

WELCOME TO

St. Ignatius of Loyola Catholic Secondary School

High School 101 Parent Workshop



PRAYER

Leader:

Our schools need the support of all parents and guardians. Each one has his or her unique contribution to make; some special quality that can help build a community that really cares for children. Let us pray that all parents and guardians will experience a sense of warmth and welcome, and that there will be a rich sharing of ideas, talents and enthusiasm as together we go about the work of helping our children grow and learn.

All:

Lord Jesus, you are with us now.

Help us recognize your presence in each other.

May friendship flourish here.

Fill us with a deep sense of peace.

Inspire us to listen with patience and attention to each other, to share with courage and generosity, and to welcome the ideas of all.

May this meeting of ours strengthen our friendship, build our community and increase our confidence in ourselves, and our school.

St. Ignatius of Loyola, pray for us.

Amen.

LOYOLA'S MISSION, VISION & VALUES

- St. Ignatius of Loyola Catholic Secondary School has been an integral part of the Oakville community since 1982. We work in partnership with St. Matthew's Parish and our family of schools. Loyola strives to strengthen the community by creating globally conscious, critical thinkers, who are witnesses of Catholic social teaching by promoting equity, solidarity and the sanctity of human life.
- Students, staff and our community are on a journey that focuses on putting our faith into action and ensuring that we live up to our school motto of treating everyone with dignity, equity and respect. We strive to educate the whole child and create strong leaders who can face the challenges of today and tomorrow with grace, perseverance, collaboration and faith. There is strength in our relationships and our honouring of different perspectives and ways of knowing. Our vision of student leadership is inclusive of all identities, pathways and skill sets.

WHAT MAKES LOYOLA UNIQUE?

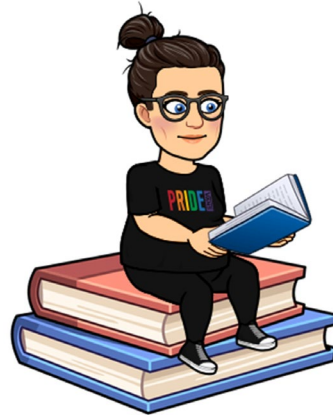
- The Hawkeye Leadership program involves a whole-school approach where all students are provided with opportunities to be supported by peers and caring staff members to build relationships and a strong sense of belonging to our Hawk Family.
- A commitment to Indigenous education and learning about Indigenous ways of knowing and healing. In the 2021-2022 school year we will offer [NDW4M- Issues of Indigenous in a Global Context](#) to provide students with an understanding of the issues that impact Indigenous peoples globally. We hope to expand course offerings in Indigenous studies and art.
- Three Specialist High Skills Majors (SHSM)
 - A Social Justice [SHSM](#) that supports students in understanding complex issues with social justice and community development, including diversity, equity and inclusion, civic-mindedness and global thinking.
 - An Information and Communication Technology SHSM that allows students to gain specialized skills in design, technology, media and software to obtain certifications in technology.
 - A Health and Wellness SHSM that gives students the opportunity to specialize, gain experience and plan a career pathway in the health and wellness sector.
- Oakville's secondary school destination for French immersion.
- Experiential volunteer and educational opportunities rooted in service and social justice to expose students to various experiences, perspectives and pathway opportunities.
- Social activism rooted in our faith and Catholic social justice teachings:
 - A very active and respected Development & Peace student committee that has been recognized province-wide
 - A very active and engaged Loyola Wellness Council and Student Equity & Inclusion Committee to ensure student voice is heard and we are constantly working towards wellness and inclusion.
 - The establishment in 2021 of a Black Advisory Council to ensure the perspectives and voices of Black students, parents and staff are heard and celebrated.
 - An ongoing [Loyola Equity Speaker Series](#) that brings in speakers from a variety of backgrounds and social-locations to discuss topics affecting our community and ensure students can see their identities represented.

