



Lomond
Community School

Parent and Student HANDBOOK

WELCOME to LOMOND COMMUNITY SCHOOL

Principal's Message

I remember stepping into the principal role six years ago and wondering how long I would do this for. I have to say with such a strong staff team and amazing school families I can't imagine not being at Lomond Community School. We really have a great thing!!

Our Division Vision Statement is:

Students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

We do this by engaging and empowering all learners.

Our school theme this year is: **WE ARE WILD ABOUT.....**

We are focused on the following three goals over the next 3 years:

GOAL 1 -- **MENTAL HEALTH AND WELL BEING**

- Building a Culture of Leadership -- We will intentionally build a culture where students are encouraged to lead. Our goal is to see students at every grade level using their gifts and abilities to lead.



GOAL 2 -- **BUILDING ENGAGEMENT leading to RETENTION**

- Ensure common language from grade 1 - 12 regarding life skills and practical use of education.
*2024 -- focus on grade 5/6 and 7/8 language and career exploration
- Connect students with job shadowing, career exploration, career counseling, wellness coaching, and dual credit opportunities.
- Continue to develop our Experience Fridays where students will be able to experience a variety of new learning opportunities (local community members come in to teach on crocheting/ woodwork/ cake decorating/ childcare job opportunities/ trade opportunities/ fishing) -- in addition to this offer tour Fridays -- Trades based -- Southland/ VarSteel/ Lethbridge College.

GOAL 3 -- **TRANSITION to NEW CURRICULUM focusing on EXPLORING RESOURCES**

- Allow staff opportunities to experiment with curriculum, develop concept based units, use resources supplied by both division and province to refine lessons.
- Lomond will continue to use the division Instructional Coach
- Money has been allocated for teacher release time to gather resources to strengthen new curriculum teaching and collaboration.
- Continued discussions regarding differentiation in assessment practices

Again, please know my door is always open. If you EVER have concerns or questions don't hesitate to come and chat with me. I recognize that there are always things we can improve. I love hearing from our students (and parents) working to make our school the best it can be.

Melissa Gartly
Principal

STAFF

Office Administration

Alicia Earl

Instructional Staff

Jenna Greene

Grade 1 and 2 Homeroom

- Math 1/2, Language Arts 1/2, English 7/8

Rachael Heise

Grade 3 and 4 Homeroom

- Science 1 - 4, Language Arts 3/4

Tessa Bailey

Grade 5 and 6 Homeroom

- Language Arts 5/6 and Social 5/6 & 7/8

Paul Doig

Grade 7 and 8 Homeroom

- Grade 5/6/ Junior/ Senior High Math

Amber Doram

Grade 9 and 10 Homeroom

- Junior/ Senior High Humanities

Jeremy Poettcker

Grade 11 and 12 Homeroom

- Grade 5/6/ Junior/ Senior High Science

Melissa Gartly

Social 3/4/ Options 1 - 6, CALM

All staff teach a variety of options, CTF and CTS classes.

Support Staff

Tracy Doram

Learning Commons

Judy Klassen

Educational Assistant

Skylar Howg

Educational Assistant

Mirtha Guzman

Educational Assistant

Crystal Norris

Educational Assistant

Tayler Ellis

Educational Assistant

Breanna Eisen

Educational Assistant

Maria Fehr

Low German Mennonite Teacher

Amber Doram

Learning Support Teacher

Counselors

Sharla Kane

Career Counseling

Shelby Asmundson-Hall

Counseling (FSLC)

Chelsey Mills

Family Connections Worker

Lisa Sowinski

FNMI Consultant

Helena Goertzen

Low German Mennonite Consultant

Head Custodian

Helena and John Thiessen

Kindergarten Staff

Ingrid Kidd and Mirtha Guzman

Principal

Melissa Gartly

Assistant Principal

Amber Doram



Lomond
Community School

Lomond Community School Student and Parent Manual

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Academic & Career Counselor

Sharla Kane is the Academic & Career Counselor and provides students with a broad range of services including academic planning, credit checks, course selection and streaming, aptitude assessments, career exploration and research, post-secondary and scholarship applications, letters of reference, resumes, cover letters, and more. He provides individual counseling, classroom instruction, parent/student presentations, and information sessions. He is available to meet with students and parents upon request. *All high school students have the google doc to sign up for a meeting! If you have questions for Garth please let Mrs. Gartly know.

