

PASTORAL PLAN

School Name: St. Edmund Campion Secondary School

School Motto or Mission Statement:

We, at St. Edmund Campion Secondary School, share our sense of mission with our patron, Saint Edmund Campion. We believe that each member of our community is “named, called & chosen” to be a responsible and committed member of our community. It is the mission of our school community to form and nurture young people who will:

- Live out and publicly profess the Catholic faith.
- Preach and live the Gospel with courage and conviction.
- Speak out and act against injustice.
- Model the qualities of compassion, courage, service and peace.

Theme for the Year: *Catholic Education: We are Many, We are One*
L'éducation catholique: À plusieurs, nous sommes un

Retreats

Grade 9: Named, Called & Chosen (4 dates each Semester – 8 dates in total – two classes per trip) Theme: Conversion and the Power of the Gospel; **Location:** Guardian Angels Catholic Church (10630 Creditview Rd, Brampton, ON L7A 0T4 – Main Hall/Church); **Directed by:** Hope Stone Catholic Retreats (Retreat Leader); **Transportation:** walking to the Church

Grade 10: Networking (5 dates each semester – 10 dates in total – two classes per trip) Theme: Networking; **Location:** Guardian Angels Catholic Church (10630 Creditview Rd, Brampton, ON L7A 0T4 – Main Hall/Church); **Directed by:** Hope Stone Catholic Retreats (Retreat Leader); **Transportation:** walking to the Church

Grade 11: Regeneration Marketplace Foodbank (7 dates each semester – 14 dates in total – one class per trip) Theme: Servant Leadership; **Location:** Regeneration Marketplace Foodbank (253 Queen St. East, Brampton ON, L6W 2B8) **Directed by:** Rachelle Alcazaren (Retreat Leader) **Transportation:** First Student Bus Co.

Grade 12: Striving for Greatness (4 dates each semester – 8 dates in total – two classes per trip) Theme: *Don't Settle for Comfort, Strive for Greatness* **Location:** Queen of Apostles Renewal Centre (1617 Blythe Rd, Mississauga, ON L5H 2C3) **Directed by:** David Patterson (Retreat Leader); **Transportation:** First Student Bus Co.

Other retreats (e.g. student council):

Career Path and Alternative Ed.

Ensure that Career Path and Alternative Ed. students have opportunities to experience retreat programs as determined by needs of students enrolled in these programs (i.e.: students in these programs will participate in programs listed above pending grade level and teacher recommendation).

PIP Retreat

Location: Heart Lake Picnic Site (socially distanced); Theme: Experiencing God in Nature and in others; Facilitated by: School Staff; Activities: Prayer, meditation, social activities; Supervised by: School Staff; Date: TBD.

Bereavement Group Retreats

Location: Guardian Angels Catholic Church (Main Hall); Theme: Acknowledging and Growing through Grief and Hope; Facilitated by: Chaplaincy Leader and School Social Worker and Child Youth Worker; Activities: Group discussion and support, meditation, and liturgy; Supervised by: Chaplaincy Leader and School Social Workers. Dates: Two times per year (Semester 1: November 2, 2022/Semester 2: TBD)

Co-op Retreat for Students

Location: School Chapel; Theme: Being the hands and feet of Christ; Facilitated by: Chaplaincy Leader; Activities: Icebreakers, talk, meditation, and liturgy; Supervised by: Chaplaincy Leader, Co-op Teachers; Dates: Two times per year (Semester 1: September 23, 2022, Semester 2: TBD)

Student Council Retreat for Students

Location: School Chapel; Theme: Leadership & Student Voice; Facilitated by: Chaplaincy Leader; Activities: Icebreakers, talk, meditation and liturgy; Supervised by: Chaplaincy Leader. Date: TBD

Salesian Leadership Retreat

Location: St. Francis Center, Caledon; Theme: Organized centrally through School Chaplaincy Leader for selected students; Supervised by: Mr. Patterson; Dates: December 15-16, 2022 (Training) and April 25-27, 2023 (Retreat).

Life Teen Day Away Retreat

Location: YMCA Cedar Glen, Caledon; Theme: Joyful Disciples; Activities: Participants who journeyed through the Alpha program will participate in a day away retreat where they will engage in Small Group Discussions, Icebreakers, Outdoor Activities, Prayer Ministry, and opportunities for large group sharing; Supervised by: Chaplaincy Leader and School Staff; Dates: Two times per year (Semester 1: October 19, 2022; Semester 2: TBD)

Activities of a Religious Nature

Activities of a Religious Nature with a substantial component of ritual and prayer
Eucharistic Adoration in Chapel – First Friday of Every Month (Oct 7, Nov 4, Dec 2, Jan 13, Feb 3, Mar 3, May 5, Jun 2)
Mass in the Chapel Monthly – Sept 21, Oct 26, Nov 23, Dec 14, Jan 25, Mar 22, Apr 19, May 17
Rosary Club – Weekly in the Chapel
Choir – Every Thursday in the Chapel from 2:30 p.m. to 3:30 p.m.
Planning for Independence Chapel Visits – Weekly in the Chapel (Singing & Prayer)
Opening Liturgy for Staff – September 1, 2022
Opening Masses – September 28 & 29, 2022
Salesian Retreat – April 25-27, 2022
Advent Mass – November 30 & December 1, 2022
St. Edmund Campion Feast Day Liturgy – December 1, 2022
Sacrament of Reconciliation Advent - Fr. Jan will set aside one hour on a date during the Season of Advent for the Sacrament of Reconciliation at our School. Date: December 7, 2022
Ash Wednesday Liturgy – February 22, 2023 (20-minute Liturgy per grade)
Sacrament of Reconciliation Lent - Fr. Jan will set aside one hour on a date during the Season of Lent for the Sacrament of Reconciliation at our School. Date: March 1, 2023
Holy Thursday Liturgy – April 6, 2023 (20-minute Liturgy per grade)
Catholic Education Week Closing Mass – May 3 & 4 (to be held at Guardian Angels Catholic Church)
Graduation Mass – June 26, 2023

