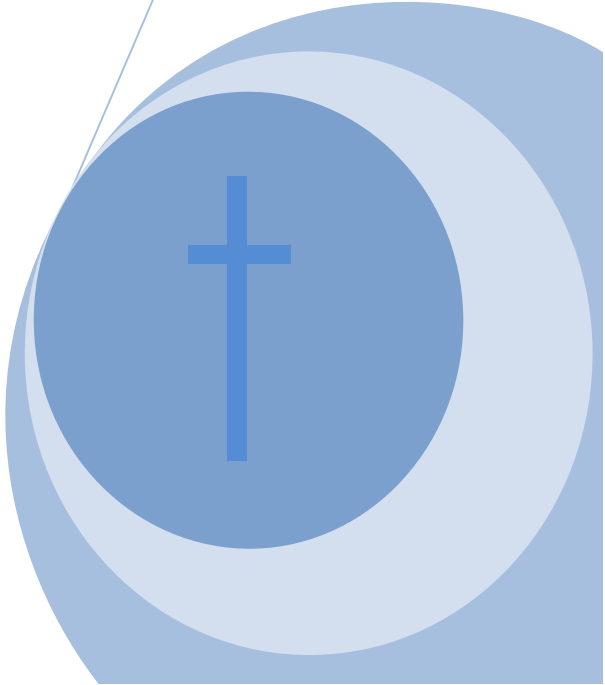




Circle of Caring III

A Strategic Plan for the Catholic Education
Association of Yukon 2012-2017



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1.0 CEAY Mission, Values, and Mandate

1.1 Mission

The mission for the Whitehorse Catholic Schools is to educate children in a Catholic learning environment. Through the sharing of knowledge and Christian values, and by celebrating our Catholic faith, students are assisted in developing a personal faith and an understanding and appreciation of self and others. Each child has the opportunity to strive for academic excellence and to reach his or her potential as a life-long learner. The uniqueness of each child is celebrated (*Circle of Caring I 31*).

1.2 Values

As developed in 1993 by a community of parents/guardians, students, teachers, staffs, administrators and the broader Catholic community, the following values guide the emotional, intellectual, moral, physical, social and spiritual development of each learner:

- A strong personal relationship with God;
- Love, respect, and forgiveness for oneself and others;
- A sense of self-worth;
- Critical and creative thinking skills;
- Interpersonal skills; and
- Witnessing to our faith in the world (*Circle of Caring II 3*)

1.3 Mandate

Situated in the legislative context of the *Yukon Act* and the *Education Act*, the mandate of the Catholic Education Association of Yukon (CEAY) is to:

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 to strengthen a robust, publically funded Catholic school system to appropriate officials in the Department of Education, Catholic Episcopal Corporation, the Canadian Conference of Catholic Bishops, etc.;
3. Advise on the following: policy or legislative development, staffing, faith formation, in addition to other issues to groups including, but not limited to the Catholic Episcopal Corporation, the Department of Education, and the administrators of the three Catholic schools; and
4. Support initiatives within the Catholic education system that develop leadership, strengthen partnerships between stakeholders, and fund educational opportunities for students.

2.0 Introduction

In September 2011, the Catholic Education Association of Yukon (CEAY) embarked upon a strategic planning process that included a review of its mandate. The purpose of a new phase of planning was twofold: first, *Circle of Caring II's* six goals, which provided the development of Catholic education from 2004-2014, had predominately been met. Given this success, the members of CEAY were looking for a new plan to focus their collective efforts. Second, the CEAY had revised the criteria for the voting membership and realized that further clarification was needed with respect to their mandate, roles and responsibilities.

The CEAY Executive, with support from the Senior Religious Education Coordinator, brought its voting and non-voting members together to identify key internal and external issues that were affecting the students, school staff, parishioners, and Catholic education partners. As a result of these efforts, a new Terms of Reference (Appendix 2) for the CEAY was established, which clarified the scope of its mandate, advisory and decision making authority, and the roles/responsibilities of its members. In addition, the Terms of Reference clarified relationships with the Catholic Episcopal Corporation, the Catholic Administrator team, and the Department of Education.