Family School Liaison Counselor

Lorin Ball is the Family School Liaison Counselor and provides support to children, youth, and families to support them in reaching their potential both academically and personally. Lorin provides counseling services in various areas including peer/friendship issues, self-esteem, anger management, conflict resolutions, mentoring/positive role modeling, organizational and motivational checks, grief and loss, depression, anxiety, violence, abuse, divorce, and many more. She also provides group counseling, classroom presentations, parent/school staff workshops, and connection and referrals to community agencies. Her contact information is as follows: Shelby.Asmundsonhall@horizon.ab.ca

First Nations, Métis, and Inuit Liaison Worker and Low German Mennonite Consultant

Lisa Sowinski is the First Nations, Métis, and Inuit Liaison Worker and provides support to the First Nation, Métis and Inuit students and families. Lisa provides a link between home and school and connects them to appropriate resources or agencies if needed within the community.

Helena Goertzen is our Low German Mennonite Consultant. She is available to support high quality German language and culture programming in our school. She also offers staff development activities to help build our knowledge and understanding of Low German Mennonite culture. Finally, she is willing to meet with families and offer translation for services in our schools.



School Cleanliness

We, at Lomond Community School, believe we should respect ourselves, others and our school. As part of this respect, it is expected that students will cooperate in maintaining a high standard of cleanliness in the school and on the school grounds. Students are responsible for placing their own garbage in the proper receptacles. **It is further expected that all students will have enough pride in their school to pick up any litter even if it's not their garbage.**

Drinks and Food in the Classroom

Most teachers allow students to have a snack during class. Studies show this keeps our brains awake and learning. This should not be a distraction. There is no food allowed in the library. Sunflowers seeds are not permitted in the school at all. They really create a mess.....

Student Dress Code

Dress should be clean, neat, and modest and will not be transparent or contain profane gestures, inappropriate language, or advertising of alcohol or illegal substances. Logos, pictures, or words should not promote drinking, sex, drugs, profanity, weapons or any other subject inappropriate for school. Mrs. Gartly says, "No breasts, no butts, no bellies". This isn't a statement about how you should dress but how you should dress in school. Our focus is learning. **If there are concerns the student will be talked to.**

School Locker

All Lomond Community School Students are given a locker.

In conjunction with Horizon Policy IFGB, students are hereby notified that the school reserves the right to search student lockers should the need arise.

The following guidelines should be remembered:

1. the school will not be responsible for articles stolen from lockers.
2. willful damage to lockers will result in full restitution being paid by the student.
3. it is the student's responsibility to completely empty and clean the inside of his/her locker prior to the last day of exams.
4. Students may bring their own lock, provided they give the lock's combination or spare key to the office.

All combinations must be registered with the office. It should be noted if a student loses a key or forgets their combination, the lock will be cut.

Student Communication

Uninterrupted instructional periods are important for student achievement. When classes are interrupted for phone calls or texts, this can hinder the learning for students who can get distracted. In order to minimize classroom distractions, the office will be taking messages for students that will be given to them during break times. As noted previously, phones are not allowed in classrooms. The more distractions the harder it is to learn.....

Cell Phone and Electronic Device Policy

Personal electronic devices are not allowed in any classrooms. Teachers may have them for emergency purposes or to contact another staff member but they should be out of sight.

Grade 1 - 8 students are not allowed cell phones on school property. If you are using a phone during the bus ride to and from school it must be turned into the office upon arriving and will be returned to you at bus departure.

Grade 9 - 12 students may use their cell phones during a lunch break. Phones can be checked between classes but must be turned in prior to class starting. Staff can remove a privilege if the student struggles returning to the classroom after the break.

Our school is a 1:1 school for technology. Students can make use of an ipad or chromebook at the discretion of the teacher for *work only* benefit – not for gaming or accessing any social media sites.

Teachers will work with students to meet accommodations which may require the use of music or white noise to aid in learning and to make provision for a cell phone that is used for medical purposes (eg. insulin pump).

Please note regarding personal mobile devices:

- The student acknowledges the school is not liable for any theft or damage done to the cell phone while it is in the school or during confiscation if required.
- Cell phones **MUST NOT** enter ANY change room or bathroom.
- Cell phones are not allowed in a test or examination setting, unless provisions are made by the teacher.

****Please note our wireless network shows what sites you are visiting or searches you are making.**

We have been notified in the past when concerning searches are made.

If we find you are inappropriately possessing or using a device progressive discipline will be implemented:

- 1) First Offense -- teacher will ask for the device to be put away
- 2) Second Offense -- the principal/ teacher will have a conversation with the parent and student
- 3) Third Offense – the device will be confiscated and the parent will have to come at the end of the day to collect the device
- 4) Fourth Offense – the device is prohibited from being on the property moving forward.

