

**ALEXIS CREEK ELEMENTARY  
JUNIOR SECONDARY  
SCHOOL**

**STUDENT HANDBOOK  
2025/2026**

*“Education is the most powerful weapon which you can use to change the world.” -Nelson Mandela*

**ALEXIS CREEK ELEMENTARY/JUNIOR SECONDARY SCHOOL**

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## ALEXIS CREEK SCHOOL STAFF LIST

* Helen Wight	Principal
* Diana Kershaw	Classroom Teacher
* Moray Kennedy	Classroom Teacher
* Helen Wight	Classroom Teacher
* Annette Frank	Chilcotin Language and Culture Teacher
* Sharon Haines	First Nations Liaison/First Nations Youth Worker
* Anja Mohr	Educational Assistant
* Lara Agapow	Secretary & Librarian/Educational Assistant
* Vacant	Custodian
* Anja Mohr	Bus Driver/ Educational Assistant
* Tram Danh	Cook/Lunch Supervisor

### School Schedule

#### **Mondays to Thursdays**

Classes begin	8:20 a.m.
Recess begins	10:30 a.m.
Recess Ends	10:45 a.m.
Supervised Lunch	12:30 p.m.
Lunch dismissal	12:45 p.m.
Secondary Afternoon classes begin	1:15 p.m.
Elementary afternoon classes begin	1:27 p.m.
Elementary Student dismissal	2:57 p.m.
Secondary Student Dismissal	3:03 p.m.

**Note:** Every **Friday**, Secondary classes begin at 8:18 a.m., Elementary classes begin at 8:20 a.m., and everyone has dismissal is at 12:00 p.m. for the day.

## School Core Values and Mission Statement

- ✓ We will maintain a safe, nourishing, and inclusive school community.
- ✓ We will respect all parts of our school environment, both living and non-living.
- ✓ We will build trusting relationships that are mutually respectful and student-centred.
- ✓ We will teach and learn with purpose, always keeping our unique cultures and perspectives at the forefront of this process.

At Alexis Creek School, we will provide a learning environment that fosters a sense of belonging while developing knowledge, skills, and attitudes to become successful lifelong learners. We will encourage good citizenship and praise socially responsible behavior in students, staff, and the school community. We believe it is important that students be afforded learning opportunities that help them appreciate cultural differences, value teamwork, and build confidence.

ALEXIS CREEK ELEMENTARY JUNIOR SECONDARY SCHOOL

CODE OF CONDUCT

and the

CIRCLE OF COURAGE



**Creek Elementary/ Jr / Secondary School**

**Mission Statement and Core Values**

Our mission at Alexis Creek Elementary / Junior / Secondary School is to maintain a safe, nourishing, and inclusive school community while building trusting relationships that are mutually respectful and student-centred. Equally as important, we strive to teach and learn with purpose, always keeping our unique cultures and perspectives as the forefront of this process.

**School Code of Conduct and the Circle of Courage**

Part of ensuring that our Mission Statement and Core Values can be fulfilled is tied to the conduct of students and staff. The School Code of Conduct and the Circle of Courage, together set the standards of behavior expected at Alexis Creek School and provides the information from which behavioral instruction and accountability are derived.

The Code of Conduct and the Circle of Courage, provides appropriate balances between individual and collective rights, freedoms, and responsibilities. The Code and the Circle of Courage, also clarifies and publishes expectations for student behavior while going to and from school, at school, while attending school functions/activities, and representing the school at alternate locations.

Our School Code of Conduct is summarized and represented on the following pages, followed by a presentation of levels of inappropriate behavior and consequences.

## **School Code of Conduct, 2025-2026**

### **Development and regular review:**

The School Code of Conduct and the Circle of Courage is reviewed annually with stakeholders to ensure it meets the ministry requirements and the needs of Alexis Creek Elementary Junior Secondary School.

Conduct is consistently monitored to ensure Codes reflect current and emerging situations and are contributing to school safety through formal and informal behaviour data, student, parent and staff perception, staff meetings, and school-based team meetings.

#### **Communicating Expectations**

1. Student expectations for appropriate behaviour are communicated daily in classrooms, through team and class meetings, administrator visits, student handbooks, announcements, school wide assemblies, and displayed in each classroom. The School Code of Conduct and the Circle of Courage is also posted on the school website. Students who enroll in school after the start of the year are provided with a copy in the student handbook.
2. Staff members are provided with a copy of the School Code of Conduct and the Circle of Courage, in the staff handbook and have a poster of the school's Expectations displayed in their classrooms. Temporary staff is provided with a copy of the school's Code of Conduct.
3. The School Code of Conduct and the Circle of Courage is communicated to parents via the student handbook, newsletters, through PAC and on the school website.

#### **Active Teaching and Promotion of Expectations**

1. Time also allotted in the first few weeks of school, and at regular intervals throughout the year, for teachers, administrators, and counselors to meet with students, in large and small groups, to review appropriate behaviours and outline consequences.