Other Pastoral/Outreach Activities

Pastoral Activities
Bully Awareness Week Photo booth – set up in the Matrix to promote positive messages.
Life Teen – Supervised by Teachers and Chaplaincy Leader. Student-led initiative. Offered semester two as a student-led initiative.
Alpha - The Alpha Youth Film Series are 12 video sessions designed to engage students in conversations about life, faith and God. Every Alpha session includes fun, a talk (on video) and discussion. Offered Semester One.
Remembrance Day Service – November 11, 2022
Thanksgiving Food Drive – Students are invited to bring non-perishable food items for our Thanksgiving Food Drive. All donations will benefit Regeneration Outreach Community in Brampton. Sept 18 - Oct 3, 2022
Christmas Food Drive – Nov 21 – Dec 19, 2023
Lenten Toiletries Drive – Feb 27 - April 3, 2023
Take the Shirt Off My Back / Share Fast Day – May 5, 2023
Grade 8 Faith Retreat – hosted by Mr. Patterson and chaplaincy team to help build community and transition students from Grade 8 to high school during Catholic Education Week. Date: May 2, 2023
Staff Faith Advent Retreat – Staff will meet for an Advent retreat in the Chapel. The theme this year is finding peace amidst uncertainty. This will be offered monthly so that we can grow in faith together and build community. – December 7, 2022
Staff Faith Lenten Retreat – Staff will meet in the Chapel for a Lenten retreat. The theme this year is based on the Catholic Education Week: We are Many, We are One. – March 8, 2023
Ordinand Luncheon – March 7, 2023

Catholic Education Week – April 30 – May 5, 2023

Catholic Education: We are Many, We are One
L'éducation catholique: À plusieurs, nous sommes un

Throughout Catholic Education Week, we ask you to reflect on the significance of Catholic education's presence and contribution in our Church, and in our society.

"We, who are many, are one body in Christ, and individually we are members, one of another." (Romans 12:5)

*«Nous qui sommes plusieurs, nous sommes un seul corps dans le Christ, et membres les uns des autres.»
 (Romains 12, 5)*

The sub-themes for Catholic Education Week 2023 are:

- Monday: **When we see / En voyant**
- Tuesday: **When we listen / En écoutant**
- Wednesday: **When we reflect / En réfléchissant**
- Thursday: **When we learn / En apprenant**
- Friday: **When we act / En agissant**

Date	Activity
Monday, May 1	Vocations Day – Guest speakers share their journey of faith with students and staff Staff Liturgy on Catholic Education Week Theme
Tuesday, May 2	Grade 8 Faith Retreat at Guardian Angels Catholic Church (student-led)
Wednesday, May 3	CEW Closing Mass at Guardian Angels Catholic Church (Grade 9/11)
Thursday, May 4	CEW Closing Mass at Guardian Angels Catholic Church (Grade 10/12)
Friday, May 5	Eucharistic Adoration in the Chapel during all lunches (3ABC) Shirt-Off-My-Back clothing drive Share Life Civvies Day – all contributions will go towards Share Life

Activities that Support the Catholic Nature of Our School

Catholicity Across the School

In collaboration with each department head, departmental activities and/or events that infuse Catholic teaching, faith formation, and Catholic culture into the curriculum and the classrooms are highlighted.

Career Path

Department	Departmental Activities and/or Events
Career Path	Embed Catholic Graduation Expectations into assessments, tasks
Career Path	Use Liturgical calendar-poster in class
Career Path	Use chapel for stations of the cross and other religious celebrations
	Continue to foster partnership with Chaplin, by including him in all department events, including transitions with feeder schools
Career Path	Reflect on retreats and how that relates to each student
Career Path	We run a Girls' group and Boys' group to help build character, self-esteem and make them strong contributing citizens
Career Path	We maintain the Peace Garden
Career Path	We pray together at the start of each class
Career Path	We address social and emotional issues in the class as part of their daily learning
Career Path	We bring in community agencies to help develop strong Christian citizens and leaders
Career Path	Stewardship – ran greenhouse and donated plants and vegetables to local community garden

Art, Music and Drama Department

	Drama	Visual Arts	Music
Discerning Believer Formed in the Catholic Faith Community	Daily Reflection and Prayers at the beginning of class.	Daily Reflection and Prayers at the beginning of class.	Daily Reflection and Prayers at the beginning of class.
An effective communicator	Regular critiquing of student performances with a conscious sensitivity to others. Provide positive feedback for formative and summative performances.	Regular critiquing of student artworks with a conscious sensitivity to others. Through the expression of Artist statements students reflect on their artwork and its connection to community concerns/topics.	Regular critiquing of student performances with a conscious sensitivity to others. Provide positive feedback for formative and summative evaluations.
Reflective, Creative, and Holistic Thinker.	By working through problem solving scenarios based on real life situations, students work collaboratively to apply the creative process to ensure they integrate learning from various subject areas and experiences. In doing so students create narratives with a moral conscience.	Through the development and creation of artworks, students use the Creative Process to reflect and create meaningful works. Students work individually and collaboratively to ensure they integrate cross curricular learning and draw from meaningful experiences.	In class, prepare some pieces reflective of the Liturgical Seasons. Music embedded in our faith has a particular story to reflect our Christian journey. For example, discuss the differences between Easter and Christmas music, etc.
Self-Directed Responsible lifelong learner.	Students learn to empathize and understand extenuating circumstances that can affect ensemble group work. Through this they demonstrate flexibility and adaptability, and thus Christian leadership.	Students examine the histories and religions of world cultures through the arts and develop a positive sense of self and respect for the dignity and welfare of others.	Develop an appreciation of prayer through and within music. The development of non-secular music through history. This overlaps with a discerning believer, a reflective, creative, and holistic thinker and being a responsible citizen.
Collaborative Contributor	Opening the classroom to students with special needs, which allows students	Thinking critically in analyzing the meaning and purpose of various works of art.	Students enjoy sharing their gift of music at community events, for example, Awards Night,

	to exercise conscious Christian Leadership.	Opening the classroom to students with special needs, which allows students to exercise conscious Christian Leadership.	Social Justice Night, Community Christmas, etc. Students want to come out and perform for people attending special events at our school. This overlaps with being a self-directed, responsible, lifelong learner and #7 with reference to respecting and affirming the diversity and interdependence of the world's peoples and cultures; and, contributing to the common good.
Caring Family Member	Through the study of different plays and scenarios, students examine different family relationships and structures.	Students create projects based on the theme of family and relationships. (i.e., family portraits, cultural vessels, and editing old family photos.)	Students are encouraged to carry concepts taught through music to enrich their faith home with them to be shared with their families.
Responsible Citizen	Student are required to demonstrate the ability to respect cultural heritages that may be evident in performances.	Student are required to demonstrate an ability to be environmentally conscious when deciding on materials and processes. (i.e., Found Object/Recycled Material Sculpture)	Respect for others and the gifts God has given them; they are encouraged to develop their talent in music. PIP students have an open door and are welcome at any time. Regarding protection of the environment, there is an "Enviro-Drum" unit covered that requires students to construct instruments out of recycled materials only. These instruments are utilized for a group performance in class. This is a direct reflection of respecting the environment and using resources wisely and contributing to the common good.

