



School Improvement Plan For Student Achievement

Holy Cross Catholic Secondary School , February 27th, 2015

The Algonquin and Lakeshore Catholic District School Board supports students to become discerning believers, lifelong learners and responsible citizens

Discipleship Pillar

As a community of learners, created in the image of God, we inspire and nurture strong communities of Catholic faith with all partners in Catholic education-home, school, parish and community.

Theory of Action:

If we model and teach Catholic faith then students will grow in their understanding that one's call in life comes from God and will strive to discern and live out this call throughout life's journey.

What Should We See – School Priorities:

- Students articulate and demonstrate CGEs as they relate to family, school, parish and the wider community.
- Decision-making at Holy Cross is based on gospel values and will be reflected in how we interact, specifically in restorative practices and progressive discipline.
- All partners promote communities of belonging that are safe, caring, inclusive, respectful, and healthy.
- The Holy Cross uniform will be worn with pride, as a symbol of our school and its principles.
- Our students understand the Holy Cross Code of Conduct. All staff understand the social and emotional skills required for health and well-being, reducing barriers to learning and stigma and to increase acceptance and understanding of mental health.

Plan of Action

- We will celebrate the school pastoral theme "Blessed are the peacemakers" (Matthew 5:9) as it relates to the board theme "Faith in Action", in liturgy, daily prayer, staff and department meetings, field trips and PA Days.
- We will seek out alternative methods of discipline where possible, and work with School Council and the SIT (School Improvement Team) to review of our Code of Conduct, producing at the end a brief outline for use with staff, parents and students.
- We will survey parents, staff and students before revising our school uniform policy for September 2015.
- We will create opportunities to apply the principles of Catholic social teaching by focusing on Catholic Graduate Expectations, and how they connect to being a part of home, school, parish, country and global communities.
- Transition plans will be in place for all students in grades 9-12 who have Individual Education Plans (PPM 156).
- Transition planning will take place for all students, 9 – 12, as mapped out in *Creating Pathways to Success* (2013).

Monitoring Strategies

- We will organize and host the October 27th System Faith Day for our feeder schools and survey staff following. We will host a parent engagement meeting on March 10th. We will track discipline and suspension data and report to staff. Student Services and Special Education Resource will track transition plans and develop a Wellness Brochure. *Creating Pathways to Success* (2013) will be referenced in Department Head and Staff Meetings, and used for planning.



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Scholarship Pillar

As a community of learners, created in the image of God, we inspire and nurture engaged communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.

Theory of Action: If through an inquiry stance and growth mindset, we build and adapt knowledge of our practice to determine and meet student needs, then student thinking, learning and achievement will increase.

What Should We See – School Priorities:

Curriculum, teaching and learning from grades 9 through 12 in all subject areas and levels is based on the following:

- Teaching and learning is rooted in inquiry, and starts with individual teacher-directed inquiry into a problem of practice which will be noted in the Annual Learning Plan
- Under the leadership of Department Heads, teachers with similar problems of practice will group together to co-plan, co-teach and monitor the impact of their teacher-directed inquiries. This will allow for the integration of Board level Collaborative Inquiry, already underway, to continue flourishing at Holy Cross.
- Inquiry learning will drive classroom practice: students will become integral parts of the learning agenda, working together to build and share knowledge and understanding in a variety of ways.
- Learning environments will use technology to support student inquiry through BYOD.
- The Four Core Instructional Strategies (Accountable Talk; Shared, Guided, Independent Practice; Rich, Relevant Tasks; Timely Descriptive Feedback) are understood and applied.

Assessment for, as and of learning in all grades 9-12 in all subject areas and levels is based on the following:

- Assessment based on conferencing, observation and products (written and oral) is included in final marks.
- Making learning goals and success criteria explicit components of instruction remains a priority at Holy Cross.
- Assessment data gathered from external and internal sources will inform next steps in teacher-directed inquiry.

Interventions to support scholarship are based on the following:

- The ALT program will move to a new site and expand course offerings as a first step toward increasing credit accumulation.
- Student Success and Credit Recovery will ensure high rates of credit accumulation.
- Assessment data, both internal and external, will be used to identify needs and strategies to meet those needs.

Plan of Action

- Each teacher will participate in an inquiry into their practice, one that will move their learning forward in 2014-2015, and will address one of the priorities above.