In addition to clarifying and revising the CEAY's mandate, CEAY members and members of the Catholic community explored key issues that were impacting all three Catholic schools. One of the key issues included the importance of providing an aligned and enriched Catholic learning environment in all three schools. To address this issue, members agreed that a shared definition of Catholic education was essential. A shared definition of Catholic education would provide a consistent approach between elementary and secondary schools in the areas of curriculum, programming, and faith formation.

Circle of Caring III (2012-2017) aims to strengthen Catholic education in Yukon with three new goals: modernize and grow Catholic facilities; strengthen our northern model of Catholic education; and strengthen our CEAY governance model. This new strategic plan is not meant to manage the operations of each school. Rather, it provides a framework for focusing on how best to meet student needs in a distinct learning environment through coordinating and building system wide consensus; advocating for resources; advising on policy, staffing and faith formation, among others; and supporting initiatives to support leadership and strengthen partnerships. *Circle of Caring III* (2012-2017) defines areas of focus, while honouring the unique culture and needs of each school, as reflected by their individual School Growth Plan.

2.1 Building on Success in Catholic Education

Catholic education in Yukon has benefitted from a long history of commitment and creativity (see Figure 1) on behalf of educators, parents, parishioners, priests, nuns, and the broader Catholic education community. From the opening of St. Mary's School in Dawson in 1900, to the development of three Catholic schools in Whitehorse, Catholic education has sought to provide academic excellence and faith formation.

Comprehensive direction for the development of the Catholic school system was overseen by the Standing Committee on Education (1993), the Catholic Education Committee (2006), and later the Catholic Education Association of Yukon (2008). The bodies oversaw the implementation of *Circle of Caring I* (1993) and *Circle of Caring II* (2004) which provided direction for Catholic education in Whitehorse. Key successes included: Holy Family Elementary school in 1994; Vanier Catholic Secondary in 1997; new curriculum developments, such as “Family Life”; and a student admissions policy and a hiring protocol. Building on this success, *Circle of Caring III* responds to new and emerging priorities, based on an environmental scan of key issues facing the Catholic education community.