English/ELL Department

Department: English/ELL	Departmental Activities and/or Events
	Effective Communicator
English and ELL	-student dialogue, discussions, group work, oral presentations, skits, and role play, learning to self-advocate for help, student-teacher conferences, learning to use a new language, saying daily prayers using TEXT HELP and other programs, creating a positive classroom environment, using metacognition skills to improve communication, peer editing, etc.
	A Reflective and Creative Thinker
English and ELL	-journal writing, metacognition to identify strengths and areas for improvement, making connections between texts and self, and world and other texts, field trips, movie and film studies, essay analysis, understanding media messages, applying theories and secondary source interpretations to texts, creating media products, class and group discussions, poetry and literature analysis, book talks, creating public service announcements, selecting motivational or inspirational quotations, creating own mantras, rules to live by, credos, etc. - Attending mass -Linking Christian Archetypes and themes to literature, discovering Gospel Values and study of virtues through discussion and application in texts-study of characters, Christ-like figures, etc. -Activities such as Girls' Night In, Cross Country, Football, CultureFest, etc.
Choose an item.	Self-directed, responsible life-long learner
English and ELL	-Completion of homework, self-selection of texts for reading outside the classroom, applying teacher feedback to improve, how to be a hero, accepting diversity in the classroom, being accepting of others, planning through resume writing, etc.
Choose an item.	Collaborative Contributor
English and ELL	-group and class discussions, group assignments and presentations, think-pair-share, goal setting, helping to develop a positive classroom environment, participating in daily prayer on assigned day, research projects on a period or author, etc.
English and ELL As faith educators we can	<ul style="list-style-type: none"> - Display moral messages over doors that are connected to the texts we teach - Have a display in rooms that connects to our faith – beyond prayer tables - Begin meetings and discussions with prayer and reflection and good news items, and positive statement about our virtues and faith.

Academic Resource Department

Department	Departmental Activities and/or Events
Special Education	<p>We will continue to build opportunities in our CARE Program and PIP for peer buddies as appropriate.</p> <p>We will continue to share information around the various clubs, liturgical celebration, and Catholic Education Week with our students.</p> <p>Students will participate in social justice action through involvement with Canadian Food for Children.</p> <p>We will continue to encourage all students to take leadership opportunities in the school.</p> <p>We will continue to support student success with a focus on filling gaps for our learners around preparation for the OSSLT. Students will be supported with opportunities for practice testing and answering any questions to support their success. Students in ARD will have the opportunity to write in an alternative space as appropriate to their individual needs.</p> <p>Academic Resource Teacher supported and led, transition for students from grade 8 to grade 9 - August 2022.</p> <p>Grade Eight Information/Open House Virtual event will be an opportunity for the Department to share information with parents and future students around IEPs, programming and supports available at St. Edmund Campion with a Catholic lens. At the same time, encouraging students of all faith traditions and our First Nations, Indigenous, and Metis families to feel welcomed and supported.</p>
Special Education	<p>GLE CLASSES and CARE Program begins with Prayer and special intentions. Our Planning for Independence Program which has a communication focus begin and end each day in prayer. Students are encouraged to express themselves at the same time celebrating that they are created in the image and likeness of God.</p>
Special Education	<p>The focus this 2022-2023 will be on mental well-being. As such, we will continue to collaborate with admin to communicate and understand the School Climate Survey as it pertains to our students in Academic Resource, Planning for Independence, and</p>

	<p>CARE so that social inclusion and academic success remain at the forefront. We will continue to collaborate with our school support services team so that positive mental well-being remains our priority for 2022-2023.</p> <p>Mental Health Posters will be found in 221, 225 and 213 to support students.</p>
<p>Special Education</p>	<p><u>CURRICULUM:</u> The Catholic Graduate Expectations are embedded into the GLE curriculum as well as the Planning for Independence Programs (course work, assessment, and evaluation)</p> <p><u>EXAMPLES:</u></p> <p>Gr.9 GLE- “Anti-Bullying Assignment” – CGE: <i>A Reflective, Creative and Holistic Thinker Who: Makes decisions in light of Gospel Values with an informed moral conscience, recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</i></p> <p>Gr.10 GLE- “Literacy Unit: Novel Study Activities” – CGE: <i>An Effective Communicator Who: Reads, understands, and uses written materials effectively, listens actively and critically to understand and learn in light of gospel values. “Positive Thinking and Growth Mindset Unit: Positive Thinking and Strategy Box Assignment” CGEs: understands that one’s purpose or call-in life comes from God and strives to discern and live out this call throughout life’s journey; presents information and ideas clearly and honestly and with sensitivity to others; thinks reflectively and creatively to evaluate situations and solve problems; thinks critically about the meaning and purpose of work</i></p> <p>Gr. 11 GLE- “Values Unit” – CGE: <i>Responsible citizen Who: Accepts accountability for one’s own actions, acts morally and legally as a person formed in Catholic traditions.</i></p> <p>Gr. 12 GLE- “Healthy Body = Healthy Brain Assignment” – CGE: <i>A Self-Directed, Responsible, Life-Long Learner Who: Participates in leisure and fitness activities for a balanced and healthy lifestyle, Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</i></p> <p>IDC 4U: “Foundations of Leadership Unit: Student Run Event” – CGE: <i>A Collaborative Contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.</i></p>

Physical Education Department

Department	Departmental Activities and/or Events
Physical Education Self-Directed Lifelong Learner	Students demonstrate a confident and positive sense of self and respect for the dignity of others through collaborative sports competition with strict adherence to rules and regulations that govern fair play.
Physical Education A Caring Family Member	Students recognize Human intimacy and Sexuality as God-Given gifts to be used as the creator intended through teacher-guided discussions during classroom Health instruction.
Physical Education An Effective Communicator	Students present information clearly and honestly through the creation of pamphlets which warn of the dangers of substance use and abuse.
Physical Education A Collaborative Contributor	Students develop their God-given potential by strengthening their bodies through aerobic and strength training pursuits.
Physical Education A responsible citizen	Witness Catholic social teaching promoting equality and solidarity through the inclusion of diverse talents and abilities during sporting activities.