Chromebook Policy -- Students will be assigned either a chromebook (grade 5 - 12) or an ipad (grade 1 - 4) at

the beginning of the year. Students in grades 5 - 12 will review our chromebook policy agreement with their teacher and must sign it and have a parent sign it. **If the device is broken or damaged the student will be billed for the repair.** It is crucial that devices are not left out or around the school.

If a device is found around the school it will be held in the principal's office for 24 hours. Each device has a place to plug-in and must be plugged in at the end of every day.



Course Enrollment and Credit Completion

We work closely with our students to track course enrollment and credit completion. That being said, it is the student's final responsibility. **Students must take the initiative to ask questions, seek guidance and look into post secondary requirements (every school is different).** Our career counselor and staff are happy to assist!

Prerequisite Courses -- A student must have earned a passing mark in all prerequisite courses, before he/she can take the course to follow. For instance, if a student fails English 20-1, he/she must either repeat English 20-1 and pass it to go on to English 30-1, or he/she must take English 20-2 to enter into English 30-2.

A student who has earned a final mark of 45-49%, will be permitted to downgrade a level, take the course at the next grade level; upon successful completion of the course, he/she will be given retroactive credit for the prior course. For instance, a student receives a final mark of 45% in English 20-1, he/she will be allowed to take English 30-2. *If the student passes English 30-2, then he/she will be given retroactive credit for English 20-2.* No credit will be given for English 20-1.

We expect each student to enroll in the minimum credit load as follows:

- | | |
|-----------------|---|
| Grade 10 -- | Each student is expected to carry a full schedule which will result in around 45 credits. |
| Grade 11/ 12 -- | Each student may be given the opportunity for a spare or a distance learning class based upon approval from the administrator. Spares will only be approved when the student has met the 35-40 credits and have completed any distance learning requirements. |

Graduation Requirements – We hold a special celebration for both grade 9 and 12.

Grade 9 Celebration – this celebration is a class outing (we have done a variety of activities):

In order to participate in the celebration ceremonies, a student must:

- 1) successfully complete a full grade 9 course load at Lomond Community School -- this may be through a regular stream or K&E.
- 2) attend school regularly as under the School Act. If the student is unable to attend, provision must be made (by the student) to complete course work and submit in a timely fashion.

Grade 12 Graduation:

In order to participate in the graduation ceremonies, a student must:

have attended Lomond Community School for his/her grade 12 year and must meet the following requirements:

Alberta Learning – High School Diploma requirements:

***100 credits including the following --*

English 30-1/30-2

Social 30-1/30-2

10 credit minimum in Science

10 credit minimum in Math

10 credits in CTS and/or Fine Arts and or PE 20/30

10 credits in any other 30 level courses

CALM (3 credit minimum)

PE 10 (3 credit minimum)

Alberta Learning -- Certificate of High School Achievement requirements:

***80 credits including the following --*

English 20-2 or 30-4

Math 10-3 or 20-4

Science 14 or 20-4

Social Studies 10-2 or 20-4

PE 10 (3 credits)

CALM (3 credits)

***5 credits in --*

30 level K&E occupational course or

Advanced level (3000 series) in CTS or

30 level locally developed course with an occupational focus

***5 credits in --*

30 level K&E workplace practicum course or

30 level Work Experience course or

30 level Green Certificate course or

Special Projects 30

Alternative Learning/ Distance Learning

When students are not in core classes or classes provided by our school staff, alternative programming has been designed for students. Essentially, **there are six alternative learning programs that we offer:**

- 1) **CTS box option** -- this is a Horizon School Division sponsored program where students get the opportunity to complete projects such as woodworking, leatherwork, stained glass, and other options. Each project is worth one credit but offers a very hands on approach to learning.
- 2) **Community credits** -- we are actively seeking adults in the community that have a special talent to share with our students. Our High School Redesign program allows for almost any talent to be turned into credits for our students. For example, if a community member has a good working knowledge of sewing or welding, that adult could come into the school and teach that skill and our students would receive credit for it.

