

PASTORAL PLAN

School Name: St. Paul Secondary School

School Motto or Mission Statement:

OMNIA CUM CORDE



'EVERYTHING WITH HEART'

- Promote excellence and integrity in learning in all its forms.
- Develop strong, compassionate, creative, self-disciplined, spiritual, inquisitive, and inclusive contributing members of God's community.
- Share our Catholic Tradition, common values, and goals in a supportive community.
- Live our credo, "Omnia Cum Corde" ("Everything with heart!") in all we say and do.
- Foster a culture of critical thinkers who advocate for truth, mercy and justice in our school, local and global community.
- Develop and offer leadership opportunities for students to be servant leaders.

Theme for the Year: Catholic Education: Rebuild, Restore, Renew Together
L'éducation catholique: Rebâtir, Restaurer, Renouveler
Ensemble

Retreats

Grade 9: Rebuild, Restore, Renew Together

Groupings: Homeroom class for a two-hour retreat in the Chapel;

Theme: Recognizing God in our midst and how we can build our relationship with Him; **Facilitator:** Mr. Skoko; **Location:** School Chapel (socially distanced); **Supervision:** Mr. Skoko and classroom teacher.

Grade 10: Relationship Compass

Groupings: Homeroom class for a two-hour retreat in the Chapel;

Theme: Help the students recognize their desire for healthy relationships with God and our neighbour, relationships that are rooted in Christ and the love He modelled for us; **Facilitator:** Mr. Skoko; **Location:** School Chapel (socially distanced); **Supervision:** Mr. Skoko and classroom teacher.

Grade 11: Fiat

Groupings: Homeroom class for a two-hour retreat in the Chapel;

Theme: Mary as a model of faith, looking at her fiat at the Annunciation.

The students will be challenged to follow Mary's example and learn how to say "Yes" to God in their daily lives; **Facilitator:** Mr. Skoko; **Location:** School Chapel (socially distanced); **Supervision:** Mr. Skoko and classroom teacher.

Grade 12: Called to Greatness

Groupings: Homeroom class for a two-hour retreat in the Chapel;

Theme: For students to learn that the desires they have to do great things, rather than to settle, is a call from Christ. Do not settle for comfort, strive for greatness; **Facilitator:** Mr. Skoko; **Location:** School Chapel (socially distanced); **Supervision:** Mr. Skoko and classroom teacher.

Catholic Student Leadership

Students are invited to commit to formal training to become servant leaders and serve the school, local and global communities. This group's activities include Chaplaincy initiatives, Social Justice initiatives, Outreach and running a Justice Symposium every other year. It also includes the potential to serve on a Leadership trip through Catholic Missions in Canada.

Student Leadership Retreat

Location: School Chapel (socially distanced); Theme: Leadership & Student Voice; Facilitated by: Mr. Skoko; **Activities:** Icebreakers, talk, meditation, and liturgy; Supervised by: Mr. Skoko. Dates: TBD

Activities of a Religious Nature

Activities of a Religious Nature with a substantial component of ritual and prayer
<p>Opening School Mass of Thanksgiving – October 18 Mass was livestreamed at St. Paul’s Chapel for the communities of St. Paul and our feeder schools.</p>
<p>Sacrament of Reconciliation – Date TBD Advent and Lenten Confessions in Chapel with COVID safety protocols in place.</p>
<p>Advent Liturgy – Date TBD Live streamed to classes through studio.</p>
<p>Staff Faith Advent Retreat – December 7 Staff will meet on zoom for an Advent retreat. Theme: finding peace amidst uncertainty. Our guest will be the Sisters of Life.</p>
<p>Advent Mass – December 9 Mass will be recorded at St. Dominic Parish on December 9 for the communities of St. Paul and our feeder schools.</p>
<p>Ash Wednesday Liturgy – Date TBD Liturgy in the Pulse TV studio and virtually shared for students at home online.</p>
<p>Staff Faith Lenten Retreat – March 9 Staff will meet on zoom for a Lenten retreat. Theme: based on the Catholic Education Week: Rebuild, Restore, Renew Together. Our guest will be Father Matt McCarthy, the vocations director of the Archdiocese of Toronto.</p>
<p>Stations of the Cross – Date TBD Holy Week activity – either recorded or live.</p>
<p>Easter Mass – April 21 Mass will be recorded at St. Dominic Parish for the communities of St. Paul and our feeder schools.</p>
<p>Catholic Education Week Mass – May 5 Mass will be recorded at St. Dominic Parish for the communities of St. Paul and our feeder schools.</p>
<p>Year End Mass – June 7 Mass will be recorded at St. Dominic Parish for the communities of St. Paul and our feeder schools.</p>
<p>Graduation Mass – St. Dominic Parish June 2022</p>
<p>Morning Prayer in Chapel Every Thursday at 7:45 am - Gospel of the day and a decade of the rosary</p>