Alternative Education/Credit Recovery and Modern Languages Department

<p>Credit Recovery/Credit Rescue</p>	<p>CGE 5-Thinks critically about the meaning and purpose of work - create a Learning Plan to encourage students to succeed in areas of academics in which they were previously not successful - identity learning skills and support students in filling gaps in their own learning - encourage students to develop time management, advocacy, and effective communication skills CGE 5d- Students are asked to work on a learning plan to examine and take responsibility and make changes to improve and reach their full potential as God has planned CGE 4- All students in CR need to adapt and be resilient to working independently, communicate their needs effectively, and advocate for themselves -Integrate learning from various subject areas and experience CGE 4G- Examines and reflects on personal values CGE 5c- Applies effective time and resource management skills</p>
<p>Modern Languages</p>	<p>CGE 3 – students reflect, create, and develop holistic thinking skills by participating in class and group discussions, book talks, creating public service announcements, selecting motivational or inspirational quotations, understanding the important of learning about another culture. CGE 1- Students attend mass in another culture through Europe Trips, and French Field Trips -Linking Christian themes to literature, discovering Gospel Values and study of virtues through discussion and application in texts-study of characters, Christ-like figures. -Students are taught the importance of language as an expression of love and celebrating Gods love by saying our prayers of faith in other languages CGE 2- students become effective communicators who are open to feedback and sharing by regular critiquing of student performances with a conscious sensitivity to others. Students are</p>

	<p>encouraged to provide positive feedback for formative and summative evaluations CGE 2- student dialogue, discussions, group work, oral presentations, skits, and role play, learning to self-advocate for help, student-teacher conferences, learning to use a new language, saying daily prayers in French/Spanish, using TEXT HELP and other programs, creating a positive classroom environment, using metacognition skills to improve communication, peer editing, etc.</p>
<p>Coco and Cram</p>	<p>CGE 5- Thinks critically about the meaning and purpose of work - program designed for Grade 9 and 10 students to be supported in their academics by a senior tutor - students volunteer their time to assist each other to encourage students to reach their academic goals</p> <p>CGE 5- Students come voluntarily after they have been invited to consider working to their full potential. They must communicate their needs and work with others to complete their own work independently CGE 2b- Reads, understands, and uses written materials effectively CGE 4f- Applies effective time and resource management skills</p>
<p>Dual Credit and E-Learning</p>	<p>CGE 5 – students who take part in either of these programs become adaptable, flexible and begin to see their full potential - students attending college- type programs build communication skills and become responsible for their own actions - students learn to set goals and priorities in school, work and personal life CGE 2 – students develop the skills to actively listen and think critically as it is necessary to be successful in these college and independent programs</p>

Throughout the Credit Recovery experience.

Curriculum delivery in a credit recovery class helps to foster a holistic approach to life. Students learn by integrating learning from various subject areas and experience. They learn to examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

To be successful, students must demonstrate flexibility and adaptability and be able to set appropriate goals and priorities in school, work, and personal life.

Students learn to apply effective communication, decision-making, problem-solving, time and resource management skills. The GLS, GLD and GWL courses help students to examine and reflect on their personal values, abilities and aspirations influencing life's choices and opportunities.

Students learn to work collaboratively and effectively as an interdependent team member and are encouraged to think critically about the meaning and purpose of work.

Always at the center of pedagogy is the student's need to respect the rights, responsibilities and contributions of self and others. Students are encouraged to always act morally and legally as a person formed in Catholic traditions and are taught to be accountable for their own actions while always being mindful and able to see and grant forgiveness.

Student Leaders and Peer Mentors

Students who lead other students learn to work effectively as an interdependent team member, take initiative and demonstrate Christian leadership. Being in this role helps them to exercise Christian leadership in the achievement of individual and group goals. Through planning events which positively impact the community, students learn to think critically about the meaning and purpose of many types of work.

Students are encouraged to develop their God-given potential and makes a meaningful contribution to society. By being ministers to their family, school, parish, and wider community through service, students learn the positive outcomes when they contribute to the common good.

School Communities are increasingly interested in using restorative practices that build on values. Such as empathy, responsibility, and community. Schools that utilize restorative approaches have seen significant results, including lowered suspensions rates, higher graduation rates, and an improved school atmosphere overall.

In a school environment, Restorative Practices:

- Minimize disruption, distraction, interpersonal friction, and bullying.
- Improve relationships between and among students, teachers, staff, and administrators.
- Hold wrongdoers accountable for the effects of their actions on others.

Canadian World Studies Department

The CWS department is working on a series of large format posters based on Pope Francis' encyclical, *Laudato Si': On Care for Our Common Home*. Each classroom will have a poster mounted in it displaying a passage from the encyclical that corresponds to the courses taught in that room. For instance, room 333 will host a poster with the passage: "Politics must pay greater attention to foreseeing new conflicts and addressing the causes which can lead to them. But powerful financial interests prove most resistant to this effort, and political planning tends to lack breadth of vision." We hope that these powerful messages will provide opportunities for classroom discussion and reflection in all our courses.

Catholic School Graduate Expectations – Geography

Social Issues and Inequities throughout the World

- Sweatshops, Child Labour, Multinational Corporations, Fair Trade, Diseases in Developed and Developing Worlds, United Nations Peacekeeping
- Movie: *Slumdog Millionaire*, *The Big One* – Documentary

1 d) Develops attitudes and values founded on Catholic Social Teaching and acts to promote responsibility, human solidarity and the common good.

3 a) Recognizes there is more grace in our world than sin and hope is essential in facing all challenges

3 f) Examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society

4 a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

7 d) Promotes the sacredness of life

7 j) Contributes to the common good

Environmental Resources and the Natural Environment

- Stewardship of Natural Resources, Canadian & Global Environmental Issues (Global Warming, Fresh Water Concerns), Canada's Involvement in Global Environmental Agreements, Creation
- Movies: *Lorax*, *Blue Gold* Documentary

1 d) Develops attitudes and values founded on Catholic Social Teaching and acts to promote responsibility, human solidarity and the common good.

3 f) Examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society

4 a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

4 b) Demonstrates flexibility and adaptability

6 b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the creator intended

7 d) Promotes the sacredness of life

7 i) Respects the environment and uses resources wisely

7 j) Contributes to the common good

Immigration and Culture

- Influence of Immigrants on Canadian Society, Push & Pull Factors

1 d) Develops attitudes and values founded on Catholic Social Teaching and acts to promote responsibility, human solidarity and the common good.

3 f) Examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society

4 a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

4 b) Demonstrates flexibility and adaptability

7 f) Respects and affirms the diversity and interdependence of the world's peoples and cultures

7 g) Respects and understands the history, cultural heritage, and pluralism of today's contemporary society

CHY 4U1 – The West and the World

1. *(h) Respects the faith traditions, world religions and the life-journeys of all people of good will.*

- Evident in ongoing discussion of religion as a fundamental agent of change and progress in European History

1. *(j) Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption.*

- Evident in the approach learning about tragedies in European History (ie - the transatlantic slave trade, Spanish inquisition, etc.)

3. *(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.*

- Evident in the discussion of the development of various disciplines throughout the period covered in the course and the historical context of these changes

3. *(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society*

- Evident in the framework that students learn about and evaluate the continuity and change in European history

7. *(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures*

- Evident in the thematic approach to the course as the history of humanity and celebrating the contributions made by various groups

Argumentative Research Essay

Students work on an argumentative research essay throughout the semester. The process is chunked to model responsible time management and include regular teacher feedback and guidance.

