

A CIRCLE OF CARING:  
SUMMARY OF  
A DEVELOPMENT PLAN FOR WHITEHORSE CATHOLIC  
SCHOOLS

PREPARED BY  
THE STANDING COMMITTEE ON EDUCATION

JULY 1993

WITH THE ASSISTANCE OF  
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AND  
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*Talking about Jesus in religion, how we have lots  
of celebrations, how we have lots of special  
events and how we have special visitors.*

*Erin - Grade 2/3*

(In response to a question of what was good about the present system of Catholic education)

# Section 1

*I do not want it to improve because it is a great school and because it is perfect the way it is - I think.*

*Andrea Rose*

## A. Background

In June 1993, members of the Whitehorse Catholic community completed A School Development Plan for Whitehorse Catholic Schools. The Plan examines where we have been, where we are and where we want to be in the 1990's.

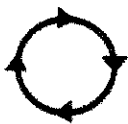
The planning process began with a Stakeholders' Workshop on April 3rd, 1993. At that meeting, representatives of the various stakeholders in education (teachers, parents, former students, clergy, parishioners, school administrators and staff) met to:

- review the history and philosophical and legal basis for delivering education in Whitehorse Catholic schools
- discuss the roles and needs of the participants in education
- discuss their observations and concerns about education in Whitehorse Catholic schools as well as the observations and concerns expressed to them by others
- discuss the "characteristics" (qualities and abilities) which students should acquire through education in our schools

- identify the major issues facing Whitehorse Catholic schools, in the following areas:
  - teaching and learning
  - governance
  - resources (human and financial)
  - public relations and communications.

Representatives of the "participants in education" devoted many hours, much energy, wisdom and personal commitment to developing a vision for Catholic education in our schools. They knew that the process of planning was as important as the final plan.

This Plan is a practical guide. It is also a reminder to us and to others of our vision of education, a reminder of the things that matter to us and a declaration that we will work to make that "vision" a "possibility" .... starting today.



## B . H i s t o r y

The history of Whitehorse Catholic school education shows how a classroom in an army barrack became a school system -- in less than fifty years! Reviewing our past as we plan for the future, reminds us of the uniqueness of our approach to education and of the things which will always be important. It also provides an opportunity to look ahead and to reaffirm the values and beliefs we want to take into the future.

### THE 1900'S

Catholic education in Whitehorse started with the opening of a school in 1902. The rapid decline in the city's population at the end of the gold rush led to the school's closing in 1904. Until 1946, Catholic children attended the public school.

### THE 1940'S

The first Whitehorse Catholic school was established in 1946, in a city with large military and civilian populations. In 1946 a convent/boarding school was built in Whitehorse by the Sisters of Providence. Catholic children from across the Yukon attended this boarding school which operated until 1956. The classroom was an army barrack and it served as the school for 220 students from grades one to ten.

### THE 1950'S

In the 1950's Whitehorse became the capital city and the increase in school populations reflected the city's increasing population. By 1956 enrollment in the Catholic school reached 340 students and the Sisters built Christ the King Elementary School (CKES), which soon accommodated Catholic children in grades 1-10.



### THE 1960'S

In 1962, the Sisters built a Catholic high school because the elementary school was again too small. The High School became Christ the King High School (CKHS). (The school is now referred to as Christ the King Junior Secondary School.)

In 1962, the Agreement which ensured that both Whitehorse Catholic schools would become publicly-funded denominational schools, was signed by the local Bishop and the Yukon Commissioner. This agreement established the framework within which the Catholic Episcopal Corporation of Whitehorse and the Yukon Government would deal with such policy issues as:

- who would attend the schools
- residential accommodation for lay teachers
- rights and responsibilities of the Catholic schools
- financial support from the Yukon Government
- the minimum number of classrooms required to establish a Catholic school
- the transfer of the two Catholic schools to the Yukon Government in trust and the payment of money to the Corporation.

Following the 1962 changes, both CKES and CKHS formed elected school committees, whose membership consisted of representatives of the parents of children attending the schools.

### THE 1980'S

In the 1980s, parents, educators and the Yukon community examined major issues, such as the purpose and process of teaching and learning, the location and physical structure of schools, the organization of schools, and the governance of schools.



In 1982, representatives of the participants in Catholic education developed the Statement of Philosophy for Catholic Schools of Whitehorse. The Admission Policy, developed from that Statement, set out the terms by which Catholic and non-Catholic children would be admitted into Whitehorse Catholic schools.