Monitoring Strategies

- ALPs are collected and assessed in September. Second semester check-in in early March to review progress on teacher inquiry “if...then....” statement. Administration is committed to participate in instructional rounds using *iWalk* software on the iPad recording “noticings and wonderings” only as a means to enter into conversations with staff about their practice. Teacher-directed inquiry is reported on by participants to heads at department meetings who in turn report progress to administration at monthly department head meetings. The backlog of TPAs will be cleared by June.



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Stewardship Pillar

As a community of learners, created in the image of God, we inspire and nurture compassionate communities of service that give witness to Catholic social teaching.

Theory of Action: If we model and teach responsible and accountable practices and the call to care for all of God's creation, then our students will grow as responsible citizens who respect the environment and contribute to the common good.

What Should We See – School Priorities:

- Students and staff demonstrate "Faith in Action" through service learning projects throughout the year.
- The Holy Cross community will maintain Gold status as an Ontario Eco School.
- Prayer, mass, student-teacher-parent interactions all reflect our school theme "Blessed are the peacemakers".
- Holy Cross students will be active, healthy and engaged in the many opportunities provided for them in our building. 22% of students are overweight; only 8% meet the Canada Food Guide daily requirements for vegetables and fruit. The number of grade 12 students with 15 or more unexplained absences in semester 1 was 83. 44% of students in ALCDSB were engaged in clubs.
- All members of the school community will engage in sustainable environmental practices, such as recycling, energy conservation and school ground greening.
- In response to a staff survey of needs, Student Services will develop a brochure outlining school protocols with respect to student wellness and mental health.
- Throughout the year, the Holy Cross Wellness Team will support/sponsor initiatives such as Wellness Wednesdays, Drive 4 Life, Oral Hygiene, relationship building and bullying prevention.
- Holy Cross will maintain its current levels of enrolment.

Plan of Action

- Students will participate in the annual service learning trip to Jamaica, Toronto Street Retreat as well as outreach programs linked to the liturgical calendar.
- Staff and students will participate in the Board *Best Foot Forward* conference on environmental stewardship, and then complete and submit an Ontario EcoSchools application that captures the many sound environmental practices that happen daily at Holy Cross. This initiative will be led by the Holy Cross Green Team.
- The language of peace will be in the forefront of any school presentation, announcement, assembly or event.
- Staff will use COMPASS and *Tell Them From Me* survey data to create opportunities for student wellness, with the assistance of community partners (KFLA Health), such as the Ice Fishing Club, the Wellness Team, the "Ride Inside" event.
- Wellness will continue to be a component of each staff meeting for 2014-2015.

Monitoring Strategies

- EcoSchools Ontario assessment. Feedback from staff on the use of wellness protocol brochure. Tracking work of the Wellness Team and the Healthy Eating Grant, Thrive Outside Grant, including use of the new salad bar and the February Wellness Week. Youth worker contacts. Number and type of suspensions, violent incidents, etc. will inform staff about the impact of wellness initiatives. Students' Council, semester one, and the Leadership class, semester two, will provide opportunities for student voice and engagement.



Algonquin and Lakeshore Catholic District School Board

I by my works, will show you my faith

JAMES 2:18



Holy Cross Catholic Secondary School

1085 Woodbine Road,
Kingston, Ontario

Phone: 613-384-1919

Fax: 613-384-8665

E-mail:

flhphcss@alcdsb.on.ca

**Once a Crusader,
Always a Crusader**



ALCDSB

November 3rd 2014

Holy Cross Catholic Secondary School is home to 1070 students in grades 9 through 12. The school theme for 2014-2015, "Blessed are the peacemakers", reflects our commitment to promote living as caring members of an extended family



here at 1085 Woodbine Road. We boast a broad program in academics, athletics and the arts, offered by a talented group of 75 teaching and another 35 support staff. There are two Bridges to the Community programs, under and over 16, and an Alternative Education Site at the West End Boys and Girls Club of Kingston. The extra-curricular program includes band, drama club, CICS, Students' Council and Fishing Club - yes, fishing. Last year, on the EQAO Grade 9 math assessment, 84% of students in the academic stream and 60% of students in the applied stream met or surpassed the provincial standard. On the Ontario Secondary Schools Literacy Test, 87% of grade 10 students met or surpassed the provincial standard. We celebrate the many accomplishments of our school, making the motto, "Once a Crusader, Always a Crusader" a source of pride for each and every one of us.