SCHOOL ADMINISTRATIVE TEAM



Principal

Josie Halycz
She/Her



Vice Principal

Amanda Morrow
She/Her
Alpha- A-L



Vice Principal

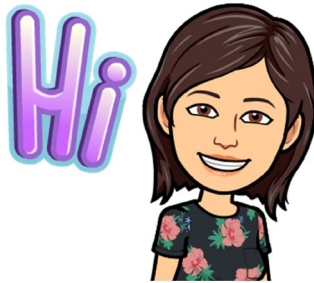
Patrick Busby
He/Him
Alpha- M-Z

SCHOOL SUPPORT TEAM



Chaplaincy Lead

Wayne Lachapelle



CYC

Teresa Lorentz



Social worker/Attendance Counsellor

Marissa Starling



Student Success Teachers

Rich Harder & Matt Zoratti



Guidance Head

Michelle Rego



Special Education Head

Simona Horvat

WELCOME LOYOLA PARENTS & GUARDIANS



School Council Chair: Stephanie Galvan

HOW CAN PARENTS GET INVOLVED & STAY INFORMED?

Research shows parent involvement is critical for student success. In addition to encouraging your child at home, you can get involved in school in many ways:

- **School Council:**
 - Your connection to school information (learn what your kids don't tell you)
 - Meets approx. 6x/year for 1.5 hours
 - Any parent/guardian can attend
 - Includes: Principal's update, upcoming events, how funds are spent in the school, give feedback where needed, etc.
 - Asked by School and Board for input on key decisions
 - Take on a role or be a member-at-large
 - *Note: Many large companies have Employee Volunteer Grant programs for community volunteering - school council membership usually qualifies for grants*
- **Attend or participate in School Events:**
 - Curriculum night, Parent-Teacher Interviews
 - Masses, sports games; fundraisers, drama and art shows, etc.

WHY JOIN THE SCHOOL COUNCIL?

1. Learn about the secondary education system
2. Obtain tools / resources to support your child(ren)
3. Volunteer however and whenever you can!
4. Share your skills and experience
5. Acquire new skills / experience
6. Make new friends and support each other!
7. And much more...



HOW WE ENCOURAGE SUCCESS

- **Provide a safe and caring school environment**
- **Provide academic support**
- **Develop faith**
- **Help students to develop resiliency**
- **Build Developmental Assets**

HOW WE BUILD RESILIENCE

Resilience research has identified three principles that protect students from risk and help them succeed:

- **Caring relationships**
- **High expectations**
- **Provide opportunities for participation and contribution**

CHAPLAINCY AT LOYOLA



Chaplain Wayne Lachapelle

- What do chaplains do? Well, it's less about doing and more a matter of 'being'. Regardless of their beliefs or their religious affiliation, by just 'being' there for all students and staff and all their families, the Chaplain's role affirms that we are all on a journey towards understanding God's presence in our lives. Chaplain Wayne is here to help you celebrate the big moments and work through the hard times.
- Chaplaincy at Loyola includes support in many different ways. The Chaplain is always available to listen, to give advice, guidance, and good counsel while also offering other forms of help that is available through other organizations in the greater community, in terms of counselling and support systems.
- Chaplaincy at Loyola also is very involved with all charitable outreach and fundraisers. The Chaplain facilitates grade level retreats for all grades from grade nine to grade twelve. Morning prayer and announcements, Eucharistic Liturgies and Liturgies of the Word are some of the other responsibilities of the Chaplain. Chaplaincy also reaches out to, and supports all, groups and clubs in the school especially the local food bank, Culture of Life, Breakfast Program, Development and Peace, the Monitoring Program, Loyola's GSA, Student Success, and Best Buddies.
- If you are ever in need of help or are concerned with something happening with your daughter or son, at the school or in your home, please feel free to reach out to Chaplain Wayne. He is always there for you and your whole family!

STUDENT SUCCESS PROGRAM



WHAT IS STUDENT SUCCESS?



Student Success" is a program designed to identify and support students who may be struggling academically or whose credits are in jeopardy.

A support system to help students successfully meet diploma requirements, graduate from high school and reach their post secondary goals

- Apprenticeship
- College
- University
- Workplace

WHO IS ELIGIBLE FOR STUDENT SUCCESS?