**THE 1990'S**

From 1990-93, enrollment in CKES and CKJSS has been approximately 6.3% of the total enrollment in Yukon schools. Over the past three years, Catholic School enrollment has grown at an annual rate of about 2%, while enrollment in all other Yukon schools has grown at 4.5%.

Capacity limitations accounted for these differences in enrollment growth rates. Once the new Catholic school is built in Porter Creek and presuming that its enrollment grows to 150 students, then enrollment in Catholic Schools will increase to 8.6% of all enrollment in Yukon Schools.

COMBINED ENROLLMENT AND STATISTICAL DATA  
FOR CKES AND CKJSS - 1990 TO 1992

| YEAR                              | 1990 | 1991     | 1992     | 1993 |
|-----------------------------------|------|----------|----------|------|
| CATHOLIC SCHOOLS                  | 328  | 332      | 342      | 363  |
| COMBINED ENROLLMENT               |      |          |          |      |
| NUMBER OF TEACHERS                |      | 23.55    | 22.15    |      |
| STUDENT TEACHER RATIO             |      | 14.1     | 15.4     |      |
| AVERAGE TEACHING SALARY           |      | \$53,060 | \$57,580 |      |
| TUTORS AND EDUCATIONAL ASSISTANTS |      | 1        | 1        |      |



## C . Philosophy

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The Statement of Philosophy, 1982, forms a part of the foundation for the delivery of education in our schools.

In the Statement, the participants in Catholic education are defined as "the whole Christian community":

- pupils
- parents
- schools with their staffs, principals, and committees,
- Department of Education personnel
- Church leaders: Bishop, pastors and Parish teams.

The Statement of Philosophy describes the roles and the responsibilities of the participants in Catholic education and how they contribute to the delivery of education.

Overall, this philosophy encourages the participants to look beyond their own role in education, with the concluding statement that:

\* *"It is only when the family, the school and the Parish work in harmony that a true Christian community is established."*





## D. Legal Framework

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Another critical element of an educational system is the legal framework. The Yukon Act, the Education Act and the Agreement between the Commissioner and the Catholic Episcopal Corporation of Whitehorse provide the legal framework and authority for the establishment, development and delivery of Catholic education.

### 1. YUKON ACT

The Yukon Act delegates responsibility for education to the Yukon Territorial Government. This Act states in Section 16, that the Commissioner in Council may, subject to the Act and any other Act of the Parliament of Canada, make ordinances for the government of the Territory, in relation to the classes of subjects including:

*16.(c) education in the Territory, subject to the condition that ..... the minority of the ratepayers therein, whether Protestant or Roman Catholic, may establish separate schools therein ..... shall be liable only to assessments of such rates as they impose upon themselves in respect thereof.*

### 2. AGREEMENT BETWEEN THE CATHOLIC EPISCOPAL CORPORATION OF WHITEHORSE AND THE COMMISSIONER OF THE YUKON TERRITORY

The 1962 Agreement between the Catholic Episcopal Corporation of Whitehorse and the Commissioner of the Yukon Territory provides the framework within which Catholic Education has been delivered in the Yukon since 1962.



### 3. EDUCATION ACT

The Education Act, which became law in 1990, emphasizes partnership in education and promotes an education system "which works in cooperation with the parent to develop the whole child". One of the effects of the new Act is to increase the role of elected school representatives in education. In the Catholic school system, this has resulted in the two schools (Christ the King Elementary and Christ the King Junior Secondary) holding a series of joint school council meetings to develop a common understanding of Catholic education.

The 1962 Agreement signed by the Catholic Episcopal Corporation and the Commissioner is still in effect. On the matter of "separate school rights" the Education Act states:

*Part 6 Section 57: "All rights and privileges arising out of the Yukon Act, any agreement or understanding between the Commissioner of the Yukon Territory or the Minister and the Catholic Episcopal Corporation shall be respected and continued under this Act and any regulations passed hereunder."*



## SECTION 2

*The rules are good rules to make people feel safe and happy  
and wanted.*

*Leanne*

*The earth moves in circles for we have to learn to treat the earth  
right because if we do not get to a sustainable economy within  
the next generation the earth will fail us.*

*Adam*

### B. Our Vision of Catholic Education

Based on the history, philosophy and legal framework, the participants developed a Mission Statement, a Values and Beliefs Statement, Goals and Objectives and an Action Plan. These "planning tools" reflect and respect our vision of Catholic education and combined, they form the Development Plan for Whitehorse Catholic Schools. The Development Plan will be reviewed on a quarterly basis and modified as objectives are achieved, new initiatives are required and our schools grow and change.