- 3) **Work Experience or Special Projects** -- Once a student has completed all necessary prerequisites to become eligible for work experience, a student may do work experience or special projects. This is in consultation with the principal.
- 4) **Green Certificate/ 4-H Special Projects** -- Green Certificate is a program operated by the Alberta Government that allows students to study topics such as cow/ calf, equine, field/ crop etc. Students gain practical knowledge of agricultural concepts and practices and can earn up to 15 credits per specialty. The Lomond 4-H club operates a five credit special project each year in a student's 4-H specialty. This program is operated by the 4-H club, but is overseen by the school, thereby allowing students the opportunity to earn credits in this area.
- 5) **On and Off Campus Courses/ Students Improvement Council, Yearbook, and Volunteer Opportunities** -- These options can also provide students with the opportunity to earn additional credits. Students must make an application to the principal.
- 6) **Distance Learning** -- is educational programming from Alberta Education. These courses include educational options such as Art, Forensic Science and Personal Psychology. These courses can be delivered through our staff using online options or through a distance teacher.
A course completion schedule must be completed by the student and the student must adhere to the schedule. Staying on schedule is imperative so students will give up EE, spares, etc. to get back on track.
Withdrawals can be requested but a withdrawal fee will be applied in order to recoup the costs of enrollment.

myPass

myPass is an Alberta Education secure self-service website for Alberta students to view diploma exam results and request transcripts. Diploma marks are no longer mailed and can only be viewed through your Alberta Education myPass account. If you have not signed up with myPass yet, please see our staff in the office for assistance. All grade 11 and 12 students should have a mypass account.

It is important that students sign up through myPass beginning in grade 11. Students should also sign up for this using a personal gmail account.



Report Cards and Teacher/ Parent Conferences

All dates of report cards and parent/ teacher conferences are stated in the school calendar. **Parents are encouraged to connect with teachers if there are any concerns. Parents are always welcome to make an appointment to meet with a teacher.** We are committed to communication with parents. This is usually done through our remind apps, quick text or phone call. We may ask to set up a meeting with parents if needed.

Final Exams

There will be final exams in all core courses and distance learning courses. We do our best to coordinate exams and spread them out over the exam week. Exams must be written on the assigned dates.

Student Appeal of Marks

Teachers must be able to show proof and backing for each mark given. **Students may appeal a mark at any time.** This can be done by contacting the teacher. If the teacher is uncertain about the appeal or examines the workload and does not agree with the appeal he/ she may contact school administration. An appeal should not be looked at as argumentative but rather a student's means of understanding the mark.

Advisory

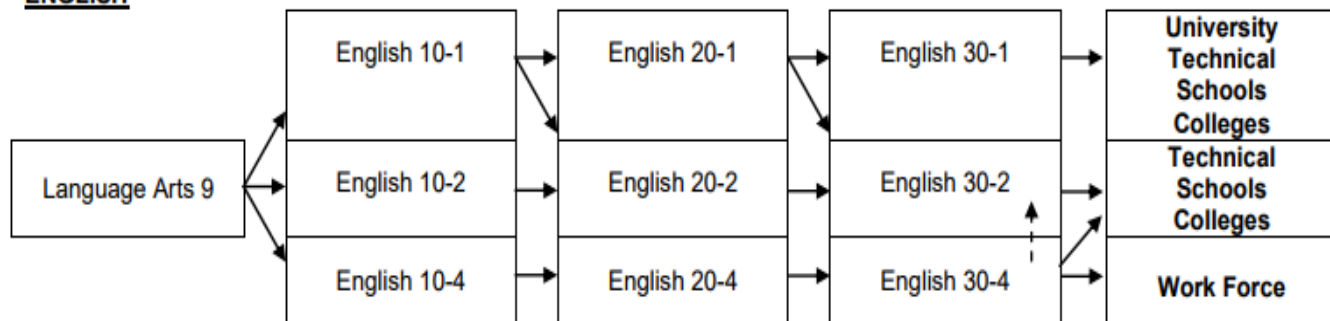
Advisory is an opportunity to connect with a smaller group of students. **Each student is assigned a teacher advisor, whose role is to provide support and guidance for the students throughout his or her school career.** The advisory block is not long. During this time students will let their advisor work through career discussions and update course tracking. It is also an opportunity to build community.

