



WELCOME TO

St. Ignatius of Loyola Catholic Secondary School

High School 101 Parent Workshop

Everyone
is welcome here.



Welcome Future Hawks

Everyone
is welcome here.





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.

Continued on next slide...



PRAYER

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.

Land Acknowledgement

Dish With One Spoon Wampum Belt



The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect.”

The "Dish", or sometimes it is called the "Bowl", represents what is now southern Ontario, from the Great Lakes to Quebec and from Lake Simcoe into the United States. *We all eat out of the Dish, all of us that share this territory, with only one spoon. That means we have to share the responsibility of ensuring the dish is never empty, which includes taking care of the land and the creatures we share it with. Importantly, there are no knives at the table, representing that we must keep the peace. The dish is graphically represented by the wampum pictured above.

<https://www.ryerson.ca/aec/land-acknowledgment/>

What is a Community Covenant?

No one eats until we all eat=EQUITY

No one is happy until we are all happy=RESPECT

No one is healed until we are all healed=DIGNITY

BELONGING and INCLUSION

Everybody gets to eat=CHARITY/JUSTICE

Everybody gets to be happy=HOPE

Everybody gets to be healed=FAITH

Dr. Mike Doxtater-Indigenous Elder, Mohawk of the Turtle Clan

Grandmother's Voice-[Extending the Rafters- They Adopt Them – YouTube](#)

Indigenous Worldviews

Indigenous relational worldviews can be characterized by the concept of the **circle, interconnectedness, and connection to place based on Respect, Reciprocity, Responsibility, and Relationships.**

Indigenous worldviews share a belief in the power of creating positive shared mind with all of creation.

[Module indigenous worldviews plain text file \(utoronto.ca\)](#)

2023-2024 SCHOOL ADMINISTRATIVE TEAM

Hi



Vice Principal

Shari Typer

She/Her

Alpha: A-L



Principal
Josie Halycz

She/Her



Vice Principal

Patrick Busby

He/Him

Alpha: M-Z

LOYOLA'S MISSION & VALUES

We have 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.

LOYOLA'S MISSION & VALUES

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.

“Go forth and set the world on fire!”
St. Ignatius of Loyola



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. Everyone belongs in the Hawks Nest!

WHAT MAKES LOYOLA UNIQUE?

A commitment to **Indigenous education** and learning about Indigenous ways of knowing, being and healing. We have a student led Indigenous Advocacy Committee.

We offer NDW4M, NBE3U/C, NAC101.

WHAT MAKES LOYOLA UNIQUE?

Loyola offers **five 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.
- A **Business SHSM** that gives students the opportunity to specialize and gain experience in the business sector.
- A **Transportation-Robotics SHSM** that gives the students the opportunity to specialize in transportation technology and robotics and gain experience in technology and engineering.

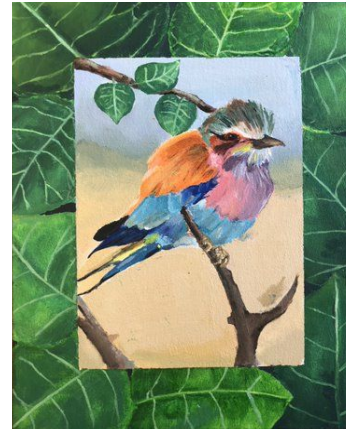
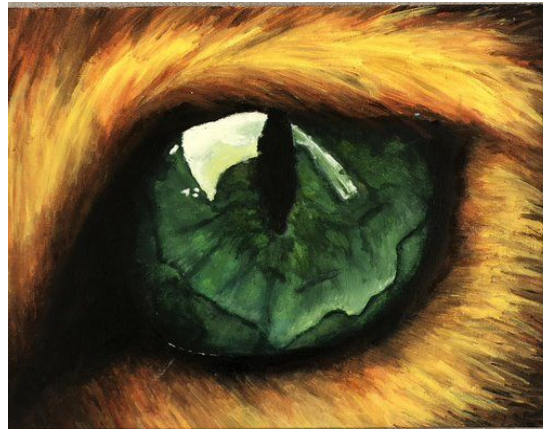
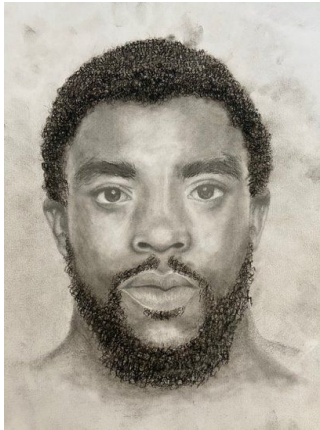
WHAT MAKES LOYOLA UNIQUE?