Morning Reflection

Morning exercises to begin our day will include an announcement of Feast Days and a reflection/prayer rooted in contemporary themes to connect more deeply with Church teaching and tradition with the experiences of young people today.

Daily Social Media Posts

Twitter: @ScriptureDPCDSB @archtotonto @Pontifex @ShareLifeCan

Other Pastoral/Outreach Activities

Pastoral Activities
<p>Life Teen Life Teen is a youth ministry that is student led, facilitated by Chaplaincy Leader. LifeTeen.com</p>
<p>Alpha Alpha is a youth ministry facilitated by Chaplaincy Leader, engaging students to gather in prayer and to have conversations about life, faith, and God. alphacanada.org</p>
<p>Thanksgiving Food Drive Collections were donated to our local Compass Food Bank and Outreach Centre.</p>
<p>Shirt off my Back – Lent – Shirt donations to Canadian Food For Children (CFFC)</p>
<p>Sessions – Candid conversations with a lens of Faith Candid conversations on issues such as End of Life, Leadership, and Social media, Forgiveness. Location: In Chapel – COVID protocols in place.</p>
<p>Breakfast Program and Food Deliveries Daily snacks available to students and weekly distribution of food to families in need.</p>
<p>Earth Day- online activities with Eco Club -- April 22, 2022 Connection with Laudato Si and teaching of stewardship</p>
<p>Remembrance Day Service Recorded in Pulse TV studio and streamed in classrooms and on PA.</p>
<p>Orange Shirt Day -- September 30, 2021</p>
<p>Soap Drive – Collection to be sent to CFFC</p>
<p>Staff Gift Basket Fundraiser – Christmas</p>
<p>Day of Pink</p>
<p>Ordinandi Youth Event – with 10 students attending –online</p>
<p>Indigenous Awareness Week – May - Online activities and reflections</p>
<p>Faithfast – virtual fast during Lent</p>
<p>ShareLife fundraising</p>
<p>Pastoral Counselling and ministry of Presence</p>
<p>Catholic Leadership Training</p>

Catholic Education Week - May 1 – May 6, 2022

Catholic Education: Rebuild, Restore, Renew Together
L'éducation catholique: Rebâtir, Restaurer, Renouveler Ensemble

[OCSTA Catholic Education Week Resources](#)

“Behold, I make all things new.” (Revelation 21:5)
«Voici que je fais toutes choses nouvelles.» (Apocalypse 21,5)

The sub-themes for Catholic Education Week 2022 are as follows:

Sunday, May 1: **Launching of Catholic Education Week Theme**

Monday, May 2: **Rediscover / Redécouvrir**

Tuesday, May 3: **Rebuild / Rebâtir**

Wednesday, May 4: **Restore / Restaurer**

Thursday, May 5: **Renew / Renouveler**

Friday, May 6: **Rejoice / Se réjouir**

Date	Activity
Monday, May 2	Vocations Day – Guest speakers share their journey of faith with students and staff (Rediscover)
Tuesday, May 3	Shirt-Off-My-Back clothing drive (Rebuild)
Wednesday, May 4	Virtual Living Rosary Video - Staff & Student Involvement (Restore)
Thursday, May 5	Share Life Civvies Day – all contributions will go towards Share Life (Renew)
Friday, May 6	Faith Day Event – Live music, with Catholic speaker on the Catholic Education Week Theme (Rejoice)

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.

