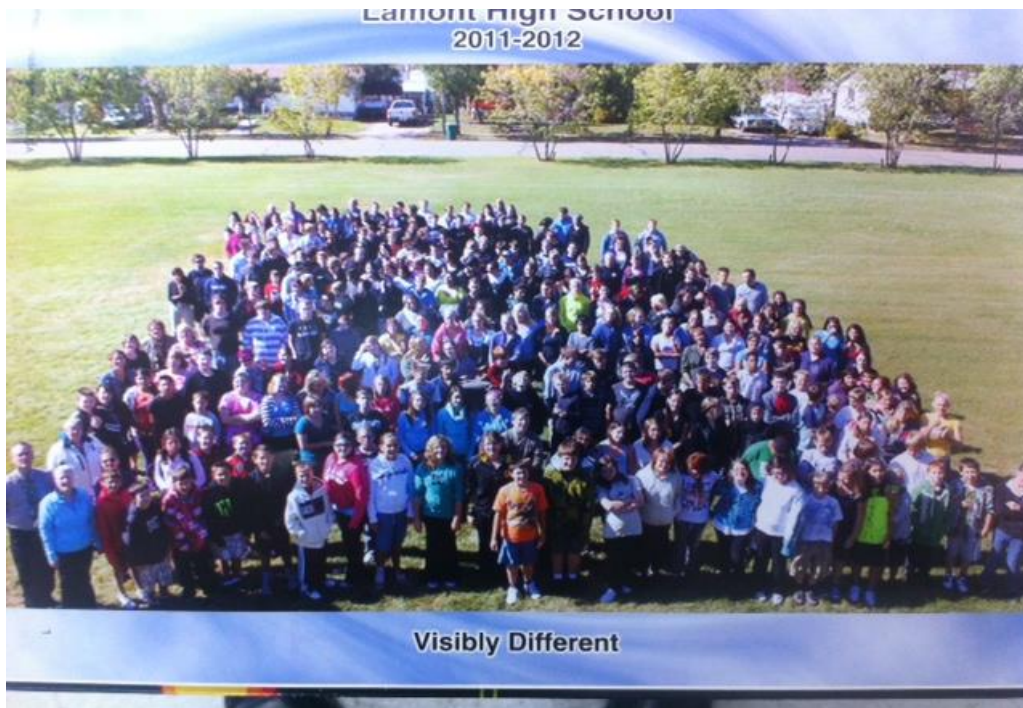


**School Education Plan and Results Report**

**Lamont High**

**2012-2015**

**Year 2**



**Elk Island Public Schools**



## **School Profile and Foundation Statements**

**Principal: Sharon McLean**

**Assistant Principal: Garry Russell**

Lamont High School is located in the county and town of Lamont Alberta which is a small agricultural community close to many of the big city amenities. The school is home to approximately 270 students and 27 staff members. Lamont High offers students a wide variety of opportunities to make student programs challenging and interesting. As a combined junior/senior high school, our staff and administration get to know our students very well during their years at Lamont High. There is a strong family atmosphere throughout our school.

Most staff members instruct classes at both the junior and senior levels, giving them a comprehensive view of the curriculum and of student progress. The staff at Lamont High is committed to promoting excellence in both their teaching and in their expectations of their students. The school has a strong sense of parent and community involvement highlighted by very active School Council and the Lamont High School Foundation. These partnerships provide invaluable assistance and financial support for many program projects. They help make Lamont High School a special place to be for students and staff.

**Educational Motto** - "Education Begins With You"

### **Mission Statement**

In an environment of mutual respect, Lamont High's mission is to encourage individuals to maximize their potential and to prepare them for change and life-long learning.

### **Programs and Activities**

Academically, the school offers a number of programs and courses to meet a wide variety of student's needs, including a Career and Technology Studies, and a full and varied complement of core and complimentary/option classes for all grade levels. Athletics are an important part of the Lamont experience, and there are ample opportunities to participate in both team and individual sports, at the class, intramural, or school team level. Excellent facilities include a large gym, wellness center, a shared track and assorted playing fields.

**Personal Fitness** - A program that offers high school students the opportunity to develop skills and sports abilities, knowledge of anatomy and physiology, sport injury and recovery, personal fitness and conditioning.