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Update #1, November 2014

Social Science Update— Teacher-inquiry varies as widely as course offerings. In Law, common assessments is the focus. In Business, cross-curricular rich, relevant and authentic tasks; in history, all levels, rich and relevant tasks, such as the Remembrance Day ceremony; in geography, identification of 'big ideas' in new curriculum documents and translation into relevant learning goals; in physical education, the goal is wellness and "healthy active living." For marketing, "IF students engage in hands-on experiential learning activities throughout the semester, THEN students will take more responsibility for their own learning as measured by task submission and completion." In history and geography, "IF we use the new curriculum document to revise previous units, linking to Big Ideas and Framing Questions, THEN students will have a better sense of their "place" in the curriculum and "why" they are learning something."

Student Services Update— Members are collaborating on wellness initiatives for their teacher-directed inquiry with a goal of providing equity of opportunity for all students, regardless of situation. "IF we partner with KFL&A Public Health to create wellness initiatives in the school (pamphlet on Mental Health; wellness tab on website; Anti-Chew Campaign; Wellness Wednesdays; Food and Nutrition Course, new salad bar), THEN we should see improved wellness indicators as measured on the annual COMPASS Survey."

Special Education Update— The department is moving toward a unified approach to EA workload, coordinating both Bridges program EAs and 'academic' EAs into one responsive team. "IF educational assistants assigned to Holy Cross are shared between Bridges programs and the Resource Centre, THEN they will be more effective in supporting student learning."

Technology Update— Develop authentic, engaging, project-based curriculum that presents problem solving challenges in all course areas, specifically as these tasks relate to environmental stewardship. The staff attended a workshop at Scott Environmental. "IF we teach and model safe handling and disposal of hazardous materials in our tech courses, THEN students will have a better understanding and appreciation of the need to conserve natural resources." In the woodshop, "IF we have a didactic exercise about how we impact the environment, THEN we can collectively look at ways to reduce power and material consumption."

Arts Update— MTV - "Making Thinking Visible" - encouraging accountable talk and "showing" our thinking in the classroom (e.g. visible learning goals, look-fors, co-construction of success criteria). Collaborative inquiry involves the Remembrance Day presentation as a rich, relevant task: students from drama, dance, vocal music and instrumental music collaborating. Lastly, technologies within the arts classrooms (e.g. apps to assist in music theory, recording devices to improve and reflect upon performance). "IF we create rich, engaging and relevant opportunities for students to work collaboratively across-departments, THEN students will develop a better sense of community, develop literacy skills and engage more wholeheartedly at Holy Cross."

Religion Update— Organized by course, HRE independent study will be linked to the discipleship pillar by increasing participation in service clubs/groups already functioning in the school, such as CICS, Crusader Club, Bridges. "IF we create and implement an independent study requiring community involvement, THEN students will have a greater understanding of needs within their own community." For philosophy, "IF we combine HHS 4U and 4C and teach both together in a way that allows fluid movement between levels, THEN fewer students will become discouraged and drop the course." Other departmental inquiries are linked to collaborative course goal-setting and restorative practice circles.

Mathematics Update— Two key elements are implementing contextualized learning units in all grade 11 courses and increasing the use of success criteria to improve student achievement. "IF students have the opportunity to see the mathematics they are learning in the context of careers they are interested in pursuing, THEN they will have more interest and engagement in mathematics." "IF students are aware of the Learning Goals and Success Criteria for each lesson, THEN they will feel a purpose to their learning and gain a better understanding of the 'big ideas'." Staff are moving to self-assessment to ensure mastery of the learning goal.

Pastoral Care Update— Beginning with our August Staff Meeting, our school theme "Blessed are the Peacemakers" will be presented and emphasized. The Board theme "Faith in Action" dovetails with our school priorities: acts of peace. With the support of Father Leo Byrne, this theme will form the message of school masses. The grade retreats and Thanksgiving campaigns have 'peace' as their focus: supporting the less fortunate is an act of peace. Holy Cross organized and hosted the Faith Development PA Day for our feeder schools. Remembrance Day assemblies, Jamaican Mission Trip fish fry, Toronto Street Retreat, the Advent Campaign and Advent School Mass were all aligned with the theme of 'peacekeeping'.

Science Update— Teachers are integrating D2L into junior courses of study with the goal of increasing engagement and accountability. D2L will allow for posting of Learning Goals, Success Criteria, solutions and homework. "IF students are provided with Learning Goals and Success Criteria (and/or multiple choice questions and answers etc.) on-line, THEN student will better understand the purpose of the lesson and assess their own understanding of the curriculum expectation." Several members of the department are moving toward co-construction of goals and criteria.