## A STATEMENT OF MISSION

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

*The uniqueness of each child is celebrated.*

*Whitehorse, Yukon Territory  
1993*



## OUR VALUES AND BELIEFS

At the Stakeholders' Workshop, the participants considered the VALUES which should be taught, promoted and reflected in the education we offer.

### *A STATEMENT OF VALUES AND BELIEFS*

*We believe that parents/guardians, students, teachers, staffs, administrators, and the Catholic community, are the key contributors to Catholic education. All work together for the emotional, intellectual, moral, physical, social and spiritual development of the whole child. Values taught by example empower and support children for a lifetime of learning and participation in their own community and the Global community. These values include:*

*a strong personal relationship with God,  
love, respect and forgiveness of oneself and others,  
a sense of self-worth,  
critical and creative thinking skills,  
interpersonal skills, and  
witnessing to our faith in the world.*

*Whitehorse, Yukon Territory  
1993*



## F. Goals

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### TEACHING AND LEARNING

#### 1. SPIRITUAL DEVELOPMENT

GOAL: To provide a Christian learning environment and develop students' understanding and love of Christ, self and others throughout a life-long journey of faith.

#### 2. INTELLECTUAL DEVELOPMENT

GOAL: To create opportunities for each student to develop to his or her full potential as a life-long learner.

#### 3. ACADEMIC EXCELLENCE

GOAL: To provide each child with opportunities to strive for academic excellence.

#### 4. EMOTIONAL DEVELOPMENT

GOAL: To provide a Christian learning environment which promotes healthy emotional development.



## 5. MORAL DEVELOPMENT

GOAL: To provide a Christ-centered environment, based on the principles of the Gospels, to enable the formation of conscience.

## 6. SOCIAL DEVELOPMENT

GOAL: To assist each child in developing personal relationships and the ability to appreciate diverse views, approaches and cultures.

## 7. PHYSICAL DEVELOPMENT

GOAL: To provide students with opportunities for and an understanding of the need for physical well-being.

## 8. AESTHETIC DEVELOPMENT

GOAL: To strive to provide each student with an understanding of as well as opportunities and means of expressing aesthetic creativity.



## ORGANIZATION

### 1. GOVERNANCE

GOAL: To provide a responsive and effective structure for governing the Catholic education system.

### 2. HIGH SCHOOL

GOAL: To deliver a high school education as part of Catholic education in Whitehorse Catholic schools.

### 3. FACILITIES

GOAL: To deliver education in appropriate facilities.

### 4. RESOURCES

GOAL: To obtain the human and financial resources required to adequately meet the changing needs of the Catholic school system.

### 5. PUBLIC RELATIONS AND COMMUNICATIONS

GOAL: To strengthen relations and communicate more frequently and effectively with other participants in education and with the public.



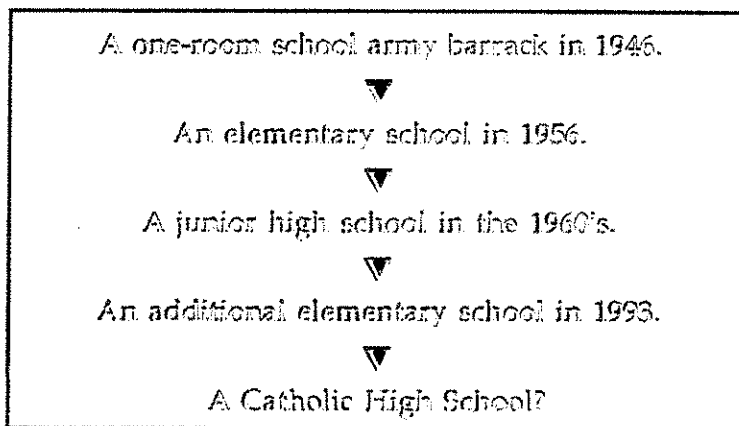


## G. Action Plan

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### INTRODUCTION:

What will the Whitehorse Catholic School System of the 1990's look like?



The Development Plan for Whitehorse Catholic Schools talks about our approach to education: our mission as Catholic schools, the values we want to reflect and promote through our education system, and our beliefs about the delivery of education.

This Plan indicates that our approach to education is student-centered. The participants in Catholic education are: students, parents/guardians, teachers and administrators, school councils and the Catholic community. Each participant has a role and a responsibility in education.



These responsibilities, identified at the Stakeholders' Workshop, include the following:

**Students:**

- to be actively and responsibly engaged in their education
- to witness Christian values.

