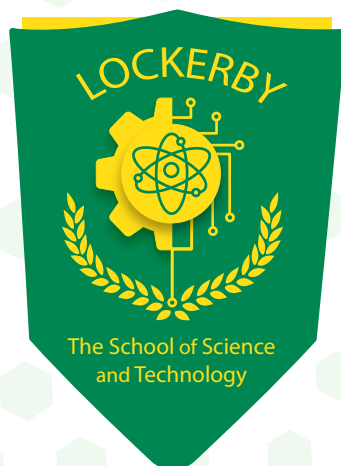


Parent/ Guardian Handbook

A Guide to High School





Welcome

This booklet is the first step to enhance communication between your home and Lockerby Composite School. Please keep this publication as a handy reference throughout the year. Welcome to the Viking Community!

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Definitions

Community Service Hours

Students must complete 40 community service hours, at any time in secondary school, as part of the Ontario Secondary School Diploma (OSSD) requirements.

Compulsory Course

This is a specific course students must take that fulfills part of the Ontario Secondary School Diploma (OSSD) requirement.

Course Code

This six-character code describes the subject, grade-level and stream or destination of a secondary school course.

Credit

A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum of 50%.

Culminating Activity

Students may be asked to complete a course culminating activity, which is a major project for each course. There are a variety of assessment practices that teachers may use to address the individual learning styles of all students.

Education Quality and Accountability Office (EQAO)

Literacy Test (Grade 10)

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn an OSSD. The purpose of this test is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in and up to the end of Grade 9.

Mathematics (Grade 9)

The Grade 9 Assessment of Mathematics provides individual and system data on student knowledge and skills based on the curriculum expectations in Grade 9 mathematics programs. All students in these programs are required to participate.

Examinations (Exams)

Students may write an exam, which tests their knowledge on the entire course work, at or near the end of the semester.

Optional Courses

Students will select 12 courses that are of specific interest to them and which will count towards the 30-credit OSSD requirement.

Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma is granted after fulfilling all necessary credit, literacy, and community service hour requirements.

Prerequisite Course

This is a specific course students must successfully complete before taking another course at the next grade-level.

Semester

The school year is divided into two semesters. A student will take four courses in each semester.

Student Success

Secondary schools have staff and programs in place to support and improve student learning.

Timetable

A timetable outlines the course, time, room number, lunch period, teacher, and semester in which students will take all of their courses.

Bell Times and Timetable

Grade 9 and 10 'Coded Classes'

TIME	DESCRIPTION	NOTES
8:15	Warning Bell	
8:20 – 9:35	Teaching 'Period 1 or 3'	<ul style="list-style-type: none"> 2 hours and 35 minutes Morning Announcements and 'O Canada' 10 minute break (can be staggered) Period 1/3 Grade 9 Teachers in the hallways for transitions Period 1/3 Grade 10 Teachers in the hallways for transitions
9:35 – 9:45	Break	
9:45 – 10:55	Teaching 'Period 1 or 3'	
10:55 – 11:35	Lunch	
11:35 – 11:40	Transition	<ul style="list-style-type: none"> 40 minutes lunch with 5 minutes transition Grade 9s in Auditorium sectioned by class Grade 10s in Cafeteria sectioned by class Period 2/4 Teachers in the hallway for transitions 2 hour 40 minutes 10 minute break (can be staggered)
11:40 – 1:00	Teaching 'Period 2 or 4'	
1:00 – 1:10	Break	
1:10 – 2:20	Teaching 'Period 2 or 4'	

Grade 11 and 12 'Coded Classes'

TIME	DESCRIPTION	NOTES
8:15	Warning Bell	
8:20 – 9:35	Teaching 'Period 1 or 3'	<ul style="list-style-type: none"> 2 hours and 35 minutes Morning Announcements and 'O Canada' 10 minute break (can be staggered) Period 1/3 Grade 11 Teachers in the hallways for transitions Period 1/3 Grade 12 Teachers in the hallways for transitions
9:35 – 9:45	Break	
9:45 – 11:00	Teaching 'Period 1 or 3'	
11:00 – 11:05	Transition/Break	
11:05 – 11:50	Teaching 'Period 2 or 4'	<ul style="list-style-type: none"> 5 minute transition Period 1 Teachers in hallways for transitions 45 minutes (Part I) 40 minute lunch with 5 minute transition Grade 11s in Auditorium sectioned by class Grade 12s in Cafeteria sectioned by class Period 2/4 Teachers in the hallways for transitions 1 hour and 40 minutes with 5 minute break (Part II) TOTAL: 2 hour 30 minutes with 40 minute lunch TOTAL: 10 minute breaks/transitions (can be staggered)
11:50 – 12:30	Lunch	
12:30 – 12:35	Transition	
12:35 – 1:35	Teaching 'Period 2 or 4'	
1:35 – 1:40	Break	
1:40 – 2:20	Teaching 'Period 2 or 4'	

Decoding a Course Code

Courses use a six-character course code for identification. The first five characters of the course code are set out by the Ministry of Education. The sixth character is used by school boards to identify a specific characteristic of the course.