- Students struggling academically
- Students that are disengaged
- Students with poor attendance
- Elementary students who are performing at level 1, or below grade expectations
- Secondary students earning marks at Level 1 or below (0-59%) in 2 or more courses, and who do not have the foundations to be successful

GOALS OF THE STUDENT SUCCESS PROGRAM & TEAM

- To identify and support students that are struggling academically
- To help Grade 8 students successfully transition to Grade 9
- To help students achieve academic success
- To help students set goals and achieve them
- To help students earn the credits necessary to achieve diploma requirements and go on to achieve post-secondary goals.



HOW DOES STUDENT SUCCESS HELP STUDENTS?

- Individualized attention and support
- Counselling and advice
- Help with problem solving
- Homework help
- Peer tutoring
- Credit recovery
- Mentoring







ROLE OF THE STUDENT SUCCESS TEACHER

- Support students through key transition points
 - Elementary to Secondary
 - Grade 10 to Senior Level courses
- Developing positive relationships with students
- Monitoring attendance
- Monitoring student progress
- Communicating with parents
- Helping students develop effective work and study skills
- Help students set goals
- Advocating for student needs
- Communicating with classroom teachers
- Accessing additional supports for students.



STUDENT SERVICES

| Guidance Counsellor | Last Names | |
|-----------------------------------|------------|---|
| Mrs. Luis | A - E |  |
| Mrs. Flynn | F - Mc |  |
| Mrs. Sotiropoulos | Me - O |  |
| Mrs. Rego, Department Head | P - Z |  |

STUDENT SERVICES

- The transition from elementary school to secondary school is an exciting time for students and their families, and we are here to help!
- Students see us for a variety of reasons:
 - Academic Counselling: course changes, post-secondary destinations, specialty programs, etc.
 - Personal Counseling: we are here to listen, talk or get you community contacts.

Guidance Secretary: Mrs. Bartucci

- Timetables will be available the weekend before school
- Counsellors try their best to ensure each semester is as balanced as possible
- Students have some time at the start of each semester to make a level change if they find the content too easy or too difficult.



SPECIAL EDUCATION

- We have 6 Special Education Resource Teachers (SERTs) here at Loyola and 13 Educational Assistants.
- In collaboration with parents and students, write the IEP (Individual Education Plan) and support both students and staff. An IEP is developed for students with Special Education Needs.
- We help students gain an understanding of their IEP and to learn how to use their accommodations and advocate for them.
- We provide a quiet space for students to complete tests and assignments.
- We provide support as needed – academically and social/ emotional.
- We help manage the transition from elementary to secondary.
- We help provide students with leadership and career exploration opportunities.
- We provide Assistive Technology support – e.g. laptops, access to Google Read & Write, printing.

SPECIAL EDUCATION DEPARTMENT

| SERT | | SERT | |
|---|--|---|--|
| Mrs. Condello, Life Skills SERT |  | Mr. Roynon, SERT |  |
| Mrs. Horvat, Department Head |  | Mrs. Salamun, SERT |  |
| Ms. Mackie, SERT |  | Mr. Solimine, Life Skills SERT |  |