**Parents/Guardians:**

- to be the foremost educators of their children
- to relate to and with school and Parish
- to witness Christian values.

**Teachers/Administrators:**

- to teach and to be role models
- to witness Christian values
- to relate to and with students and parents/guardians.

**School Councils:**

- to be aware of what is happening within the education system
- to be the liaison between parents, the administration, and the Dept. of Education
- to link the Parish, the school and the family
- to lobby for equitable services and facilities.



### **Catholic Community:**

- to be role models/mentors
- to provide support and assistance
- to interact with schools
- to liaison with local, national and international Catholic organizations. Examples of such organizations range from Mary House and the Social Justice Committee, to the National Office of Religious Education.

Working together the participants contribute to the spiritual, moral, academic, emotional, social and physical development of the child -- this is what we mean when we say that we strive to educate the whole child in a Christian learning environment.

The answer to the question, "What will the Whitehorse Catholic schools of the 1990's look like?" is the following: The Whitehorse Catholic schools of the 1990's will offer a child-centered approach to education, in which the development of the whole child is emphasized. Education will be delivered with the active participation of students, parents/guardians, teachers and administrators and the whole Catholic community, including the Bishop, clergy, former students and the Parish. This approach is reflected in our Mission Statement, Values and Beliefs Statement, our Goals and Objectives, and finally in our Action Plan.

The Whitehorse Catholic schools system of the 1990's will be governed initially by school councils, which will also make decisions as a Joint Council. It is anticipated that the School Councils will eventually form a Unified School Council and ultimately become a School Board. One of the major issues governing bodies will deal with is the establishment of a high school. Other issues will be those which emerge in the process of assuming more responsibility in an expanding system.



## 2. ISSUES AND ACTIONS

### TEACHING AND LEARNING

#### ISSUE: Increasing Participant Involvement in Education

One of the strengths of our system, is the commitment of so many people to participate in the delivery of education. We value that contribution. At the Stakeholders' Workshop and in discussions of goals and objectives, approximately thirty-five people identified actions which could increase participant involvement in education. These actions need to be coordinated by a committee responsible for organizing and assisting participant involvement in the schools.

#### ACTIONS

Establish a CURRICULUM COMMITTEE to work with the participants in education to identify ways they can contribute to education. The Committee will organize and assist participant involvement in the schools.

### PUBLIC RELATIONS AND COMMUNICATIONS

#### ISSUE 1. Increasing the frequency and quality of communication among the participants in education

One of the requirements for effective involvement is effective communication. We want to increase the frequency and quality of communication between the participants in education.

Our school councils meet as a joint council from time to time. Communications and contact have to happen on a regular basis.



**ACTIONS**

Establish a **PUBLIC RELATIONS AND COMMUNICATIONS COMMITTEE** which shall identify ways of increasing communication and contact amongst the participants.

**ISSUE 2. Promoting our education system to the Whitehorse community**

We will need community support for many initiatives and we want to promote our schools to the community. We want people to know about our approach to developing the whole child, our standards, our academics, our identity and what makes us unique.

One of our strengths is that we include children of other Christian faiths in our schools. This is an advantage to the community, as it provides Christian parents with an alternative to the public school system.

**ACTIONS**

The Public Relations and Communications Committee could identify ways of promoting our education system.

**ISSUE 3. Developing our identity as a community of Catholic schools**

Our Catholic faith is a major strength and is the reason our school system exists. We want to ensure that, within our schools, we provide opportunities to learn about and celebrate the Catholic faith.

**ACTIONS**

The **CURRICULUM COMMITTEE** shall identify ways of reinforcing our "Catholic" identity within our schools, such as:

- i. offer activities to strengthen students' feeling of belonging to a "Catholic community school";



- ii. offer a variety of secular activities that will build community:

## HIGH SCHOOL

**ISSUE:** Identifying and responding to the demand for, and feasibility of, providing a quality high school education.

We are committed to delivering a Catholic high school education, provided that we can deliver a quality education. One of our strengths in our quest to deliver high school education, is our reputation for providing a quality education. We believe that those attending Christ the King Junior Secondary School are potential students in a Catholic high school; and that the opening of a new Catholic elementary school this year will ultimately have an impact on enrollment in Christ the King Junior Secondary School and a Catholic high school.