In September 2023, Loyola will be fully implementing year 1 of the **STEAM program** that will serve students who are interested in extending their learning in technology and related fields.



WHAT MAKES LOYOLA UNIQUE?

Students enrolled in Loyola's **Visual Arts program** can learn the fundamentals of drawing, painting, sculpture work, printmaking, digital media, and art history.



Great Music Program!!!

[2022 Music Night - Google Drive](#)



Exciting Drama Program!!!!



FireHawks - Robotics

FRC Team 9098



WHAT MAKES LOYOLA UNIQUE?

Bienvenue!

Loyola is Oakville's secondary school destination for **French Immersion** and **Extended French**.

Loyola also offers experiential volunteer and educational opportunities rooted in service and social justice to expose students to various experiences, perspectives and pathway opportunities.

WHAT MAKES LOYOLA UNIQUE?

Loyola offers **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 Committee to ensure the perspectives and voices of Black students, parents and staff are heard and celebrated*
- ***LBSA-Loyola Black Students Association-very active and fully engaged in the community***
- *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*
- *Indigenous Advisory Committee-Organizes events, book club and supports Indigenous communities...WAB program in Thunder Bay*

WHAT MAKES LOYOLA UNIQUE?

Loyola offers many different **clubs and initiatives** for students to get involved with.

Some of these extracurriculars include:

- *Loyola Student Council, Debate Team, Book Club, Board Game Club, E-Sports Teams, Art Club, Multicultural Social Club, Loyola Wellness Council, Ally Club, "Reach for the Top" Trivia Team, "Girls Who Lift" Club, Eco Club, Drama Club, and more!*

HOW CAN PARENTS GET INVOLVED & STAY INFORMED?

School Council:

- Your connection to school information (learn what your kids don't tell you)
- Meets approx. 5 times per 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
- **Current School Council Chairs: Roger Alfaro Co Chair: Carla Reale**
- 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.



HOW WE ENCOURAGE SUCCESS AND BUILD RESILIENCE & THRIVE

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

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

SCHOOL SUPPORT TEAM



Chaplaincy Lead
Wayne Lachapelle



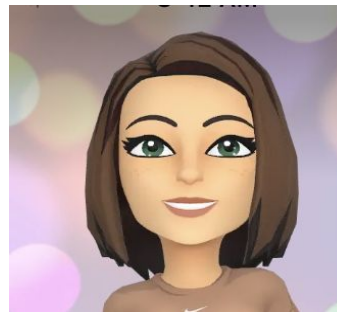
Guidance Head
Michelle Rego



Special Education Head
Simona Horvat



Student Success Teachers
Pam Valle & Matt Zoratti



CYC
Melissa Burnett



**Social Worker &
Attendance Counsellor**
Felicia Sinopoli

CHAPLAINCY AT LOYOLA



Chaplain Wayne Lachapelle

“What do chaplains do?”

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



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. Delivering the 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, Indigenous Advisory Committee, Health and Wellness, Black Advisory Council, Sports Teams, Breakfast Program, Development and Peace, the Monitoring Program, Loyola's GSA, Student Success, Student Council 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!