MLL DEPARTMENT
Multi-Lingual Learner



Mrs. Ambroszkiewicz



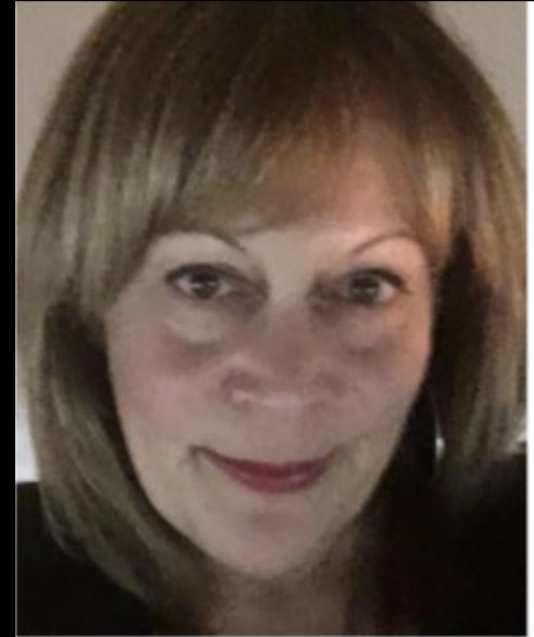
Mrs. Kiervin



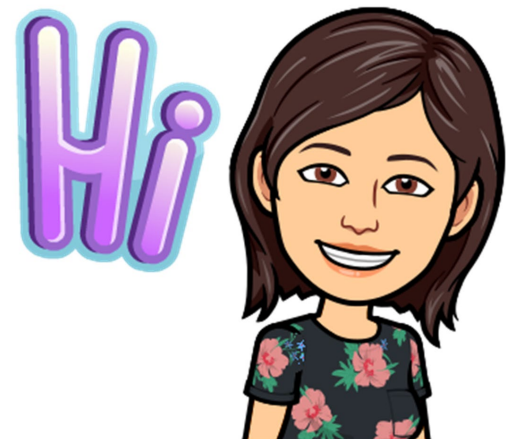
Ms. Osorio Gomez

Child and Youth Counsellor

- CYCs collaborate with families, school staff, and community agencies to enhance student success and well-being within the school
- CYCs promote, support and facilitate school and class-wide preventative initiatives and programs that foster healthy, safe, and inclusive Catholic school environments
- CYCs provide direct small group and individual support for students in consultation with Administration



Ms. Lorentz, CYC



SCHOOL SOCIAL WORKER

Marissa Starling, MSW

- Assists students who experience serious issues that impact school – including severe mental health issues, familial crises etc...
- Links Youth and families to Community Resources
- Available for consultation
- Is a voluntary service
- Referrals come through the Vice-Principal



THE IMPORTANCE OF REGULAR ATTENDANCE

Regular Attendance Ensures:

- Healthy habits and life skills are developed that are transferable outside of school
- The student builds a sense of connection and belonging to their school and community
- The student can stay on track in their classes and receive consistent and timely teacher feedback and support

Education Act

Compulsory Attendance: Subsection 21 (1) of the Education Act states that children aged 6-17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until the graduate.



REPORTING YOUR CHILD'S ABSENCE



Before you begin: Please note, you must use the **email address** and/or **phone number** associated with your child's school to sign up.

Reporting Your Child's Absences Using the SafeArrival Student Attendance Management System

SchoolMessenger® mobile app



Download and install the SchoolMessenger app from the Apple App Store or the Google Play Store

The first time you use the app, select **Sign Up** to create your account.

When you are ready to report your child's absence, select **Attendance**, then **Report an Absence**.

SchoolMessenger® website



go.schoolmessenger.ca

The first time you use the website, select Sign Up to create your account.

When you are ready to report your child's absence, select Attendance, then Report an Absence.

Call toll-free 1-844-445-4505



Call our dedicated toll-free number at **1-844-445-4505** to report your child's absence.

You will be asked to enter the phone number that you have registered with the school.

Follow the prompts to report your child's absence.

WHEN YOUR CHILD BECOMES 18+

Provincial legislation requires school boards to recognize students as adults when they reach the age of 18. As such, students who are 18 years of age or older are deemed responsible for their own education, attendance, and any matters related to discipline.

When a student reaches the age of 18, we are legally required to remove their parents and/or guardians from our contact lists. When this happens, parents will no longer receive information from the school or board related to the adult student's education, attendance, or any matters related to discipline.

Students may grant the school and board permission to share this information with their parents or guardians by completing the Adult Student Form (available from the school office).

[FAQ Document](#)

WELCOME TO GRADE 9



WHAT ARE DEVELOPMENTAL ASSETS

- The Search Institute released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults.
- Research is based on surveys of about 6 million children.