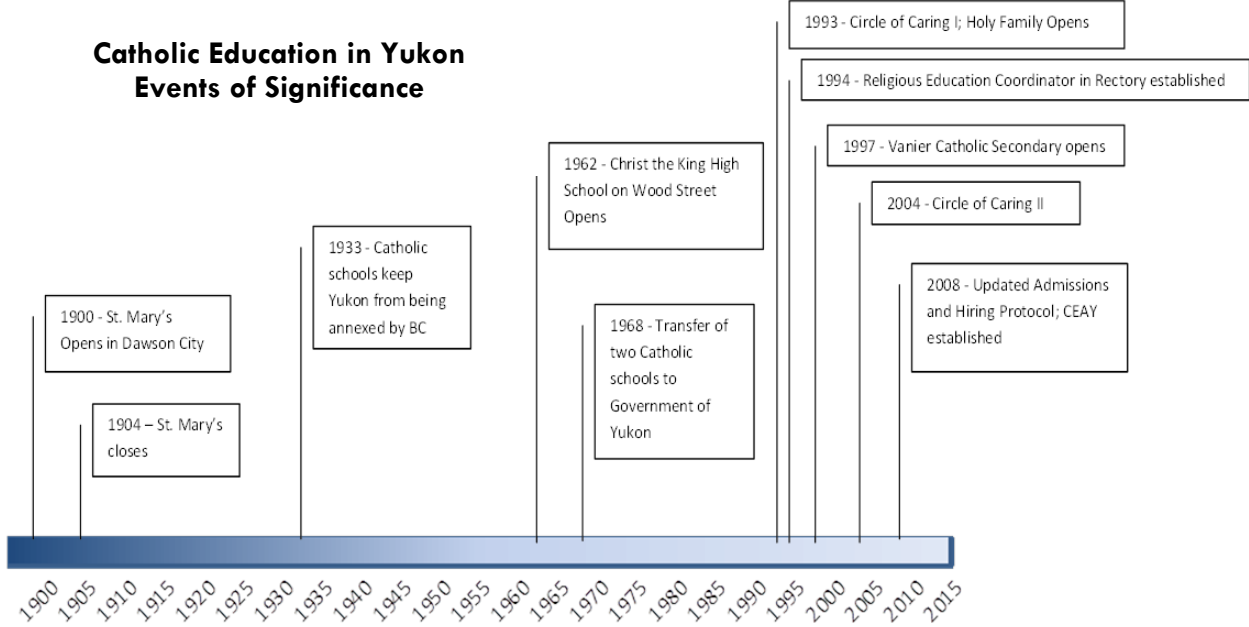


Figure 1: Catholic Education in Yukon- Events of Significance (1900-2011)

3.0 Environmental Scan

There are many challenges and opportunities that are impacting Catholic schools and education in Yukon. Responding proactively and collectively is essential for success. Within the next five years the key challenges include: responding to the needs of an increasingly diverse student and teaching body; managing facilities and resources to respond to the demand for Catholic education and the unique needs of students and teachers; and navigating an increasingly complex system of governance for Yukon education.

Demographic Trends

While there continues to be a slight decline in urban student enrolment, there is increasing demographic pressure on the three Catholic schools. Enrolment in Catholic schools now comprises almost one quarter of all urban school enrolment. Ten-year population projections for the Yukon Territory by the Yukon Bureau of Statistics, using new historically observed trends in a defined reference period, indicate that by 2021, the total Whitehorse population could grow between 16% and 24% (Yukon Bureau of Statistics 3), with a doubling of the senior population and a relatively steady youth population. With a steady youth population projected in Yukon over the next decade (remaining under 16% of the population), and consistently strong demand for Catholic education (see Figure 2) it is anticipated that interest and demand for Catholic education will continue. This is in part related to the increasing numbers of new immigrant families, who are moving to the territory through the Yukon Nominee Program (Department of Education 12), many of whom are of the Catholic faith. The result of this demand is that all three schools are either currently at or beyond ideal capacity¹ and are experiencing higher percentages of English Language Learners (ELL) in comparison to a decade ago. At this time, it is anticipated that strong enrolment trends will continue, with a greater cultural diversity of students and families- placing additional pressure for specialized programming in each school.