We need to communicate with the following groups about our intention to provide a high school education, if we can provide a "quality" education:

- parents of the 265 Catholic students now attending our schools
- parents of the 515 Catholic students who are not attending our schools
- parents of the 97 children of other Christian faiths, who are now attending our schools
- parents of children of other Christian faiths, who are not attending our schools and who are looking for an alternative. (June 1993 data)

We know from school enrollment figures that there are a total of 380 children enrolled in the Catholic education system and that 75% of those children are Catholic. The 285 Catholic children represent 35% of the 800 school-age Catholic children within Whitehorse.



Other sources of information are our April 1998 surveys of Whitehorse Catholic parishioners and the parents (Catholic and non-Catholic) who send their children to Whitehorse Catholic schools. These surveys captured a total of 117 school-age children who are attending one of the Catholic schools. This represents 31% of the school enrollment.

Of the 60 respondents, 54 (90%) answered that they would enroll their children in a Catholic High School. These 54 parents identified 119 (some pre-schoolers were identified here) children who would be potential students in a Catholic high school.

The respondents (parishioners and parents of school-age children), who indicated that they would send their children to a Catholic high school, were asked to indicate in which year they would anticipate their children enrolling in grade 10. The following table summarizes that information.



TABLE 1  
ESTIMATES OF POTENTIAL ENROLLMENT IN A CATHOLIC HIGH  
SCHOOL FROM EXISTING STUDENTS IN THE CATHOLIC K TO 9 SYSTEM

| Year | Survey Response Number | Adjusted Number <sup>1</sup> | Adjusted for General Population Growth <sup>2</sup> | Total Potential Enrollment |
|------|------------------------|------------------------------|---|----------------------------|
| 1994 | 4                      | 13                           |   |                            |
| 1995 | 7                      | 23                           | 27  |                            |
| 1996 | 15                     | 48                           | 58  |                            |
| 1997 | 18                     | 58                           | 70  | 155                        |
| 1998 | 10                     | 32                           | 39  | 167                        |
| 1999 | 10                     | 32                           | 39  | 148                        |
| 2000 | 11                     | 35                           | 43  | 121                        |
| 2001 | 13                     | 42                           | 50  | 132                        |
| 2002 | 8                      | 26                           | 31  | 124                        |
| 2003 | 16                     | 52                           | 62  | 143                        |
| 2004 | 5                      | 16                           | 19  | 112                        |
| 2005 | 9                      | 29                           | 35  | 116                        |
| 2006 | 3                      | 10                           | 12  | 66                         |

The best information available to us as we prepare the Development Plan, suggests that a Catholic high school in the next decade would serve an estimated minimum of 160 to 250 Catholic students. It does not include non-Catholic students whose parents may be interested in enrolling them in a Catholic high school.

Is there a demand for a Catholic high school?

From the information available to us at this time there is a demand: 90% indicated that they would enroll their children in a Catholic high school.

<sup>1</sup> Number is adjusted to reflect the whole school population. This is done by multiplying the survey number by (1/.31).

<sup>2</sup> The Department of Education in their "Grade Reorganization Paper" cite a 20% increase in the grade 10 to 12 population in the near future.





The cost of establishing and maintaining a high school, which provides a quality education, is an important consideration and participants at the Stakeholders Workshop were very clear that unless a quality education could be provided, they were reluctant to proceed with a high school at this time. They did, however, agree that the provision of a high school education is a reasonable goal and one which should be approached.

**ACTION**

Establish a High School Planning Committee to determine the feasibility of providing a high school education.

**GOVERNANCE**

**ISSUE: Becoming a School Board**

Presently, we are three schools represented by three school councils, one of which was formed during the development of this Plan. As school councils we meet independently and, on occasion, meet jointly to discuss matters of mutual interest.

We have the opportunity, with the opening of the new Catholic elementary school in September 1993, to reconsider our governance structure.

**ACTION**

Participants at the Stakeholders Workshop considered that changing the governance structure should be approached cautiously and that a phased-in approach to change would be appropriate.



## RESOURCES

**ISSUE:** Obtaining adequate resources (human and financial) to deliver quality education.

We want to have more input into the establishment of our budgets, as budgets directly impact the quality of the education we provide and influence our ability to take the initiatives we have identified in our goals and objectives.

### ACTIONS

Obtaining adequate resources will remain a priority with the school councils and the Joint School Council and will be a special concern of the ad hoc committee struck to review the issues involved in becoming first a Unified School Council and then a School Board.