40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



| Category | Asset Name and Definition |
|------------------------|---|
| External Assets | Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. |
| | Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. |
| | Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. |
| | Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. |
| Internal Assets | Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week. |
| | Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| | Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently. |
| | Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future. |

CATEGORIES OF DEVELOPMENTAL ASSETS



Internal Assets (resilience)

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

FUNDAMENTAL ASSUMPTION OF THE DEVELOPMENTAL ASSETS MODEL

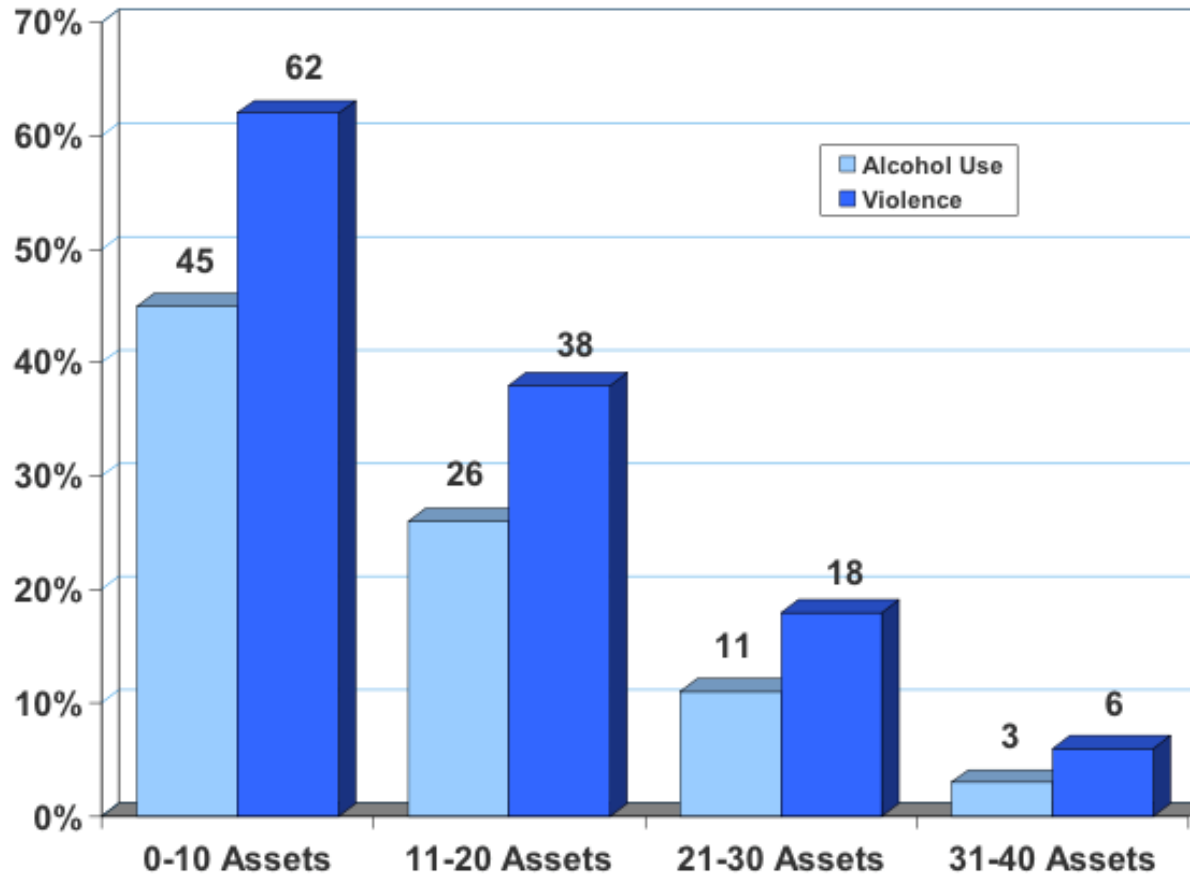
The more of these positive experiences children have in their lives, the greater the likelihood that they will succeed developmentally.

MORE IS BETTER!