## Expectations of Acceptable Conduct

1. The following are examples of acceptable behaviour for Alexis Creek students while at school, while going to and from school and while attending any school function or activity at any location:
  - a. respecting self, others, and the school
  - b. helping to make school a safe, caring, and orderly place
  - c. acting in a positive, honest, and straight forward manner, being truthful
  - d. informing a ‘tellable’ adult, in a timely manner (in advance if possible) of incidents of bullying, harassment or intimidation. It is the responsibility of the bystander to report and prevent incidents of harassment and bullying.
  - e. engaging in purposeful learning activities in a timely manner.
  - f. attending all classes on time
  - g. respecting authority and adhering to classroom, school, and district rules and policies.
  - h. acting in a manner that brings credit to the school.
2. Acceptable conduct is also demonstrated in the Circle of Courage and the Alexis Creek School Rules.  
**‘ACES’**  
A – Acts with Respect  
C – Caring  
E – Effort  
S - Safety
3. The district has no tolerance for weapons. Possessing or using weapons, explosives, fireworks, firecrackers, or any other items capable of or intended to be used to threaten, intimidate, or cause bodily harm, including fake weapons that can be perceived as real weapons will result in immediate suspension.
4. The School Code of Conduct and the Circle of Courage are aligned with district policies, administrative procedures, and the BC Human Rights Code. ACES promotes the values expressed in the BC Human Rights Code “respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation, and respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.”
5. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct. Any retribution or threat of retribution by a student/parent towards another student in a breach of the School Code of Conduct and the Circle of Courage matter will be dealt with as a highly serious matter, and the student who is being threatened will be protected from the threat with all means available to the School Board including involvement of the RCMP if necessary.
6. The School Code of Conduct and the Circle of Courage applies to behaviour at school, during school-organized or sponsored activities and behaviour beyond these times that negatively impacts the safe, caring, or orderly environment of the school, and /or student learning.

Parents, coaches and involved members of the greater community must adhere to the School Code of Conduct and the Circle of Courage while acting as ambassadors of the school.

### **Consequences for Unacceptable Conduct**

1. a. When students do not adhere to the School Code of Conduct and the Circle of Courage staff will follow a pattern of progressive discipline. Consequences could include, but are not limited to, warnings, mediation, counseling, phone calls and/or letters to parents, detentions, in school suspensions and suspensions. In cases of serious breaches of the School Code of Conduct and the Circle of Courage, the student may be referred to school district officials, police, and/or other agencies. Progressive discipline establishes a process of clear, timely, consistent, and documented communications with the student and their parent/guardian to reinforce an understanding of expectations; to provide opportunity to correct unacceptable behaviour, and to ensure due process.  
The goal of progressive discipline is to modify specific behaviour and to encourage acceptable behaviour. The goal is not to punish the student, but to alert the student and/or parent to the need to correct unacceptable behaviours.
- b. When administering consequences for behaviors of a discriminatory nature, the school will make every attempt to address all parties involved and develop a plan to address the school culture.
- c. When dealing with students, the administrator may adjust the consequence or disciplinary action based partially on the maturity level and/or grade level of the student. What is an appropriate consequence or disciplinary action for a senior student may not be appropriate for a junior student.

2. As school is a place of ongoing learning, the expectations for acceptable behaviour increase for students as they become older, more mature and move through the successful grades. Therefore, students will be expected to demonstrate:

- increasing personal responsibility and self-discipline and will receive
- Increasing consequences and restitution for inappropriate behaviour.

When dealing with students, the administrator may adjust the consequence or disciplinary action based partially on the maturity level and/or the grade level of the student.

Additionally, special considerations may be provided to students who are unable to comply with these expectations due to a disability of an intellectual, physical sensory, emotional or behaviour nature.

3. Suspension will be warranted when violation of the School Code of Conduct and the Circle of Courage is deemed serious or other consequences have been inadequate or ineffective. For serious offences students will be brought to the office, the parent is contacted by the school and a formal letter of suspension describing the incident, the length of the suspension, and the plan of restitution and responsibilities (course work, letters of understanding or apology, etc.) will be written. A re-entry meeting will be held prior to the student returning to school after a suspension.

# School-Wide Discipline Plan

## Level 1 Behaviors

The following are examples of behaviours that attending adults will handle:

- Disruptions/Disobedience
- Lack of effort
- Lack of respect
- Inappropriate language/behavior
- Assembly/audience behavior
- Breach of school rules/policies

## Level 2 Behaviors

The following are examples of behaviors that are dealt with by the attending adult- then reinforced by the principal:

- Lack of Respect (Major)
- Inappropriate language
- Harassment
- Defiance/Willful Disobedience
- Inappropriate internet use
- Disrespect of teachers' personal space and belongings
- Inappropriate representation of school (field trips/athletics)
- Plagiarism

## Level 3 Behaviors

The following are example behaviors that will require an immediate office referral:

- Bullying/Repeated Harassment/Intimidation/Inappropriate sexual behavior (major)
- Theft and vandalism (major)
- Fighting/Assault
- Endangering Safety
- Drug and alcohol infractions
- Possession/use of a weapon
- Inappropriate tobacco use (smoking/chew)
- Vaping
- Direct Disobedience

## School-Wide Consequences

### Level 1 Behaviors

- Step 1: Reminder to student of behavioral expectations.
- Step 2: Restitution by the student
- Step 3: Home contact by the teacher.
- Step 4: If student does not comply move directly to “Level 2 – Step 2”

### Level 2 Behaviors

- Step 1: Referral to administration by attending adult  
Documentation by the teacher on an referral sheet
- Step 2: Referral to administration  
Home contact – parent conference  
One to 3 day in-school suspension
- Step 3: Referral to administration by teacher  
Home contact by administration  
1 – 5 days in or out of school suspension
- Step 4: Move directly to “Level 3 – Step 2”

### Level 3 Behaviors

- Step 1: Referral to administration out of school suspension  
Parent conference with administration before student returns
- Step 2: 5 days out of school suspension
- Step 3: Indefinite suspension – referral to District Discipline Committee

For more information on school suspensions, please refer to [AP 320 Student Suspension](#).