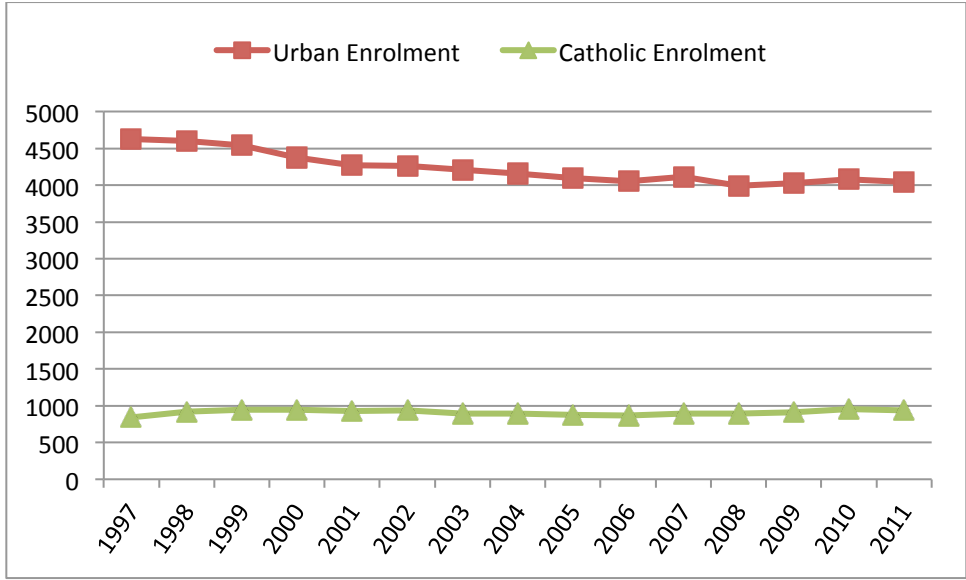


Figure 2: Total Whitehorse student enrolment compared to Whitehorse Catholic student enrolment since the establishment of Vanier Catholic Secondary School in 1997.

¹ The Department of Education distinguishes between *raw capacity*, which is when you multiply the number of classrooms by the number of students allowed per classroom under the Yukon Teacher’s Association Collective Agreement and *ideal capacity*. Ideal capacity is 80% of raw capacity for elementary schools and between 50-80% for secondary schools (*School Facilities study Final Report*. June 25, 1997. Hold Fast Consultants Inc. pp 17.)

Managing Facilities and Resources

While Whitehorse has defined catchment areas, parents and caregivers exercise significant choice in where they send their children. Catholic school programming remains a strong and popular option for Whitehorse families, as indicated by high enrolment numbers in the three Catholic schools.

Managing the quality of programming space and facility provisions is an emerging issue. While renovations or additions have been added to Vanier Catholic Secondary and Christ the King Elementary over the last decade, there continues to be significant pressure to respond to the changing programming needs of students and the integration of faith formation within the school. There is a concern that facilities are not in a position to support increased demand or growth at the elementary or secondary school level. In addition, this concern relates to the need for additional programming space at some schools (for Intensive French or ELL support) and Chapel space in all three- the latter of which remains an outstanding *Circle of Caring II* (2004) goal.

Increasingly diverse student and teaching population

In addition, there is an increasingly diverse student population in all schools. In part, this is due to the diversity of Catholic and non-Catholic student body. Yet another significant trend has emerged. There are increasing numbers of immigrant students attending all three schools, primarily from South East Asia (the Philippines), whose families have higher proportions of English Language Learners (ELL). These ELL students require special programming supports to ensure language proficiency, and there is a general concern that schools do not have the necessary resources to support them.

While the student body is diverse in its religious and cultural heritage, so are the educators at each school. It is difficult to recruit Catholic educators to teach and provide strong Catholic role models in the school. While gains have been made in the area of recruitment, with increased support from the Catholic Episcopal Corporation and the Department of Education, schools' staffs are composed of a diverse teaching body- with both Catholic and non-Catholic staff. Given this ecumenical reality, schools are seeking new strategies on how to enhance faith formation and religious programming in the schools through Catholic leadership. Addressing the learning needs of students in a Catholic school requires the meaningful integration of Catholicity in all curriculum and pedagogical approaches. To accomplish this with a diverse teaching body is challenging and thus requires the participation and ownership of all educators.

Evolving governance of education

Historical discussions on education in the Catholic community (e.g. *Circle of Caring II*) explored the possibility of establishing a Catholic school board to oversee all three Catholic schools in Whitehorse. At this time, there is consensus that it is more advantageous for the Catholic schools to remain integrated into the current model of governance. However, it is noted that the governance of education in Yukon is in flux due to the current court case between Commission Scolaire Francophone du Yukon and the Department of Education and the potential for First Nation governments to assume responsibility for education through their self-government agreements. In this context of increasing complexity, the CEAY recognizes the need to strengthen its own internal governance model so that the Catholic schools are more aligned to effectively respond to student needs.

