

Elementary Student Handbook/Agenda



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Principal: Mr. Ian Baxter
Assistant Principal: Mrs. Ronica DeCiccio

This handbook belongs to:

Name _____

Phone _____

Welcome to Fox Creek School

The purpose of this Student Handbook is to familiarize students and parents with our school expectations to ensure a successful, safe, and caring learning environment for all students attending Fox Creek School. The rights and responsibilities of students are listed in this handbook in addition to the various programs and opportunities we offer. This handbook is designed to be used on a daily basis and intended to be beneficial in daily planning and as a study tool. By fully understanding and utilizing the information contained within, you have made the first step towards a very successful school year.

Mission Statement

At Fox Creek School, students are taught to value learning and respect opinions, people, and property. Our students are expected to work diligently to achieve their personal goals while learning to make a difference within a diverse global community.

Our school staff believes that all students, our future leaders, are capable of learning and reaching their academic potentials. Using reflective differentiated programming we support the learning styles and needs of our students, recognizing that students learn in different ways and at different rates.

We believe a positive school climate relies on school staff, parents, and community stakeholders working together to create a variety of educational opportunities in a supporting, consistent, caring, and safe environment. We rely on a collaborative relationship among parents, school staff, and community stakeholders to invest in education and support school programming.

Our Mission Statement is in accordance with the following Northern Gateway Public Schools Administration Procedures:

- Administrative Procedure 175: Welcoming, Caring, Respectful, and Safe learning Environment: Inclusive Practices
- Administrative Procedure 213: Programming for Diverse Learning Needs in an Inclusive Education Environment
- Administrative Procedure 310: Student Supervision
- Administrative Procedure 350: Student Discipline
- Administrative Procedure 361: Promoting Positive Behaviour at School-Authorized Activities and Appendix 361-1 Code of Conduct

<https://www.ngps.ca/reports-and-publications/administrative-procedures3>

**Fox Creek School
Bell Schedule**

Block	Time
Bell Warning	8:40
1	8:45 – 9:25
2	9:25 – 10:05
Recess/NB/TAG	10:05 – 10:20
3	10:20 – 11:00
4	11:00 – 11:40
Lunch	11:40 – 12:30
5	12:30 – 1:10
6	1:10 – 1:50
Recess/NB	1:50 – 2:05
7	2:05 – 2:45
8	2:45 – 3:25

NB: nutrition break (Jr./Sr. High)

TAG: teacher advisory group (Jr./Sr. High)

ARRIVAL TIME

For students' comfort and safety, they are requested to arrive at school no earlier than **8:30 a.m.** There is no adult supervision prior to this time.

SCHOOL AND STAFF HOURS

School office opens at **8:15 a.m.**

Teachers are available for phone calls:

- 8:30 a.m. to 8:45 a.m.
- 3:25 p.m. to 3:40 p.m.

Teachers can also be reached by email. Please allow for 24 hour response time as teachers are very busy throughout the day. Emails are not recommended for urgent matters. Please call the office for emergencies.



Fox Creek School
Positive Behaviour Supports
Elementary Grades K-6

S afety	Think before you act and follow the rules
P ride	Be proud of your school and your accomplishments
A ccountability	Take ownership for your behaviours and choices
R espect	Show respect to yourself, others, and property
K nowledge	Strive to learn and help others learn
S elf-Control	Stopping pressures from within and acting the way you know and feel is right

To be a FLAME, we need SPARKS!

Due to the rich history of oil and gas in the community of Fox Creek, it seemed fitting to attach the moniker of 'Flames' to the Secondary division of our school. As the up and comers to being a 'Flame' we chose 'Sparks' to identify with the Elementary division of the school.

In Elementary at Fox Creek School we endeavour to foster citizenship by doing positive virtue training during our monthly assemblies. Virtues are presented to the elementary student body at monthly assemblies to encourage students to strive to achieve during the course of the month. Monthly, teachers nominate students from their class to receive 'Way to Go!' certificates as best exemplifying the virtue during the month. In addition, daily during the course of the month, teachers may award 'Sparks' ballots to students who demonstrate positive behaviour. The ballots can be entered into a draw box to win Sub Store Certificates for a treat. These certificates are drawn for at our monthly assemblies as well.