Core Course Sequences and Transfer Points

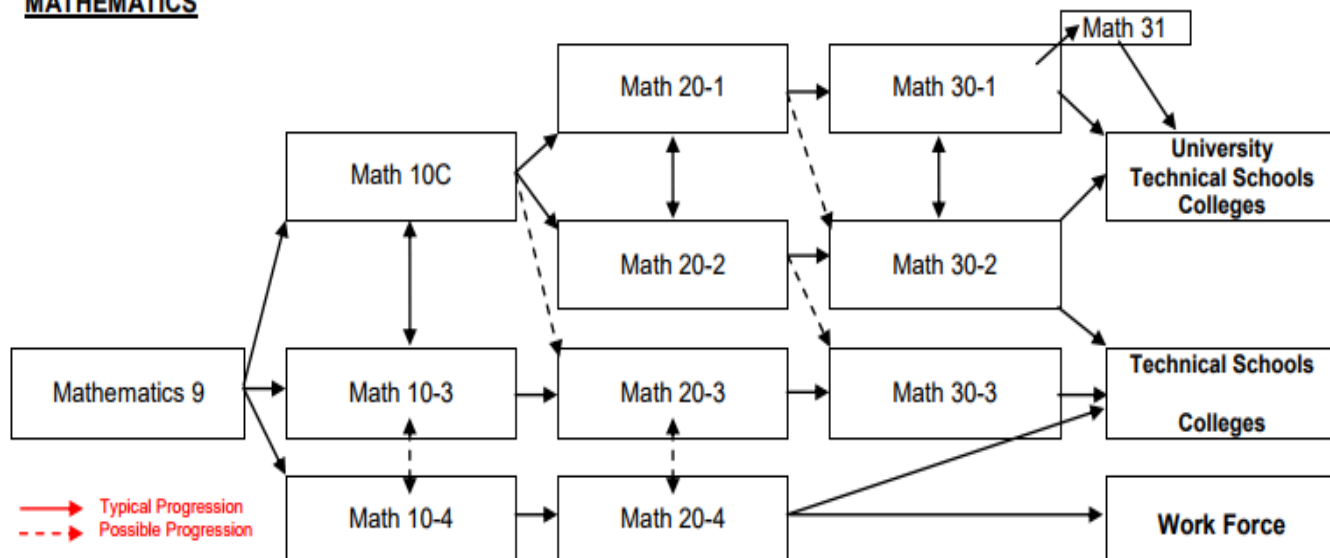
CORE COURSE SEQUENCES & TRANSFER POINTS

(note: requirements for post-secondary institutions vary greatly between programs. These diagrams are intended to be used as a guide, and students should check with institutions regarding program requirements in grade 11.)