## Code of Conduct/ le code de conduite

Our Code of Conduct is designed to encourage students to respect themselves and others and to strive to do their personal best in all ways. The purpose and goal of this Code of Conduct is to promote a safe, caring and orderly school environment. Alexis Creek Elementary Junior Secondary School promotes the values expressed

in the BC Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. It is expected that there should be no acts of discrimination in any regard, including publications, accommodation, service and facility in the school environment. The board and the school community will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this *Code of Conduct*. Efforts will be taken to maintain the dignity and right to privacy for members of our school community. Students, staff members, parents and coaches are required to meet the expectations outlined in this Code of Conduct.

**Circle of Courage**



Our code has adopted a medicine wheel concept, “the Circle of Courage,” which emphasizes social and emotional growth in one’s life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence and generosity. Research shows that children who are healthy both socially and emotionally are the best learners; children who display positive social-emotional traits are successful in school. (source: Brokenleg, Dr. Martin. 2007. *Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network*. “The Circle of Courage Philosophy”).

The general standard of behaviour for students falls under the following guidelines: Students must behave according to a Code of Conduct which recognizes the rights of,

- All students to learn
- School staff members to perform their duties
- Staff and students to work and learn in a safe environment
- Staff, students, and parents to be treated respectfully.

The expectations of this code of conduct are intended to include all school related activities while students attending school, travelling to and from school, and while attending any school function at any location.

Alexis Creek Elementary Junior Secondary School community members...

- are RESPECTFUL,
- are ACCOUNTABLE,
- are INCLUSIVE and WELCOMING.

Expected general guidelines for behaviour of Alexis Creek Elementary Junior Secondary School students:

<p><b>Belonging</b> - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, “I am loved.”</p>
<ul style="list-style-type: none"> <li>- Care about the feelings of others and help those who are hurt or in need</li> <li>- Respect the feelings, rights, and boundaries and bodies of others</li> <li>- Give people their space when they need it for thinking, learning, and working</li> <li>- Be inclusive and welcoming, make sure no one feels left out</li> </ul>
<p><b>Mastery</b> - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, “I can succeed.”</p>

<ul style="list-style-type: none"> <li>- Learning takes time and patience</li> <li>- Achieve through a growth mindset</li> <li>- Set personal goals and make plans to achieve them</li> <li>- Take pride in your achievements and celebrate growth</li> <li>- See mistakes as opportunities to learn</li> </ul>
<p><b>Independence</b> - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, “I have the power to make decisions.”</p>
<ul style="list-style-type: none"> <li>- Be mindful of the consequences of your actions</li> <li>- Lead by example</li> <li>- Know yourself - be a self-regulated learner</li> <li>- Be a creative, critical, and flexible thinker</li> <li>- Make safe and healthy choices</li> </ul>
<p><b>Generosity</b> - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, “I have a purpose for my life.”</p>
<ul style="list-style-type: none"> <li>- Be generous with your talents</li> <li>- Be willing to share</li> <li>- Respect and take care of our environment</li> <li>- Be helpful and cooperative</li> <li>- Stand up against injustice</li> <li>- Solve problems in a fair and peaceful manner</li> </ul>

**Consequences for failing to comply with behavioural expectations:**

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration (making amends) is implemented. At Alexis Creek Elementary Junior Secondary School, we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and diverse needs of students.

**Level 1: Initial, Minor Incidents:**

Students can make mistakes; it’s a natural part of the learning process. At these times we aim to acknowledge and learn from these mistakes. Most of these choices are minor and can be solved with the teacher and student(s) and may involve a small group or class meeting. A review of the Circle of Courage’s qualities may be part of the restorative plan along with a decision - made with the student and the teacher - about appropriate restorative action (ex. apology, act that gives back to the individual/classroom/school).

**Level 2: Repeated Behaviour:**

At this point a discussion takes place with the student, teacher and principal or designate. The qualities from the Circle of Courage are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action, and the student completes a “Make Amends Plan” and a copy is sent home. The teacher or principal/designate may also request a meeting with the parents (or vice-versa).

**Level 3: Serious Problems/Refusal to change:**

The Circle of Courage presents opportunities for children to learn how to deal with conflict effectively. It is often during these bouts of conflict that children act in ways that are inappropriate or unacceptable. Responses to escalated breaches of the Code of Conduct will vary based on the severity and context of the violation. There will be communication between the teacher(s), parent(s), student, and principal. The principal or designate will determine the level of intervention for the student(s) to succeed in school. There will be consideration for others impacted in the school community. There may be the possibility of in school/out of school suspension.