According to the Education Act (2020):

Student responsibilities

Section 31: A student, as a partner in education, has the responsibility to

- a) attend school regularly and punctually,
- b) be ready to learn and actively engage in and diligently pursue the students' education,
- c) ensure that the student's conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging,
- d) respect the rights of others in the school,
- e) refrain from, report, and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- f) comply with the rules of the school and the policies of the board,
- g) cooperate with everyone authorized by the board to provide education programs and other services,
- h) be accountable to the student's teachers and other school staff for the student's conduct, and
- i) positively contribute to the student's school and community.

Parent responsibilities

Section 32: A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- a) act as the primary guide and decision-maker with respect to the child's education,
- b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- c) ensure that the child attends school regularly,
- d) ensure that the parent's conduct contributes to a welcoming, caring, respectful, and safe learning environment,
- e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- g) engage in the child's school community.

Fox Creek School Attendance Policy

(In correlation with Northern Gateway Public Schools' Administrative Procedure 330: Student Attendance)

There is a strong positive correlation between good attendance and high student achievement. Research indicates that absenteeism continues to have a direct negative effect on student achievement, promotion, graduation, self-esteem, and employment potential. Fox Creek's Attendance Policy focuses on improving school attendance through the combined efforts of students, parents, teachers, and community-based organizations.

Fox Creek School is bound by law, the **Education Act, section 33 (3)** which states 'A board shall make all reasonable efforts...to ensure that a student attends school'. Students are also bound by law, the **Education section Act 31 (a)** which states that 'A student shall conduct himself or herself so as to reasonably comply with... Attend school regularly and punctually'.

Parallel with these legal obligations teachers will make school and classes a place where students feel welcome and want to be.

Attendance is taken by the teacher in each class for secondary students and twice daily (a.m. and p.m) for elementary students. If a student has missed 2 periods or 1 block (secondary) on a given day this will result in a ½ day absent. If a student is absent, parents are asked to contact the school office (780-622-3742) as soon as possible and let the office know that the student is absent with reason. This information will be entered in the system. Students needing to leave the school during the course of the day must report to the office and request permission. The office will contact a parent or guardian and then sign the student out.

Regular and punctual attendance in all classes supports students' chances for success. Accurate attendance records will be maintained by the teacher. The school will communicate attendance concerns to parents and students as soon as possible in order to try and resolve issues before they negatively affect students' progress.

Authorized Absences: unable to attend because of illness or other unavoidable cause, religious holiday, school holiday, school field trip or excursion, medical appointment, suspension or expulsion from school.

Unauthorized Absences: Any absence not listed under authorized absences.

Lates: The following procedure is to be followed for students who are late to their classes. After warnings, counselling, and contact with parents, if lates persist, teachers should consult the applicable administrator. Teachers and administration will come up with an appropriate solution.

Follow up for Attendance Concerns

The following sequence of actions is a guideline for teachers and administrators to use collaboratively with the ultimate goal of improving a students' attendance. In some cases it may be prudent to skip or repeat some steps in the process. Each student is an individual and each attendance concern has potential for unique circumstances. Teachers and administrators will use professional judgement in following the process and will communicate throughout. It is important that attendance continue to be recorded accurately throughout the process and that communication between teacher, administrator, and parent be ongoing. All unauthorized absences will result in an automated phone message from our Synervoice system.

Stage 1: 3-5 unauthorized absences

The teacher will make a contact home to the parent or guardian. Contact can be by phone, email, text, in person, student agenda, etc. Teachers should ensure that this message has been received.

Stage 2: 5-10 absences (authorized and/or unauthorized)

The teacher informs the Academic Counsellor or Principal of elementary or secondary. In consultation, the teacher and administrator determine whether a letter home is warranted. When the letter is prepared, it will be reviewed for accuracy and mailed home with a detailed attendance printout.

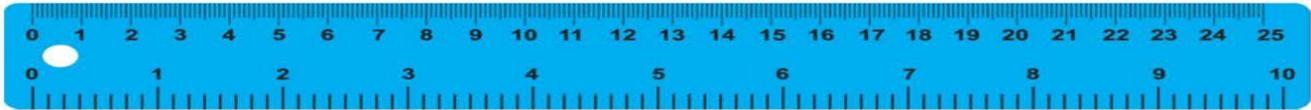
Stage 3: 10 or more absences (authorized and/or unauthorized)

Teacher and administrator collaboratively decide to invite the parent(s) and the student in for an interview. A second letter may be sent home with a detailed attendance printout. This letter will also outline for parent and student possible next steps.