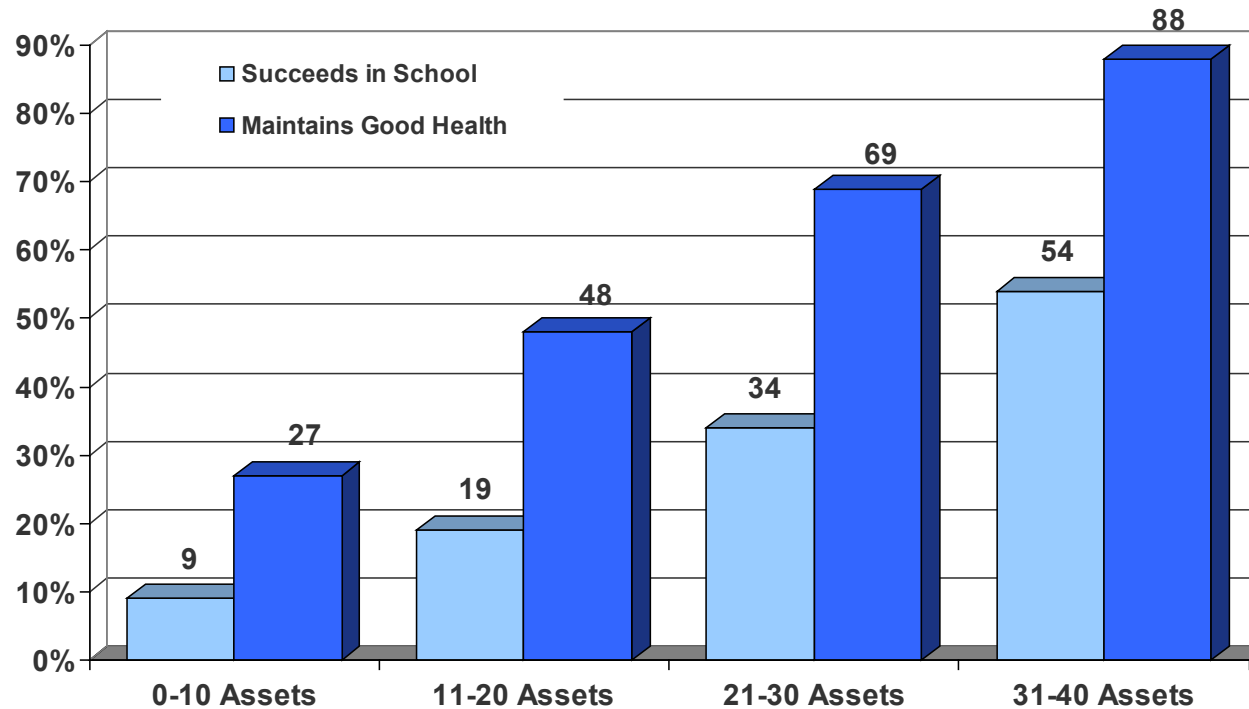
DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

1. **Express Care:** Show that you like me and want the best for me.
2. **Challenge Growth:** Insist that I try to continuously improve.
3. **Provide Support:** Help me complete tasks and achieve goals.
4. **Share Power:** Hear my voice and let me share in making decisions.
5. **Expand Possibility:** Expand my horizons and connect me to opportunities.