Department	Activities and/or Events
Art	Iconography assignments Religious Art and Architecture History
Co-Op	Journaling: focus/reflection on Catholic virtues in the workplace. Catholic Graduate Expectations included in Personalized Placement Learning Plan (PPLP)
Library	Books featuring lives of saints, teachings of the Church, Catholicism
Mathematics	Test questions/Assignments inclusive of information related Catholic Services/ShareLife agencies; Gr. 9 St. Paul's Missions Assignment (Mapping and Graphing)
Technological Studies	Pulse TV - reflections

English / Drama Department Pastoral Plan 2021-2022

In both English and Drama courses, students are encouraged to be effective communicators, reflective thinkers, collaborative contributors, and caring / responsible citizens. This is achieved through public speaking assignments, group presentations, writing tasks and quotation / text analysis. These courses also naturally lend themselves to Catholic teachings and values, as students analyze biblical allusions, themes and symbols in the plays, novels, poems and short stories taught each year.

Faith, belief, community and life challenges are common topics in English and Drama courses; therefore, we routinely integrate Catholic teachings and the Catholic Graduate Expectations when discussing characters, themes, lessons and conflicts in stories and dramatic presentations. These discussions enable students to see situations through a Catholic lens, while understanding the value and importance of their own beliefs and faith, that of others, and that of the world around them. This, in turn, promotes sympathetic and empathetic responses, thus reinforcing Catholic values and the dignity of the human person.

Special Education Department

The Academic Resource room is a safe, quiet and inviting environment for students with an Individual Education plan (IEP). Students can write their tests or work on assignments in a comfortable space with the support of our caring ARD (ACADEMIC RESOURCE DEPARTMENT) teachers. In this safe space, students can take risks, express themselves and reach their full academic potential with one-on-one support from these caring teachers. The ARD teachers are there to support and encourage students to become self-directed, responsible lifelong learners who continue to develop and demonstrate their full potential. This department works closely with students with diverse learning profiles and their families. Our goal for our students is for them to develop the resilience and assertiveness that comes from persevering through difficult academic challenges and inserting these qualities into their everyday life.

In addition, Academic Resource teachers provide teachers with an academic profile of these special education students in their classes highlighting strengths, needs and accommodations necessary for student success and work closely with teachers throughout the year. Teachers are provided strategies to enhance student learning through differentiated instruction to meet the unique learning needs of these exceptional learners.

Guidance Department

The Guidance department at St. Paul prides itself as being the heartbeat of the school, providing students with a safe and inclusive environment where students' academic and social/emotional needs are supported. Our team of Guidance counsellors are knowledgeable about all the diverse career and post-secondary pathways and work with the students to help them reach their academic potential. We work with students using Myblueprint and other resources to create a career pathway that meets their learning profile, interests, and ever-changing labour market. The counsellors assist students along the way to become lifelong learners and assist them through course recommendations, monitoring student success and post-secondary and career planning while working alongside parents and community partners. Community involvement is promoted and encouraged to meet diploma requirements, guidance counsellors assist students in understanding the value and importance of giving back to the community through volunteering. Support services such as Social Worker, Child & Youth Worker, Psychologist and Settlement Workers form an additional layer to our department, serving students' mental/emotional and social wellbeing.

Physical Education Department**A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER WHO:**

- Is encouraged to respect the dignity and welfare of self and others, thus promoting the living gospel values.
- Appreciate the health and well-being of the entire person from a physical, social, emotional, intellectual, and spiritual perspective.
- Takes initiative and demonstrates Christian leadership in physical education classes.
- Sets appropriate goals and priorities in school, work, and personal life.
- Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A COLLABORATIVE CONTRIBUTOR WHO:

- Works effectively as an interdependent team member in physical activities and group projects in health.
- Develops one's God-given potential and learns to take care of their gift of life.
- Respects the rights, responsibilities and contributions of self and others.

A CARING FAMILY MEMBER WHO:

- focuses on the virtues and embeds them in all aspects of sexuality and Healthy relationships.
- Focuses on how to show love with behavioral experimentation that provides them with evidence-based results.

In the Physical Education department at St. Paul, we see Christ in every student that we teach. We inspire each student to recognize their God given gifts and to celebrate them. We provide a place that allows each student to be their best and to see the light in everyone around them. We encourage an all-inclusive environment where students can trust each other and give everyone a sense of belonging. Just as Jesus is not recognized by the travelers to Emmaus, he can be with us and even encourage us in our struggles, even though we are not aware that He is present.

Moderns Department

The Moderns Department meets the CGE of through the active participation in the Concours d'Art Oratoire French speaking contest which covers the CGE of **Collaborative Contributor and Responsible Citizen**.