Next Steps:

If attendance concerns persist there are several possible outcomes.

- Add consequence to the student's discipline process
- Refer student to counselling
- Performance Review
- Performance Contract
- Referral to CHAMP program(s)
- Modified timetable
- Other options that the student, teacher or administrator may think of to support improved attendance and success.
- Withdrawal from the course (secondary)
- Referral to In-reach
- Referral to the Attendance officer
- Referral to the Attendance board.
- Student success meetings.



EVERY DAY COUNTS!

1 or 2 days a week doesn't seem like much, but...

If your child misses...	That equals	Which is....	And over 13 years of schooling, that's...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 1/2 years
1 day per week	40 days per year	8 weeks per year	Over 2 1/2 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely that won't affect my child.

If your child misses...	That equals	Which is....	And over 13 years of schooling, that's...
10 mins per day	50 mins per week	Nearly 1 1/2 weeks per year	Nearly 1/2 year
20 mins per day	1 hr 40 mins per week	Over 2 1/2 weeks per year	Nearly 1 year
30 mins per day	1/2 day per week	4 weeks per year	Nearly 1 1/1 years
1 hour per day	1 day per week	8 weeks per year	Over 2 1/2 years

If you want your child to be successful at school then,
YES, attendance does matter.



If you require support in getting your child to school consistently and on time, talk to your Principal.



As referenced from Northern Gateway Public Schools' Web page:

Peer Conflict, Mean Behaviour, and Bullying: What's the Difference?

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else? Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- Usually choose to play or hang out together;
- Have equal power (similar age, size, social status, etc.);
- Are equally upset;
- Are both interested in the outcome; and,
- Will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budding" in line.

Mean behavior:

- Is not usually planned and seems to happen spontaneously or by chance;
- May be aimed at any child nearby;
- The child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behaviour they should not ignore it. Adults should respond quickly, firmly, and respectfully to stop the behaviour, to let kids know that their actions are hurtful and to redirect children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behaviour from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is a serious behaviour that has three key features – all three must be present for the situation to be considered bullying:

- **Power imbalance** - One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- **Intention to harm** - The purpose of the bullying behaviour is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
- **Repeated over time** - Bullying behaviour continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow up with the students who observed the behaviour to help them learn what to do when they see bullying.

Toolkit for Supporting Healthy Relationship Development

Please visit: <https://www.ngps.ca/download/235424>

We are pleased to share this Toolkit as we continue to promote positive interactions in our schools and communities. We believe that the best way to establish a positive school culture is to focus on the development of healthy interpersonal relationships. We understand that bullying is a relationship problem that requires relationship solutions. This Toolkit has been developed to provide strategies to teach and model social skills, assertiveness, empathy, and conflict resolution skills. In addition, it provides our schools with information and tools to promote collective responsibility through systematic, school-wide collaboration.

For more information, please refer to Northern Gateway Public Schools' Administrative Procedures:

[Administrative Procedure 171: Harassment](#)

[Administrative Procedure 175: Welcoming, Caring, Respectful, and Safe Learning Environment: Inclusive Practices](#)

[Administrative Procedure 350: Student Discipline](#)

Learn how to recognize the difference between Peer Conflict, Mean Behaviour, and Bullying, and how to resolve matters in each situation.

DRESS CODE

A public school reserves the right to establish a dress standard that is reasonable for all concerned. Students are asked to cooperate with the school by dressing appropriately. In addition, clothing that is **suggestive, provocative, insulting, and/or unsuitable for public wear or which may result in distraction, disturbance, or interruption of school proceedings is inappropriate.** Such clothing will be discussed with the student and/or parent/guardian and school administration. Students can be asked to change their clothing during regular school hours, as well as, during school sponsored and related activities.

LOCKERS

The locker is the property of the school and the school reserves the right to inspect it and its contents at any time. Students may not use their own lock without permission of the administration. The student is responsible for any damages to the locker they are assigned.

