



Character Success Journal

BELL SCHEDULE

Morning: Supervision begins at 8:15 a.m. and students are encouraged to arrive as close to that time as possible. Classes start at 8:25 a.m.

Afternoon: Students who are not staying for lunch are expected to return to school by 1:00 p.m. However, on Thursday, students are expected to return to school by 12:23 p.m.

Students who remain in the building after instructional hours must be under the direct supervision of a staff member.

Monday, Tuesday, Wednesday, Friday

Early Thursday Dismissal

Block 1 8:25 – 9:23
 Block 2 9:26 – 10:21
 Nutrition Break
 Block 3 10:30 – 11:25
 Block 4 11:28 – 12:23
Lunch 12:23 – 12:59
 Block 5 1:07 – 2:02
 Block 6 2:05 – 3:00
Dismissal 3:00 pm

Block 1 8:25 – 9:14
 Block 2 9:17 – 10:03
 Nutrition Break
 Block 3 10:12 – 10:58
 Block 4 11:01 – 11:47
Lunch 11:47 – 12:23
 Block 5 12:31 – 1:17
 Block 6 1:20 – 2:06
Dismissal 2:06 pm

TIMETABLE

Time	Semester 1		Semester 2	
	Day 1	Day 2	Day 1	Day 2
Block 1				
Block 2				
Block 3				
Block 4				
Lunch				
Block 5				
Block 6				

SchoolZone Communication-You will find:

(Login Credentials distributed at year start and available anytime from the office)

Principal's Message: updated weekly, this tells students and parents what is happening at the school on a weekly basis.

The School Character Policy: outlines the character traits that we incorporate into our lessons and daily routines to promote strong citizenship. Within the policy, you will also find our response to bullying.

The School Tech Policy: outlines our policies in relation to the use of technology at the school to support its responsible use by students.

The School Guidelines for Dress: We endeavor to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. Students will be required to make the appropriate corrections if their dress or grooming includes:

- Exposed underwear or midriff
- Spiked or chained accessories
- Offensive or inappropriate content
- Hats and hoods(outside of religious head coverings)

School Assessment Policy: this policy outlines important assessment and reporting dates, our grading practices, and our Homework Policy.

Updated Calendar: linked right on to the SchoolZone main page; here you can access information quickly on a day to day basis.

Teacher Contact Information: can be found on SchoolZone.

School Council Information: can be found on SchoolZone.

Homework and Assessment information: work is posted for the month on SchoolZone - for all core classes at each grade level. (Assessment Assignment Sheet)

District News: found on SchoolZone

Teacher Homework Postings: many teachers use Google Classroom instead and this can be accessed through your child's SchoolZone account.

Interim marks: should be at the top on the drop down list to view on SchoolZone.

Student Attendance: can be viewed on SchoolZone at the top drop down list.

What Supports Are Available at Kate Chegwin School?

Our students and their families will have access to a number of community organizations and agencies, such as:

- the Way In support program
- Alberta Health Services
- School Resource Officer
- Big Brothers/Big Sisters
- The Family Centre
- Immigration Canada

These agencies will serve to:

- support teens and their families during difficult times
- provide strategies for developing positive relationships
- provide opportunities to build healthy, active lifestyles
- build on individual strengths to encourage success in school and in life

Semestered Study Skills Option: this option will occur at the same time as regular options for each grade level. It is designed to provide additional academic support and to teach academic strategies including organization, examining learning styles, note taking, etc.

Early Thursdays: (2:06 to 3 PM) while this will be used for staff professional development, it will also serve to assist our students towards adopting successful work habits. Students with **missing assignments** and students that have **two lates** per five days will receive an **Extended Learning Opportunity until 3:00 at the school.**

Homework Club: Held each Thursday from 2:06 to 3 pm and each Friday from 3 to 4 pm, with Ms. Ullrich in room 101. **All students welcome.**

Math Support: Math Intervention – on a referral basis.

Lunchtime Clubs and Intramurals: many activities daily.

Lunchtime tutorials : for Social, LA, Math, Science – a schedule will be determined in September.