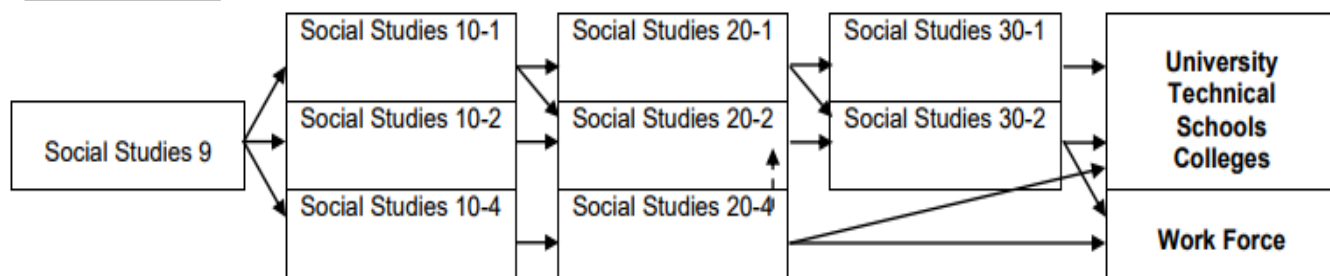
ENGLISH



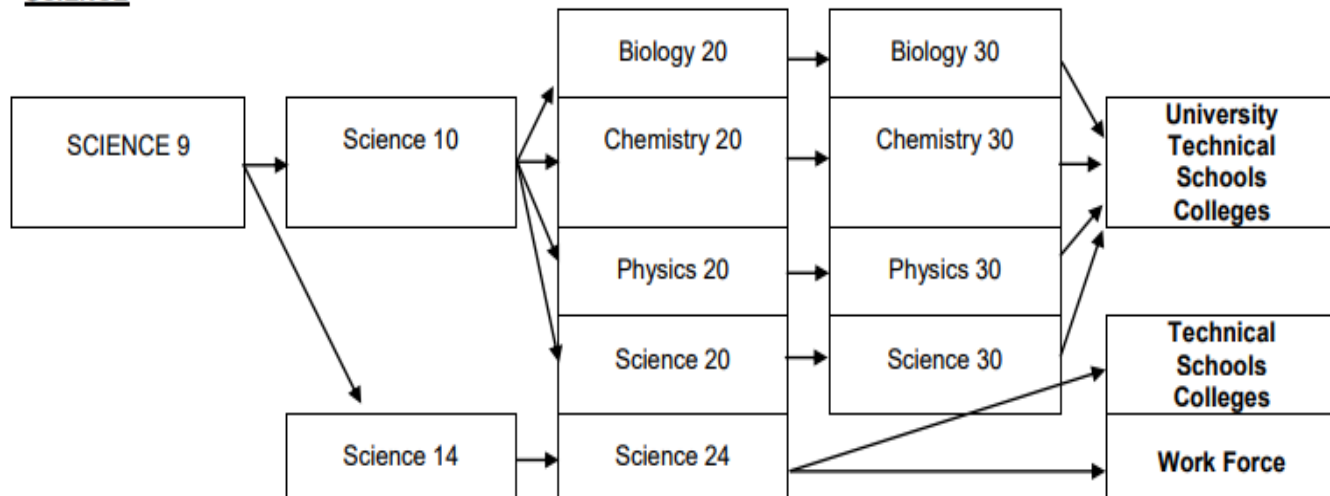
MATHEMATICS



SOCIAL STUDIES



SCIENCE



Student Attendance & Punctuality

Regular and punctual attendance is a critical factor in both educational and real world success. Parents/ guardians have the primary responsibility to ensure that a student attends regularly and is punctual.

The only excusable absences, according to the School Act, are those related to the student's health, religious holidays, suspensions from school and field trips. We recognize living in Lomond often requires that students miss portions of the day for appointments, practices etc. We encourage families to book all appointments on Fridays where possible. When a student is participating in an extracurricular activity, arrangements should be made with the teacher. We understand and desire to work with families while maintaining high standards for academic excellence.

We want to work with families while recognizing if you don't show up to work you won't get paid. In the same way if you don't show up to class we cannot see your academic progress or achievement. Please be in conversation with your teacher.

Classwork Post Absence

Student attendance is crucial to academic success. **It is the responsibility of the student to meet with the classroom teacher before a known absence or immediately upon return of an unplanned absence to coordinate any missed assignments or tests.** In the case of missing for an unexcused absence the lesson will not be retaught. The student must find an online tutorial.

Academic Integrity

It is important that the **work students are credited for at Lomond Community School is their own work** and has been created under acceptable conditions with the use of appropriate resources. The duplication of AI written text will result in a zero.

Planning for Post Secondary -- Alexander Rutherford Scholarship

Students can earn a maximum of \$2500 toward their post-secondary education through Alexander Rutherford Scholarships. Below is a list of criteria for qualifying.

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none">• Average of 75.0% to 79.9% in five subjects - \$300• Average of 80% or higher in five subjects - \$400	<ul style="list-style-type: none">• Average of 75.0% to 79.9% in five subjects - \$500• Average of 80% or higher in five subjects - \$800	<ul style="list-style-type: none">• Average of 75.0% to 79.9% in five subjects - \$700• Average of 80% or higher in five subjects - \$1,300
Average is calculated from 5 designated subjects (Option/CTS courses may also be considered).		
One of: <ul style="list-style-type: none">• English 10-1, 10-2• Français 10, 13 or 10-2	One of: <ul style="list-style-type: none">• English 20-1, 20-2• Français 20, 23 or 20-2	One of: <ul style="list-style-type: none">• English 30-1, 30-2• Français 30 or 30-2
At least two of: <ul style="list-style-type: none">• Mathematics 10C• Science 10• Social Studies 10-1 or 10-2• A language other than one used above in Grade 10	At least two of: <ul style="list-style-type: none">• Mathematics 20-1, or 20-2• Chemistry 20• Physics 20• Science 20• Biology 20• Social Studies 20-1 or 20-2• A language other than one used above in Grade 11	At least two of: <ul style="list-style-type: none">• Mathematics 30-1, 30-2 or 31• Science 30• Social Studies 30-1 or 30-2• Biology 30• Chemistry 30• Physics 30• A language other than one used above in Grade 12
Any two courses with minimum three credit value at Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.	Any two courses with minimum three credit value at Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.	Any two courses with minimum five credit value at Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

- A course cannot be repeated after a higher level course has been taken in the same sequence. Averages are not rounded up for scholarship purposes.
- All courses listed on an official Alberta Transcript of High School Achievement are acceptable (excludes Driver's Education), and only marks obtained before the start of post-secondary study can be used.
- Courses with a 'Pass' on a high school transcript are equivalent to a 50% mark.
- CALM course can be taken in any grade, but the final mark will be calculated in Grade 11.