**Rising Expectations:** Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behaviour.

### **Serious breaches of the Code of Conduct**

*Suspensions:* In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. A student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
  - For example, (POLICY – 311 ILLICIT SUBSTANCES) Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject of appropriate disciplinary action and their conduct may be reported to the authorities.
- c. The student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension including a review from a representative of the Superintendent.

### **Family involvement**

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct. Alexis Creek Elementary Junior Secondary School's Code of Conduct was established to ensure each child and staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environments for all.

Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher.
3. Should you have any further questions, please phone the school 250-394-4346.

Special considerations may apply to students with diverse needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

ERASE is an online anonymous reporting tool that serves the safety needs of today's students. ERASE is a secure and confidential place for students to share information about anything that concerns them at school. Students do not need to provide their name unless they wish to be contacted. Click to make a report [ERASE](#).

## Digital Devices

We recognize that limiting personal device use while at school helps promote a focused learning environment and increases online safety. Our general expectation is to **please leave all electronics and valuables at home**. The school will not be responsible for any missing items.

Devices should not be accessed or used during school hours and will remain secured away. Specifically, students are not permitted to leave the classroom with their device during class time or break times and are not permitted to have them in bathrooms. Classroom teachers may set an appropriate range of classroom strategies for restricting use of digital devices. There may be times when devices are used specifically for instructional purposes and digital literacy; allowing for students' ages and developmental stages. Considerations will be made regarding accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes.

Students who fail to adhere to the school and classroom guidelines for digital devices may:

- Have their device taken away
- Be prohibited from having a device on school property
- Be suspended in accordance with AP 320—Student Suspension

### Routines for Digital Devices

**Elementary students:** once students are off the bus, all digital devices are to be turned over to the office. Personal devices are to be kept in the principal's office during school hours. Devices will be safely, stored, (charged if requested), and will be returned to students at the end of the day.

**Secondary students:** are to put their digital devices into the box upon the arrival to school.

**Secondary students** may use their digital devices during their lunch break. Devices are not to be in the gym or in bathrooms. Pictures or videos of other students are not to be taken without permission from the student whose picture is being taken. There is to be no posting of pictures and videos of other students. At the end of the lunch break all digital devices must be put away in the box. Failure to comply will result in the following changes in procedures:

- **If Secondary students refuse to comply to the staff's directions or refuse to put devices away when asked, then all students will have to turn their devices into the office on a daily basis for storage and/or charging. Devices will be returned afterschool.**
- **If a student refuses to turn the device over to the office when asked, then parents and or caregivers will be called and / or the student will be sent home.**
- **Pictures and postings taken in of people in bathrooms and changing rooms are breeches of privacy and are considered a serious offense and will result in suspensions.**

### Definitions

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

**Bullying behaviour:** a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. **Power:** involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

**Cyber bullying:** bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

**Harassment:** any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

**Intimidation:** Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

**Personal digital device:** means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/air pods.

**Artificial Intelligence (AI):** is a digital tool that uses data to learn, solve problems, and make decisions—things that usually only people can do.

**Progressive Discipline:** uses gradual consequences to address inappropriate behaviour to teach pro-social behaviour.

**Racism:** a set of mistaken assumptions, opinions and actions resulting from the belief that one group of people categorized by colour or ancestry is inherently superior to another. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitudes and behaviour of individuals. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

## **Alexis Creek Elementary/Junior Secondary School Policies / Expectations**

### **Attendance and Absences**

It is the responsibility of each parent/guardian to provide a note or contact the school prior to, or on the day of, a student's absence to inform the school as to the reason for the absence.

### **Sign-Out Procedures**

Students **MUST** sign out at the office before leaving the school. This applies to prearranged appointments and instances of illness or injury. Students will be permitted to sign out only for reasons acceptable to the administration.

### **Extended Absences**

When required by a parent or guardian, students absent from school for an extended period due to illness or injury will be provided with work that can be done during their absence to maintain their course standing.

### **Students in the Hallways**

- If a student leaves a class, he/she **MUST** have the permission of the classroom teacher.
- Students are expected to be quiet and considerate of classes in session.
- Students are expected to walk quietly through the hallways and inside the classrooms.

### **Field and Athletic Trips**

Students who are to be absent from their regular classes because of school sponsored travel must receive the permission of their teachers and ensure that work covered in classes that is missed will be made up.

Teachers may refuse to give permission for students to travel on school sponsored activities if the student fails to meet acceptable standards of classroom work or behaviour.

**Participation in school sponsored activities is a privilege...not a right.**

While a student is away on a school sponsored trip, he/she is subject to all policies, rules, and regulations of the School Code of Conduct and the Circle of Courage, and School District # 27 (Cariboo-Chilcotin).

## **Drugs and Alcohol**

District Policy outlines significant consequences for the use or possession of drugs/alcohol at school. This policy is also enforced during any school event be it a field trip, an athletic activity, or a school dance.

## **Weapons**

The possession or use of weapons at school is prohibited. Such weapons may include but not be limited to knives, firearms, *laser pointers*, explosives, pepper spray, etc.