Student lunch drop off : to maximize student learning and minimize disruption during the instructional day, we would appreciate parental support in being mindful of the roles the office staff perform. We kindly request that dropping off student lunches be kept to a minimum **and not be a day to day occurrence.**

Kate's Korner in school cantina: reasonably priced lunches (\$3.00 - \$5.00) available to students daily. Nutritious snacks available at nutrition break (\$1.00 - \$2.00) **as quantities last.**



My Vision

Kate Chegwin: Individual Vision Plan

“When we fail to plan, we plan to fail; success is the only option”

Alberta Career Pathways

- Arts and Communication
- Business, management, marketing, and technology
- Engineering- manufacturing and industrial technology
- Health Services
- Human Services
- Science: Biological, chemical, geological, physical

Career goal: _____

Career pathway: (University, College, Trades School (NAIT), Apprentice, (On job training):

Junior High focus

Courses where I must excel and what excellence looks like:

Course:	Success: (Mark & How to Achieve)
Science	
Math	
Language Arts	
Social Studies	

High School focus

Courses of emphasis

Grade 10				
Grade 11				
Grade 12				

Post Secondary focus

Trade schools, colleges, and universities that offer training or opportunities

School	Location	Years to complete	Cost

Scholarships available

Name of Scholarship	What is needed to get scholarship

Volunteer requirements and contributing Interests

Certificates, tests, exams and internships

Requirement	Minimum performance	Time to complete

Starting Salary: _____ Average Salary: _____

Opportunities to advance (What does this mean – in career?)

Personal commitments necessary to accomplish goal

1.
2.
3.
4.

How can the school and your parents assist you in reaching your goal?

1.
2.
3.
4.

Student Statement of Commitment

I, _____, agree to put forth my maximum effort in the pursuit of my goal. I am intelligent and capable of accomplishing any goal that I commit to reach. I will be true to myself, my family, and my school. I will expect a lot of myself and those charged with guiding me. I realize that I have the right to change my plan at any time, but I do not have the option to have no goals. I am extraordinary and I am powerful, and when I make up my mind I cannot be defeated.

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

STUDENT GOAL SETTING SHEET

Semester 1

Core Subjects:

Mark

Math	
Science	
Social	
Language Arts	
Phys-Ed	
Options:	
Language:	

Semester 2

Core Subjects:

Mark

Math	
Science	
Social	
Language Arts	
Phys-Ed	
Options:	
Language:	

CAREER PATHWAYS

Career pathways fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships. Students grow skills and competencies through rigorous and relevant projects, activities, and experiences.

USING MY BLUEPRINT

myBlueprint helps students in Kindergarten through Grade 12 learn about self-reflection, goal setting and portfolio building. This online interactive education and career-planning tool allows students to learn about pathways and occupations in an age-appropriate way.

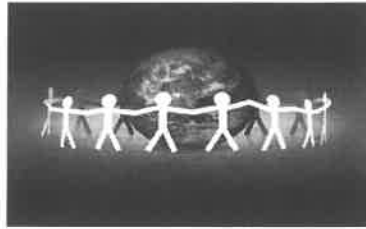
ACCESSING YOUR MYBLUEPRINT ACCOUNT

Students can access their accounts by logging in through SchoolZone. Navigate to the Resources tab and click on the myBlueprint logo. Parents can log in through the myBlueprint page.



Policies

Kate Chegwin School Digital Citizenship Policy



At Kate Chegwin School, every effort has been taken to provide our students with the tools they need to be leaders in the 21st Century. **A variety of devices are accessible to all of our students during class time, including: Chromebooks, iPads, digital cameras, printers and 3D printers.** Each device is loaded with applicable software and is monitored by our District's Instructional Technology Services Team. In addition, school phones are provided in the office for students to call their parents during break times.

The school does not recommended bringing personally owned technology to our campus. This includes off campus activities such as field trips. If a student chooses to bring their devices, they are required to store them in their locker during class time. The school will not be responsible for damage or loss of these personal devices.

Due to hygienic reasons, we request that you provide your child with a personal set of earbud style headphones for use with the school computers. These can be kept in the student's locker or pencil case and used only under teacher direction.

Our goal at school is to support your child's learning by providing every child with equal access to effective, efficient and targeted technology.