Chaplain Wayne



CATHOLIC EDUCATION:
**WE ARE MANY,
WE ARE ONE**



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:




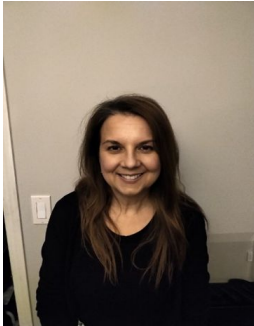


- **Academic Counselling:** course changes, post-secondary destinations, specialty programs, etc.
 - **Personal Counselling:** we are here to listen, talk or get you community contacts
-
- Timetables will be available the weekend before school
 - Counsellors try their best to ensure each semester is as balanced as possible
 - Students have some time at the start of each semester to make a pathway change if they find the content too easy or too difficult

Guidance Secretary: Mrs. Bartucci

STUDENT SERVICES

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

SPECIAL EDUCATION DEPARTMENT

SERT		SERT	
<p>Mrs. Condello, Life Skills SERT</p>	 A portrait of a woman with long, wavy brown hair, smiling. She is wearing a blue denim jacket over a dark top.	<p>Mr. Roynon, SERT</p>	 A portrait of a man with short, dark hair and a beard, looking directly at the camera. He is wearing a maroon shirt.
<p>Mrs. Horvat, Department Head</p>	 A portrait of a woman with long, dark hair, looking slightly to the side. She is wearing a dark top.	<p>Mrs. Salamun, SERT</p>	 A portrait of a woman with long, dark hair, smiling. She is wearing a black top.
<p>Ms. Mackie, SERT</p>	 A portrait of a woman with shoulder-length blonde hair, smiling. She is wearing a blue top and a necklace. The background appears to be the interior of a car.	<p>Mr. Solimine, Life Skills SERT</p>	 A portrait of a man with short, dark hair, smiling. He is wearing a grey t-shirt. The background is a light-colored brick wall.



SPECIAL EDUCATION

- We have 6 Special Education Resource Teachers (SERTs) here at Loyola and 12 Educational Assistants.
- In collaboration with parents and students, SERTs 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.

SPECIAL EDUCATION



- We provide a quiet space for students to complete tests and assignments.
- We provide support as needed – academically and for social/ emotional needs.
- 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.
- Teach GLE classes (4 total)

WHAT DOES THE **STUDENT SUCCESS TEAM** DO?



Student Success Teachers
Pam Valle & Matthew Zoratti

- Support students through key transition points (elementary to secondary)
- Advocating for student needs
- Individualized attention and support
- Help with problem solving, goal setting, and organization
- Monitoring attendance and student progress
- Communicating with parents and classroom teachers
- Accessing additional supports for students
- Counselling and advice

WHO IS ELIGIBLE FOR STUDENT SUCCESS SUPPORT?

- Students who are struggling academically
- Students that are disengaged
- Students with poor attendance
- Elementary students who are performing at level 1 or below, in 2 or more courses

MLL DEPARTMENT

Multilingual Learner Support Team



Mrs. Ambroszkiewicz



Mrs. Kiervin



Mr. Mojica

Child and Youth Counsellor

Melissa Burnett CYC

- 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



SCHOOL SOCIAL WORKER

Felicia Sinopoli, MSW

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

How Can I Support You?