The Moderns Department also actively participates in annual Curriculum Nights, Grade 8 Information Nights and IB information nights in which French Café's and student lead presentations all contribute to the educational and academic integrity of the Core French and IB French programs. These activities reinforce the CGE of **Lifelong and Holistic Thinker and Effective Communicator**

The Moderns department actively participates and promotes daily prayer, reflections on the Virtue of the Month that incorporate Catholic values. We actively recognize students who demonstrate Catholic values. These daily interactions are core to the CGE of **Responsible citizen, Discerning Believer formed in the Catholic Faith Community**.

The nature of the Moderns curriculum demands that students participate in class and group discussions and linking Catholic themes to literature, Gospel Values, and Virtuous characters through French language literature. These ongoing activities are central to the CGE of being a **Reflective, Creative and Holistic Thinker as well as a Discerning Believer formed in the Catholic Faith Community**.

The Moderns department are also active participants in numerous School based administration such as School Council and SAAC.

For History courses:

Students are encouraged to develop an understanding of the political, economic, and socio-cultural conflicts which have arisen and continue to arise, both internationally and nationally, among people with different and often divergent religious, cultural, ethnic, and nationalistic identities, practices, and beliefs.

Students are encouraged to both understand and accept that a diversity of human identities, practices, and beliefs, does NOT prevent them from sharing human compassion, empathy, and understanding with those who are different from themselves.

Students are encouraged to develop a critical and thoughtful understanding of the development of human societies and civilizations, as such development, particularly in the form of technological change, reflects and shapes their social and individual sense of human personal and social self-identity.

Students are encouraged to critically and ethically evaluate how their social and personal sense of self-identity shapes their relationship to, and place within, Nature, and how such self-identity may also affect what they perceive and experience as "spiritual".

For Geography courses:

Students are encouraged to appreciate and understand how dependent human life is upon the geologic and natural elemental forces which have created, shaped, and continue to shape, life on our planet Earth. Students are encouraged to appreciate and understand how natural resource industries (farming, fishing, forestry, fossil fuel extraction, mining, and water use) impact the sustainability and preservation of our Earth's ecological systems upon which their life, and all life, is based.

Students are encouraged to think critically about how lifestyle choices and the perceived needs of some human populations, demand an insatiable and unsustainable thirst for manufactured goods, which in turn causes the depletion of the Earth's natural resources, the excessive release of carbon into the atmosphere and oceans, and the increased production of toxic waste, all of which are detrimental to the preservation of our Earth's ecological life systems. (NOTE: Such an understanding may demand a response that exceeds the limits of mere Stewardship.)

Canadian and World Studies Department

The Canadian and World Studies curriculum provides many unique opportunities to implement many aspects of Catholicity. In the teaching of both 10 and grade 12 History, Catholic Social teaching is always front and center. When teaching the grade 10 course and in particular aspects of the Winnipeg General Strike 1919 Catholic teaching on respect for labor and workers' rights immediately present themselves. *Rerum Novarum* the Papal Encyclical made it very clear that workers have rights to a living wage, safe working conditions, and to be treated with dignity by their employers. Pope Francis too frequently comments on the savagery of capitalism and its exploitation of the working classes and the poor.

In both the grade 10 and 12 history courses the study of world wars and frequent violent conflict bring forward opportunities to bring in current Church teaching such as Pope Francis now universal condemnation of even the possession of nuclear weapons as sinful. His Encyclical *Laudato Si* also recognizes the historical plundering of earth's resources through colonialism and the links of these injustices to both system racism, ecocide, and the climate emergency. These teachings meet many aspects of the Catholic graduate expectations and being a responsible

citizen by participating in the issues of our time, being informed, engaging in nonviolent activism to address many of the injustices that continue to be perpetuated here in Canada and abroad by a system that continues to operate on the premise of exploitation of the most vulnerable.

Students are encouraged to develop an understanding of the political, economic, and socio-cultural conflicts which have arisen and continue to arise, both internationally and nationally, among people with different and often divergent religious, cultural, ethnic, and nationalistic identities, practices, and beliefs.

Students are encouraged to both understand and accept that a diversity of human identities, practices, and beliefs, does NOT prevent them from sharing human compassion, empathy, and understanding with those who are different from themselves.