**Alberta Distance Learning (ADLC)** - Our master schedule includes resources (classroom, teacher, education assistant, print and digital materials) that facilitate student achievement and completion of courses that keep them on track to graduate on time. The teacher and EA manage and assist students as they complete required courses for graduation that do not fit into their schedule, courses to complete 100 credits in their high school program, or courses of particular interest to the student.

**Video Conferencing** – Lamont Junior/Senior High School strives to provide students with additional opportunities to engage in and complete courses that cannot be included in the master schedule due to low enrollment requests. We develop and maintain collegial relationships EIPS colleagues in larger schools, Instructional Services, Curriculum Services and Technology Services so our students' have course choices that are equal to those of students across our district

**Fine Arts** – This program offers a selection of art experiences at the junior high and senior high level for students to creatively explore their skills and ideas in many varieties of media.

**Drama** – Drama provides an exciting look at the wonderful world of theatrical performance, in both improvisational and scripted situations.

**Band/Music** – The music programs are designed to allow students to develop their skill both as performers and consumers of music. Lamont High offers Band for Junior and Senior High and this is this year, we will be offering a Guitar Class.

**Career and Technology Studies** – Offers students the skills and confidence needed to explore career options or enter today's workforce. Students learn and develop work skills in the following areas: Career Transitions, Communication Technology, Cosmetology, Construction Fabrication and Technologies, Food Studies, and Information Processing.

**Technology** – In addition to video conferencing, Lamont High has two computer labs, two wireless laptop computer labs, multimedia projectors and smart-boards in each teaching space. Math, science and art classrooms also contain Smart document cameras to enhance teaching and learning experiences. The school public WI-FI network has recently been renovated. The wireless network is designed to encourage students to bring their own smart devices to school and use them in their class, when appropriate.

**Athletics** – Lamont High School has a long tradition of athletic excellence. We currently field teams in junior and senior high girls' volleyball, cross-country running, Junior high girls' basketball, junior and senior high boys' basketball, senior girls' and mixed curling, junior and senior high boys' and girls' badminton, and junior and senior high track and field.



**Students' Council** – This organization provides students the opportunity to shape and influence services-oriented context unleashes energetic groups of students who encourage school spirit, organize special activities and generally promote the school to the community.

**LINKS:** The LINKS program provides educational programming and support for students who would face a significant struggle if were placed without support in regular school programs.

**Off Campus Education Program** – The school and the community combine resources in order to provide opportunities for students to familiarize themselves with the world of work. Two additional areas are the **Registered Apprenticeship Program (RAP)** and the **Green Certificate Program**.

#### **Services**

**Library** – The library at Lamont High School is operated as a joint venture between the school and the town of Lamont. The library includes computer hardware and digital resources that offer students a learning environment where they can develop research skills that they will deploy throughout their life of learning. The library contains resource and research materials in a variety of formats (books, magazines and articles, computer and CD-ROMs).

**Counseling** – The school has a full-time counsellor who provides academic and career counseling to students.

**Homework Help Room** – Operated at noon hour by staff, students can obtain help with their homework in addition to providing another quiet place within the school to work.

**LA Munchies** is operated by the school, provides an assortment of hot and cold food items for students. LA Munchies is available to students five days a week.

### Lamont High School Goals:

**Goal 1:** To provide students with engaging and collaborative learning experiences that prepares them to be knowledgeable and active citizens. These learning experiences will emphasize opportunities for students to increase proficiency with critical and creative thinking and problem solving.

**Goal 2:** To improve student academic success through literacy and numeracy.

**Goal 3:** Enhance student engagement in learning through active citizenship.

### Elk Island Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

### Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.



## Alberta Education Goals

### Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

### Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

### Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

### Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	High School Re-Design and Moving Forward	Goal 1-Engagment
April 11	Collaborative Learning/Collaborative Teaching	Goal 2-Achievment
May 16	High School Flexibility	Goal ½-Engagement and Achievment

**School Goal 1: To provide students with engaging and collaborative learning experiences that prepares them to be knowledgeable and active citizens. These learning experiences will emphasize opportunities for students to increase proficiency with critical and creative thinking and problem solving.**

This goal aligns with EIPS Goals 1, 2, and 3

#### Strategies

- The staff will engage in professional development on character and citizenship education so that explicit opportunities for students to develop active and effective skills and traits of citizenship can be infused in all curricula.
- Staff will participate in professional development on social-emotional intelligence to better recognize opportunities to help students develop effective, responsible citizenship skills.