PERSONAL PROPERTY

The school cannot be held responsible for the personal property of students. Consequently we would request that wherever possible, all items are identified with the child's name. Unlabeled footwear is a particular problem. Parents are encouraged to look through Lost and Found boxes for missing items. Materials left will be donated to a worthy cause close to each school break. (Winter, Spring, and Summer)

LUNCH POLICY

Elementary students, who choose to stay at school for lunch, will eat in the classroom with a staff supervisor monitoring the hallways between classes. In primary grades (K-3), older students (gr. 5-6) may aid students with lunch time supervision. Any student who repeatedly creates problems over the lunch period may have their lunch in the confines of the office.

MEDICATION, ILLNESS AND INJURY

The office will only administer prescription medication if there is parental/guardian permission documentation on file. Students will not be permitted to leave the school unless a parent or guardian has been contacted.

RESTRICTED SUBSTANCES

As per Northern Gateway Public Schools Administrative Procedure #350, students shall not be in possession of, use or distribute restricted substances, including but not limited to cigarettes. The consequence for violation of this procedure will be suspension and where appropriate, expulsion.

TECHNOLOGY USE

Students will be asked to sign the digital citizenship form. This means they are agreeing to follow the guidelines set out by Northern Gateway Public Schools when using school technology. Teachers will review this policy with the students. The expectations for computer use extend to students with their own Wi-Fi access (i.e. air cards).

With respect to personal electronic devices, students are required to use them with consideration and integrity. **Inappropriate and unapproved use of any technological device will result in the device being removed and its use no longer permitted.**

Northern Gateway Public School students are assessed a Technology Access/Maintenance Fee. Grade 1-12 Annual Fee \$31.50, ECS Annual Fee \$15.75/ half day.

STUDENT MESSAGES

Please ensure that your child knows of his/her after school plans, lunch plans, and all other appointments before leaving home in the mornings. Students will not be called to the phone to take calls from their parents during the school day.

CELL PHONES

Technical devices, such as phones, Ipads, Ipods, smartwatches, and DS's are becoming more and more prominent in a school setting. Although we understand and respect the current trend, we ask students to use these devices with the permission of the classroom teacher. These devices can cause unnecessary interruptions to our learning environment if not used properly. There is a school phone and staff available to assist students with contacting parents if the need arises. Abuse of privilege may result in cell phones being confiscated by school personnel.

BUS CONDUCT

Students shall conduct themselves in an appropriate manner at all times. Failure to behave or disregarding a supervisor's instructions may result in the suspension of bus riding privileges.

TRANSPORTATION

During school hours, bicycles will be placed and locked in the racks provided. Scooters and skateboards will be placed in lockers. Bicycles and skateboards are not to be ridden in the parking lot or playground area. Student vehicles should be parked in the side parking lot. Unauthorized vehicles in the parking lot are liable to be towed away (signs have been placed in the parking lot).

IN-SCHOOL SUSPENSIONS (I.S.S)

An in-school suspension is a formal disciplinary action that can be sought by administration. It involves short-term exclusion of a student from class, school activities, and the rest of the student body. The student remains in the school, doing work. All privileges are suspended; classes are not attended. I.S.S may be one to five days. If the student is disruptive during an I.S.S, an out-of-school suspension may be given.

Students who spend less time in the classroom generally tend to have **lower-than-average student achievement rates**. While an in-school suspension keeps students out of their regular classrooms, the program also provides:

- Academic support
- Time to work on assignments
- Behavioural resources to keep students engaged
- Time to build positive relationships with CHAMP Team and Administration

An effective in-school suspension program can detect learning disabilities and provide support for behavioural issues before they become serious issues.

Other benefits of a developed in-school suspension program include:

- **Building a positive school culture** - When students have clear rules and expectations and know how rules will be enforced, they're more likely to behave and succeed.
- **Access to more student data** - School leaders can use data-driven instruction techniques to monitor students, provide support, and make decisions that support student success.

Receiving an in-school suspension is enough to prevent some students from repeating bad behavior. Other students might need extra support to correct patterns of behaviour and address underlying issues.

OUT-OF-SCHOOL SUSPENSIONS (O.S.S)

An out-of-school suspension is a formal disciplinary action that can be sought by the Principal. It involves short-term exclusion of a student from class, from attending school, and from all school activities up to a maximum of five school days.

