

## **Executive Director Report – Annual General Meeting of September 25<sup>th</sup>, 2018**

I am pleased to submit the Yukon Francophone School Board (Commission scolaire francophone du Yukon - CSFY) Executive Director Report for 2017-2018. Herein you will find the various initiatives and multiple projects upheld by the CSFY, École Émilie-Tremblay, Académie Parhélie and École Nomade. Offering education programs in French First Language, recognized for its excellence and contributions to the feeling of pride and belonging to the francophone community continues to be our priority. The year was filled with many successes and advances to be highlighted. Again this year, the number of students increased at École Émilie-Tremblay, Académie Parhélie and École Nomade. This growth exemplifies the vitality of our French-speaking community.

### **Summary of Activities and Projects developed in 2017-2018**

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#### **Educational programs and services**

Changes to Yukon's curriculum were made to better serve the expectations of our world. The redesigned curriculum is flexible, student-focused, albeit maintaining the emphasis on literacy and mathematics, to further encourage a more in-depth learning experience. We initiated the redesigned curriculum for the 9<sup>th</sup> grade in 2017-2018. Next year, we will add the 10<sup>th</sup> grade, with Grades 11 and 12 the following year.

#### **Services and Education for Early Childhood**

In regards to early childhood programs, the CSFY and La Garderie du petit cheval blanc organized a symposium on professional development on October 12-14, 2017 in Whitehorse. A total of 47 attendees participated in workshops over the three days, with 10 persons attending from the NWT, Manitoba and Alberta. School staff members working in early childhood and educators from Whitehorse francophone day care also participated, and this was a great success. In partnership with the Yukon Government, and the Association franco-yukonnaise (AFY) Community Development Fund, a study on French-language needs in early childhood and a feasibility study toward opening a second francophone day-care facility in Whitehorse were launched in the spring of 2018 by the Garderie du petit cheval blanc in collaboration with the CSFY.

#### **Distance Learning and Agreement with Yukonstruct**

Work was also accomplished on several aspects linked to secondary education. In the fall of 2017, the CSFY ratified an agreement with the BC Francophone School Council to offer more courses in French as a first language, so our students can access the online courses offered by "école virtuelle". This agreement is in addition to the one already signed with the Alberta Centre for Francophone Distance Education (CEFED) also allowing our students to access their courses. In addition, with the financial support of the Yukon Department of Education, the CSFY completed an agreement with Yukonstruct to offer secondary students skills in woodworking and metal working, welding, computer-based fabrication, etc. These apprenticeship activities develop practical skills that are an important part of the curriculum. These two initiatives allow us to best respond to student needs and to improve the quality of their education, through the end of their secondary schooling.

### **Report on the Assessment of reaching the Goals of the CSFY's Strategic Plan**

The firm Le CLÉ was hired once again this year to survey students from Grades 4 to 12, the staff, parents and partners in the spring of 2018 to gauge the reaching of goals of the CSFY's 2015-2018 strategic plan. The assessment for 2017-2018 provides the following conclusions: 56% of the goals of the strategic plan were achieved or surpassed, while 17% are within 10% of that accomplishment. In general, the staff, the students, the parents and partners are satisfied with the services, the teaching and CSFY activities and schools. Reports are available from: <http://commissionscolaire.csfy.ca/publications/>.

### **How we distinguish ourselves from other Programs**

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#### **Added Value to the Curriculum**

Different opportunities are offered throughout the school year to students at the elementary and secondary levels. At the elementary level, students perform physical activities with the "Boules de feu" program and traditional French-Canadian dance through "Les Souliers dansants". At the secondary level, students participate in trips and camps which initiate them to interests and knowledge outside the classroom. Cultural identity, leadership, the great outdoors, the arts, etc. are some examples of added value to the curriculum.

#### **Improved Bilingualism**

Our students have the opportunity to take French and English classes as a first language. Our programs are the best option for students' attainment of perfect bilingualism. First-language English classes are offered as early as Grade 4, and continue through the entire secondary schooling grades. Our program allows an integration with standards in Grade 3; students can perfect their French or English as needed.

#### **CSFY Partnerships**

The CSFY contributes to all aspects of French education; on the regional, territorial or national basis. The CSFY is involved in several committees, namely: FNCSF, RNDGÉ, ADÉON, APÉON and ACELF\*. The CSFY is part of the Community Partnerships in Education (Partenariat communautaire en éducation), a consortium which includes key partners in French education in the Yukon. The CSFY also offers support to the "Garderie du petit cheval blanc" to assure its scholastic progress. The CSFY is also in partnership with the Department of Education and participates in many committees linked with education in the Yukon.

#### **Attendance at the ACELF Congress**

A students' delegation from Académie Parhémie and staff members travelled to the annual congress of the Canadian Association of French-language Education (Association canadienne d'éducation de langue française-ACELF). This 70<sup>th</sup> congress was held in September, 2017 under the theme "Francosphère"; act, create and think in French!

### **Summary of Services offered to Students in 2017-2018**

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#### **New Numeracy Program**

A new program to address numeracy was offered to students. One teacher devoted one day per week to offer numeracy projects and activities to students from Kindergarten to Grade 2.

#### **Resource Class**

The resource class, formerly known as the alternative class offers services to students with learning, behaviour or psychosocial difficulties.

### **Orthopedagogy**

Two orthopedagogy specialists help students in their development.

### **Psychoeducation Service**

The psychoeducation service helps students adapt and become more independent, and offers activities to develop their full potential. It fosters students' well-being and feelings of competence with a full-time psychoeducator.

### **Francization and Literacy Service**

This service supports students with learning French and language arts. It is offered to students in a way that respects the child's personality and level of development. This program also requires a major investment of effort from parents.

### **Pedagogical Counsellors**

Two pedagogical counsellors work full-time with the teaching staff to develop programming and resources linked to the school curriculum.

### **High School Guidance Counsellor and Student Support**

A guidance service is available to help students from Académie Parhémie with their career and study choices.

### **Computer Services**

A computer technician ensures the proper functioning of informatics resources offered to teaching staff and students.

### **Early Childhood and Multilingual Families Service**

The coordinator organizes various activities and conferences with local Francophone stakeholders. Activities such as Zumba, family yoga, music lessons, movie nights, etc. enabled families and students to enjoy enriching experiences in French outside of school hours. She also coordinates the Early Childhood Table, a subcommittee of the Education Community Partnership (PCÉ), which works together to offer services in French in early childhood.

### **Identity Building**

Identity building is at the heart of our school's educational mission. In addition to cultural activities conducted by the teaching staff in classrooms, the position of cultural integration coordinator allows the culture to permeate the school all year long through various activities and opportunities.

### **Awards and Acknowledgements**

We wish to congratulate our three graduates of Académie Parhémie: Dorothee Tölgyesi, Alexandria Duchaine and Evan Prokopchuk. We wish them all the best success in their post-secondary studies.

We would like to thank all our staff members for their professionalism, their devotion and dynamism which are sources of inspiration every day. We most importantly thank all our students and their parents who contribute to the emancipation and the sustainability of the French language and culture on a daily basis.

Marc Champagne  
Executive Director