L

This letter identifies the teaching/learning pathway at the school

O = General preparations

I = French Immersion preparations

L = STEP preparations

Y / Z = Advanced Placement (AP) preparations

D

This letter identifies the course type for Grades 9 - 10

D = Academic

P = Applied

L = Locally Developed

O / W = Open

1

This number identifies the grade

1 = Grade 9

2 = Grade 10

3 = Grade 11

4 = Grade 12

ENG

These three letters identify the subject

A = Arts

B = Business

C = Canadian and World Studies

E = English

F = French

G = Guidance and Career Education

H = Humanities and Social Sciences

L = International Languages

M = Mathematics

P = Physical Education

S = Science

T = Technology



Schedule

	Course Code and Section Course and specific class	Teacher Name
	Week 1	Week 2
AM (Period 1/3)	SNC1DL-02 Science Potvin, Vicki-Sue 117	AMU1O0-01 Music Jensen, Michael 235
Lunch	Lunch	Lunch
PM (Periods 2/4)	TIJ1OL-03 Exploring Technologies Coulas, Brent 152	PPL1OL-03 Healthy Active Living Education Beausoleil, Stephen 98
Outside school hours	AMI1OB-01 Instrumental Music-Band Jensen, Michael 235	AMI1OB-01 Instrumental Music-Band Jensen, Michael 235

Class Block

Class times are in 150 minute blocks
and are based on a tumbling
weekly timetable

Room number

Secondary School Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	AM Period 1 (150 min.) Lunch (40 min.) PM Period 2 (150 min.)	AM Period 1 (150 min.) Lunch (40 min.) PM Period 2 (150 min.)	AM Period 1 (150 min.) Lunch (40 min.) PM Period 2 (150 min.)	AM Period 1 (150 min.) Lunch (40 min.) PM Period 2 (150 min.)	AM Period 1 (150 min.) Lunch (40 min.) PM Period 2 (150 min.)
Week 2	AM Period 3 (150 min.) Lunch (40 min.) PM Period 4 (150 min.)	AM Period 3 (150 min.) Lunch (40 min.) PM Period 4 (150 min.)	AM Period 3 (150 min.) Lunch (40 min.) PM Period 4 (150 min.)	AM Period 3 (150 min.) Lunch (40 min.) PM Period 4 (150 min.)	AM Period 3 (150 min.) Lunch (40 min.) PM Period 4 (150 min.)

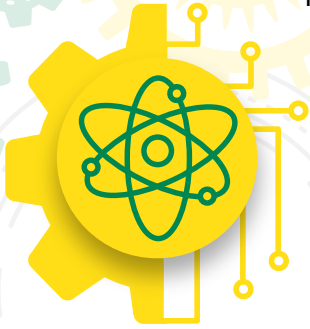
MyBlueprint Course Codes

Lockerby Pathways

STEP Courses (Non-Immersion)	STEP Courses (Immersion)
ENG1DL (English STEP)	ENG1DL (English STEP)
MTH1WL (STEP) or MTH1WE (STEP Enriched)	MTH1WL (Math STEP) or MTH1WE (STEP Enriched)
SNC1DL (Science STEP)	SNC1DL (Science STEP)
TIJ1OL (Technology STEP)	TIJ1OI (Technology Immersion)
CGC1DL (Geography STEP)	CGC1DI (Geography Immersion)
FSF1D0 (French STEP)	FIF1DI (French Immersion)
PPL1OL (Physical Education STEP)	PPL1OI (Physical Education Immersion)
AMU1O0 (Music) or AVI1O0 (Visual Art)	AMU1O0 (Music) or AVI1O0 (Visual Art)

Academic Courses	Applied Courses	Locally Developed Courses
ENG1D0 (English)	ENG1P0 (English)	ENG1L0 (English)
MTH1W0 (Math Open) or MTH1WE (Enriched)	MTH1W0 (Math Open)	MAT1L0 (Math)
SNC1D0 (Science)	SNC1P0 (Science)	SNC1P0 (Science)
TIJ1O0 (Technology)	TIJ1O0 (Tech.) or HFN1O0 (Food and Nutrition)	TIJ1O0(Tech.) or HFN1O0 (Food and Nutrition)
CGC1D0 (Geography)	CGC1P0 (Geography)	CGC1P0 (Geography)
FSF1D0(French)	FSF1P0 (French)	PPL1O0 (Physical Education)
PPL1O0 (Physical Education)	PPL1O0 (Physical Education)	AMU1O0 (Music) or AVI1O0 (Visual Art)
AMU1O0 (Music) or AVI1O0 (Visual Art)	AMU1O0 (Music) or AVI1O0 (Visual Art)	

The Science & Technology Education Program (STEP)



The Science and Technology Education Program focuses on a different approach to learning. The program consists of a selection of specially-designed courses that develop students' problem solving and critical thinking skills through interactive learning opportunities. In STEP, students learn while experimenting, analyzing, designing, and building. As a result, STEP students gain a deeper understanding of the course content, in a more engaging way, while developing a variety of transferable learning skills.