A student who has been suspended from school is not to be on school grounds or in the building for the duration of the suspension, nor will they participate in extracurricular activities. The student will be considered trespassing if present on school grounds during the period of the O.S.S. Copies of any O.S.S. letters are sent to the Superintendent and placed in the student's file. A re-entry meeting will be held with the Principal or Assistant Principal the morning of the student's re-entry to school, along with their parents, to discuss with the student more appropriate behavior and alternative choices in subsequent situations.

C.H.A.M.P. (Community Helpers And Mentoring Program)

The CHAMP Team provides programming geared towards empowering all students and those children at risk.

COUNSELLING

The school has access to a Mental Health Worker and an Alberta Health Services Counsellor who are available to help students and families with personal difficulties. Parent permission forms must be signed to access these services.

ACADEMIC ADVISOR

The school also offers an Academic Advisor to aid secondary students in their studies.

SOLICITING

Students shall not sell raffle tickets, merchandise or employ other methods of fundraising in the school building except in the event of school approved ventures.

VISITORS

All visitors are asked to enter the school using the main doors and check in at the office upon arrival at school. If you are picking up your child during the school day for an appointment etc. please sign them out.

All individuals needing access to the school, for volunteering or dropping off items, will need to sign in at the office. This enables us to know who is in the school in case of emergency. If parents want to drop items at the office, students will be called down to get the items at their earliest convenience.

FIELD TRIPS

As with any extra-curricular activity, **participation on a field trip is a privilege not a right**. Students may be denied participation on a trip if their conduct has been inappropriate. Participation in any off-campus field trip requires signed parent/guardian consent.

ASSESSMENT

According to Northern Gateway Public Schools: Administrative Procedure 201: Student Assessment and Reporting,

Definitions:

- > **Assessment for Learning** – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also diagnostic and formative assessment)
- > **Assessment of Learning**- assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared with those outside classrooms (also called a summative assessment).
- > **Grade** – a letter, number or comment reported at the end of a period of time as a summary statement of student performance.

Student Progress:

At Fox Creek School, we follow consistent practices at all grade levels when assessing student progress. There has been a shift away from three reporting terms per school year. We are continuously monitoring student achievement progress and we feel it is essential that parents have access to this current information. All schools within Northern Gateway Public Schools are now using Powerschool to communicate student progress to parents. Every parent will receive a letter with login information.

Once logged in, parents can look at their child's achievement in each core subject area. Comments will accompany some but not all assignments. Teachers are asked to communicate regularly with parents regarding their child's progress. Please contact the classroom teacher if there are any questions.

Reporting Periods

KG-Grade 6 - three reporting periods per year

Grade 7-9 - four reporting periods per year

Grade 10-12 - semestered courses (end of January and June) two reporting periods per semester
- full year courses have four reporting periods per year

Elementary Parent Teacher Interviews:

Thursday, November 4, 2021 - 5:30-8 p.m.

Thursday, February 3, 2022 - 5:30-8 p.m.

Thursday, April 28, 2022 - 5:30-8 p.m.

Jr./Sr. High Parent Teacher Interviews:

Thursday, October 28, 2021 - 5:30-8 p.m.

Thursday, December 9, 2021 - 5:30-8 p.m.

Thursday, April 21, 2022 - 5:30-8 p.m.

AUG

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
	Staff Planning & Development days					



SEPTEMBER

SEP

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
			Day 1 Staff Meeting	Day 2	Day 1	
5	6	7	8	9	10	11
	Labour Day	Day 2	Day 1	Day 2	Day 1	
12	13	14	15	16	17	18
	Day 2	Day 1	Day 2	Day 1	Day 2	
19	20	21	22	23	24	25
	Day 1	Day 2	Day 1 Meet the Teacher	Day 2	Day 1 Awards	
26	27	28	29	30		
	Day 2	Day 1	Day 2	Day 1		



OCTOBER

OCT

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Day 2	2
3	4 Day 1	5 Day 2	6 Day 1 Staff Meeting	7 Day 2	8 Staff Planning & Development Day	9
10	11 Transfiguring Day	12 Day 1	13 Day 2	14 Day 1	15 Day 2	16
17	18 Day 1	19 Day 2	20 Day 1	21 Day 2	22 Day 1	23
24	25 Day 2	26 Day 1	27 Day 2	28 Day 1 Parent-Teacher Interviews (Gr. 7-12) 5:30-8:00	29 Day 2	30
31						