2. *(b) Reads, understands and uses written materials effectively.*

(c) Presents information and ideas clearly and honestly and with sensitivity to others.

(d) Writes and speaks fluently one or both of Canada's official languages.

4. *(e) Sets appropriate goals and priorities in school, work, and personal life*

(f) Applies effective communication, decision-making, problem-solving, time and resource management skills

5. *(g) Achieves excellence, originality, and integrity, in one's own work and supports these qualities in the work of others*

CHC 2D1/P1 – Canadian History since World War I

In General

1. *(h) Respects the faith traditions, world religions and the life-journeys of all people of good will.*

- Evident in the discussion of multiculturalism and celebrating the contributions made by various groups in Canadian history

3. (f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society

- Evident in ongoing discussions regarding Canada’s development as a nation and the complex challenges that have occurred involving these areas

5. (a-h) A collaborative contributor

- Evident in the everyday running of our classrooms and lessons.

7. (f) Respects and affirms the diversity and interdependence of the world’s peoples and cultures

- Evident in the discussion of multiculturalism and celebrating the contributions made by various groups in Canadian history

Why we study history & the Importance of the course – Lesson

During this lesson students examine the need for the Canadian history course in their Gr. 10 curriculum. Students are taught they need to learn and understand the importance of leaders and governments to exemplify Catholic social teaching promoting equality and democracy and what happens when those teaching don’t exist.

1. (e) Witness Catholic social teachings by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Letter from the Trenches - Assignment

This assignment assesses a student’s ability to apply course content in the form of an original letter to a family member from a soldier in the trenches of World War I. Ideally, students will demonstrate empathy for the soldier’s plight and the pain felt by family members at home.

1. (j) Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption.
2. (c) Presents information and ideas clearly and honestly and with sensitivity to others.
6. (a) Relates to family members in a loving, compassionate and respectful manner.

Racism in Canada during the WWI & WWII – Lessons

Students examine the different racial discriminations that occurred during WWI & WWII in Canada and reflect and evaluate on whether these acts were justified or not. They are then to come up with alternatives or solutions that could have been put forth to deal with the discrimination.

3. (c) Thinks reflectively and creatively to evaluate situations and solve problems

Holocaust - Lesson

Students learn about the horrors the Jewish community faced starting in 1935 and study individual stories of people who were sent to Ghettos, concentration camps and work camps. Students also look at the reaction of the global community (including Canada) to Hitler’s racial policies before, during and after the war.

1. *(d) Develops attitudes and values founded on Catholic social teachings and acts to promote social responsibility, human solidarity and the common good.*

(e) Speaks the language of life...” recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it

Holocaust Series of Paragraphs - Assignment

Students write a short position paper on the Allied decision to not intervene in the Holocaust and attempt to rescue prisoners in the concentration camps. They must discuss what they would have done and justify the decision based on facts, morality, and the Catholic Just War Theory.

3. *(c) Thinks reflectively and creatively to evaluate situations and solve problems.*

(b) Creates, adapts, evaluates new ideas considering the common good.

(c) Thinks reflectively and creatively to evaluate situations and solve problems.

(d) Makes decisions considering gospel values with an informed moral conscience.

7. *(a) Acts morally and legally as a person formed in Catholic traditions*

(d) Promotes the sacredness of life.

Argumentative Research Essay

Students work on an argumentative research essay throughout the semester. The process is chunked to model responsible time management and include regular teacher feedback and guidance.

2. *(b) Reads, understands and uses written materials effectively.*

(c) Presents information and ideas clearly and honestly and with sensitivity to others.

(d) Writes and speaks fluently one or both of Canada’s official languages.

4. *(e) Sets appropriate goals and priorities in school, work, and personal life*

(f) Applies effective communication, decision-making, problem-solving, time and resource management skills

5. *(g) Achieves excellence, originality, and integrity, in one’s own work and supports these qualities in the work of others*

1. Discerning Believer Formed in the Catholic Faith Community Who:

- d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and common good.

Students pick a social problem that is affecting society for their large CPT project. This relates to social teaching and acts that promote social responsibility human solidarity and common good.

2. An Effective Communicator Who:

- b) Reads, understands, and uses written materials effectively.

Students write an argumentative research essay that help them read and understand material effectively

3. Reflective, Creative and Holistic Thinker Who:

- d) Makes decisions in the light of gospel values with an informed moral conscience.

Students learn how the media trivializes sexuality which helps students understand the Gospel values with an informed moral conscience

4. A Self-Directed, Responsible, Lifelong Learner Who:

- a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of other.

Students learn about different perspectives and bias. Positive sense of self and respect for dignity and welfare of others.

5. A Collaborative Contributor Who:

- a) Works effectively as an interdependent team member

Students are required to work with groups when they are learning different turns in sociology.

6. A Caring Family Member Who:

- b) Recognizes human intimacy and sexuality as God Given gifts to be used as the creator intended.

Students learn how sexuality is trivialized in the media.

7. Responsible Citizen Who:

- e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Students learn about rehabilitation in our prison systems and understanding mental illness.

Mathematics Department

Department	Departmental Activities and/or Events
Math	Data Management – New board wide CPT involving statistical project on current social issue. Conclusion through a Catholic lens.
Math	10 Applied – Nicaragua Coffee Bean activity. (Social Justice)
Math	9 Applied – Adopt a Pet activity. (Responsible Citizen)
Math	Finance Unit (most courses) – Responsible decision making with an informed moral conscience.

Religious Education Department

OCGSE	Grade 9	Grade 10	Grade 11	Grade 12
<p>A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.</p>	<ul style="list-style-type: none"> - Discuss the importance of the saving story of our Christian Faith; There is redemption that for all through the Christ - Introduce typology, to show the connection between the Old Testament and the New Testament; the New Testament as the fulfillment of the prophecies found in the Old Testament - Focus on the Sacrament of Reconciliation and understanding of God's unending mercy 	<ul style="list-style-type: none"> - Through the YPI project, students learn about the Catholic Social Teaching and how it applies to their communities - Students learn that the Catholic Social Teachings are grounded in church teaching and at its core is the focus that humans have dignity because they are made in the image and likeness of God - Continue emphasis on the Sacrament of Reconciliation which is uniquely Catholic and the Anointing of the Sick - Understanding these sacraments, also known as the Sacraments of 	<ul style="list-style-type: none"> - Using a comparative structure; comparing the different World Religions with Catholicism - Uses Nostra Aetate to begin the course which highlights that we can see traces of Jesus Christ in the other World Religions 	<ul style="list-style-type: none"> - Discuss importance of our vocations - Emphasis on the married life and how it affects Family life - Emphasize that the sacrament of marriage is a covenant with God; - Explains how the Catholic teachings are Biblical - Explain vows of chastity, poverty, and obedience that are taken by those who are called to Religious Life