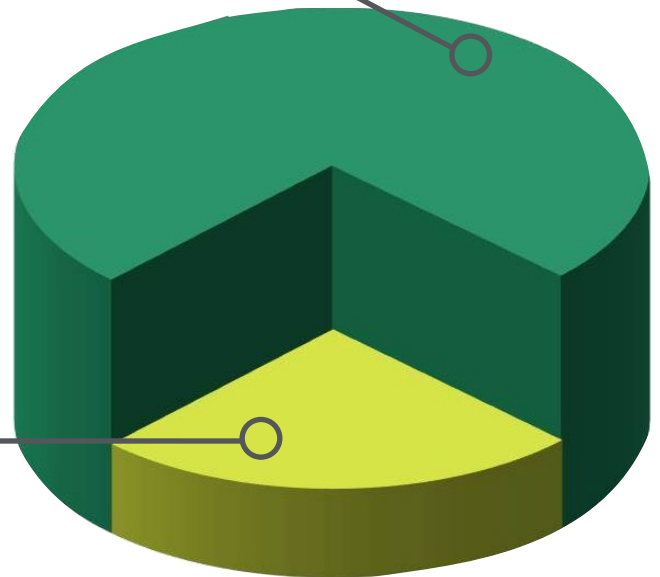
STEP focuses on the integration of science and technology to teach students about the interconnectedness of learning and the importance of applying their skills to all aspects and areas of their education. Exposure to a technology-rich environment, field trip opportunities, and community experts further enhances students' learning experiences.

Science & Technology Education Program Enrichment

- Student-Centered
- Inquiry-based Experiential Learning
- Problem-Solving & Critical Thinking Skills
- Use of Technology to Solve Problems
- Cross-curricular & Community Collaboration
- Innovative Design-build Focus
- Field Trip Experiences
- Access to Community Expert
- Preparation for Advanced Placement Option

Traditional Learning

- Teacher-centered
- Content-driven
- Technology as a Tool
- Lectures & Note Taking
- Worksheets



STEP - What's the Difference?

Above and beyond traditional learning, students experience enhanced learning opportunities.

STEP Certificate Requirements

Grade 9

SNC1DL and TIJ1OL

Grade 10

SNC2DL and TDJ2OL

Grade 11

Complete two (at least) of the following:

- SBI3UL/Z
- SCH3UL
- SPH3UL

Complete one (at least) of the following:

- TDJ3MT (Technological Design)
- TPJ3MT (Health Care)
- TDV3MT (Interior Design)

Grade 12

Complete one (at least) of the following:

- SBI4UL/Y
- SCH4UL
- SPH4UL

A STEP Certificate will be issued to graduating students upon the successful completion of the four compulsory Grade 9 and 10 STEP courses in addition to the compulsory Grade 11 STEP Technology course and subsequent three compulsory Grade 11 and 12 STEP Science courses (student choice).



STEP Program Expectations

- Maintain an overall 70% average in each semester of high school
- Maintain good attendance and punctuality in each semester of high school
- Submit all assignments/assessments on-time in each class
- Engage and participate in daily classroom lessons and activities, while maintaining good work habits

Should a student not meet the above expectations (one or more of the following will apply):

- Students will be assigned a STEP Cautionary designation and an academic improvement and growth plan will be developed with the support of our Student Services Department
- Students may be assigned a STEP Probationary designation where progress and further support strategies will be developed and discussed with an Administrator
- Students will be removed from STEP and (if out of area) will be required to attend their homeschool

AP Capstone

What is Advanced Placement?

Advanced Placement (or AP) is a program that allows high school students to take university-level courses in grades 11 and 12. Known for its rigor and recognized at universities across Canada and the US, AP offers high standards in education and university preparation. Students taking AP courses are eligible to earn first-year university credits.

Students may take AP courses at Lockerby or, where appropriate, work with a teacher in a subject area of strength to prepare for an AP exam. Over the past several years at Lockerby, a number of students successfully challenged exams in French, Mandarin, Environmental Sciences and English Literature.

Who should take AP?

AP is appropriate for any student who wants to challenge themselves and gain university experience in a high school setting. Students enrolled in the AP Program are typically:

- Self-motivated
- Inquisitive
- Collaborative
- Enquiring
- Responsible
- Committed

Advantages of AP

Like any advanced-placement program, AP provides high school students with university-level materials, effectively preparing them for the rigor of post-secondary education. In fact, research conducted by the College Board found that students who take AP courses typically earn higher averages in university than do their non-AP peers; they are also more likely to complete a university degree in 4 years. Many AP courses also carry advanced standing for first-year university credits, and students enrolled in AP Capstone can earn an AP Seminar and Research Certificate.

Options for Lockerby Students

All Lockerby students are eligible to take AP Courses. STEP, along with our hands-on approach to learning, provides a sound foundation for Advanced Placement. Lockerby's long-standing tradition of inquiry-based learning means that students have already been encouraged to think critically and creatively. Our design/build focus further fosters innovation and encourages students to become risk-takers in their learning.

Student Options in AP

AP offers students two distinct opportunities—an AP Capstone Diploma or an AP Seminar and Research Certificate.



**AP Capstone
Diploma**



**AP Seminar
and Research
Certificate**

AP Seminar

Year 1

Earn score of
3 or higher

AP Research

Year 2

Earn score of
3 or higher

4 AP Exams

Throughout high
school earn score
of 3 or higher

AP Capstone Diploma

The AP Capstone Diploma includes AP Seminar, AP Research, and four additional AP courses of the student's choice.

AP Capstone Seminar and Research Certificate

The AP Seminar and Research Certificate includes two distinct AP courses: AP Seminar and AP Research. These courses offer a rigorous curriculum that fosters skills in critical thinking, inquiry, research, collaboration, and writing.