## FACILITIES

**ISSUE:** Ensuring appropriate facilities within which to deliver education.

The current state of Christ the King Elementary and Christ the King Junior Secondary schools, and the response of the Yukon Government to the needed repairs, has raised questions about the overall condition of the buildings. As our school system grows and our governance structure evolves, we want to ensure that our buildings are up to standard and that problems are identified quickly and requests for repairs and renovations are responded to efficiently.

### ACTION:

Establish a Facilities Coordination Committee to initiate and respond to requests from schools for expansion, upgrading or maintenance of the school buildings.



## H. Implementation Plan

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Step 1. DECIDE TO REVIEW THE SCHOOL DEVELOPMENT PLAN.

Establish the dates for reviewing the Whitehorse Catholic Schools Development Plan. Suggested dates are:

- February 94
- May 94

Step 2. APPOINT A SCHOOL DEVELOPMENT PLAN REVIEW COMMITTEE.

- a. Appoint a Committee to review the Whitehorse Catholic Schools Development Plan, particularly the Action Plan section.
- b. Appoint a Committee Secretary to organize the meetings at which the activities in the Action Plan will be reviewed.



### Step 3. ESTABLISH COMMITTEES

The following committees should be established, with representatives from all school councils and/or other participants in education, as determined by the school councils.

- a. **CURRICULUM COMMITTEE**  
Appoint a Committee to support teaching and learning goals.
- b. **FACILITIES COMMITTEE**  
Appoint a Committee to assist administrators to identify major capital requests and expansions for the whole system.
- c. **PUBLIC RELATIONS AND COMMUNICATIONS COMMITTEE**  
Appoint a Committee to identify and implement ways of strengthening communication with each other and the community.
- d. **JOINT POLICY COMMITTEE**  
Appoint a Committee to review and participate in the development of policies.



- e. **ESTABLISH A HIGH SCHOOL PLANNING COMMITTEE**  
Appoint a Committee to investigate the feasibility of delivering a high school education.

**Step 4. REVIEW PROCEDURES FOR UNIFICATION**

An Ad Hoc Committee, with representation from all three schools, would be established to investigate unification.

**Step 5. FORMATION OF A UNIFIED SCHOOL COUNCIL**

The Unified Council would continue its regular duties and would:  
Appoint an Ad Hoc Committee to investigate the processes and procedures for becoming a School Board.

**Step 6. FORMATION OF A CATHOLIC SCHOOL BOARD**

The Unified School Board would approach the Minister of Education and request that elections be held for a School Board.

**TIMING:** September 1997

**CONCLUSION**

This is a suggested Implementation Plan and the events of the day will determine the timing of the various steps.



SUMMARY: IMPLEMENTATION OF SCHOOL DEVELOPMENT PLAN

| STEP | ACTIVITY  | TIME                                |
|------|---|-------------------------------------|
| 1.   | Decide to Review the School Development Plan.   | Oct. 1993                           |
| 2.   | Appoint School Development Plan Review Comm.  | Oct. 1993                           |
| 3.   | <p><b>Establish Committees:</b></p> <p>The committees would report to the Joint School Council. Members would meet once a month and would serve a 1 year term. (In 1994 when the School Development Plan is reviewed, the Joint Council may wish to consider asking members to serve for 2 years.) These are permanent committees with the power to make recommendations and carry out the plans they have recommended with the approval of the Joint Council.</p> <ul style="list-style-type: none"> <li>• CURRICULUM COORDINATION COMMITTEE</li> <li>• FACILITIES COORDINATION COMMITTEE</li> <li>• PUBLIC RELATIONS AND COMMUNICATIONS COMMITTEE</li> <li>• JOINT POLICY COMMITTEE</li> <li>• HIGH SCHOOL PLANNING COMMITTEE <i>Mary Lucas 668-2588.</i></li> </ul> <p>Committee membership could be drawn from School Councils plus other interested participants (e.g., those involved in the School Development Planning process). An information night could be held in October to present the School Development Plan and to identify people willing to serve on committees. Alternatively, a nominating committee could be appointed by the Standing Committee in order to identify committee members.</p> | Oct. 1993                           |
| 4.   | <p>Review Procedures for Unification of School Councils</p> <p>Establish the Ad Hoc Committee on Unification, reporting to Joint Council.</p>   | <p>Sept. 1994</p> <p>Sept. 1995</p> |
| 5.   | <p>Form a Unified School Council</p> <p>Establish the Ad Hoc Committee on becoming a School Board.</p>  | <p>Sept. 1995</p> <p>Sept. 1997</p> |
| 6.   | Form a School Board   | Sept. 1997                          |
| 7.   | Deliver High School   | To be set.                          |