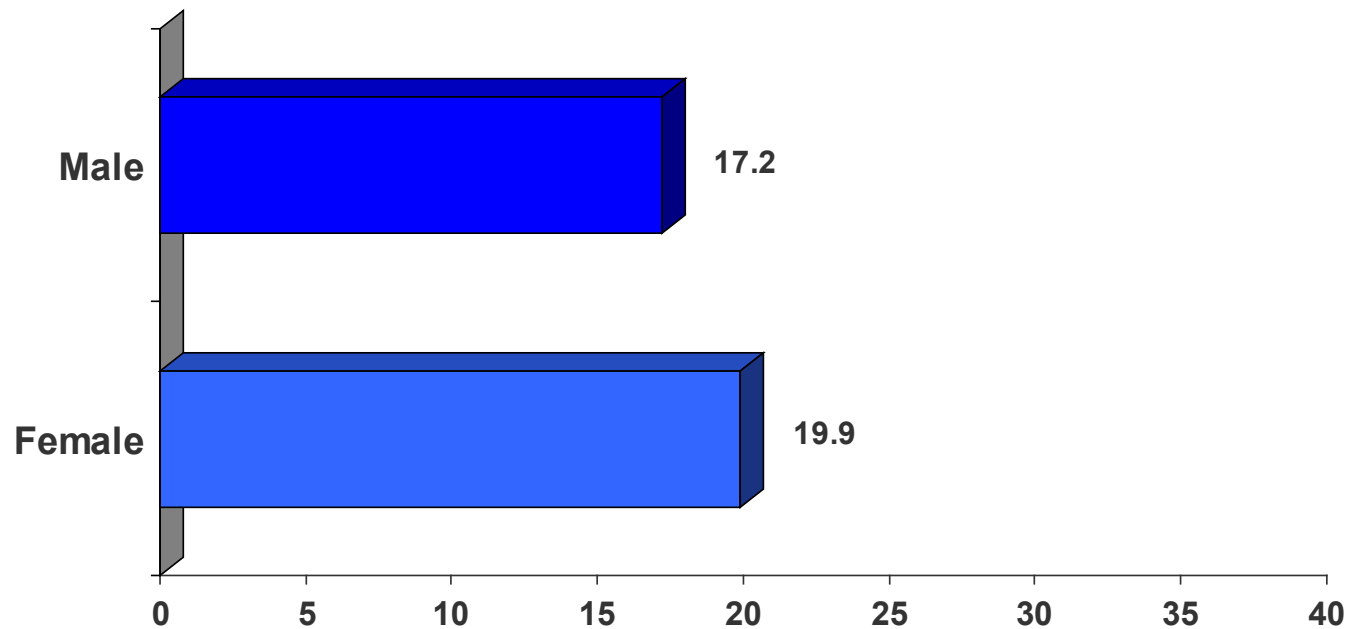
THE POWER OF ASSETS TO PROTECT



THE POWER OF ASSETS TO PROMOTE



THE GAP IN ASSETS AMONG YOUTH



LOYOLA HAWKEYE MENTORSHIP PROGRAM



A MESSAGE FROM YOUR 2021 HAWKEYE MENTORS



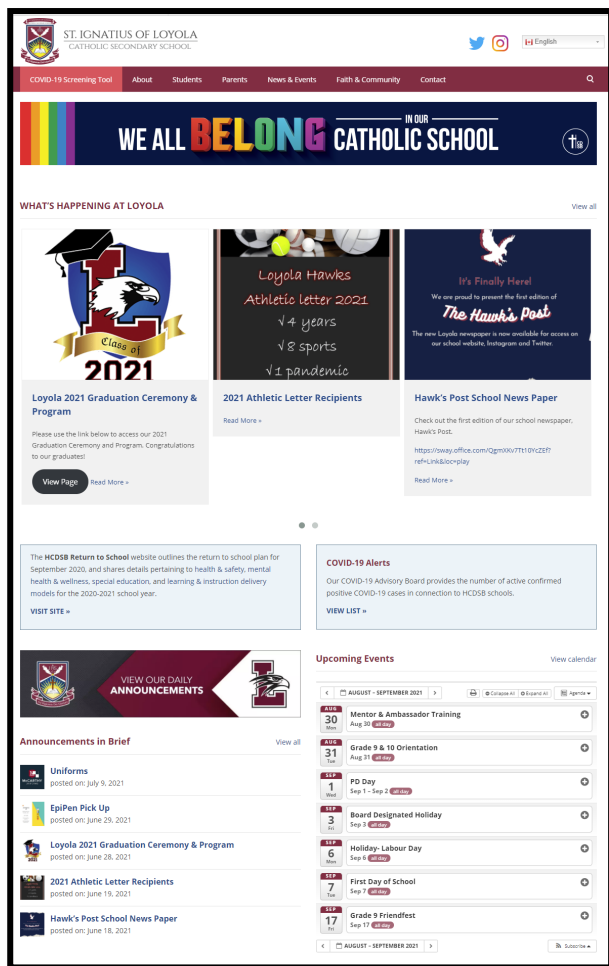
GRADE 9- ORGANIZATION

- All grade 9s have a gr.11 mentor
- All grade 9s have the same lunch as the grade 11s to facilitate activities and to provide opportunities for support
- All grade 9s have lockers near a gr.11 mentor
- School masses and assemblies will be organized so that grade 9s attend with grade 11 mentors