Through the intensive investigation of issues from a variety of perspectives, students are encouraged to think like a university student and have an opportunity to develop advanced critical-thinking skills.

AP Seminar

- Provides sustained practice of investigating issues from multiple perspectives
- Cultivates excellence in writing
- Supports students in crafting, communicating, and defending evidence-based arguments
- Teaches students how to collect and analyze information with accuracy and precision

AP Research

- Teaches the skills and discipline necessary to conduct independent research
- Supports students in producing and defending a scholarly academic thesis
- Allows students to explore deeply an academic topic, problem, or issue of individual interest

AP Seminar and AP Research use an interdisciplinary approach to develop comprehensive, university-level skills that promote excellence in the following areas:

- | | | |
|---------------------|-------------------|-------------------|
| • Critical thinking | • Time management | • Collaboration |
| • Research | • Writing | • Public speaking |



AP Courses

Key Benefits of Taking Subject Specific AP Courses

1. University Level Academic Skill Development

AP courses help students develop higher-level academic skills, which include in-depth understanding of concepts and critical thinking skills. STEP prepares students for this level of learning. The classes are made up of students and educators with a strong commitment to excellence in learning and problem solving.

2. University Admission Advantage

Post secondary admission officers are looking for students that can handle the rigours of university curriculum. They are looking for students that challenge themselves and have a commitment to learning. Students with AP courses on their transcripts stand out because it shows their commitment and ability to handle a challenging course load.

3. First Year University Credit

At most universities, students who earn AP Exam scores of four or higher (exams are scored from 1-5), receive class credit. This credit is typically applied to introductory level university courses in the same subject area as the AP class.

AP Biology

In AP Biology, students explore topics such as evolution, energetics, information storage and transfer, and system interactions. The course is also laboratory based. Students cultivate their understanding of biology through inquiry-based investigations. Students enrolled in the course will fully develop laboratory skills including using equipment, reagents, and data analysis. By immersing themselves in AP Biology, students can more readily identify the area in which they would like to specialize at the university level.

AP Calculus

In AP Calculus, students explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions and series. Students perform experiments and investigations and solve problems by applying their knowledge and skills. AP Calculus is favourably viewed by admissions officers at various Canadian universities when compared to other courses, because it is one of the most academically demanding courses a student can take.

AP Computer Science

In AP Computer Science, students become familiar with the concepts and tools of the subject area as they learn a subset of the Java programming language. Students perform hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Regular Computer Science content is supplemented with AP curriculum for those who wish to challenge the AP Computer Science exam.

AP Psychology

In AP Psychology, students engage in the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students also learn about the ethics and methods psychologists use in their science and practice. In AP Psychology, there are opportunities to explore the discoveries made by psychologists over the past century and to assess some of the differing approaches adopted by psychologists today.

Specialist High Skills Majors (SHSM)

What is a Specialist High Skills Major (SHSM)?

A SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to university, college, apprenticeship training, or the workplace.

Key Benefits of a Specialist High Skills Major

Pursuing a Specialist High Skills Major helps students to:

- customize their secondary school education to suit their interests and talents;
- develop specialized knowledge and skills;
- gain sector-recognized certification and career-relevant training.

Lockerby Composite School offers three Specialist High Skills Major programs. The SHSMs at Lockerby were chosen to complement our well-established Science and Technology Education Program.

Health & Wellness SHSM

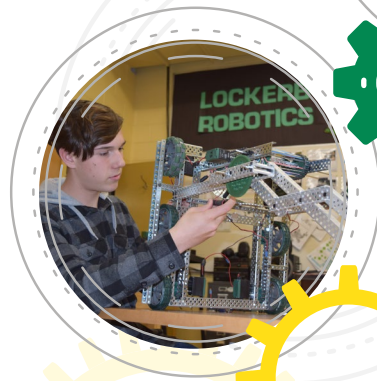
The demand for health care professionals is on the rise. Lockerby provides opportunities for students to experience these rewarding careers first hand through core courses and a variety of reach-ahead activities that take students into the field. Students are able to develop specialized knowledge and clinical skills through career-relevant certification and training. Students interested in careers in health care should certainly consider this SHSM.

Information & Communication Technology SHSM

Students who excel at computer programming, computer engineering, and robotics will want to consider this SHSM. It builds on Lockerby's proven design-build and problem-solving approach to learning. Interested students will specialize in a branch of Information and Communications Technology, whether it be in computer programming, game development, robotics, video production, animation, web design, or graphic design.