- Students will be encouraged to participate in extra-curricular activities such as LHS Students' council, yearbook, athletics to develop citizenship skills and a sense of belonging to our school community.
- Five Lamont High School students will participate in the second annual My Voice, My Future conference in February, 2013. The participants will debrief their activity in this conference in the March, 2013 staff meeting, Students' Council, and the Parent Advisory Council
- School administration, counseling, and the Off-Campus/Work Experience education coordinator will develop and maintain positive relationships with community employers so students have opportunities to participate in OCE/RAP experiences where they can further develop characteristics of effective, responsible citizenship in the local community.
- We will continue to explicitly recognize and celebrate students who exemplify the characteristics of effective and responsible citizenship.
- Administration will increase classroom visits.
- Add excitement and create new option classes for Junior High Options, Lego Robotics, SMART, Minecraft, Ap Savy, Coding
- Teachers will offer choice in assignments and instruction. As part of each unit plan, teachers will plan for at least one innovative project or assignment.
- PD for teachers on Research Based Effective Teaching Practice.
- Teach to multiple learning styles.
- Implement a variety of technologies in the classroom.
- Research, define and experiment with applications and strategies for use of collaborative learning tools (i.e. Wikispaces, Google Docs, Twitter, Blogs, Game Based Learning.

**Performance Indicators**

- Measures of the Accountability Pillar indicators listed below will continue to improve.
- Students direct and feel ownership for their learning.
- Behavior referrals to school administration will be reduced.
- Student requests for work experiences in the high school, elementary school, and community will increase.
- Student/parent request to participate in extra-curricular programs such as Encounters Canada and Forum for Young Canadians will increase.

<b>Accountability Pillar Overall Summary</b>		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results	<b>Lamont High School</b>	<b>65.4</b>	<b>63.6</b>



Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>Province</b>	<b>83.4</b>	<b>82.0</b>
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	<b>Lamont High School</b>	<b>81.5</b>	<b>79.0</b>
	<b>Province</b>	<b>89.0</b>	<b>88..1</b>

<b>Tell Them From me</b>		<b><i>Current Result</i></b>
<b>Survey Results</b>		<b><i>2013</i></b>
Advocacy at School – Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	<b>Lamont High</b>	<b>3.0</b>
	<b>Canada</b>	<b>2.7</b>
Positive Teacher–Student Relations – students who report teachers are responsive to their needs and encourage independence with a democratic approach <i>Scale of 1 to 10</i>	<b>Lamont High</b>	<b>6.1</b>
	<b>Canada</b>	<b>6.0</b>

**School Education Results Report (2012/2013)**

This year we will administer the “Tell Them From Me” survey in February and hope to see an increase in the number of students who report that they have someone at school who provides encouragement and support, as well as an increase in the area of Positive Teacher–Student Relations. The Principal and Counsellor will meet with all senior high students twice a year to review progress, Course Mark Sheets, and Three Year Plans for High School.

We have also started a Character Education Program based on the Seven Sacred Virtues. Each month we focus on a character virtue and hold school-wide assemblies for our students. As well, we offer Junior High Leadership classes for Grade 8 and 9 and we are developing leadership skills that foster community involvement and school leadership skills.