4.0 Program Areas

The CEAY will focus on three goals over the next five years, which respond to emerging priorities identified in the environmental scan. Each goal has a number of objectives to focus shorter-term efforts. All objectives have corresponding performance measures, with which to monitor, focus, and adjust efforts. A work plan for the first year (2012-2013) is included in Appendix 1.

4.1 Modernize and Grow Catholic Facilities

Goal One: Modernize and build educational facilities that meet community demand for Catholic education, high quality health and safety standards and the academic, special, and spiritual needs of students and school staff.

Objective 4.1.1: Resolve urgent health and safety issues including wheelchair access and rodents by September 1, 2012.

Objective 4.1.2: Complete needs assessment by December 15, 2012 to identify upgrades to current facilities, the need for new school(s), and health and safety concerns.

Objective 4.1.3.: Health and safety concerns are resolved through short-term measures by September 1, 2013.

Objective 3.1.4: Develop a long term facilities plan that meets the needs of Catholic schools by December 15, 2013. New models would consider flexible spaces for integrated cross-curricular teaching spaces.

Performance Measures:

- Outstanding health and safety issues are resolved by September 2012.
- Needs assessment of Catholic school facilities is complete by December 2012.
- Health and Safety concerns are resolved through short-term measures by September 1, 2013.
- Department of Education commits resources to address priority areas in CEAY long term facilities plan by March 31st, 2015.
- Increased flexibility in space increases the number and quality of educational programs in each school by March 31st, 2017.
- Priority facility issues are resolved in a timely and effective manner that addresses deficiencies and ensures that the facility needs will be adequate for the next 20 years by March 31st, 2017.

4.2. Strengthen our Northern Model of Catholic Education

Goal Two: Develop a shared definition of Catholic education that would enable greater alignment and consistency of programming, hiring practices, and robust student and teacher development in all Catholic schools. Develop a comprehensive set of graduate expectations for the Catholic schools of Whitehorse.

Objective 4.2.1: Explore and begin to define Catholic education in Yukon with all partners by October, 2012.

Objective 4.2.2: Develop a new document that outlines the expectations of a Catholic school staff by June 2013.

Objective 4.2.3: Develop a new document that outlines the expectations of the Catholic school graduate by June 2013.

Objective 4.2.4: Review and evaluate existing programs and initiatives in each school with administrators to ensure alignment with definition of Catholic Education by September 2014.

Performance Measures:

- Workshop to begin dialogue is held with all Catholic partners by October 2012.
- High visibility of the definition of Catholic education and expectations of graduate within all schools.
- Definition of Catholic education and expectations of graduates are reflected in curriculum, and therefore, student learning.
- Definition of Catholic education and expectations of graduates are reflected in recruitment strategies, hiring practices, and teacher evaluations, and therefore, Catholic leadership in the schools.
- Self-evaluation or surveys of teachers reveal that a majority of teachers are exhibiting the values and attributes as expressed through the definition of Catholic education.
- CEAY Catholic school reviews (3 year cycle) indicate that programs, hiring practices, and initiatives are aligned with the definition of Catholic education.

4.3 Strengthen our CEAY Governance Model

Goal Three: Build capacity and refine the governance structure of the CEAY to effectively achieve its mandate.

Objective 4.3.1: Develop an options paper/business case on different governance models to support the comprehensive implementation of an aligned Catholic education for Yukon schools by September, 2012.

Objective 4.3.2: Develop financial management process and budget to enable successful implementation of strategic plan by October 1, 2012.

Objective 4.3.3: A position is established with supported funding to oversee the governance and mandate of the CEAY by April 1, 2013.

Performance Measures:

- Clear financial management process is developed for adoption by CEAY Executive by October 2012.
- Options paper on different governance models is initiated in September 2012 and is complete by December 2012.

- More effective structure and allocation of resources to enable to comprehensive implementation of an aligned Catholic education in all schools.
- CEAY successfully implements its five-year strategic plan by March 31, 2017.
- CEAY has greater visibility in the education community, and effectively advocates for changes in the education system that benefit Catholic students.
- A CEAY position is established by April 2013.