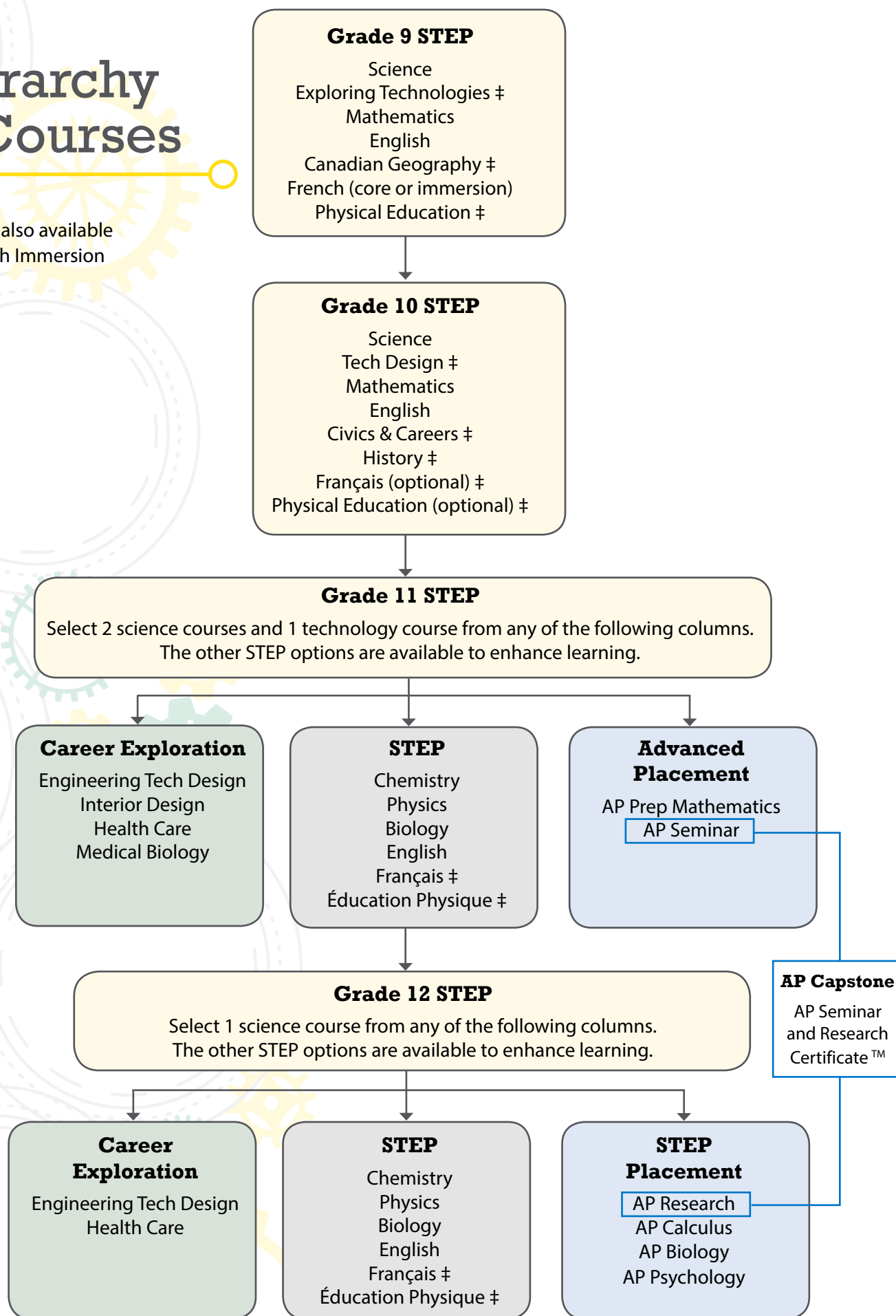
Mining Engineering SHSM

Students with an interest in engineering and related disciplines will discover distinct advantages by applying for this SHSM. They will gain mentorship and experience through ongoing collaboration with our partners such as Vale, Hatch Engineering, Walbridge Mining, Dynamic Earth, and Sudbury Integrated Nickel Operations.



Hierarchy of Courses

‡ Courses also available in French Immersion



Elective Courses at Lockerby

Canadian and World Studies

- Travel and Tourism
- Ancient History
- Understanding Canadian Law

Humanities

- Foods and Nutrition
- Food and Culture
- World Issues
- Families in Canada
- Society Challenge and Change
- Psychology Human Development

The Arts

- Visual Arts
- Music (Instrumental and Guitar)
- Band

Languages

- Core French

Technological Education

- Exploring Technologies
- Architectural Design
- Construction Technology
- Transportation Technology
- Computer Technology
- Introduction to Computer Science
- Computer Studies and Robotics
- Communications Technology

Business

- Introduction to Business
- Accounting
- Business Leadership

Health and Physical Education

- Healthy Active Living
- Yoga
- Volleyball Activities
- Personal Fitness
- Outdoor Education
- Introduction to Kinesiology

Guidance and Career Education

- Peer Mentoring
- Cooperative Education
- Dual Credits

Sciences

- Biology
- Medical Biology
- Chemistry
- Physics

Mathematics

- Principles of Mathematics
- Foundation of Mathematics
- Mathematics for Work and Everyday Life
- Foundations for College Mathematics
- Functions and Applications of Mathematics
- Data Management
- Advanced Functions
- Calculus and Vectors

Final Exams and Culminating Activities

All students are required to complete a final examination or culminating activity (or a combination of both) in each of their courses throughout their high school careers. The final examinations and/or culminating activities will be a combined thirty percent of a student's grade and will be administered towards the end of a course (in each high school semester). The final examinations and/or culminating activities are an opportunity for students to demonstrate their knowledge of their entire courses' content.