**School Goal 2: To improve student academic success through literacy and numeracy.**

**Strategies**

- Emphasis Reading Comprehension in all subject areas in grades 7-12. Staff will begin to identify and incorporate diverse pedagogy reflected by the student strengths and challenges represented in their differentiated classrooms. They will further share reflections and propose pedagogical modifications as required by classroom experiences
- We will incorporate explicit literacy and numeracy skill development learning activities in all curriculum contexts, when appropriate. (Bring On Books, journaling, quick writes, peer editing, peer/collaborative formative assessment, read-alouds)
- We will collaborate with students so they contribute to the creation of choices in how they engage in learning curriculum outcomes and skills, and how they demonstrate their learning for formative and summative assessment. (Mental Models, Simulations and Role-Play, Inquiry projects, Discovery Learning Projects, Flipped Classrooms, Audio to Image)
- We will contextualize curriculum outcomes in local contexts and current events so they are more meaningful and relevant for students.
- Implement a system for teaching vocabulary in each class.
- Work with students on Source Analysis, (graphs, paragraphs,)
- Deliver lessons that highlight Multiple Intelligences. (Discovery Ed., Webquest, Project Based-Inquiry.
- Increase use of Technology for assignments.
- Create student Blogs.
- Collaborative Time for teachers to meet. At least one hour of each staff meeting will be used for PLCs.
- Allow time for teachers to visit other classes.
- Develop a graduation checklist and meet with all Senior High Students twice a year to review their three year high school plan.
- Develop a student's sense of self, as a learner through using the self-assessment tools on Career Cruising.

**Performance Indicators**

- Measures of the Accountability Pillar indicators listed below will continue to improve.
- The number of students meeting the Acceptable Level on Achievement Tests, will increase.
- Teacher proficiency and risk-taking with educational technology equipment will increase as a result of participation in EdTech professional development.

<b>Accountability Pillar Overall Summary</b>		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	<b>Lamont High School</b>	<b>75.1</b>	<b>68.6</b>
	<b>Province</b>	<b>81.5</b>	<b>80.7</b>
Overall teacher, parent and student satisfaction with the overall quality of basic education.	<b>Lamont High School</b>	<b>82.6</b>	<b>76.4</b>
	<b>Province</b>	<b>89.8</b>	<b>89.3</b>

<b>Tell Them from Me</b>		<i>Current Result 2013</i>
<b>Survey Results</b>		
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable and relevant	<b>Lamont High School</b>	<b>63</b>
	<b>Canada</b>	<b>50</b>
Percentage of students who report they are interested and motivated in their learning	<b>Lamont High School</b>	<b>43</b>
	<b>Canada</b>	<b>30</b>

### **School Education Results Report 2012/2013**

Intellectual Engagement and an increase in the number of student interested and motivated in their learning are a focus area for the staff at Lamont High. We have created several new option courses, including Leadership, Lego Robotics, Ap Savy and a Guitar Class. As well, we have a Personal Images Design course for Junior High and we are looking at improving our Timetable every year. We have started Professional Learning Communities on staff and an hour of each staff meeting is spent in collaborative time. Teachers explore engagement, how to facilitate, and we have been learning about High School Re-Design and Flexibility, We share weekly articles related to Student Engagement, Innovative Teaching Strategies and share information on High School Re-Design in the Province.

### **School Goal 3**

**Enhance student engagement in learning through active citizenship.**

#### **Strategies**

- Staff will participate in differentiated instruction professional development opportunities.
- School Administration will consult with stakeholder groups (students, parents, Central Office and school colleagues) to select,

#### Performance Indicators

- Student achievement as measured by the Accountability Pillar indicators will continue to improve
- Students have seamless, equitable access to learning experiences
- Instructional design accommodates student learning strengths and diversity
- Resources and programming ensure opportunities for student success
- Parents and community partners are meaningfully engaged

<b>Accountability Pillar Overall Summary</b>		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
<b>Provincial Achievement Tests</b>			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	<b>Lamont High School</b>	<b>68.9</b>	<b>73.0</b>
	<b>Province</b>	<b>79.0</b>	<b>79.2</b>
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	<b>Lamont High School</b>	<b>13.3</b>	<b>9.1</b>
	<b>Province</b>	<b>18.9</b>	<b>19.9</b>

<b>Provincial Achievement Tests</b>		<b>Current Result 2013</b>		<b>Previous 3 year Average</b>	
<b>Detailed Results</b>		<b>Acceptable</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>Junior High</b>					
English Language Arts 9	<b>Lamont High School</b>	<b>73.3</b>	<b>11.1</b>	<b>81.1</b>	<b>9.6</b>
	<b>Province</b>	<b>76.4</b>	<b>14.7</b>	<b>78.6</b>	<b>15.9</b>
English Lang Arts 9 KAE	<b>Lamont High School</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>
	<b>Province</b>	<b>62.4</b>	<b>4.3</b>	<b>65.2</b>	<b>7.2</b>
Mathematics 9	<b>Lamont High School</b>	<b>48.9</b>	<b>4.4</b>	<b>44.4</b>	<b>5.1</b>
	<b>Province</b>	<b>66.5</b>	<b>18.2</b>	<b>66.3</b>	<b>17.6</b>