## **Harassment**

Harassment is an unwelcome comment or conduct that may lead to adverse or negative consequences for the victim of harassment. In a school setting it can lead to unnecessary conflicts or students feeling unsafe or unwelcome in their class or hallways.

Harassment, or other forms of bullying, is often excused as teasing, but harassment is enjoyed only by the harasser, it is never acceptable. The ONLY judge of whether behaviour is unwelcome is the person on the receiving end. Under all circumstances, unwelcome harassing behaviour is inappropriate. It may also be illegal. In the case of sexual harassment, it may be criminal.

Harassment in any form will not be accepted ... we have a "Zero Tolerance Policy" for any form of bullying including cyber bullying and cellular bullying.

## **Appropriate Language**

Students are expected to express themselves in a positive, courteous manner. The use of coarse or abusive language is always inappropriate in or around the school.

The use of 'please' and 'thank you' is always encouraged as a matter of courtesy.

## **Behaviour on School Buses**

Approximately 90% of our students arrive and leave school each day on the school bus. Students are expected to conduct themselves in a courteous manner, obeying all bus rules and instructions from the driver.

**UNACCEPTABLE CONDUCT IN THE BUS LOADING ZONE OR ON A SCHOOL BUS MAY RESULT IN THE LOSS OF PRIVILEGE OF RIDING THE SCHOOL BUS OR SUSPENSION FROM SCHOOL.**

## **Vapes and Tobacco Use**

The school acknowledges the harmful effects from the use of tobacco products. The use of tobacco products is prohibited on school property including vaping products.

## **Leaving School Grounds**

Only grade 8-10 students have permission to leave the school grounds for the intended use of going to the store and back. Senior students must have written permission from a parent/guardian allowing their child to leave the school grounds for this intended use only. This is a privilege and can be revoked as a form of student restitution. All other students do not have permission to leave the school grounds unless under extreme circumstances or administration approval.

## **Vandalism**

Willful destruction of public or private property cannot be condoned. The costs of such damage will be the responsibility of the student/parent/guardian and students will be subject to suspension.

## **Backpacks, Fanny Packs, Sling Bags, and Other Forms of Bags Used to Carry Personal Belongings**

Upon arriving at school, all personal bags must be properly stored away in lockers, cubbies, or in the office. Students are not permitted the wear or carry bags around the classroom or school.

## **Dress/Bandanas**

**Bandanas** are **NOT** to be worn inside the school building. Students are requested to remove bandanas when they enter the building and to keep them in their lockers during the school day. However, if they are seen by a staff member inside the classroom, the student will be reminded to put the item in their locker. Failure to comply with the teacher's request will result in the item being 'held on to' for the remainder of the day and subsequently longer periods of time for repeat offenses.

## **Bicycles, Rollerblades and Skateboards**

For safety reasons, rollerblading, skateboarding, and cycling are not allowed on school property. Students wishing to engage in these activities are directed to walk their bikes while on school property; remove their rollerblades and carry their skateboards while on school property. Bikes can be parked in the bike rack outside the senior wing entrance.

## **Food in the Gym/Library**

To ensure maintenance and safety in the gym, and library, food and drinks will be prohibited during regular school activities. **This includes gum and sunflower seeds.** To ensure a productive learning environment, food will not be permitted in classrooms during class time unless it is being provided by the teacher.

## **Indoor Shoes**

**To ensure the Alexis Creek School remains a safe and clean environment for staff and students, indoor shoes will be required for all students in the elementary wing. Students in the Junior High wing will be encouraged to wipe their feet as they enter the building and to clean up any mess they might make.**

## **Discipline**

Teachers will review with students, student rights, student responsibilities and consequences for inappropriate behaviour. In some instances a student may need a plan of action to help them acquire appropriate behaviour. Parents will be involved in any plan of action that is developed. Please review and discuss this with your child.

## **Bullying Policy**

The schools and the district are working together to eliminate bullying in schools.

In accordance with the school plan, every reported act of bullying will:

- \* Be acknowledged, investigated, and dealt with.
- \* Result in a consequence for the bully and support for the victim.
- \* Result in a progressive plan of remediation for the bully.
- \* Protection of the victim from retaliation by the offender.

The last step in any school action or amends plan, where there is no improvement in behaviour, must result in indefinite suspension for the student.

## **Student Information**

### **Locks and Lockers**

Grade 8-10 students are provided the privilege of having a locker for the storage of personal property and books.

Students are to use the locks provided with the locker. Students are not allowed to change locks or lockers during the school year unless there are extenuating circumstances approved by the administration of the school. **It is strongly advised that students refrain from sharing their locker combinations with other students.**

The school is not responsible for articles lost or stolen from lockers, classrooms, change rooms, other areas of the school, or at any events or functions held at the school or on school related trips. Valuables or non-school related items are not to be kept in lockers.

Students are further advised that individual property such as coats, hats, sports equipment, and other personal items which may be brought to the school are the responsibility of the student.

The school recognizes that students may wish to hang pictures or posters in their lockers, however these must be appropriate in nature. If so, requested by any staff member, students will remove such materials.

The administration reserves the right to access a locker at any time if deemed necessary.

### **Extra-Curricular Sports**

The staff of Alexis Creek School actively supports extra-curricular teams which compete with other schools in our area and district. Students are encouraged to participate on such teams. Depending on the demand, students can choose from the following: volleyball, basketball, outdoor soccer, track and field, cross-country run, and floor hockey.