Final Examinations

There are 'on-schedule examinations' and 'off-schedule examinations'

- All examinations range between 1.5 hours and 2.5 hours (given the nature, level, and rigor of the course content)

'On-schedule examinations' are scheduled outside of classroom hours (4 - 5 days are set aside)

- These examinations occur at the end of January / beginning of February and at the end of June
- A school-wide schedule for these examinations are provided to the school community at the beginning of January and June
- These examinations can begin at either 8:30am or 11:25am
- Traditionally, first period class examinations run on the first day of the examination schedule, second period class examinations run on the second day of the examination schedule, etc.

'Off-schedule examinations' are scheduled during classroom hours (4 - 5 days are set aside)

- These examinations occur at the end of January / beginning of February and at the end of June
- In-class schedules for these examinations are provided to students at the beginning of the semester and/or December and May
- These examinations occur during class time



Culminating Activities

Culminating activities (which can be administered in one-part or multiple parts) are projects, interviews, demonstrations, performance tasks, or conferences that allow students to demonstrate their understanding of course content:

- These culminating activities occur at the end of January / beginning of February and at the end of June
- In-class schedules for these culminating activities are provided to students at the beginning of the semester and/or December and May
- These culminating activities occur during and outside of class time

During the COVID-19 pandemic, Lockerby Composite School has shifted towards the administration of culminating activities in all courses (given the ongoing changes between Face-to-Face and Remote Learning).

Here are a few tips and reminders for students in order to be successful on their final course 30% evaluations:

Know your material

- Ask your teacher questions; complete course reviews; start studying, reviewing, and working on final course expectations at least a month before the administration of the final course evaluation (where possible)

Sleep well

- Students are better prepared for their final course evaluations when they've had enough sleep to allow them to concentrate

Know due dates and special instructions

- All final examinations and culminating activities have due dates and special instructions - students should ensure they take special note of these dates and instructions in each of their classes

Be prepared

- Students (with the help of their teachers) should make a list of all of the materials that are needed (and/or permitted) in order to be successful on their final examinations and/or culminating activities - when in doubt, ask your teacher



School Expectations/COVID-19

Since April 6th, 2020, there have been a number of school procedural changes and varied expectations for all of our students, given the current state of COVID-19 in our community and beyond. Throughout the last year, our situation with COVID-19 has been very fluid.

Rainbow District School Board and Lockerby Composite School have been working tirelessly to ensure that we have a safe learning environment for students, given our changing circumstances. Know that we understand the needs of our Viking Community and we are doing our best to meet the challenges in keeping our students safe and engaged in their learning. Lockerby Composite School has been exploring creative means, with all of its staff members, to make learning experiences positive for all. Our overarching goal is to support our Viking students by providing opportunities for them to demonstrate overall expectations of their courses, while fostering and creating a supportive learning environment to build a sense of belonging. Based on Rainbow District School Board's 2020 - 2021 school year reopening guidelines, and at this time, the following information has been shared on our website with respect to COVID-19 school operations:

- a Lockerby Composite School presentation to students that includes new school procedures, overviews of health and safety protocols, and school-year programming expectations
- a Lockerby Composite School video presentation to our parents/guardians and community members regarding our new school procedures, overviews of health and safety protocols, and school year programming expectations

Additional COVID-19 related information is also shared throughout the school year as part of:

- our Lockerby Newsletter (emailed to parents/guardians and posted online weekly)
- our daily school video announcements from our Student Council
- periodic emails to our Viking Community
- Rainbow District School Board's COVID-19 information page on their website



School Policies Procedures

There are a number of school policies and procedures that students and parents/guardians should be familiar with, which includes our:

- Assessment/Evaluation/Examination Policy
- Acceptable Use for Computers and Networks Policy
- Academic Honesty and Integrity Policy
- Attendance Policy/Procedures
- Dress Code Information

The above information, along with our digital Student Handbook, is found on our website and is updated at the beginning of each school year.

During the first week of classes, homeroom teachers will review our school policies with all Vikings. Students and parents/guardians will also be asked to sign and return some of these policies. Likewise, each teacher will have their own set of classroom-specific rules that will be discussed with students in each class (and each semester). Other procedural information that will be shared with students their first week of classes includes:

- Daily Expectations
 - Lockers
 - Hallway Etiquette
 - Washroom Procedures
 - Scent Free Zones
- Cell Phone Rules
- Breakfast Club Information
- Lunchtime Expectations and Information
- Library / Cafeteria Protocols
- Concussion Procedures
- Study Hall Procedures
- Guidance Office Information
- Support Worker Information
- School Property Expectations
- Technology and G-Suite Login Information

During the second week of classes, Mr. Lafraniere will also be reviewing this information as part of the initial school year welcome.



Stay in Touch

Contacting the School

Phone: 705-522-1750

Fax: 705-522-0658

Email: lockerby_composite@rainbowschools.ca

Principal: C. Runciman (runcimc@rainbowschools.ca)

Vice-Principal: R. Lafraniere (lafranr@rainbowschools.ca)

Office Supervisor: C. Hemmer (hemmerc@rainbowschools.ca)

Student Services: G. Beaudry (beaudrg@rainbowschools.ca)

Our Main Office is open from 7:30 a.m. - 3:00 p.m.



Contacting Teachers

Please do not hesitate to reach out to classroom teachers at any time via email.