LOYOLA ON THE WEB

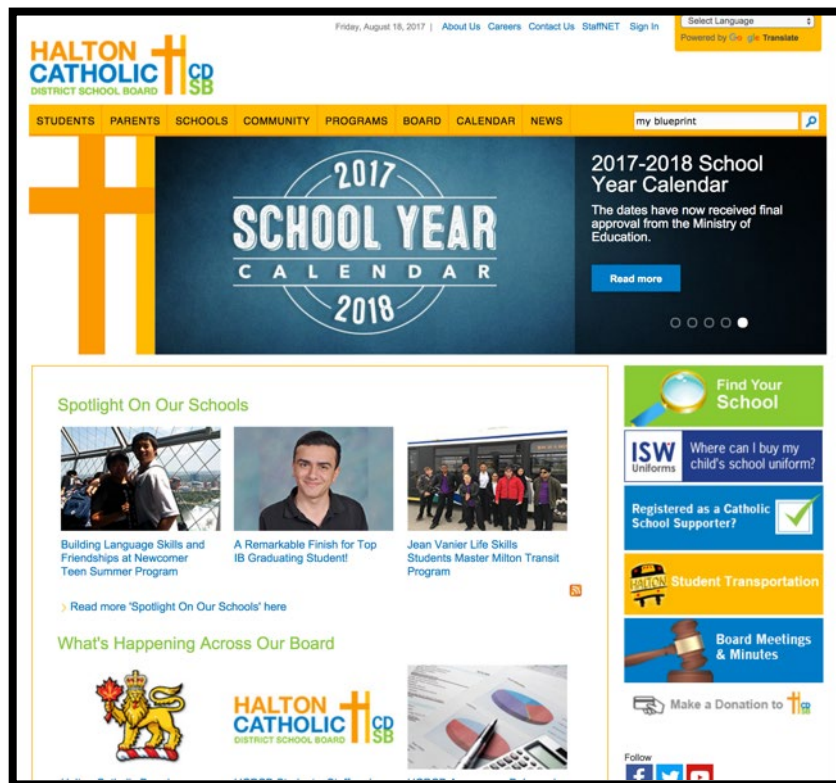
School Website:

<https://secondary.hcdsb.org/loyola/>



School Board website:

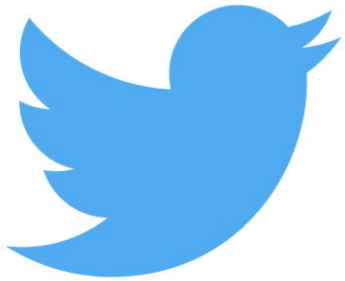
www.hcdsb.org



LOYOLA SOCIAL MEDIA



INSTAGRAM: @LoyolaHawksOak



TWITTER: @LoyolaHawksOak

BUS INFORMATION


School bus information is available at
haltonbus.ca

You will need your child's OEN number






HALTON PARENTS INFO



HaltonParents

Public health nurses providing quality parenting and health information from thinking about pregnancy to raising teenagers



[Home](#) [About our blog](#)

Search Results for: *teens*

Parenting is key to help teens navigate high school

Posted on [September 3, 2014](#) by [Cynthia Lindsay](#)

If you've got kids, the first day of school was probably pretty emotional for everyone... parents and kids alike and it really doesn't matter what grade they are entering. But, if you have a teen starting high school, then you know "those ... [Continue reading →](#)

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@HaltonParents

311 PUBLIC HEALTH NURSE SUPPORT

- Support through telephone consultation with a Public Health Nurse
- Available through phone
- Dial 311 or E-mail
- haltonparents@halton.ca



THANK YOU
Welcome to the
Loyola Hawk
Family!