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

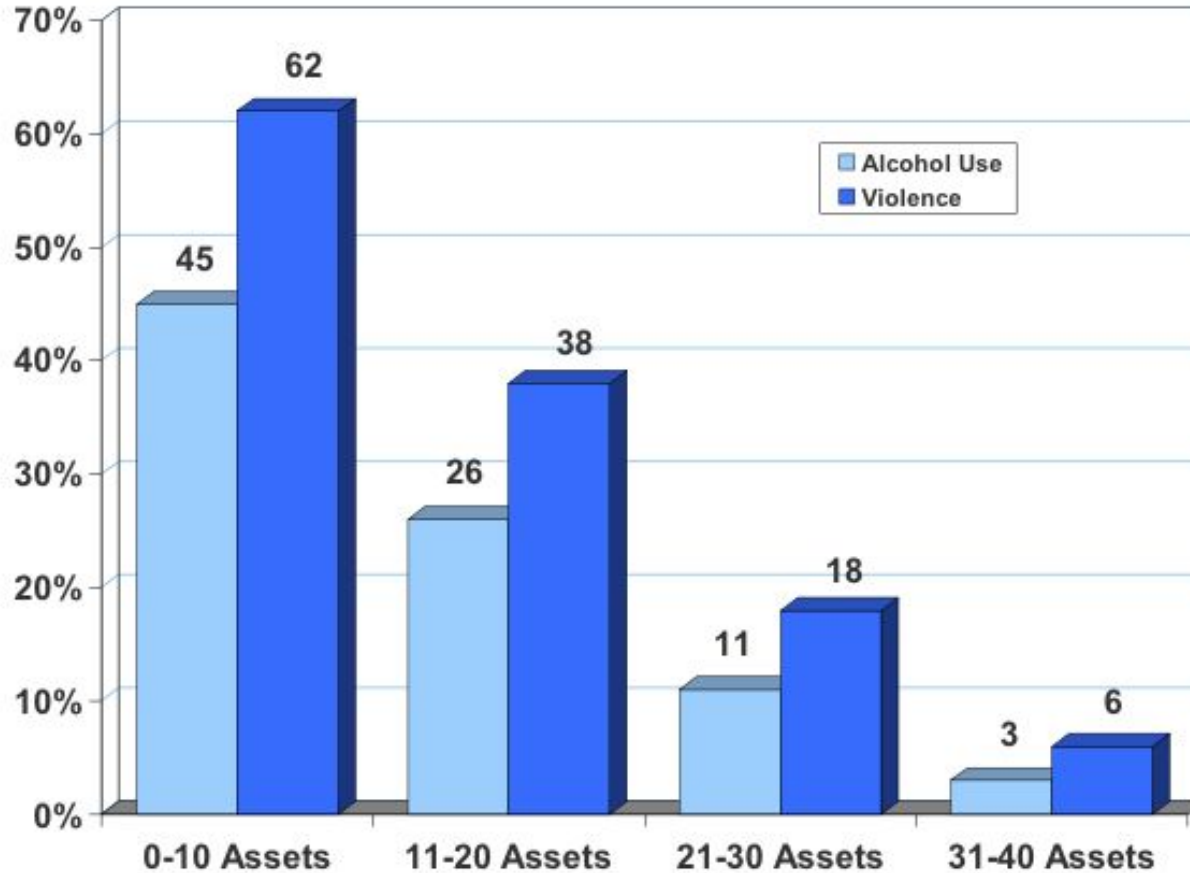
The more of these positive experiences children have in their lives, the greater the likelihood that they will succeed developmentally.

MORE IS BETTER!