A list of our staff email addresses can be located at the following website:

<https://lockerby.rainbowschools.ca/school-profile/staff/>

Websites

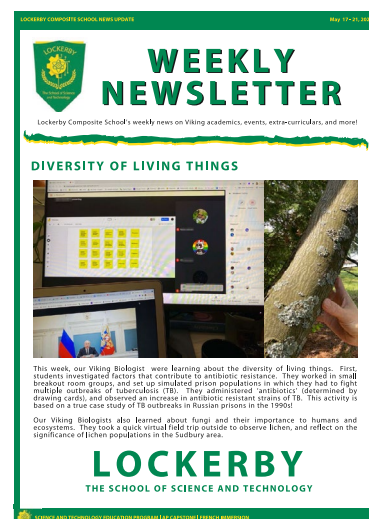
Main: lockerby.rainbowschools.ca

Open House: lockerbyopenhouse.ca

Newsletter

Subscribe to our Weekly Newsletter by emailing: lockerbyinfo@rainbowschools.ca

Website Link: <https://lockerby.rainbowschools.ca/school-profile/lockerby-newsletters/>



Social Media

Facebook

School: www.facebook.com/lockerbyvikings/

School Council: www.facebook.com/LockerbyParents/

Twitter

@LockerbyNet

Instagram

@lockerbycomposite

@lockerbysports

@lockerbystudentscouncil

@lockerby_envrionmental_council



@lcsoccerdrive

@lcsconcertband

Student Services

At Lockerby, the Student Services Team works collaboratively with students, families, staff, and community partners in order to create an environment that is inclusive for all.

Student Services helps connect students and families with a number of resources, such as transition plans, academia, pathways, mental wellness, tutoring, special education, community service, career exploration, leadership opportunities, graduation requirements, scholarships/bursaries, personal development, and counselling services.

Our Student Services Team consists of:

- Administration
- Program Leader of Student Services
- Student Success Lead
- Program Leader of Special Education
- Cooperative Education Teacher
- School Social Worker
- Aboriginal Support Worker
- Administrative Secretary of Student Services
- Attendance Counsellor
- Itinerant English Language Teacher



How to book an appointment with the Lockerby Student Services Team

1

Join the Google Classroom
zyxxysi



2

Fill out the Google Form:
Guidance,
Cooperative Education &
Special Education
Appointments.



3

Check your emails as a
Counsellor
will reach out
to you.



4

Schedule a time
and format:

1. Email
2. Google Meet
3. Phone Call
4. Face-to-Face



5

Follow up
with next steps.
We look forward
to working with
you again.



Volunteering & Community Service

Students are required to complete 40 hours (or more) of community service hours as part of their graduation requirements- ideally before completing Grade 10. During the summer transition to Grade 9 students can begin accumulating community service hours.

There are many non-profit community organizations that students can volunteer for. Lockerby Student Services has many community partners that are always looking for students and can help coordinate volunteering services.

Benefits of Volunteering

- opportunities to explore career options
- develop skills for the workforce and gain valuable work experience
- build self-esteem and confidence
- discover strengths
- develop skills

What is the process?

Please review the following steps before starting your community service activities.

STEP 1 – Planning and Approval

- Learn more about the community involvement requirements by talking to your teachers and visiting Student Services
- Get a copy of the Student Community Service Activity Sheet located in the Student Services office and in the Google Classroom
- Have your community involvement activity choices approved by a school official

STEP 2 – Taking Action and Record Your Activities

- Complete your required community service activities
- Ensure that all activities are recorded, dated, and signed by parents/guardians and the Community Service Supervisor

STEP 3 – Submitting and Checking

- Submit your Student Community Service Activity Sheet to your Guidance Counsellor
- Check your next report card or myBlueprint and visit Student Services for a quick update to see that your community involvement activities have been updated and checked as complete

Adapted from RDSB website



Mental Health Resources

At Lockerby Composite School, we are fortunate to have Social Work Services in our building. Dan Watson is our in-school Social Worker and is happy to help our Vikings! He is a valuable resource in our school community. Dan's Office Hours vary, but he is typically available 3 - 4 days each week. Students are encouraged to reach out and utilize Dan's services!



Kids Help Phone

Phone: 1-800-668-6868
text CONNECT to 686868
<https://kidshelpphone.ca/>

SACY (Sudbury Action Centre For Youth)

Phone: 705-673-4396
Email sacy@scay.ca
<http://www.sacy.ca/>

Compass

MON - FRI 8:30 a.m. - 4:30 p.m.
Phone: 705-525-1008
Toll Free: 1-800-815-7126
Email: compass@compassne.ca
<https://www.compassne.ca/>

N'Swakamok Native Friendship Center

Phone: 705-674-2128
<http://www.nfcsudbury.org/>

Crisis Intervention Services (Mobile Crisis)

Phone: 705-675-4760 (24 hour hotline—365 days/year)
Toll free: 1-877-841-1101
Office Hours: 8:30 a.m. to 10:00 p.m. (no appointment necessary) 7 days per week
<https://www.hsnsudbury.ca/portalen/Programs-and-Services/Mental-Health-and-Addictions/Crisis-Intervention-Services>

Shkagamik-Kwe Health Center

Phone: 705-675-1596
Email: info@skhc.ca
<https://skhc.ca/>

Metis Nation of Ontario, Sudbury Office

Phone: 705-671-9855
www.metisnation.org

Sports, Clubs & Committees



There are so many great things happening at Lockerby Composite School and so many ways that students can get involved with the school! From sports teams, to clubs, to committees, there's something for everyone. The best memories are made when students participate in extracurricular activities.