Students are encouraged to develop a critical and thoughtful understanding of the development of human societies and civilizations, as such development, particularly in the form of technological change, reflects and shapes their social and individual sense of human personal and social self-identity. Students are encouraged to critically and ethically evaluate how their social and personal sense of self-identity shapes their relationship to, and place within, Nature, and how such self-identity may also affect what they perceive and experience as "spiritual".

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Students are encouraged to critically assess how human lifestyle choices and the perceived needs of some human populations, demand an insatiable and unsustainable thirst for manufactured goods, which in turn causes the depletion of the Earth's natural resources, the excessive release of carbon into the atmosphere and oceans, and the increased production of toxic waste, all of which are detrimental to the preservation of our Earth's ecological life systems. (NOTE: Such an understanding may demand a response that exceeds the limits of mere Stewardship.)

A Faith Planner to align the Ontario Catholic School Graduate Expectations to the Catholic School Learning Plan - SCIENCE DEPARTMENT

Shared Priorities	<i>Creating Catholic Conditions for well-being, learning and leading</i>	<i>Building Collaborative practices through inquiry</i>	<i>Enhancing transitional practices</i>	<i>Knowing the learner through assessment</i>	<i>Responding through effective instruction</i>
Shared Beliefs	<i>We believe that we are called to create a Catholic learning and working environment that is safe, inclusive, and welcoming.</i>	<i>We believe that we are called to live and work in relationship within communities modelled after Christ</i>	<i>We believe that we are called to support all throughout our journey of life-long learning through growth, transformation, and witness.</i>	<i>We believe that we are called to use fair, equitable and transparent assessment practices, informed by our Christ-centred approach to professional judgement, to create hope, engagement, and growth for all to realize their full potential</i>	<i>We believe that we are called to design and implement effective lessons, that are Christ-centred, purposeful engaging and inclusive, and which reflect success for all.</i>
Ontario Catholic School Graduate Expectation Overall Expectations: <i>A Self-Directed, Responsible, Life-long learner A Collaborative Contributor A Reflective, Creative Thinker} A Responsible Citizen A Reflective, Creative Thinker}</i>					
Indicators for Ontario Catholic School Graduate Expectations	Examines and reflects on personal values (CGE4g)	Thinks critically about the meaning and purpose of work (CGE5b)	Integrates learning from various subject areas and experience (CGE3e)	Respects the environment and uses resources wisely (CGE7i)	Creates, adapts, evaluates new ideas in light of the common good (CGE3b)
Identify the opportunities for... <i>(Choose 1 or more items.)</i>	<i>Student Voice and Student Engagement Curriculum Links – Instructional Curriculum Links – Assessment Evaluation Other Evidence</i>				
Ordinary Time	Student Voice and Student Engagement	Curriculum links - Instructional	Curriculum links - Instructional	Curriculum links - Instructional	Student Voice and Student Engagement
	Discussions of ethical practices of scientific concepts from a Catholic perspective.	Student assesses if instructions fit within their core beliefs and Catholic mindset.	Introduce core health practices related to curriculum expectations.	Ways to conserve waste, reduce energy consumption, in collaboration with Region of Peel and city of Mississauga.	Strengthening and developing new relationships through extracurricular activities.

Advent/Christmas	Curriculum links - assessment and evaluation	Student Voice and Student Engagement	Curriculum links - Instructional	Curriculum links - Instructional	Student Voice and Student Engagement
	Reflect on their strengths and look towards improving their areas of need in their learning journey.	Decreasing the emphasis on materialistic items and focusing on giving back to less fortunate through Christmas drive (Act Now).	Discuss and evaluate the sustainability of forestry and the energy required to create plastic Christmas trees.	Monitoring energy conservation and waste reduction as a whole school approach to Eco School certification. Reducing our ecological footprint activities	Experience life from a different perspective by participating in food drives.
Ordinary Time	Curriculum links - assessment and evaluation	Curriculum links - assessment and evaluation	Curriculum links - Instructional	Student Voice and Student Engagement	Curriculum links - Instructional
	Preparing students for final evaluations. Welcoming new students into Catholic learning environment.	Thinking critically about alternate energy sources by building solar ovens and researching renewable energy sources.	Supporting the OSSLT preparation by preparing students to analyze informational and graphical text.	Supporting Act Now through planting of tulips in memory of loved ones that have passed.	Supporting students in preparation for CPTs.
Lent	Student Voice and Student Engagement	Curriculum links - Instructional	Curriculum links - Instructional	Curriculum links - Instructional	Student Voice and Student Engagement
	Supporting students' intentions for the Lenten season.	Discussion of controversial issues such as stem cell research and cloning.	Reflecting on past meaningful experiences outside of the classroom such as trips to silver creek, outdoor education and religious retreats.	Grade 9 electricity unit promotes sustainable energy sources. Grade 11 Physics challenges the student to investigate how energy production affects society and the environment.	Participation in liturgical mass in celebration and preparation for Lenten season.

