
- Vanier Catholic Secondary School (VCSS) and Holy Family Elementary School (HFES) need renovations, allowing for break-out areas.
- Christ the King Elementary School is at capacity. HFES has no expansion room.

**Ideas from Survey Responses:**

- Students commented on cafeteria (good food) and free Wi-Fi.
- Lack of resources, inadequate funding for programming and supplies; teacher/student ratio is too high; fewer students translates into fewer teachers and fewer electives, choices and activities.
- Demographics: more students with special needs; not enough resources; lack of support in classrooms.
- Teacher/Student ratio too high; large classes; too many students per classroom/class.
- Getting to school (all the way to Riverdale). Riverdale is difficult to get out of in the morning and after school.
- If families are traveling from another neighbourhood to get to Christ the King Elementary School or Vanier Catholic Secondary School, they should be encouraged to bus; both environmentally and to address the traffic in Riverdale.
- Flexible hours from 10:00 am to 5:00 pm.
- We need more microwaves because the rice rush is too much for our two microwaves.
- Aging technology with lack of replacement strategy.

**Objective 4.2 To work with administrators to establish a building advisory committee composed of representatives from each Catholic school**

**Ideas from Discussion Groups:** none relating specifically to this objective.

## **Appendix C.**

# **Draft Action Plan for Year 1 October 2018 to April 2019**

**Goal 1. To foster staffs' efficacy in ensuring a distinctly Catholic learning environment.**

**Objective 1.1 To provide on-going opportunities, resources and support for teachers.**

**Actions:** October 2018 - April 30, 2019

- a. Between October and November 30, 2018, CEAY will facilitate a committee that will develop a process for identifying on-going opportunities, resources and support for teachers. The committee membership may include: 1 CEAY member or school council representative, 1 administrator, and teachers, ideally, representing the elementary and secondary schools.

Between January and April 2019, the tasks undertaken by the committee will include:

- researching teacher training and support provided by Catholic schools in other jurisdictions, and
- identifying teacher training and support needs, and potential ways of meeting those needs.

The committee's findings will be presented to CEAY for discussion of next steps.

- b. The committee will also initiate opportunities to seek input from clergy about the teachings of the Church, as needed.

**Goal 2. To continue building stronger relationships and connections between our Catholic schools and the Church.**

**Objective 2.1 To actively seek opportunities to work collaboratively within the Catholic school community.**

**Actions:** October 2018 - April 30, 2019

- a. CEAY will initiate the establishment of a Council of a diverse membership of 3 or 4 people to liaise between the Church and YCS and orient church officials to the schools, especially during the transition of new clergy to the Yukon. The orientation will include highlighting the social, cultural and political differences between the Catholic school system in Yukon and other provinces and territories.
- b. The Council will initiate opportunities to seek input from clergy about the latest teachings of the Church.
- c. The Council will initiate opportunities to talk with parishioners about school volunteer needs and opportunities.

**Objective 2.2 To celebrate all staff in their commitment to Catholic education.**

**Actions:** October 2018 - April 30, 2019

- a. CEAY will explore ways of partnering with the Diocese and others to annually celebrate staff in their commitment to Catholic education.
- b. CEAY will work with others to facilitate at least one celebratory event during the school year (e.g. lunch, open house, etc.).

**Goal 3. To continue building understanding of Catholic education within Yukon.**

**Objective 3.1 CEAY will create a communications team by December 31, 2018, consisting of 1 or 2 CEAY members and other people as needed, who have communication experience or interest.**

**Objective 3.2 In 2019, the communications team will develop a plan for addressing issues of interest and/or concern.**

**Actions:** October 2018 - April 30, 2019

- a. In 2019 the team will begin seeking opportunities to participate with all Catholic education partners in media or communications training.
- b. The team will also seek opportunities to share the history and achievements of YCS.

**Goal 4. To monitor and advise on the capital needs of Yukon's Catholic schools.**

**Objective 4.1 CEAY will work with administrators to establish a building advisory committee composed of representatives from each Catholic school.**

**Actions:** August 2018 - April 30, 2019

- a. To begin annually reviewing enrolment projections; to advocate that sufficient school facilities will be in YE's plans for new school construction and that renovations are in keeping with curriculum redesign.
- b. To identify opportunities to view schools that have a design or operation that facilitates the implementation of the new curriculum.
- c. To add "facilities" as a standing item to CEAY meeting agendas.

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<sup>1</sup> Yukon Catholic Schools. *Circle of Caring I*. Whitehorse, Yukon. 1993

<sup>2</sup> Sister Mary Margaret Down. *A Century of Service*, Victoria B.C., Sisters of Saint Ann, 1966. See also a typescript of Athol Retallack entitled "Dawson School Celebrates Diamond Jubilee," and other related materials in YA, Sisters of Saint Ann Records

<sup>3</sup> Public Archives of Canada, Yukon Territorial Records, Record Group 91, vol. 7, file 894. Bishop Bompas to Minister of the Interior, 4 June 1900; file 78, Ogilvie to secretary, Department of the Interior, 12 Sept. 1900; G.E. Gartell, *Role of the Church*, 169-170

<sup>4</sup> Yukon Archives Digital Library, *Dawson File #34434*

<sup>5</sup> Yukon Archives Digital Library, *Dawson File #34434*

<sup>6</sup> Coudert, J. L. Bishop of Whitehorse. *Archival Notes on Catholic Schools in Whitehorse*. Diocese of Whitehorse Archives. Whitehorse, YT. 1959

<sup>7</sup> Catholic Education Association Yukon. Amended Constitution and Bylaws. Adopted at a Special General Meeting. April 21, 2016

<sup>8</sup> Catholic Education Association Yukon website: [ceayukon.ca](http://ceayukon.ca)

<sup>9</sup> Pocock, Philip. Archbishop of Toronto. *Address to Catholic Parents*. Toronto, ON. 1970