Languages Update—The French Department has met to review the implementation/integration of the CEFR into course assessment practices. The focus, increasing and refining the oral language component of Core FSL courses, will continue throughout the year. The English Department has organized inquiry around courses: ENG 3U—developing authentic learning goals; ENG 2P— preparation for the OSSLT by embedding tasks into course curriculum; ENG 4C—developing independent practice around identification of learning goals; there are two individual projects underway as well. "IF we model reflective identification of learning goals, THEN students will be able to reflectively self-assess." "IF we incorporate directives in the new FSL curriculum with the Common European Framework of Reference for Languages, THEN students will become more proficient in the French language."

Update #2 - February 27th, 2015

Second Semester School Statistics - Credit Accumulation/Classroom Performance

Success rate in achieving credits in grade 9 of 99.8%; in grade 10, 97.9%; in grade 11, 98.8%; and in grade 12, 98.9%. Ten students will participate in credit recovery which will further increase credit accumulation rates. (6 gr. 10; 1 gr. 11; 3 gr. 12). ALT Ed. site saw 26 credits earned by 8 different students over the semester. A review of semester 1 report card data reveals 82% (687 credits of 836 at 70% or higher) of grade 9 students achieved level 3 or greater in their courses. In grade 10, the % fell to 78. In grade 11, the level was also 78%. In grade 12, XX% of students achieved their credit at or above the provincial standard.

School Data – Semester 1 Grades 9 and 10			
Course (Applied 9)	% at Level 3 or Higher	Course (Academic 9)	% at Level 3 or Higher
Math	52%	Math	82%
French	77%	French	82%
English	79%	English	72%
Geography	74%	Geography	93%
		Science	74%
Course (Applied 10)	% at Level 3 or Higher	Course (Academic 10)	% at Level 3 or Higher
History	77%	History	90%
English	78%	English	72%
French		French	100%
Math	45%	Math	73%
Science	50%	Science	73%

Pastoral Care Update—Semester two initiatives include Lenten awareness activities like our Ash Wednesday Mass and student leadership retreats. Again, the focus is on how we can be agents of peace in our school, home and community. The Jamaican Mission trip serves to remind us of our duty to serve all God’s children. Grade Level Reconciliations reinforce the need to make peace with God and ourselves while the Lenten Thinkfast and Youth Poverty Challenge lead students to consider justice as a means of peacemaking. Our Grad Retreat at Rideau Acres seeks to commission our students to go out to the world and spread peace. By the end of the year, we will reflect on how well we served one another as purveyors of peace in our world.

Religion Update —HRE4M independent study will be continue to be linked to the discipleship pillar by increasing participation in service clubs/groups already functioning in the school, such as CICS, Crusader Club, and Bridges. Teachers will meet to discuss the assignment and any changes needed before next semester. **“IF** we create and implementation independent study requiring community involvement, **THEN** students will have a greater understanding of needs within their own community.” HRE20 teachers are starting to integrate lessons involving D2L, using elearning or blended learning in that course and in the department, more generally. Other departmental inquiries are linked to collaborative course learning goal-setting, and assessment and restorative practice circles.

Arts Update— Our Remembrance Day collaborative inquiry resulted in meaningful connections for students, both those creating the presentation and for the student audience. (See attachment). The arts department will continue to create and provide rich and engaging tasks which are meaningful for students. We are also continuing to find ways to make thinking visible by “showing” our thinking in the classrooms through posted success criteria/“look-fors” and learning goals. If students are knowledgeable about and help to create the “success criteria”, they will take more ownership of their learning and produce better work. Furthermore, we will continue to work on encouraging accountable talk (e.g. Why are we learning this? Think/Pair/Share) to help students make connections and develop literacy skills such as critical thinking and inferencing.

Science Update - The Science Department will continue to explore D2L as a Learning Management system to improve student learning. Both the grade 9 and 10 academic science classes are in science labs modified to include 30 computers. Students are logging on, accessing the days agenda and the department is exploring ways to make learning more student centred/inquiry based. Teachers are using the time they are not in front of the class to spend more 1 on 1 time with each student, creating time and opportunity to collaborate on individual needs and concerns. Teachers in 9 and 10 have been exploring new ways to deliver curriculum that has been delivered from a traditional teacher-centred approach. The various tools offered in D2L and other computer based software are continually being explored. Teachers are more cognitive of the various means of Assessment (of/as/for learning) because of the ability to drift through the classroom observing the students while they work. Entry Tickets and Exit cards are being implemented with greater frequency in all grades. In senior grades, the ongoing exploration of using learning goals and success criteria are being explored. Ideas such as having students submit test questions based on the learning goals has been employed. The purchase of 16 laptops for specific use in the senior biology classes will be integrated this semester. Finally, the department is continually looking at revamping existing science labs to improve safety. Removal of unused and unsafe chemicals is an ongoing emphasis.