Administering Medication and Illness

Any student that requires medication may arrange for the dispensing of medication by filling in a form at the office. This includes all non-prescription (e.g. Tylenol and prescription drugs. Additionally, families must provide the medication that is to be dispensed to the student. This form will allow our office staff to administer medications that are brought in by the student or his/her family. We are not allowed to dispense any medication that is not supplied by the student or his/her parents.

It is in the school and student's best interest to recover from illness at home. If a child becomes ill or injured at school, parents will be called.

Severe Allergies and Anaphylaxis

An emergency plan will be developed between the parents/ guardians and school principal when necessary. The public health nurse may also be included. The principal must then ensure all staff are educated on the policy and procedures are followed.

Bussing

The majority of our students are bused into the school each morning. Bussing is arranged through our school division. Our school administration can help with this during your registration process. Guidelines for busing are laid out by First Student and the division administration.

Code of Conduct

Lomond Community School is known for its genuine caring environment. **We care deeply for our students and do everything we can to ensure a safe, secure, warm and engaging learning environment.** We believe that every student, by nature, possesses an inherent value and is worthy of our respect and efforts.

Regardless of behaviour, the worth of a student as an individual human being remains intact. Every student possesses potential for growth in all areas.

A societal expectation is that all of its members respect self, others and their environment. We expect students to adhere to the rules of Lomond Community School and to the requests of all staff members and supervisors. Learning in a school setting is an ongoing process which requires a commitment to appropriate forms of behaviour. Therefore, acceptable behaviour is both an end in itself and a means to an end. **Our goal is a healthy individual who functions with a sense of self-control and purpose within the framework of society.**

At Lomond Community School, students are expected to "do the right thing, even when no one is watching."

It is in the student's best interest if the home and school can work together as a team with the student who is having persistent and/or severe discipline problems.

Students must recognize that appropriate consequences will be placed upon those who choose inappropriate behaviour. We are fortunate and have very few discipline issues in Lomond. In the interest of clarity for all staff, students and parents the following guidelines are expected and enforced:

- A. Section 7 of the **School Act of the Province of Alberta** states that students **will conduct themselves so as to reasonably comply** with the following **code of conduct**:

- 1) be diligent in pursuing their studies
- 2) attend school regularly and punctually
- 3) cooperate fully with everyone authorized by the board to provide education programs and other services
- 4) account to their teachers for their conduct
- 5) respect the rights of others

We believe that this expected behavior will enhance the learning experience and aid the student in reaching his or her full potential. It further protects and enhances the rights of the individual to learn. In an effort to provide a clear and consistent message to all students, the school has developed a discipline plan.

- B. Section 19 of the School Act clearly lists the reasons for which a **student may be suspended or expelled from school**. These reasons are:

- 1) open opposition to authority
- 2) willful disobedience
- 3) habitual neglect of duty
- 4) use of improper, profane, or obscene language
- 5) conduct injurious to the moral tone or well being of the school
- 6) truancy and irregular attendance for which there is no valid excuse
- 7) destruction, damage to or loss or conversion of school property
- 8) willful destruction or disobedience on school busses

No one can assume they have the right to interfere with a teacher's responsibility to teach nor other students' rights to learn by acting out in class or by behaving in such a manner that the teacher's time is stretched.

Teachers are responsible for the routine discipline of students in their charge. They will work with the students and his/ her parents or guardians in order to rectify the problem. **If the unacceptable student behaviour persists, the student will be referred to an administrator for disciplinary action.**

These students may lose, through suspension or expulsion, their own right to attend class at Lomond Community School, and to participate in extracurricular activities.

- C. **Serious Misconduct** includes contravention of the Criminal Code, or Fire Act, the use of alcohol or other illegal drugs or school grounds vandalism, fighting, use of obscene language, intimidation or bullying, hazing, abusive behaviour, failure to comply with a teacher's reasonable directive, and other acts deemed by the administrators to be serious violations. Some of the consequences could include but may not be limited to:

- 1) retribution or remuneration for damages
- 2) suspension or expulsion from school or school-sponsored activities
- 3) laying of criminal charges
- 4) involvement of outside agencies such as mental health experts
- 5) minimum suspension of two days from school if caught with alcohol or drugs
- 6) expulsion from school by way of an official letter to the board

D. **Bullying** -- All students have the right to a safe environment in which to learn. Again, we have very few issues related to bullying but for clarification: Bullying can be in many forms, such as physical, verbal and relational. Any student proven to be engaging in bullying behaviour will meet with the principal or assistant principal to discuss and implement a plan for correction. Parents will be contacted and included in the plan to end the behaviour.