Appendix 1: CEAY Workplan 2012-2013

Objective	MONTHLY TIMELINE								CEAY Budget	Lead	Performance Measures
	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r			
1.2 Resolve urgent health and safety issues including wheelchair access and rodents.	x								None required	CEAY Chair with Catholic Administrator Team	Outstanding health and safety issues are resolved by September 2012.
3.1 Develop an options paper/ business case on different governance models to support the comprehensive implementation of an aligned Catholic education for Yukon schools.	x								\$5-10,000	CEAY Chair with Catholic Administrator Team	An options paper on different governance models is initiated in September 2012 and is complete by December 2012.
2.1 Explore and begin to define Catholic education in Yukon with all partners.		x							\$500	CEAY Chair with Senior Religious Education Coordinator	Workshop to begin dialogue is held with all Catholic partners by October 2012.
3.2 Develop financial management process and budget to enable successful implementation of strategic plan.		x							None required	CEAY Chair and Executive	Clear financial management process is developed for adoption by CEAY Executive by October 2012.
1.1 Complete needs assessment to identify upgrades to current facilities, the need for new school(s), and health and safety concerns.				x					\$10,000 for needs assessment contract	CEAY Chair and Executive	Needs Assessment of Catholic school facilities is complete by December 2012.
3.3 A position is established with supported funding to oversee the governance and mandate of the CEAY.								x	Additional funding from external sources required.	CEAY Chair and Executive	CEAY position is established by April 2013.

Appendix 2: CEAY Terms of Reference

Purpose	This Terms of Reference provides a framework for the Catholic school councils and its partners to support and strengthen a Catholic school system in Yukon. The purpose of the CEAY is to provide a forum where the Catholic schools share the mission, vision, beliefs and values of Catholic education. Specifically, CEAY’s role is to lead the visioning and planning for the Catholic education system in Yukon and to collaboratively address and resolve emerging and critical issues to the benefit all students.
Background	<p>In 2008 the Catholic Education Association of Yukon became the official title of the Catholic Education Committee, which was formed by the three school councils in 2006 to lead and manage the implementation of the <i>Circle of Caring II</i> goals.</p> <p>This Terms of Reference is situated in a broader legislative context, governed by the <i>Yukon Act</i> and the <i>Education Act</i>.</p>
Mandate	<ol style="list-style-type: none">1. Provide a leadership mechanism to coordinate and build system-wide consensus of understanding on issues that may affect all three schools with the participation of all Catholic education partners.2. Advocate for resources and support to strengthen a robust, publically funded Catholic school system to appropriate officials in the Department of Education, Catholic Episcopal Corporation, and the Canadian Conference of Catholic Bishops etc.3. Advise on the following: policy or legislative development, staffing, faith formation, in addition to other issues to groups including, but not limited to: the Catholic Episcopal Corporation, the Department of Education, and the administrators of the three Catholic schools.4. Support initiatives within the Catholic education system that develop leadership, strengthen partnerships between stakeholders, and fund educational opportunities for students.