Student Services Update — Department priority for second semester is enhancing transition planning for incoming grade 9s for the 2015-2016 school year. Their goal is to transition grade 8 students and parents to ensure a successful grade 9 year. “If we host a grade 8 parent and student information evening, attend transition meetings in our feeder schools, host a grade 8 orientation day in May, create personalized timetables and connect grade 8s to a caring adult, then incoming students should experience success as grade 9s students as measured by credit completion results.” Student Services hosted a full house of parents and students in February, and the school was filled with HC teachers, coaches and club coordinators who provided parents and students insight into the services and supports available.

Languages Update — The Languages Department is continuing to develop the collaborative inquiries begun in the first semester. Teachers of ENG 3U are beginning to pilot and further develop learning goals that can be delivered to students in a meaningful and authentic way. If students are presented with learning goals that are clear and relevant, then they will have a better understanding of the value of what they are learning. In semester one, a project that embedded OSSLT tasks into a novel study unit was developed; it will be further tested and refined in semester two. **If** students have more regular exposure to the types of and format of tasks on the OSSLT, **then** they will be better prepared for the test, and improve their performance. In the ENG 4C class, teachers are continuing their investigation into the modeling of learning goals, leading to students' eventual self-identification and metacognition of the goals achieved. **If** teachers model reflective identification of learning goals, **then** students will be able to reflectively self-assess. There are also some teacher-directed inquiries underway for the second semester. One teacher will continue to use the Desire to Learn (D2L) on-line learning site to create course web pages for her classes. This semester, she will pilot the use of a blended learning model in her OLC class by using D2L online course material to deliver a unit on graphic texts. **If** students in the OLC class are exposed to a blended learning model, **then** they will become more independent learners as they improve their literacy skills. A teacher-directed inquiry based on the implementation of more group work into course curriculum will continue into the second semester. **If** students complete more group assignments, **then** they will improve their collaborative learning skills. Finally, the English department has an additional ten laptop computers for use in the classroom (bringing the total to 23), as well as a classroom printer. The laptops are available to all classes, with particular emphasis on the applied level and literacy courses. **If** students have more access to a computer to complete written work and research under teacher supervision, **then** their literacy and research skills will improve. The French Department is continuing to work on implementing the new French curriculum, and exploring how changes to the FSL curriculum will translate for each course. There will be a particular emphasis on how to incorporate more oral communication within the classroom (both in structured and open-ended situations). Also, teachers are examining how to implement Common European Framework of Reference for Languages (CEFR) standards into the courses as well. **If** teachers incorporate directives in the new FSL curriculum with the CEFR standards, **then** students will become more proficient in the French language.

Mathematics Update— The implementation of contextualized learning units was successful in all grade 11 and locally developed math courses first semester and improvements are being made to the units for second semester. The grade 9 and 10 applied courses will also make use of some contextualized tasks. Daily use of learning goals and success criteria to improve student achievement is continuing in most math courses. Students are encouraged to self-assess their success criteria to ensure mastery of the learning goal. “**IF** students have the opportunity to see the mathematics they are learning in the context of careers they are interested in pursuing, **THEN** they will have more interest and engagement in mathematics.” “**IF** students are aware of the Learning Goals and Success Criteria for each lesson, **THEN** they will feel a purpose to their learning and gain a better understanding of the ‘big ideas’.”

ALT Education Update— If we offer a broader range of courses beyond the conventional paper-based learning, **then** the students will be more engaged and motivated learners which will lead to increased credit accumulation. In Semester 1, Phys Ed was offered to all students, and all students participated in this course. All of the students whose attendance permitted credit achievement in this course achieved this credit. Total number of students enrolled in Alternative Education Program for Semester 1: 11. Total number of credits accumulated by these students: 25.5
Note: two students achieved 0 credits: one student was deregistered from all but one course by the end of Semester 1, and one student achieved 0 credits due to non-attendance linked to health issues, so the 25.5 credits were earned by 9 students. Pathway for students in our program for Semester 2: 3 students returned to Holy Cross main school; 1 student transferred to another school; 1 student continuing on SAL; 4 students continuing on at Alternative Education Program for Semester 2; 1 student deregistered in Semester 1 for non-attendance.