		Healing, provides understanding that forgiveness is at the heart of redemption		
<p>An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.</p>	<ul style="list-style-type: none"> - Use of the YouCat (Youth Catechism) to understand the church’s position on various issues and faith life - Learn to use the online version of the Catechism of the Catholic church - Students are assessed in the communication category for their proficiency at using course language 	<ul style="list-style-type: none"> - Use of the YouCat (Youth Catechism) to understand the church’s position on various issues and faith life - Learn to use the online version of the Catechism of the Catholic church - Students are assessed in the communication category for their proficiency at using course language 	<ul style="list-style-type: none"> - Use parts of a variety of encyclicals to understand the Church’s position regarding other faiths - Learn to use the online version of the Catechism of the Catholic church - Students are assessed in the communication category for their proficiency at using course language 	<ul style="list-style-type: none"> - Use of the CCC (Catechism of the Catholic Church) to understand the church’s position on various issues and faith life - Learn to use the online version of the Catechism of the Catholic church - Students are assessed in the communication category for their proficiency at using course language
<p>A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</p>	<ul style="list-style-type: none"> - Use of Growth mindset vs fixed mindset to open course and ask students to reflect on themselves as learners - Study the multiple types of intelligence and recognize that all intelligence is a gift from God - Understand that gifts from God 	<ul style="list-style-type: none"> - Use of Growth mindset vs fixed mindset to open course and ask students to reflect on themselves as learners - There is an emphasis on the Grade 10 course towards social justice and 	<ul style="list-style-type: none"> - Use of Growth mindset vs fixed mindset to open course and ask students to reflect on themselves as learners - Integrate learning from various world religions through varied assessments 	<ul style="list-style-type: none"> - Use of Growth mindset vs fixed mindset to open course and ask students to reflect on themselves as learners - Recap Moral Decision Making model from Grade 9 - Discuss moral dilemmas and how they are

	<p>have been misused and/or can be misused if not guided properly</p> <ul style="list-style-type: none"> - Study Moral Decision Making model and how a well-informed conscience is a good conscience 	<p>social justice issues</p> <ul style="list-style-type: none"> - The moral conscience of a nation, community, school community, family is important in finding the common good for the human race 	<ul style="list-style-type: none"> - Reflect on similar values and ideas found in the different World Religions 	<p>portrayed in film and television shows (How would a Catholic react in these situations?)</p>
<p>A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.</p>	<ul style="list-style-type: none"> - Teach the see-judge-act- evaluate decision making model - teach positive sense of self through Incarnation; God became flesh in Jesus Christ; to be human is special -Study multiple types of intelligence to show awareness of individual skills and talents and foster a positive sense of self -Learn to care for others' welfare through principles of Christ-like love - on a daily basis: remind others that self-care is not selfish; self-care is also self-love 	<ul style="list-style-type: none"> - Demonstrate Christian leadership through YPI project - Assignments that are geared toward social issues and the Catholic position on those issues; how to affect change, not based on anger but on Christ-like love - on a daily basis: remind others that self-care is not selfish; self-care is also self-love 	<ul style="list-style-type: none"> - Learn to respect dignity and welfare of others who have different faith backgrounds - Debunk myths about the different world religions to show the humanity that unites everyone who is created in the image and likeness of God - on a daily basis: remind others that self-care is not selfish; self-care is also self-love 	<ul style="list-style-type: none"> - Focus on vocations ensures discussion and reflection on one's personal values, abilities and aspirations - Learn about Catholic Teaching regarding Euthanasia and Assisted suicide to focus on the welfare of others; "mercy" killing is misplaced compassion - on a daily basis: remind others that self-care is not selfish; self-care is also self-love

<p>A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.</p>	<ul style="list-style-type: none"> - Group activities that are inclusive and allows for interchanging roles - Use dramatic plays to bring awareness to anti-bullying - Watch films that emphasize teamwork and collective goals 	<ul style="list-style-type: none"> - Group activities that are inclusive and allows for interchanging roles -YPI initiative involves outreach to community and developing group roles to complete a successful project 	<ul style="list-style-type: none"> - Group activities that are inclusive and allows for interchanging roles -Studying contributions of individuals from other faiths that have had a contribution to the greater good of society 	<ul style="list-style-type: none"> - Group activities that are inclusive and allows for interchanging roles - Continued emphasis on the dignity of the human being through various vocations: the religious life, the married life, the single life - How do our occupations and jobs contribute to the common good of society? - Why volunteer? Why help those who are suffering? Why should we choose palliative care rather than euthanasia?
<p>A caring family member who attends to family, school, parish, and the wider community.</p>	<ul style="list-style-type: none"> - Understand the Four Kinds of Love by CS Lewis - How to have authentic friendships - What does it mean to be of service to God - Why the sacraments are important in nurturing relationships 	<ul style="list-style-type: none"> - Healthy relationships - How to avoid unhealthy relationships - How to have authentic connections with other human beings - What does it mean to be of service to God - Why the sacraments are important in nurturing relationships 	<ul style="list-style-type: none"> - Understand how the other faiths understand the role of family in society - Study marriage celebrations/rites/ obligations in the different world religions 	<ul style="list-style-type: none"> - Understand the Four Kinds of Love by CS Lewis - Marriage as the foundational institution of society - How pornography affects family and how we see other people? - The oversexualization of media pushes our minds to see people as objects not as family members in Christ - What does it mean to be of service to God - Why the sacraments are important in

				nurturing relationships
<p>A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.</p>	<ul style="list-style-type: none"> - Promote the sacredness of life - Understand Reconciliation as a sacrament that emphasizes God’s infinite mercy 	<ul style="list-style-type: none"> - Chastity: promotes the sacredness of life - Catholic social teaching promoted through the YPI project 	<ul style="list-style-type: none"> - Studying the different world religions respects and affirms the diversity and interdependence of the world’s people’s and cultures - The unit for religious impulse is a way to respect and understand the history, cultural heritage and pluralism of today’s contemporary society 	<ul style="list-style-type: none"> - Chastity teaches one to date as a person formed in Catholic traditions - Euthanasia and Assisted Suicide are a violation of the sacredness of life - Understand how pornography is a direct violation of the sacredness of human life