### **Clubs**

Clubs may be formed depending upon the interests of students and staff. Students are encouraged to be participants in clubs and organizations within the school.

### **Fire Drills**

At the beginning of the school year, or at any time during the year, fire drills may be held. Students will receive instructions from teachers as to procedures to be followed.

## **Telephone Calls**

Students are permitted to use the telephone **before** and **after** school and at **noon or during breaks** but are not to use telephones during instructional time. If an emergency occurs, students must come to the office to use the phone.

## **Attendance & Lates**

To increase academic achievement, the school will once again focus on increasing attendance this year. Please help your children get to school on time in the morning and after lunch. After 3 unexcused absences have been recorded for your child, the teacher will contact you. If you know your child will be absent or late on a certain day, please contact the school or send a note the following day when they return. If notice is not given to the school of an absence for your child, a phone call home will be made by the school as part of our "Arrive Safe" initiative.

## **Supporting Student Learning at Home**

Students are being encouraged to reach high academic standards. If your child is going to be away from school for an extended period, please ensure you plan with the classroom teacher to pick up missed work.

### **Main Office**

The school secretary, Lara Agapow, is available to assist students and parents with questions they may have. The office is open from 8:00 a.m. to 11:15 p.m. each day.

### **Counselling Services**

Counsellors' responsibilities include personal, career, educational counselling, course selection advice and general assistance to parents/guardians, students, and teachers.

### **The library**

The library is open when teachers schedule time for their classes with our librarian. These scheduled blocks happen in the afternoon.

The library is a valuable resource in all schools. The staff of the Alexis Creek School library welcomes students who wish to read, do research assignments, access information or complete homework.

The library is intended as a place to work or to read without distraction. Students are encouraged to approach the librarian to seek assistance in locating information, projects, and assignments or simply to find recreational reading materials. The library's staff attempts to keep a well-balanced collection of books, magazines, newspapers, and pamphlets for students and teachers' use. New books and materials are added regularly, and suggestions of appropriate titles for purchase are always welcome. We encourage students to utilize our resources.

Students are expected to return materials to the library promptly so that others may use them. A charge will be levied if any books or materials are lost or damaged.

### **Medical Room**

Students who become ill at school are to report to the office. If serious, a parent or guardian will be contacted, and arrangements made to transport the student home or to the Alexis Creek clinic. Students who

are unable to go home may be permitted to use the medical room until they are feeling better or until they can go home.

### **Kitchen-Lunchroom**

A supervised lunchroom is provided for students. **Students are expected to remain in the lunchroom until 12:45 pm when the Lunchroom Supervisor dismisses everyone.**

### **“HOT MEALS” LUNCH PROGRAM**

MONDAY – THURSDAY

The school will be providing a lunch program for students again this year. This program is partially subsidized by School District #27 (Community Links). Families from Yunesit'in and Tl'etinqox Band are financially supported in the program by their Chief and Council. Parents of children living in Alexis Creek and surrounding areas who choose to enrol their children in the program are asked to pay \$3.00 per student per day. This will ensure that our program can remain operational. Invoices will be sent home at the end of the month for monies owing to the hot lunch program.

### **COLD WEATHER**

Parents must exercise discretion as to whether students should be sent to school when temperatures are significantly low, and conditions are hazardous. Responsibility for such decisions cannot rest with the supervisor, the bus driver, or the Board.

#### **1) Cold Weather**

Cancellation of school buses will be determined by the Transportation Supervisor and will be posted on the School District #27's website and it will be broadcasted on the local radio station and is dependent on road conditions in the morning.

#### **2) Winter Weather ~ General**

If road conditions are such that, in the opinion of the school bus driver, the school bus cannot be operated safely, he/she must contact his/her immediate supervisor, report the road situation, and the supervisor will make the decision whether the bus should operate.

#### **3) Winter Weather ~ Outdoor Learning**

It is an expectation that all students come prepared to spend some time outdoors during weather conditions. The amount of time students spend outside does depend on the temperatures and weather conditions. During stormy weather, students generally spend times indoors. During temperatures colder than minus twenty-five, students would be outside for short periods of time to be determined by the teacher or adult supervisor.

#### **Keys to Student Success**

Our school is, as any school in District #27, a place for learning where students are expected to engage and participate in course work, maintain, and carry out appropriate social interactions with peers and staff, and complete assigned work at home if not completed in class.

The following are the expectations of students from the time they get on the bus, enter the school, and until they get home off the bus:

1. Coming to school prepared for learning with the necessary tools such as, but not limited to, books, writing supplies, calculators, paper, binders, pencil crayons and a positive attitude.
2. Participating in classroom discussions and putting effort into completing all class-room assignments to the best of your ability.
3. Use appropriate language when speaking to all adults and students in our building.
4. Show respect to all adults and students in the building.
5. Respect school and other people's property.
6. Ask permission to leave the classroom.
7. Follow teacher's expectations when moving from class to class.
8. Use appropriate entrances and exits in the building unless instructed otherwise.
9. Use appropriate bus behaviors as discussed and practiced at the beginning of the year.