E. **Smoking, Vaping, and Tobacco Policy**

All schools must be alcohol, tobacco (including vaping), cannabis, and illicit and restricted drug free environments on a 24 hour per day basis. Smoking on property, in a building or during a school trip or function will be treated as a serious misconduct.

Students shall not be in possession or use illicit drugs, restricted drugs, alcohol, tobacco, cannabis, their product, and/ or paraphernalia including but not limited to cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, snus, snuff, or any other kind of tobacco product, cannabis, and/ or hookah/ shisha/ water pipes on school jurisdiction premises and/ or during school sponsored activities.

It is illegal for under age students to smoke any substance on school property or to be in possession on school property. The following will be in effect if a student is in possession or using on school property:

- 1) A 2 - 4 day suspension (in or out of school can be determined)
- 2) The student will research the effects of vaping (physically, emotionally, etc.) and present to the class.

F. **Weapons in School**

Weapons are not allowed in schools. If a weapon is found at school it will be confiscated and kept in the office until a parent or guardian is able to pick up the piece. A weapon can be defined as any object, device or instrument capable of threatening or producing bodily harm to self or others. This may include (but is not limited to) firearms, air guns, pellet guns, BB guns, fake weapons, all knives, blades, clubs, throwing stars, explosives, chains, arrows.

Threat Assessment Policy

If a threat is made in the school, as per Horizon School Division Policy, the **student will not be allowed back into the classroom until a threat assessment has been completed** and the student has completed all steps necessary to return to the classroom.



Lomond
Community School

OTHER NOTES for your INTEREST...

Hot Lunch Program

All of our parents are put on a team to serve a hot lunch once a year. (Don't worry, the coordinators have a plan.) The other lunches are provided by the grade 9 and 12 parents. Hot lunches are served every Thursday. Parents can opt to make a financial contribution instead of participating in the Hot Lunch Program.

Field Trips

We firmly believe that not all learning happens in the school building. In light of this, we plan several field trips each year. Teachers will communicate with parents for signed consent and parent assistance for these field trips. These are great opportunities to make memories and deepen learning.

LACE -- Lomond Association for Community Education (parent council)

The parent council or LACE is the link between school, community, and home. This is an avenue for parents to participate in the educational process and decision making. LACE works closely with the administration and staff team to reach decisions and pursue the overall goals of the school.

Library/ Learning Commons Space

Our library is a well used space for learning. We have an amazing collection of books and resources. While lots is available online there is nothing like holding a book and entering a story or experience.

Off-Campus Policy

Junior High students are allowed to leave during the lunch break with a written note from a parent or guardian. High School students are permitted to leave during the lunch break. Supervision will be provided by staff when your child is on school property, however, we are not able to supervise students who leave the property. ALL students leaving school must sign out at the office and have parental consent. It is important we know where students are in case of an emergency!!

Student Council/ Leadership Team

Our Leadership Team promotes and encourages the involvement of students in school and community activities. The Leadership Team set meetings for the lunch break. This team is open to any student in grade 7 - 12 and a letter of reference and high school credits are available depending on student participation.

Travel Club

Our Travel Club is an out of school group that is coordinated by parent volunteers. Please let our office know if you are interested in joining. These trips take place during the Easter break every 3 years and are *not* part of our school plan.

Athletics and Co-Curricular Participation in extra-curricular activities is considered to be a privilege, not a right. Students are expected to maintain high academic levels, regular attendance and respectful behavior at all times. Once an athlete is committed to a team, he/she is expected to participate for the duration of the season, including all playoffs for regional and Zone competitions (if appropriate).

1. Not meeting academic expectations.
2. Inappropriate behaviour in school which endangers the “ambassador” aspect of participation.
3. Behaviour that does not support a safe and caring school atmosphere, both in school and during extracurricular events.
4. Unacceptable or numerous absences in the days previous to the event.
5. Absence from school the day of the game.
6. Inexcusable absences from practice.
7. Missing assignments.
8. Parental concern as expressed to the classroom teachers and/or coach.

- Students must commit to completing all assignments regardless of game or practice schedule. If schedules make this difficult the student should consult with the teacher immediately to make arrangements.
- Staff recognize that travel time must be considered for students participating in sports or events outside of school. Staff will ensure that classes are organized so that students understand expectations prior to leaving for a game or practice.
- Students recognize that academics must remain a top priority and this requires focus and hard work.
- Staff recognize the value of extra curricular sports and events and will ensure students are set up with all pieces required to complete assignments and work.

**Please see the list of fees for sporting events.

[illegible]