Science Department

Department	Departmental Activities and/or Events
Science	<p>A Collaborative Contributor, who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.</p> <p>We ensure the safety and enjoyment of others while performing investigations.</p> <p>We work collaboratively;</p> <p>a) synthesize their learning and integrate the contributions of others;</p> <p>b) form and investigate insightful questions; and</p> <p>c) communicate their findings effectively in a variety of ways</p>
Science	<p>De-streamed Science (SNC1W): In the sustainable ecosystems unit students discuss the importance of access to and care for clean drinking water. Through the case study of Grassy Narrows First Nation students learn about the impact of heavy metals on the natural world and human society. Students reflect on our duty to be stewards of Creation and they work towards the Catholic Graduate Expectations of being discerning believers and responsible citizens.</p>
Science	<p>Grade 9 Locally Developed Science</p> <p>We continue to provide opportunities for students to develop their skills and habits of mind through experience with the scientific process and scientific thinking. We work to help our students meet the Catholic Graduate Expectations of becoming effective communicators and lifelong learners.</p>
Science	<p>Moral and conscience decisions in the types of power energy a student will use in the future. (Ex. Wind, Hydro, Solar)</p> <p>Ex: promoting environmentally sound Christmas gifts, LED vs. Plasma TVs.</p> <p>Relating Faith, prayer, and peaceful reflections to the overall health of the individual (which has been scientifically proven).</p> <p>Provide varied opportunities outside the walls of our classroom for our students (Peel Water Festival, Eco Club, Science Olympics, Science Club, Chemistry Contests, Trips to Wonderland, Silver Creek and the Science Center.</p>
Science	<p>SPH 4C: E1. – Evaluate the impact on society and the environment of energy transformation technologies and propose ways to improve the sustainability of one such technology</p>

Science	B.2.6 : Gr. 10 students research common illnesses and diseases to discover support systems available in their community to spiritually and mentally enhance the healing process.
Science	Through reflection students consider the impact of their actions on the environment. Thus, encouraging stewardship through sacrifice. Recognizing that climate change is a global issue that affects all. SNC2D: D.1.1/D.2./D.3 Climate Change
Science	SNC1P- E.1.2 – Propose a plan of action to decrease household energy cost, by applying their knowledge of the energy consumption of different types of appliances with the goal of caring for the planet in mind.
Science	Easter provides an opportunity to discuss current ethical issues related to the miracle of life. (B.3.3 Specialized cells and stem cells.) Allowing for the exchange and sharing of ideas and concepts to foster a healthy learning environment that promotes faith as well
Science	SBI 4U: C.3.4 Describe the role of vaccines, antibiotics, anti-retrovirals, and other drug therapies and antiseptics in the control of pathogenesis Fetal Alcohol Syndrome- explain the dangers drugs, stress and anxiety in the mother can also effect the consciousness of the developing fetus First 3 Years of a child: love and attentions lead to the development of consciousness. We need to create better informed and caring “future parents”.

Business / Computers /Technology Department

Department	Departmental Activities and/or Events
Business	Students are given assignments and activities that require them to research the business practices of non-profit organizations and charities.
Business	Guest speakers are brought in to speak to students about ethical business practices, social responsibility, etc.
Business	Teachers will begin incorporating the Catholic Graduate Expectations in the rubrics they use for all assignments.
Computer Studies	Students are asked to explore some of the various ethical and non-ethical ways that computers are used in society and are asked to consider the Church’s views on computer ethics.
Computer Studies	Repair computer for students, staff members and the greater school community at no charge.
Computer Studies	Donate and recycle old computer parts and components for the annual Electronics Recycling Drive that is run through our Social Justice Group.
Computer Studies	Teachers will begin incorporating the Catholic Graduate Expectations in the rubrics they use for all assignments.
Cooperative Education	Students are given an assignment during their pre-placement that requires them to research patron saints of occupations related to the occupations they are interested in pursuing.
Cooperative Education	Teachers will begin incorporating the Catholic Graduate Expectations in the rubrics they use for all assignments.
Technological Education	Curriculum support for students in learning experiences to enhance faith, community, and hope.
Technological Education	Enhance and support faith for students and teachers while developing a relationship with God.
Technological Education	Challenge students to examine their own authenticity of life while raising questions of scripture and values.
Technological Education - Construction	Cross building for school and family of schools.
Technological Education - Construction	Nativity scene base building.
Technological Education – Construction	Students build stage sets for the annual school play.
Technological Education – Construction	Students build props and sets for the annual Athletic Banquet.
Technological Education - Cosmetology	Haircuts for financially strapped students/parents.
Technological Education – Hospitality	Food for inner school walks (sandwiches).
Technological Education - Transportation	Free car repairs for parish priest, parishioners, parents and school.

Technological Education - Transportation	Prayer station with daily and student generated selections.
Technological Education - Transportation	Share our gifts of dignity and worth as a responsible way to fashion student and teacher relationships which are respectful, just and affirming.
Technological Education - Transportation	Catholic curriculum assignments that are rooted in God's promise and life, death, and resurrection.
Technological Education - Transportation	Call students to celebrate the signs and presence of God in their life and in school through prayer and reflection.
Technological Education - Transportation	Faith development through assessment and evaluation reflective of our Catholic community and achieving our expectations at each stage of success.

School Environment Reflective of Our Faith

These religious icons, symbols and visible expressions of our Catholic identity are present in the school environment:

- Our school Matrix is a testament to the Catholic nature of our community. It is adorned with many faith-inspiring banners, and a beautiful cross, made by our own students and staff.
- Several carefully selected plaques are hung in the hallway by the Chaplaincy Office. They portray life-giving messages reflective of our beliefs in a manner that attracts and appeals to the young people we serve.
- Religious Iconography is reflective of our school community.
- Advent banners will be displayed in the Matrix during the Season of Advent.
- Our school Chapel is beautifully fitted with banners reflective of the liturgical seasons.
- Whenever possible, displays are put together at the foot of the altar to further enhance these themes. Similarly, for school Masses and Liturgies in the Cafeteria or Gym, the base of the altar is prepared and decorated in a manner that engages students and encourages reflection.
- A statue of Mary and baby Jesus sits right beside the Tabernacle in the Chapel.
- A statue of Our Lady of Fatima is kept in the Chapel to remember the 100th Anniversary of Our Lady of Fatima.
- The Main Office and each classroom has been provided with a two-sided cloth for a prayer table (purple on one side and green on the other side) with inscriptions that echo our school motto, and a scripture passage; classrooms also have a small white tablecloth for the Liturgical Seasons of Christmas and Easter.
- All Admin Offices include articles and displays that profess the Catholic nature of our school.
- Four cloths in Liturgical colours drape over the cross in our Matrix to reflect the Liturgical Seasons.
- Every Department in the school was given an Ignatius Catholic Study Bible to use frequently. Discussion re: Scripture Passages to be painted outside Department Offices (reflective of the faith-filled gifts offered through the curriculum of each department) - this may be something that comes out of our possible plan for a Staff faith-day. NOTE: Consider inviting participation from Art and Tech Depts and involving SHSM students
- Discussion re: Art displaying diverse saints by ordering prints from Sacred Art by Tianna Williams.