Easter	Curriculum links - assessment and evaluation	Student Voice and Student Engagement	Student Voice and Student Engagement	Curriculum links - Instructional	Student Voice and Student Engagement
	Reflect on their strengths and look towards improving their areas of need in their learning journey while making time for Easter celebration with family.	Discussion of sustainability and re-birth in the Environment. Supporting tree planting with the credit valley conservation.	Support students' involvement in extracurricular physical activities in the school community.	Promotion of Earth Day with school-community cleanup of Cawthra bush.	Collecting non-perishable food items to fill the pantry at St. Dominic's in support of those in need.
Ordinary Time	Curriculum links - Instructional	Student Voice and Student Engagement	Curriculum links - Instructional	Student Voice and Student Engagement	Student Voice and Student Engagement
	Preparing students for the closing of their journey through the course with culminating tasks.	Supporting environmental stewardship initiatives by encouraging students to participate in environmental initiatives.	Supporting grade 9 students as they prepare for the EQAO examination through logical learning and problem solving to help develop a holistic thinker.	Maintaining the peace garden and Cawthra Bush.	Volunteering to support future sport buyouts, athletic banquet preparation, and commencement.

Religious Education Department

The nature of the Religious Education Curriculum is such that we automatically and continuously implement the Catholic Graduate Expectations on a daily basis through our lessons, learning goals, success criteria, instruction, diagnostics, formal assessments, descriptive feedback and were applicable, Culminating activities and final assessments.

The religion department has always actively promoted, participated and assisted in the administration of the retreat program. Through visits to Dr. Simone's warehouse, we have implemented the CGE of a **Responsible Citizen**

Through the Grade 11 World Religion retreat, we have implemented the CGE of a **self directed, lifelong and holistic thinker**.

The grade 9 program features interdisciplinary activities as staff in the arts and tech department use their unique skills to develop Religious based culminating activities including programming, art (manuscript creation), and Biblical based wood carvings. This activity covers the CGE of **Lifelong and Holistic Thinker**.

Through the Grade 12 retreat (feeding the homeless) and Grade 10 Retreat (Soup Kitchen) we have demonstrated the CGE of a **Collaborative Contributor**.

Through our weekly Chapel liturgies and beginning of class with prayer, students have the opportunity to lead, participate, organize and administer liturgies. This activity demonstrates the CGE of **Discerning Believer Formed in the Catholic Faith Community and being an Effective Communicator**.

Grade 10 CPTs that have revolved around the creation of theme-based liturgies and Church Missals, the students demonstrate the CGE of being a **Reflective, Creative and Holistic thinker**.

The Grade 11 Pre IB World Religion has numerous opportunities to fulfill the learning strand of Inquiry through the independent research of major religious pilgrimage festival and to plan an itinerary to participate in such a festival. This activity covers the CGE of **A Self-Directed, Responsible, Lifelong Learner**

The Grade 12 Religion program requires independent study of current religious and/or secular moral issue which requires students to research using Catechism and Encyclicals as a core component of completion and is to include Conscience formation Sacramentality, Vocation, and Discipleship. This activity alone covers all **CGE Expectations**.

The religion department also actively participates and assists with morning video reflections and has always been a pillar of support to the Chaplaincy initiatives that are undertaken (i.e. Leadership, Life Team, Christmas Food Drives, Visits from Father Terry)

Social Science Department

The Social Science Department, through the Challenge and Change in Society HSB 4U course , continually models the Catholic Social Teaching of Dignity of the Human Being and Preferential Option for the Poor as core content throughout the duration of the semester This activity reinforces the CGE of **Lifelong and Holistic Thinker**.

The Social Science department through, the Parenting course promotes the Catholic value of the Sanctity of Life through the use of the taking care of an automated child CPT. This CPT reinforces the CGE of **Responsible citizen, Discerning Believer formed in the Catholic Faith Community and Responsible Citizen**.