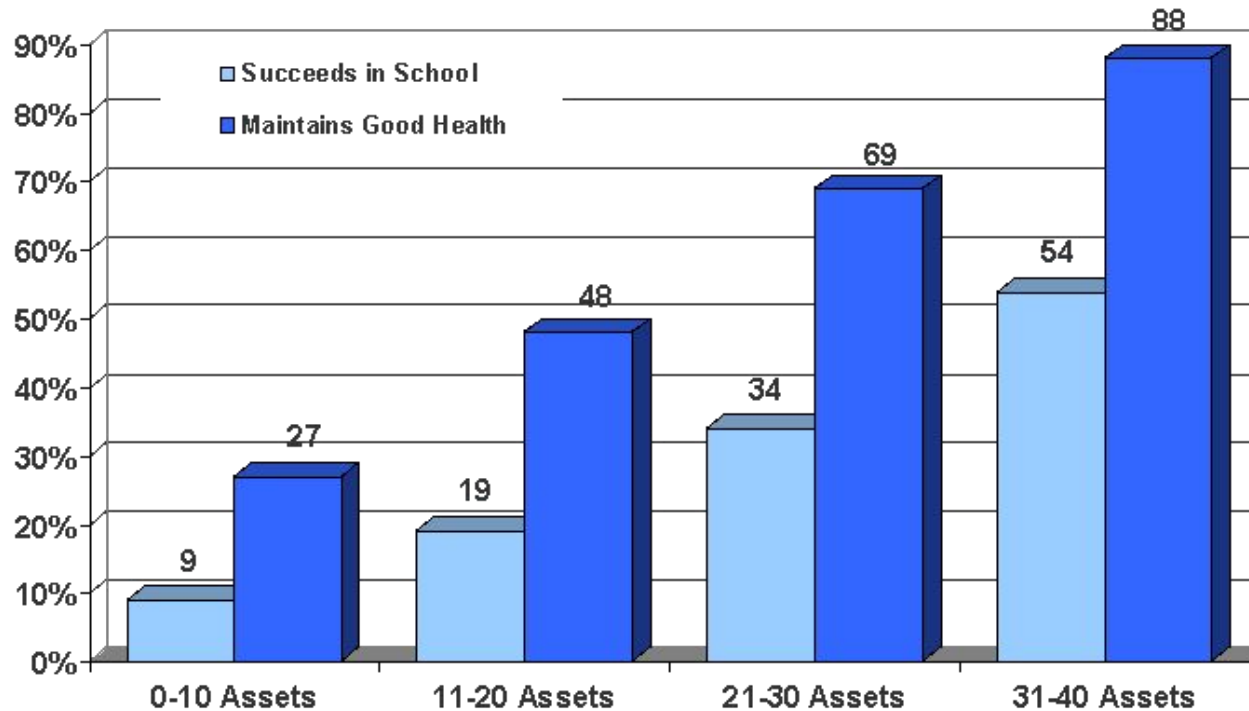
DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

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.