## **Bus Rules**

### **School District 27**

**Riding on School District Busses are a privilege and not a right. Failure to follow the rules can result in a student no longer being allowed to ride the bus:**

**Be on time. The bus will wait for 3 minutes at each stop.**

**Keep arms and heads out of the windows.**

**No fighting on the bus.**

**Use inside voices.**

**Keep the bus clean. No garbage.**

**No eating or drinking on the bus.**

**No vandalism.**

**No refusing assigned seating.**

**Keep the bus aisles clear of personal belongings.**

**Sit properly while the bus is in motion.**

**No smoking or vaping or spraying any perfume, cologne, or any other type of scents.**

**No swearing.**

**No alcohol.**

**Be respectful to the driver.**

## **Parent Information**

All parents/guardians are encouraged to take an active role in your child's education, if not already doing so, by discussing their school day with them, asking about homework, reading/writing with them or attending parent/teacher conferences. Any amount of time spent doing these things will make a significant difference to your child's and other student's successes at school. The time you spend will be beneficial in terms of familiarizing yourself with the operation of the school, with the teachers, and in assisting us to teach your children to their fullest potential. There are many ways in which you can become involved. The following is a list of areas in which you may be interested in donating some of your time:

- a) Working with groups of children, e.g., assisting on field trips or helping children in their studies.
- b) Working with individual children, e.g., reading a story to a child or listening to a child read to you.
- c) Helping a child with math flash cards.
- d) Making charts, flash cards, costumes, etc. for teachers.
- e) Helping to coach a school team, to supervise students during the lunch hour or at recess.
- f) Assist with intramural programs
- g) Volunteering to teach a special skill you may possess, e.g., Elders traditions, a trade.
- h) Becoming a Parent Advisory Committee (PAC) member

## **Reporting Student Progress**

### **Elementary and Intermediate Students**

Official report updates are issued three times a year. In addition, teachers will informally report on student progress at least twice a year. Informal reports to parents are provided by means of parent/teacher interviews, written reports, phone calls, and informal contact with parents. Interviews with teachers are scheduled throughout the school year. ***It is particularly important for you to schedule an interview with your child's teacher if your child is on an IEP.***

### **Junior High Students**

Formal written reports are issued to parents/guardians four times a year. Informal reports to parents are provided by means of parent/teacher interviews, written reports, phone calls, and informal contact with parents.

### **K to 9 Reporting has the following:**

- at least 5 reporting events a year
- 3 Learning Updates (3 written; 2 informal)
- 5 reporting events a year • 2 informal reports and 3 formal reports
- 1 self-reflection of Core Competencies
- Performance Scale at K-9 Provincial Proficiency scale and descriptive feedback in K-9

## Grades 10 – 12 Reporting has the following:

- Letter grades and percentage with written Grades 10 – 12
- 6 reporting events a year: 4 progress update reports and 1 summary of progress report at the end of year/semester • 1 self-reflection of Core Competencies •

For more information: On the government website, you will find various implementation supports including: • K-12 Student Reporting Policy: Communicating Student Learning Guidelines • Criteria and Considerations for Written Reports: Support for Educators • Unpacking the Proficiency Scale: Support for Educators.

Grades are based on several indicators including tests, assignments, quizzes, lab reports, project work, etc., depending on the nature of the course. Interviews with teachers are scheduled several times of year but home contact by teachers is encourage at any time. Connecting with parents about their child's progress is important to us!

## Term Report Symbols K-9

Students will be given one of the following descriptors for the courses they are taking, along with a narrative to further explain the students learning path for the subject.

- **Emerging**-Indicates that students are at the beginning of their learning journey for that subject as determined by the learning expectations for that grade level.
- **Developing**-Indicates that the student is making progress towards the learning expectations for that subject for that grade level but is still working towards proficiency.
- **Proficient**-Indicates that the student is meeting the learning expectations for that subject for their grade level.
- **Extending**- Indicates that the student is demonstrating learning, in relation to learning standards, with increasing depth and complexity.

## Term Report Symbols Grade 10-12

Letter Grade	Meaning
A = 86 – 100%	Excellent or outstanding performance in relation to expected learning outcomes.
B = 73 - 85 %	Very Good performance in relation to expected learning outcomes.
C+ = 67 – 72 %	Good performance in relation to expected learning outcomes.
C = 60 – 66 %	Satisfactory performance in relation to expected learning outcomes.
C- = 50 – 59 %	Minimally acceptable performance in relation to expected learning outcomes.
I = 0 – 49 %	Not demonstrating minimally acceptable performance in relation to the expected learning outcomes.

## Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents are informed, and are provided with an opportunity to consult with teachers about the problems students are having and practical solutions; and,
- Teachers will identify what the problems are and specify a plan of action to help students achieve learning outcomes
- Students will be given a minimum of 10 days to complete the plan of action

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or because of failing a provincially examinable course.

## Final Report Symbols

Letter Grade	Meaning
A	Excellent or outstanding performance in relation to expected learning outcomes.
B	Very Good performance in relation to expected learning outcomes.
C+	Good performance in relation to expected learning outcomes.
C	Satisfactory performance in relation to expected learning outcomes.
C-	Minimally acceptable performance in relation to expected learning outcomes.
F	Fail – student has not achieved a pass standing. It is in his/her best interest to undertake further work at this same course level to prepare for subsequent courses or grades.
SG	Standing Granted – Although the student has not achieved a pass standing, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course.