As with all courses, the Social Science Department actively promotes Daily Prayer which reinforces the CGE of **Discerning Believer formed in the Catholic Faith Community**.

The Grade 12 Philosophy Courses has, as core content, debates and lessons regarding Catholic Philosophers such as St. Thomas Aquinas regarding the Summa Theologica and the 5 Proofs of God's Existence, the 4 Causes, and Virtue ethics. This philosopher and the studies and assessments regarding it cover the CGE of **Discerning Believer formed in the Catholic Faith Community**.

School Environment Reflective of Our Faith

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

- Prayer Centres in every classroom
- Chapel Space (with Tabernacle)
- Religious Statues in Chapel
- Crucifixes in all rooms
- Chaplaincy tv in hallway
- Marian garden (outside)
- Patron Saints on course outlines for departments and/or subject area
- Reflection (daily)

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)
- Catholic Education Week
- CYW Workshops
- Safe Schools Meetings
- Mental Health Awareness & Wellness
- Catholic Leadership Student Club
- Compassionate Care Ministry (throughout the school year)
- Black History Month/Prayers, Reflections, Displays
- Food Drives
- Anti-Bullying Awareness/Day of Pink
- ShareLife fundraiser
- Eco-schools: awareness week

Parish Connections

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

- Open invitation for Fr. Terry to come to visit school
- School Masses - virtual
- Class Masses - virtual
- Support of Outreach initiatives- (Thanksgiving food drive and Christmas Baskets)
- Advocate for ShareLife Initiatives
- Life Teen and Alpha as a student-led initiative focuses on empowering and training senior students to be leading as joyful disciples.

Staff Faith Development

Spiritual accompaniment and faith formation for our staff:

- Begin all meetings with a prayer or liturgy.
- Advent Retreat for staff offered virtually.
- Lenten Retreat for staff offered virtually.
- Weekly staff prayer in Chapel before school.
- Virtual Faith Conferences
- Teacher Leading prayer and reflections (morning prayer)
- Sharing of Spiritual Reading Resources
- Reading resources: Fratelli, Tutti, Christus Vivit, Encyclicals, etc.

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:

Students transitioning from grade 8 to grade 9 will be invited to participate in an online introduction to St. Paul. Included in this orientation will be the Principal, Vice-Principal, the Child & Youth Worker, Social Worker, Head of the ARD Department and the Chaplaincy Leader. This orientation will have a direct focus on fostering a spirit of welcome and reassurance, including dispelling myths about high school, identifying sources of support and clarifying their roles, and creating an inclusive environment where all students are greeted and recognized as wonderful and gifted creations of God

Students transitioning from grade 12 to post-secondary will be made aware of support systems beyond high school that will help them to pursue their God-given vocation, including identifying support at post-secondary institutions that nurture innate gifts and talents, assist students with various challenges (either academic or social) and continue to foster spiritual growth and development (i.e. Chaplaincy offices at Universities and Colleges).

Vocations

Vocations to religious life and pastoral ministries promoted through:

- Morning Reflections and Prayers
- Discussions in Religion Classrooms
- Witness talks/vocation talks – from Religious – online
- Ordinandi Youth Event – with 10 students attending – online
- Fr. Terry visitations to school

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 2021](#)

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 2021](#)

Signature Page

Pastor: Fr. Terence Dias



Chaplaincy Leader: Ivan Skoko



Faith Ambassador(s) (as applicable):

Department Heads (as applicable):

Sheradee Bentivoglio

Ryan Costigan

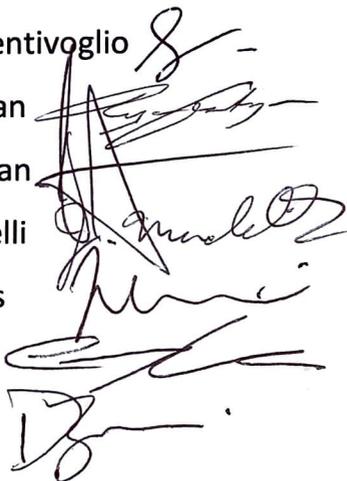
Michael Krpan

John Mondelli

John Tsilfidis

Craig Vicars

David Zeni



Chair of Catholic School Council: Kyla Lepore



Vice Principal(s): Derek McWilliam



Principal: Peter Cusumano



Superintendent: Cairine MacDonald