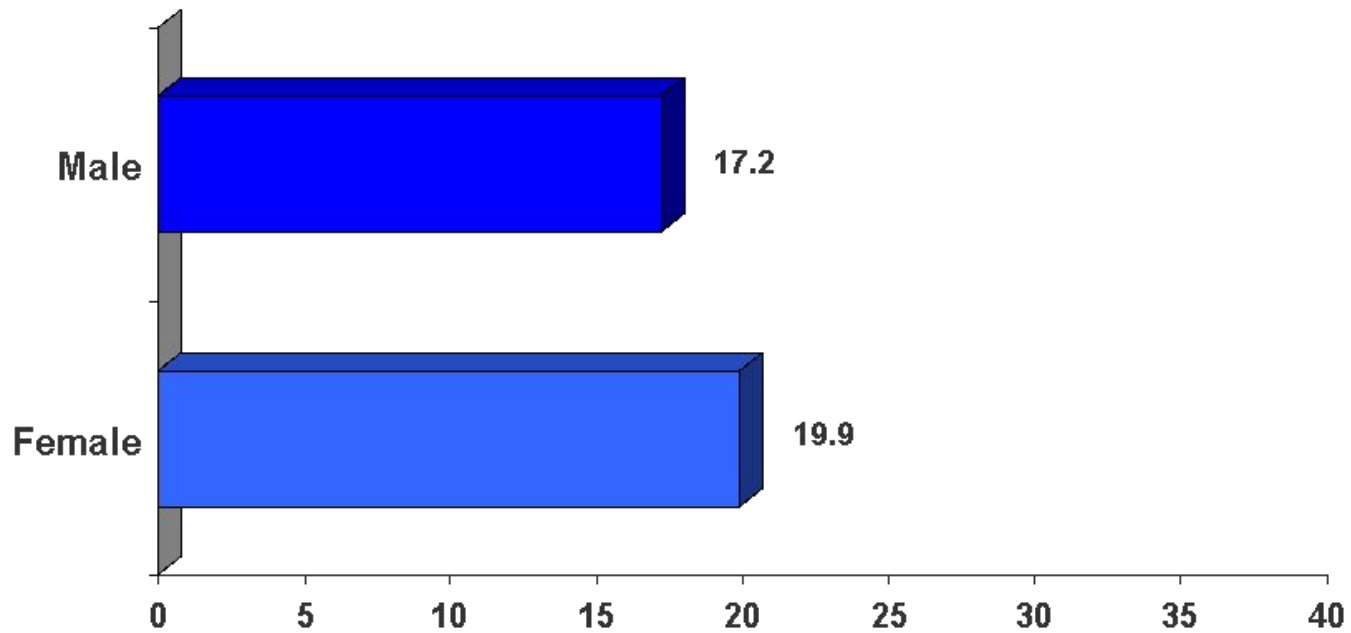
THE POWER OF ASSETS TO PROTECT



THE POWER OF ASSETS TO PROMOTE



THE GAP IN ASSETS AMONG YOUTH



LOYOLA HAWKEYE MENTORSHIP PROGRAM



A MESSAGE FROM YOUR
HAWKEYE MENTORS

Meet
the
Mentors

GRADE 9 - ORGANIZATION

- All grade 9s have a grade 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 grade 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

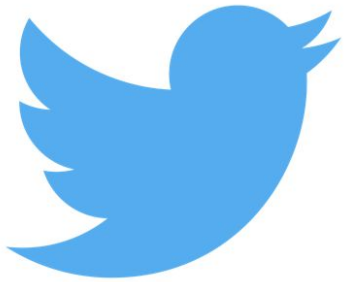
The screenshot shows the homepage of the Loyola Catholic Secondary School website. At the top, there is a navigation menu with links for COVID-19 Screening Tool, About, Students, Parents, News & Events, Faith & Community, and Contact. A prominent banner features the text "WE ALL BELONG IN OUR CATHOLIC SCHOOL" with a rainbow graphic. Below the banner, a section titled "WHAT'S HAPPENING AT LOYOLA" highlights three main items: the Loyola 2021 Graduation Ceremony & Program, the 2021 Athletic Letter Recipients, and Hawk's Post School News Paper. A "COVID-19 Alerts" section is also visible, along with an "Upcoming Events" calendar for August and September 2021. The bottom of the page features a "VIEW OUR DAILY ANNOUNCEMENTS" section with a list of recent posts.

The screenshot shows the homepage of the Halton Catholic District School Board website. The top navigation bar includes links for STUDENTS, PARENTS, SCHOOLS, COMMUNITY, PROGRAMS, BOARD, CALENDAR, and NEWS. A large central banner for the "2017-2018 SCHOOL YEAR CALENDAR" is displayed, with a "Read more" button. To the right, a "2017-2018 School Year Calendar" section provides information about the calendar's approval. Below the banner, a "Spotlight On Our Schools" section features three articles: "Building Language Skills and Friendships at Newcomer Teen Summer Program", "A Remarkable Finish for Top IB Graduating Student!", and "Jean Vanier Life Skills Students Master Milton Transit Program". A "What's Happening Across Our Board" section is also present. On the right side, there are several utility links: "Find Your School", "ISW Uniforms", "Registered as a Catholic School Supporter?", "Student Transportation", and "Board Meetings & Minutes".

LOYOLA SOCIAL MEDIA



INSTAGRAM: @LoyolaHawksOak



TWITTER: @LoyolaHawksOak

Friendly Reminder

Please consider paying the voluntary Student Activity Fee \$65.00. Payable School Cash-On-Line

<https://Hcdsb.schoolcashonline.com/Fee/Details/55388/6/False/True>

Yearbook, Activities, Treats, Speakers, Events and....

Grade 9 SWAG!

Grade 9 Orientation

Save the Date!

August 30th 2023 -more details to follow

THANK YOU
Welcome to the
Loyola Hawk
Family!