Mathematics 9 KAE	Lamont High School	**	**	**	**
	Province	65.9	14.7	64.3	15.2
Science 9	Lamont High School	64.4	15.6	64.9	8.6
	Province	72.6	19.9	74.2	20.3
Science 9 KAE	Lamont High School	**	**	**	**
	Province	68.4	17.1	68.2	15.6
Social Studies 9	Lamont High School	44.4	15.6	65.6	17.6
	Province	65.3	18.7	68.4	19.0
Social Studies 9 KAE	Lamont High School	**	**	**	**
	Province	64.6	13.0	63.3	14.4

*\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

*Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.*

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Lamont High School	69.5	71.8
	Province	84.6	82.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Lamont High School	13.4	6.6
	Province	21.7	20.1

Diploma Examinations		2013			Previous 3 year Average	
		Acceptable	Excellent	Participation Rate	Acceptable	Excellent
English Lang Arts 30-1	Lamont High School	76.2	4.8	43.5	80.9	4.4
	Province	85.9	10.5	54.4	85.2	10.5

English Lang Arts 30-2	Lamont High School	100	8.3	26.1	86.5	10.7
	Province	89.5	11.1	27.2	89.0	9.8
Pure Mathematics 30	Lamont High School	**	**	**	62.4	2.0
	Province	62.4	12.9	7.3	81.9	28.5
Applied Mathematics 30	Lamont High School	**	**	**	86.9	4.2
	Province	75.0	20.8	0.2	75.7	10.9
Mathematics 30-1	Lamont High School	**	**	30.4	**	**
	Province	**	**	29.9	**	**
Mathematics 30-2	Lamont High School	**	**	19.6	**	**
	Province	**	**	16.8	**	**
Social Studies 30-1	Lamont High School	100	12.5	28.3	83.3	6.3
	Province	85.4	15.2	46.1	84.5	15.9
Social Studies 30-2	Lamont High School	87.5	12.5	43.5	77.8	12.2
	Province	82.4	13.9	34.0	84.6	14.4
Biology 30	Lamont High School	65.2	13.0	32.6	73.6	10.8
	Province	84.3	32.4	42.4	81.7	28.7
Chemistry 30	Lamont High School	50.0	18.8	37.0	80.8	3.5
	Province	78.8	31.8	31.7	76.9	28.7
Physics 30	Lamont High School	60.0	30.0	21.7	50.0	3.3
	Province	81.1	30.3	17.4	77.2	26.1

*\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

### School Education Results Report 2012/2013

Student Success and Achievement have been added as the second goal for Lamont High. We will increase the percentage of students meeting the acceptable level in the Grade 9 Provincial Achievement Exams. Reading Comprehension will be emphasized in all subjects. Teachers will incorporate literacy and numeracy skill development in learning activities as will Vocabulary and Source interpretation. We will collaborate with students so they contribute to the creation of how they engage in learning curriculum outcome and skills. We will examine best practice in instructional strategies, use of technology and project based learning to increase engagement and motivation. Assessment practice will involve the students and collaborative time will include ways in which to meet course outcomes that prepare students for success. All Grade 9 students will start using Career Cruising which is a program

that allows career exploration, self-assessment in relation to learning styles, and course exploration and registration for high school. Leadership Classes and Health Classes will be offered for Junior Highs. An emphasis will be placed on student success and achievement in courses.