Collaborative School Culture

These activities are organized by the School Catholic Community Culture and Caring Action Team:

- Life Teen Program (student-led)
- Alpha Program (student-led)
- Rosary Club
- Grade 8 Retreat
- Catholic Education Week
- Bullying Prevention Week
- Social Inclusion
- Boys to Men
- Frosh Week
- Frosh Night
- Bereavement Support Group
- CYW Workshops
- Safe Schools Meetings
- Safe Schools Surveys
- Integration of Planning for Independence Program in mainstream courses
- Black Student Alliance Forum
- Mental Health Awareness & Wellness
- Peer Mentoring Programs
- Cocoa and Cram
- Anti-Oppression Equity Diversity Student Voice
- Student Council

Parish Connections

Planned and existing initiatives that maintain and enhance positive relationships with the local parish communities:

- Fr. Jan would welcome any artwork created by our students on faith-based themes.
- Fr. Jan has monthly Masses in the Chapel.
- The chaplaincy leader offers a teaching Mass for all grade nine students twice a year. Every student is taught about the true presence of Christ in the Eucharist. The program “altaration” is used to help the grade nine students understand the significance of the Mass.
- Fr. Jan blessed the statue of Mary and baby Jesus in the Chapel.
- Fr. Jan is invited twice a year to offer the Sacrament of Reconciliation during the Season of Advent and Lent.
- Chaplaincy leader will work closely with the coordinator of Guardian Angels RCIA program for students who want to be received into the Catholic Church.
- Our Parent Council rep would like to continue discussions re: possible speakers for Faith Formation during Parent Council meetings.
- Rosary Apostolate available for faith formation in classes.
- Chaplaincy leader will work to promote the youth ministry program being established at Guardian Angels Parish.
- Life Teen and Alpha as a student-led initiative focuses on empowering and training senior students to be leading as joyful disciples.
- Encourage students to participate in on-going ‘Prayer Intentions’ throughout the year.

Staff Faith Development

Spiritual accompaniment and faith formation for our staff:

- Begin all meetings with a prayer or liturgy.
- Opening and closing Masses / Liturgies for Staff at the beginning and the end of the school year and during the Season of Advent.
- Advent Retreat for staff offered.
- Lenten Retreat for staff offered.
- Special Liturgical Celebration and Community Building for Staff will be planned for the Feast of St. Edmund Campion in early December.
- Staff Faith Gathering taking place once a month to participate in Lectio Divina, monthly check-in's and prayer.

Transitions

Students supported in the area of transitioning from Grade 8 to Grade 9, from Grade 12 to Post-Secondary as well as from one grade to another:

- The Get Ready Program (in late August) offers incoming grade 9 students the opportunity to familiarize themselves with the school before they begin in September. Students had a tour of the school.
- Virtual sessions were offered for ARD and Career Path students.
- Frosh Night offers the grade 9 students a fun evening of activities to help build relationships.
- Take our Kids to High School gives grade 8 students the opportunity to tour St. Edmund Campion for the day.
- Grade 8 Information/Open House Night invites parents and students to visit the school and see all of the activities and programs that Campion has to offer. They also participate in a session where they receive information about course selection.
- The Administrator transition meeting keeps both elementary and secondary administrators and teams up to date with upcoming events and pertinent statistics regarding student success.
- Counselors and grade 8 teachers communicate regularly to keep up to date with MyBlueprint requirements and changes
- Cross-Panel transition meeting between the Student Success Team and the grade 8 team to discuss incoming grade 8 students who may be at-risk. This allows our team to be aware of the most at-risks students coming to Campion so that we can better program for them and ensure that they have someone from our Student Success Team meet with them very early on in the school year. This meeting happens in addition to the meeting with ARD to discuss students with IEPs.
- On Post-Secondary Night, colleges and universities are invited to attend Campion to showcase their school and programs. Grade 12 students as well as all grades are encouraged to attend. On an alternative date, American Universities are also invited to the school.
- Counselors visit grade 12 classes to distribute information about graduation status and post-secondary opportunities.
- Chaplaincy leader distributes “Chaplaincy Connect” cards to grade 12 students so that they can get connected to Catholic Campus Ministry at the university or college they will attend.
- Chaplaincy leader offers a faith retreat for all grade 8 feeder schools closer to the end of the school year to speak about chaplaincy programs and how to get involved.
- Shadow day for all incoming grade 8 students to the Career Path program. Senior students provide mentorship and leadership to the new students.
- Post-secondary job fair, invite local businesses that offer workplace opportunities for students looking for employment as a post-secondary pathway.

Vocations

Vocations to religious life and pastoral ministries promoted through:

- Invite Fr. Jan to come to speak to students about their faith journeys and their vocations; Invite representatives from Sisters for Life- potentially host a vocations day where we have a priest, religious sister, married couple, and the single life speak to classes.
- Invite the Vocations Director (Fr. Matthew McCarthy) to speak with students discerning their vocation.
- Hosting Eucharistic Adoration in the Chapel for staff and students.
- Contact the Office of Catholic Youth to invite speakers to speak about vocations during our Vocations Day.

Resource List for Parents/Guardians

- Religious Education Curriculum - [Ontario Religious Education Curriculum](#)
- Encyclical Letter “Fratelli Tutti”- [Fratelli Tutti](#)
- National Centre for Truth and Reconciliation - [National Centre for Truth and Reconciliation](#)
- Catholic Education Week 2021 – [Catholic Education Week 2022](#)
- Synod on Synodality - [Synod 2021 - 2023](#)

Resource List for Schools

- Multi-Year Strategic Plan - [Multi-Year Strategic Plan 2019-2023](#)
- Encyclical Letter “Fratelli Tutti”- [Fratelli Tutti](#)
- Renewing The Promise - [Renewing The Promise](#)
- National Centre for Truth and Reconciliation - [National Centre for Truth and Reconciliation](#)
- Catholic Education Week 2021 – [Catholic Education Week 2022](#)
- Synod on Synodality – [Synod 2021 - 2023](#)

Signature Page

Pastor

Fr. Jan Gogolewski

Chaplaincy Leader

Mr. Patterson

Faith Ambassadors

Department Heads

Chair of Catholic School Council

Vice Principals

Ms. McMullin

Ms. Allegretto

Mr. DeCouto

Mr. Malta

Principal

Ms. Locicero

Superintendent

Ms. Peel