## Work Habits

Good work habits are important, and they are often reported by teachers in the written comments of reports. Good work habits are based upon the following:

1. Arrives to class on time with required materials.
2. Completes assigned homework.
3. Uses class time productively.
4. Keep a neat and well-organized notebook.

5. Works to the best of his/her ability.
6. Has a positive attitude.

## **Promotional Policy**

At the grade: 8, 9 and 10 level, promotion is by subject. Students who fail three or more core courses will have to repeat those courses and will be registered in the same grade the following year.

## **Work Ethics List of Distinction**

At the end of each reporting period this list is published to recognize students who make a substantial **EFFORT** in their studies. Students who have achieved at least 60% or more "E's or "G's" with **NO** unsatisfactory Work Habits will achieve this distinction.

## **Communications Protocol**

There are times when a member of the community may have a problem or a concern with the school or a school employee.

The following guidelines have been developed to help you present your concerns. It is hoped this process leads to a satisfactory solution quickly and effectively. Throughout the process every effort will be made to ensure confidentiality. This process applies to student/school-based issues as well.

If a student initiates an appeal an adult may be present at any stage of the process. These guidelines are meant to help you.

### **STEP 1**

**TRY TO RESOLVE THE ISSUE AT THE SOURCE** (School, Maintenance, Transportation, Education Departments)

- \*Identify the specific problem (list specific examples that illustrate the problem).
- \*Make an appointment to see the person with whom you have a concern, 1 on1
- \*Respectfully express your concern.
- \*Ensure mutual understanding of the concerns.
- \*Together, explore workable solutions.
- \*Together, set up an action plan with times, dates, and follow-up.
- \*If a resolution cannot be reached, inform the other party, and move to the next step.

### **STEP 2**

**SEEK ASSISTANCE FROM THE IMMEDIATE SUPERVISOR** (Call the School Principal, Superintendent's, or Secretary-Treasure's office if you are unsure of whom to contact).

- \*Make an appointment with the supervisor.
- \*Identify the concern and establish what must be done to reach a solution.
- \*The supervisor will help explore further options to resolve the concern.
- \*Together set up an action plan with time, date, and follow-up.

### **STEP 3**

#### **CONTACT THE SUPERINTENDENT'S OR SECRETARY-TREASURER'S OFFICE.**

\*Phone the Superintendent or Secretary Treasurer's office and identify the concern and what you have done to resolve it.

\*A meeting between you and the appropriate administrator will be made so that you can explain the problem and what you have done to resolve it. The administrator will work with you to reach a satisfactory solution.

\*Together set up an action plan with times, dates, and follow-up. If no solution can be reached the issue is, then brought to the District Appeal Review Committee.

### **STEP 4**

**THE NEXT STEP IS TO COMPLETE A "NOTICE OF APPEAL" FORM** (available from the Superintendent's office or the office of a school).

\*After completing the form, submit it to the Superintendent or Secretary-Treasurer's office. This should be done within 30 days after the decision under appeal was made.

\*A date for the District Appeal Review Committee will be set. You will be invited to attend.

\*You will be advised in writing of the Appeal Committee's decision.

\*If you are unhappy with this decision, you may bring this matter to the Board of School Trustees.

### **STEP 5**

#### **REFERRAL TO THE BOARD OF SCHOOL TRUSTEES**

\*The request to the Board must be submitted in writing to the Secretary-Treasurer's office.

\*Once a meeting date with the Board has been set, you will be notified and invited to attend and will have an opportunity to explain your position.

\*You will be notified in writing as soon as possible of the Board's decision.

### **STEP 6**

If you are not satisfied with the District's Appeal's Process, you may contact the Ombudsman of BC at 1-800-567-3247.

If you have any questions or concerns, please do not hesitate to call the school, we are happy to help with any issues that may arise during your child's high school years.

# STANDARD SCHOOL CALENDAR

## 2025-2026

### School District #27 (Cariboo-Chilcotin)



September 25						
Su	M	Tu	W	Th	F	Sa
	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				

November 25						
Su	M	Tu	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 26						
Su	M	Tu	W	Th	F	Sa
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				

October 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 25						
Su	M	Tu	W	Th	F	Sa
	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			

April 26						
Su	M	Tu	W	Th	F	Sa
				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	

January 26						
Su	M	Tu	W	Th	F	Sa
					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						

May 26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 26						
Su	M	Tu	W	Th	F	Sa
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

June 26						
Su	M	Tu	W	Th	F	Sa
	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				

#### KEY

- Parent Teacher Interviews  
(Day shortened by 1 hour) (TBD)
- Statutory Holidays\*
- Vacation Days
- Pro-D Days  
(Sept. 2 - District Planning Day)
- Administration Day
- Last day of classes

\*Easter Monday/Boxing day are not Statutory Holidays but are recognized as such within the collective agreement

#### Minimum Hours of Instruction (as required by School Act)

Kindergarten	853 hours/year
Grades 1 - 7	878 hours/year
Grades 8 - 12	952 hours/year