#### Additional Accountability Pillar Overall Summary Results

<b>Accountability Pillar Overall Summary</b>		<b><i>Current Result 2013</i></b>	<b><i>Previous 3-yr Average</i></b>
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	<b>Lamont High School</b>	<b>67.7</b>	<b>70.8</b>
	<b>Province</b>	<b>74.8</b>	<b>72.7</b>
Drop Out Rate - annual dropout rate of students aged 14 to 18	<b>Lamont High School</b>	<b>6.2</b>	<b>1.5</b>
	<b>Province</b>	<b>3.5</b>	<b>3.9</b>
High school to post-secondary transition rate of students within six years of entering Grade 10.	<b>Lamont High School</b>	<b>54.6</b>	<b>63.1</b>
	<b>Province</b>	<b>59.5</b>	<b>59.2</b>
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	<b>Lamont High School</b>	<b>41.7</b>	<b>42.1</b>
	<b>Province</b>	<b>61.3</b>	<b>59.4</b>
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	<b>Lamont High School</b>	<b>50.8</b>	<b>40.8</b>
	<b>Province</b>	<b>56.6</b>	<b>54.9</b>

<b>Accountability Pillar Overall Summary Survey Results</b>		<b><i>Current Result 2013</i></b>	<b><i>Previous 3-yr Average</i></b>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>Lamont High School</b>	<b>90.5</b>	<b>71.5</b>
	<b>Province</b>	<b>80.3</b>	<b>79.9</b>
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	<b>Lamont High School</b>	<b>79.0</b>	<b>64.9</b>
	<b>Province</b>	<b>80.3</b>	<b>79.8</b>
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	<b>Lamont High School</b>	<b>78.9</b>	<b>64.0</b>
	<b>Province</b>	<b>80.6</b>	<b>80.0</b>

## **First Nations, Métis and Inuit**

FNMI guidance counseling was provided at Lamont High School through individual counseling for: conflict resolution, social skills training, anxiety, depression, grief counseling relating to death, dying or divorce/separation, stress management, study skills, time-management and organizational skills, etc. Students were also guided through career development and post-secondary planning activities, including scholarship information and application processes. Group counseling was provided for FNMI and other students identified as having social skills deficits and concerns with social anxieties. Success was measured by increased peer relationships with the general school population, awareness of social skills competencies needed to make and maintain friendships, knowledge of conversation rules, strategies for resisting negative peer pressure, and increase emotional regulations that focused on positive self-talk to eliminate anxious or negative thinking traps.

Collaborations occurred between Lamont High School and the Elk Island Youth Ranch Learning Centre to integrate students in FNMI and regular school activities. Students from the Ranch actively attended school-wide assemblies at Lamont High School, and are integrated in physical education and shop classes. These interactions have had a positive effect on both the students and staff members. Ranch students are able to feel connected to Lamont High School and the community, experience increased self-esteem and self-confidence, and take pride in being a member of Lamont High School spirit. In April 2012, both schools participated in a traditional sweat ceremony to celebrate one of the most sacred ceremonies of the Cree culture. Bob Cardinal from the Enoch First Nations Reservations taught both FNMI and non-FNMI students the importance of strengthening their individual spirit as an essential part of survival. Plus, collaborations are underway with Kathy McKinnon, Director of Aboriginal Services, for students to participate in the Bosco Homes' annual mini PowWow and to gain more FNMI resources.

Last, Social Studies teachers will continue to make connections between FNMI and junior high curriculum addressing Canadian History and the First Nation's perspective regarding colonization, confederation, and Western expansion. At the senior high level, all grade 10 students assess the impacts of historical globalization on FNMI people and how these identities and cultures are shaped by globalization, including the efforts to promote FNMI cultures in a globalized world. Grade 11 students will analyze Nationalism as an identity and collective consciousness as seen by FNMI people, evaluate the importance of reconciling FNMI nationalist loyalties and the challenges associated with the promotion of a Canadian national unity. Grade 12 students will explore aboriginal contributions and experiences to the development of liberalism and FNMI rights.



### **School Council Involvement and Communication of Plan**

The Lamont School Council and School Foundation will play a vital role in the implementation of the 2013–15 LHS School Education Plan. Our council meets the second Wednesday of the school year. Our Trustee generally attends our monthly meeting and brings important, topical information from the Board. The Trustee also seeks and collates information so Lamont parents can influence Board decisions.

Similarly, LHS school administration both informs and seeks input from the Parent Council on proposed initiatives and school and district policy. The LHS School Council is an important stakeholder in the teaching and learning that transpires in our school. As indicated by the strategies and outcomes associated with the two goals in the LHS SEP, school administration will consult and collaborate with the School Council to attain our goals.

### **Additional Information**

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.