Parents can support our plan by:

- Regularly monitoring your child's online activity. This includes monitoring smartphone, tablet, computer use and video-gaming activity (both on and offline) and consumption.
- Limiting the time that your child is online. Ensure that they store their devices in a common area when it is time for bed, not in their rooms.
- Talking with your child about the responsible use of technology and asking them questions about their own usage, for example: "Is it necessary to bring your phone to school?"
- Establishing parameters around purchases and downloads of apps or consumer goods.
- Being explicit about what content is appropriate/inappropriate and what to do when inappropriate content is discovered.
- Discussing designated times to "unplug" and do other activities.

Should you have any questions regarding the foundation for this technology policy, please do not hesitate to contact the office.

**Kate Chegwin School
Student Digital Citizenship Policy**

Personal Usage and Responsibilities	
1	<p>I will treat others the way I wish to be treated when I use technology. I understand that my language and actions while using technology affect others. I will be accountable for my online behaviour. I will not use my technology in a manner that is unlawful, unethical, unkind, or immoral.</p>
2	<p>I will not respond to any messages that are mean, threatening, or in any way make me or others feel uncomfortable. It is not my fault if I get a message that is not appropriate. I will report any situations that resemble this behaviour immediately to a responsible adult.</p>
3	<p>I will be open and honest with my parents and my school about my online friends and activities. Mutual trust and openness with parents and school staff is essential in ensuring proper usage at all times.</p>
4	<p>I will turn my personal technology off when entering the school and store it in my locker during class time. I will only use my personal technology during nutrition break at my locker, at lunchtime, and before and after school.</p>
5	<p>I will not use electronic devices belonging to other students nor will I lend my electronic device to other students. Each student is accountable for the activities that their own personal devices are used for in addition to the activities in which they are personally engaged.</p>
6	<p>I will remember that I need to balance technology use with other activities.</p>
Privacy	
7	<p>I will protect my personal information and that of my family and schoolmates. I will not do anything to jeopardize our safety and privacy. This includes not posting full names, school name, addresses, phone numbers, emails, or any information that would indicate specific people, times and places. It also means that I will not photograph or audio and/or video record teachers or students while at school or on school property without their expressed permission.</p>
8	<p>I am personally accountable for the technology that I bring and or use at school and the passwords that I use to gain access to technology and applications. I will not share my technology or passwords with other students, nor will I use the technology and passwords of other students or staff members.</p>

9	<p>I recognize that by law my parents and school administration have the authority to access all information and applications used on all electronic devices that I use at the school.</p> <p><i>“If Edmonton Public School Board staff have reasonable grounds to believe that an electronic device contains evidence pertaining to a breach of the District’s Student Behaviour and Conduct Policy and/or the School Behaviour Policy, it is the expectation that students make available to school administration the unaltered contents of the permanent and/or removable memory of their cellular phone or electronic device. Failure to make the contents available can be considered willful disobedience and is grounds for disciplinary action.” (EPSB: Code of Conduct: Electronic Device Search Statement)</i></p>
Content	
10	<p>I understand that some material online is protected and cannot be copied without permission. I understand that this material is owned by others and that they have the right to be protected.</p>
11	<p>I understand that information found online may not be accurate and should always be verified using multiple trusted sources.</p>
12	<p>I will only view material at school that I would feel comfortable viewing with my teacher or parents. I will tell a responsible adult immediately if I come across any information that makes me feel uncomfortable or that is inappropriate.</p>
13	<p>I will check with my parents or teachers before downloading or installing software or hardware. I recognize that these actions may be harmful to the computer or portable device.</p>

Technology Use at Kate Chegwin

When to use YOUR Technology at Kate Chegwin

- Before you enter the school (tech put away as you enter)
- At lunch from 12:23-12:59 or Thursdays from 11:47 – 12:23
- After school at 3:00 or Thursdays at 2:06
- At Nutrition Break (at your locker only, not wandering the halls)

What not to do with Technology at Kate Chegwin

- **DO NOT** bring it to class at any time (you have access to school tech)
- **DO NOT** make any calls with your phone from within the school at any time (even after school)
- **DO NOT** text, play games or listen to music during class time
- **DO NOT** take pictures or video within the school
- **DO NOT** use it between classes during short breaks (1/2, 3/4, 5/6)

Proper Storage of Technology While at School

- In a locked locker, turned off or silenced
- Earphones should be in your locker unless asked to bring them to class to use with school technology (not around neck or in ears)

CONSEQUENCES FOR TECHNOLOGY INFRACTIONS

(Note that consequences will be based upon the severity of the infraction and its impact on others and may not occur in the order outlined below)

1st Offence

Removal of the device by the Teacher. Device is returned at the end of the day. Teacher documents this in PowerTeacher Notes.