NOVEMBER

NOV

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Day 1	2 Day 2	3 Day 1 Staff Meeting	4 Day 2 Parent-Teacher Interviews (Gr. K-6) 5:30-8:00	5 Day 1	6
7	8 Day 2	9 Day 1	10 Staff Planning & Development Day	11 Remembrance Day	12 Day in Lieu of Parent Teacher Interviews	13
14	15 Day 2	16 Day 1	17 Day 2	18 Day 1	19 Day 2	20
21	22 Day 1	23 Day 2	24 Day 1	25 Day 2	26 Day 1	27
28	29 Day 2	30 Day 1				



DECEMBER

DEC

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
			Day 2 Staff Meeting	Day 1	Day 2	
5	6	7	8	9	10	11
	Day 1	Day 2	Day 1	Day 2 Parent-Teacher Interviews (Gr. 7-12 5:30-8:00)	Day 1	
12	13	14	15	16	17	18
	Day 2	Day 1	Day 2 Christmas Concert	Day 1	Day 2	
19	20	21	22	23	24	25
			Christmas Vacation			
26	27	28	29	30	31	
			Christmas Vacation			



JAN

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Christmas Vacation	4 Day 1 Back to classes for students	5 Day 2 Staff Meeting	6 Day 1	7 Day 2	8
9	10 Day 1	11 Day 2	12 Day 1	13 Day 2	14 Day 1	15
16	17 Day 2	18 Day 1	19 Day 2	20 Day 1	21 Day 2	22
23	24 Day 1	25 Day 2	26 Day 1	27 Day 2	28 Day 1	29
30	31 Staff Planning & Development day					

FEBRUARY

FEB

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
		Day 2	Day 1 Staff Meeting	Day 2 Parent-Teacher Interviews (Gr. K-6) 5:30-8:00	Day 1	
6	7	8	9	10	11	12
	Day 2	Day 1	Day 2	Teachers' Convention		
13	14	15	16	17	18	19
	Day 1	Day 2	Day 1	Day 2	Day 1	
20	21	22	23	24	25	26
	Family Day	Day 2	Day 1	Day 2	Day 1	
27	28					
	Day 2					

MARCH

MAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Day 1	2 Day 2 Staff Meeting	3 Day 1	4 Day 2	5
6	7 Day 1	8 Day 2	9 Day 1	10 Day 2	11 Staff Planning & Development day	12
13	14 Day 1	15 Day 2	16 Day 1	17 Day 2	18 Day 1	19
20	21 Day 2	22 Day 1	23 Day 2	24 Day 1	25 Day 2	26
27	28	29	30	31		
Spring Break						

Spring Break

APR

APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
					Spring Break	
3	4	5	6	7	8	9
	Day 1 Back to classes for students	Day 2	Day 1 Staff Meeting	Day 2	Day 1	
10	11	12	13	14	15	16
	Day 2	Day 1	Day 2	Day 1	Good Friday	
17	18	19	20	21	22	23
	Easter Monday	Day 2	Day 1	Day 2 Parent-Teacher Interviews (Gr. 7-12) 5:30-8:00	Day 1	
24	25	26	27	28	29	30
	Day 2	Day 1	Day 2	Day 1 Parent-Teacher Interviews (Gr. K-6) 5:30-8:00	Day 2	

MAY

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Day 1	3 Day 2	4 Day 1 Staff Meeting	5 Day 2	6 Day 1	7
8	9 Day 2	10 Day 1	11 Day 2	12 Day 1	13 Day 2	14
15	16 Day 1	17 Day 2	18 Day 1	19 Staff Planning & Development Day	20 Day in Lieu of Parent- Teacher Interview	21
22	23 Victoria Day	24 Day 2	25 Day 1	26 Day 2	27 Day 1	28
29	30 Day 2	31 Day 1				

JUNE

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Day 2 Staff Meeting	2 Day 1	3 Day 2	4
5	6 Day 1	7 Day 2	8 Day 1	9 Day 2	10 Day 1	11
12	13 Day 2	14 Day 1	15 Day 2	16 Day 1	17 Day 2	18
19	20 Day 1	21 Day 2 National Indigenous Peoples Day	22 Day 1	23 Day 2	24 Day 1	25
26	27 Day 2	28 Day 1	29 Day 2	30 Staff Planning & Development day		