Membership	<p>CEAY membership includes both voting and non-voting members. Voting members include all elected school council members from Yukon Catholic schools. The Executive of CEAY is comprised of two school council members from each Catholic school. These two school council members are nominated and approved to sit on the CEAY executive by each school council.</p> <p>Non-voting members include the administrators from each Catholic school, a representative from the Catholic Episcopal Corporation, the Senior Religious Education Coordinator (Department of Education), and the Superintendent (with responsibility for Catholic schools), Department of Education.</p>
Duration of Term	<p>Terms for Executive members of the CEAY are two years. Executive members may seek nomination and approval from their school councils for additional terms. For all other voting members of the CEAY, terms would coincide with their school council elections.</p>
Scope	<p>The primary outcome of the Association’s deliberations will be made in the form of recommendations to school councils who can choose to adopt the recommendations by resolution.</p> <p>To ensure efficient and productive organizational business, and to reduce overlap with individual school council business, CEAY will focus the substance of its business on issues that meet the following criteria:</p> <ol style="list-style-type: none"> I. An issue that affects or <i>may</i> affect all three schools II. An issue that benefits from the unity and consensus of all Catholic school partners to determine an agreed upon approach.
Executive Officers	<p>The Executive is comprised of a Chair and other officers. The Chair will be elected from its membership for a two year term.</p>
Duties/Responsibilities of the Chair	<p>Chair of the CEAY will:</p> <ul style="list-style-type: none"> • Prepare Agendas for all meetings • Facilitate all meetings • Ensure clarity of CEAY role and scope of responsibilities at all times by determining whether CEAY must: <ul style="list-style-type: none"> ○ be informed; ○ be consulted; ○ make a recommendation; ○ make a decision or; ○ act together with its partners. • Communicate with non-voting members and voting membership • Provide leadership in conflict resolution and building a consensus of understanding among all partners in Catholic education • Track the progress on the Strategic Plan and communicate progress to the parishes, schools, and broader Catholic community • Prepare and circulate an annual report of business for the Joint AGM of the School Councils

- Provide representation (or appoints a delegate) for CEAY on committees and hiring panels that the Executive has deemed within the mandate of the CEAY
- Hire and work with a treasurer/secretary to facilitate all financial business of the CEAY

Duties of the Executive Members With respect to the scope of the CEAY, Executive members are responsible to identify and inform the CEAY Executive of business that includes:

- I. An issue that affects or *may* affect all three schools; or
- II. An issue that benefits from the unity and consensus of all Catholic school partners to determine an agreed upon approach.

Executive members must consider and determine whether these issues require the CEAY to be simply kept informed, consulted, make a recommendation, make a decision, or act together. All decisions will be in the form of recommendation to school councils.

Decision Making Executive decisions will be made by consensus, with due consideration of non-voting member’s input.

Meetings Full membership meetings will take place three times a year, including the Joint AGM of School Councils. Meetings will occur in September (Joint AGM), January and April. While meetings are open to non-voting members, invitations to non-voting members will be extended to ensure input on decisions when necessary.

Executive meetings will take place monthly. Quorum is one member per school council. All association meetings will be open to any member of the Catholic community of Whitehorse or rural communities to attend as an observer.

Communication with the Catholic Episcopal Corporation CEAY works in partnership with the Catholic Episcopal Corporation on all matters that fall within the mandate of the CEAY. The Association will communicate directly with the Catholic Episcopal Corporation through the Bishop or designate. The Chair will ensure the Bishop or designate is informed of emerging issues and/or pending decisions as required.

The Catholic Episcopal Corporation will also provide direction to the CEAY regarding the Catholic Schools of Whitehorse as the need arises.

Communication with the Department of Education The Association will communicate with the School Council Liaison on matters respecting the Memorandum of Understanding with the Association. CEAY works in partnership with the Superintendent of the Catholic Schools on all matters that fall within the mandate of the CEAY. The Chair will communicate with appropriate senior officials (Directors, Assistant Deputy Minister, Deputy Minister or Minister) of the Department of Education depending on the issue or decision required.

Communication with Catholic Administrators

CEAY works in partnership with the Catholic Administrators on all matters that fall within the mandate of the CEAY. CEAY Chair will communicate with Catholic Administrators.

CEAY Executive members will inform Administrators of CEAY business during School Council Meetings.

Administrators may also be invited to executive meetings as the need arises. The Chair will ensure the principals are informed of emerging issues and/or pending decisions as required.

Establishment and Cessation

The Association will be established and may be disbanded by means of resolution proposed by the voting membership and adopted at a Joint AGM of the three School Councils. Such a resolution will require a 67% majority (or two thirds) of those in attendance for adoption.

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