Social Science Update—Semester One: Successfully completed three Collaborative Inquiries that crossed disciplines and departments: Rich, Relevant, and Engaging Tasks were the focus of each. All three were completed and debriefed orally and/or the evaluation of student learning. *Business Studies and Clothing Course*: collaborated to integrate marketing strategies, target markets, and product placement: assignment and field trip completed with students. *History and The Arts*: collaboration between Arts Teachers and Grade 10 History Teachers- focused upon providing authentic research to enhance the artistic expression of sacrifice and heroism. The activity and investigation centred upon Remembrance Day Ceremony presented to the student body. *Geography*: collaboration that centred upon reviewing the updated curriculum and using the changes to improve the integration between units. The emphasis was to further integrate mapping skills into resource based issues to enhance the thinking and inquiry focus of the new curriculum.
Semester Two: Projected. History: TBD. *Anthropology, Sociology, and Psychology*: collaboration to create a rich, relevant, and engaging task to enhance student understanding of Psychological and/or Sociological principles. *Geography*: new Collaborative Initiative: (to be confirmed) To integrate literacy skills and links to the Literacy Test: Collaborate to create authentic literacy tasks that are reflected in current geographic issues facing Canada and/or world. (Eg. Utilize updated Polaris Institute Research regarding Water and Energy Use or Topical Readings regarding current events.)

Special Education Update— “**IF** the Educational Assistants assigned to Holy Cross Catholic Secondary School are shared between the two Bridges programs and the Resource Centre, **THEN** they will be more effective in supporting student learning.” In discussion with staff, Teachers and Educational Assistants, serving students at Holy Cross Catholic Secondary school, it was noted that: The ratio, of individual support available to students from Educational Assistants assigned to classes, by period, has gone from 1:9 in semester 1, under the old model of delivery, to 1:4 in semester 2, under the new model of delivery. All those involved expressed a preference for the new, sharing, model, of assigning Educational Assistants to classes, as they feel they are better prepared to serve all students requiring help. We continue to gather information to see how the new, sharing, model of assigning Educational Assistants to classes, to support student learning, impacts academic performance in language and mathematics, as well as attendance and behaviour.

Technology Update— The HC Technological Education Department examined the Three Pillars of Learning; Discipleship, Scholarship and Stewardship and chose to examine Stewardship. Specifically the TE Department is examining ways to support and enhance the principles of sustainable practice and demonstrate commitment to environmental stewardship. Through Collaborative Inquiry, the Department, is creating the framework for an environmental initiative. On September 26th, 2014, all HC Technological Education teachers (eight) took a half day during a Professional Development day to tour a local environmental management company; Scott Industrial (now Thomlinson) to learn and witness first hand about current trends and processes in the recycling industry. On December 10th all members of the TE Department took a half day of release time to complete an environmental audit of their class rooms. The tour was conducted by Brent Bolger of Brendar Environmental. The Department was divided into two groups, traditional technology (Construction, Transportation, Tech Design) and computer based technology (Computer Engineering/Science, Communications Technology). Staff completed a review & exit survey. Staff also conducted a round table discussion of current and future environmental practices at HC. Sharing similar challenges, the HC Science Department was invited to participate in this activity. The lead teacher from the school's Green Team joined the TE Department for a portion of the day. In consultation, the TE and Science Departments can collaborate on future environmental endeavors and contribute to Green Team initiatives and the school's Gold rating. Based upon their field research the TE Department has identified and prioritized three environmental concerns to approach. Remove the underground oil storage tank & replace with above grade. Enhance & expand the current HC battery recycling program. Organize a E-waste event in the spring. A broad and diverse department, ranging from Construction, to Communications, to Transportation, a common ground was sought. Department members chose to examine batteries as a topic, all technological areas use batteries to some extent. The Department is developing a collaborative unit on batteries that can be utilized in all technology courses. The unit will cover material on: types, how they work, maintenance, safe handling, how they are recycled, and environmental impact. Teachers are currently researching material looking for current Canadian content. Teachers have been assigned one of the above topics and have written a one page first draft. Plans are underway to design, construct and operate an enhanced battery recycling station by TE Department staff and students. HC TE is also considering establishing a partnership with Thomlinson or Brendar, for example, with battery recycling and e-waste collection. Courses will provide this material and model appropriate environmental stewardship knowledge, skills and attitudes. These environmental stewardship concepts will be passed on to our students.