To participate, listen and watch our morning announcements. Dates, times, locations, and information for sport tryouts will be broadcasted. Likewise, dates, times, locations, and information for meetings of clubs and committees will also be shared through our morning announcements.

If you want to contact the teacher in-charge directly, please don't hesitate... they want to hear from you!

Sports

Golf	Ms. Augenstein (Physical Education Office)
Flag Football	Ms. Czerniak (Room 123) / Ms. Caddel (Room 231)
Boys Basketball	Mr. Graham (Room 129)
Girls Basketball	Mr. Graham (Room 129)
Girls Volleyball	Mr. Beausoleil (Physical Education Office)
Boys Volleyball	Mr. Beausoleil (Physical Education Office)
Badminton	Mme Stanyon / Ms. Augenstein (Physical Education Office)
Alpine Skiing	Ms. Augenstein (Physical Education Office)
Snowboarding	Ms. Augenstein (Physical Education Office)
Cross-Country Running	Mr. Abols (Room 111) / Mme Stanyon (Physical Education Office)
Boys & Girls Hockey	Ms. Augenstein (Physical Education Office) / Ms. Heffern (Room 127)
Boys Soccer	Mr. Ferri (Guidance Office)
Girls Soccer	Ms. Augenstein (Physical Education Office)
Swimming	Ms. Jorgensen (Room 221) / Mme Stanyon (Physical Education Office) / Mr. Abols (Room 111)
Track & Field	Mr. Abols / Ms. Augenstein / Mme Stanyon (Physical Education Office)
Boys & Girls Softball	Ms. Augenstein (Physical Education Office)
Boys & Girls Curling	Ms. Augenstein (Physical Education Office)
Tennis	Mr. Beausoleil (Physical Education Office)
Nordic Skiing	Mr. Abols (Room 111) / Mme Stanyon (Physical Education Office)



Clubs / Committees

Student Council

Breakfast Club

Woodworking Club

Auto Club

French Contests

Mathematics Contests

Computing Competition

Science Contests

Board Games Club

Skills Ontario Competition

Young Writers Club

NaNoWriMo

Gender and Sexuality Association

Cancer Drive Committee

Athletic Association

Music Council

Environmental Council

Reach-For-The-Top

Robotics

Anime Club

Concert Band (Junior)

Concert Band (Senior)

Jazz Band

Dungeons and Dragons Club

Headstrong Club

Mock-Trial Competitions

Astronomy Club

Blood Drive

Ms. Baggs / Mrs. Beaudry / Mr. Ferri (Guidance Office)

Ms. Jorgensen (Room 221)

Mr. Cole (Room 158)

Mr. Cole (Room 158)

Mme Desbiens (Room 225)

Mr. Graham (Room 129)

Mr. Campeau (Room 100)

Ms. Potvin (Room 117)

Mr. Campeau (Room 100) /
Ms. Gordon (Library)

Mr. Cole / Mr. Coulas / Mr. Campeau /
Mr. Smith (Technology Office) / Ms. Kovala (Room 202)

Ms. Kovala (Room 202)

Ms. Kovala (Room 202)

Ms. Caddel (Room 231)

Ms. Rodriguez (Room 205) / Ms. Benton (Room 300)

Ms. Augenstein (Physical Education Office)

Mr. Jensen (Room 235)

Mr. Lafraniere (Main Office) / Ms. Donato (Room 121)

Ms. Caddel (Room 231)

Mr. Campeau (Room 100)

Ms. Gordon (Library)

Mr. Jensen (Room 235)

Mr. Jensen (Room 235)

Mr. Jensen (Room 235)

Mr. Campeau (Room 100)

Ms. Baggs (Guidance Office) / Mr. Watson (Main Office)

Ms. Caddel (Room 231)

Ms. Gordon (Library)

Mr. Lafraniere (Main Office)





Sign up today!

An easy way for parents to pay: School Cash Online

What is School Cash Online?

School Cash Online is a safe, simple and secure way for parents to pay for school activities and events.

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What can you pay for?

- hot lunches
 - field trips
 - yearbooks
 - spirit wear
 - athletic fees
 - and much more!
-

Why use School Cash Online?

Your child will no longer be required to bring money to school.

You will be able to pay for school items anywhere, anytime.

.....

How can I pay?

- eCheck
- Credit Card (Mastercard, Visa)
- myWallet

Make a deposit. Draw from your deposit.

How do I sign up?

Signing up for School Cash Online is as easy at 1-2-3!

Visit rainbowschools.schoolcashionline.com to get started today.

Step 1: Create your account

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Step 2: Confirm your email

.....

Step 3: Add your child(ren) to your account

Do you need help or technical support?

- Click Support in the bottom right corner of the screen
- Email parenthelp@schoolcashionline.com
- Contact the School Cash Online Parent Help Desk at 1.866.961.1803

Sign up today at rainbowschools.schoolcashionline.com

Chartwells' **NEW** Reloadable Card



**The fast
& easy way
to buy food
at school!**

Simply load a balance
and use it like cash at the
school cafeteria.

Purchase online at
www.zipthru-card.ca

- View balance and spending online
- It's secure – put a stop on lost cards