2nd Offence

Removal of device and turned into an administrator. Admin contacts home and returns the device to the student at the end of the day.

3rd Offence

Removal of device and turned into an administrator. Administrator contacts home and holds onto the device until a parent meeting is held.

4th Offence

Student will be In-School Suspended. Device is confiscated until parent picks it up, and the technology is no longer allowed in the school.

5th Offence

Out of School Suspension.

6th Offence

Out of School Suspension, possible recommendation for expulsion.

Acceptable Use of Technology Student and Parent Declaration

Student Endorsement

I have read, am aware of, and will abide by all the acceptable use requirements set forth in this agreement. I agree that if I fail to keep my commitment to doing those things listed above that I will be subject to the consequences of breaching this policy as explained in this document which may include (but is not limited to) loss of technological privileges temporarily, or for the entire school year. I understand that there may be other disciplinary consequences if there has been a breach of school rules and a search of the electronic device reveals this breach.

Student Name (printed) _____

Student Signature _____

Date _____

Homeroom _____

Parent/Guardian Endorsement

I have reviewed this document and **have initialed consent on the “Forms and Policies Summary Cover Page”**. I have discussed the importance of this agreement with my child. My child is aware of the expectations and responsibilities associated with the proper care and handling of the school computers as well as the appropriate and ethical use of the technology at Kate Chegwin School, both on and off campus. My child has been informed that the consequences of not upholding their responsibilities will result in their technology privileges being withdrawn, and that there may other disciplinary consequences if there has been a breach of school rules and a search of the electronic device reveals this breach.

Kate Chegwin School - Academic Integrity Policy

Academic Integrity - Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. This policy incorporates the actions that teachers, administration, students and parents working in partnership in response when academic integrity is compromised. It is written in relation to the Administrative Regulation HG.AR – Student Behaviour and Conduct (from Kate Chegwin Assessment Policy)

Kate Chegwin School Student Academic Integrity Policy

Cheating - I will not copy the work of others, whether the assignment is for marks or not, or use, or attempt to use, unauthorized notes, information, materials, study aids, or devices in any academic exercise or activity.

Plagiarism - I will not use and submit of another's words, ideas, results, work, or processes without providing appropriate credit to the individual(s) responsible.

Improper Collaboration - I will not participate in the inappropriate sharing of work on an assignment that was intended as an individual assignment or take credit for work done mostly by other group members.

Fabrication and Falsification - I will not falsify or alter information for use in an academic exercise, or to gain unfair academic advantage, notwithstanding creative writing type exercises. (eg. Making up information and including it in a report)

Assisting Others in Dishonest Behaviour - I will not help or attempt to help another person commit an act of Academic Dishonesty by providing material, information or other assistance.

Multiple Submission - I will not submit the same academic work in multiple courses without permission of the instructors.

Consequences for Breaches of the Academic Integrity Policy

- **Minor Infractions** - Breach of the academic integrity policy in relation to activities used in the learning process not used in calculating a course mark. (formative learning: copying another student's work for practice, cheating on practice quizzes, etc.)
 - **Major Infractions** - Breach of academic integrity in relation to assessments and assignments that are used to establish the mark a student attains on their progress report. (summative assessments: eg. essays, projects, exams, etc.)
 - Both students who cheat, plagiarize, etc. and students who assist other students in dishonest behavior will be subject to discipline as outlined below.
 - Note that consequence will be based upon the severity of the infraction and its impact on others and may not occur in the order as outlined below
1. First Minor Infraction - Student required to attend a regularly scheduled lunch hour or after-school tutorial in order to redo the assignment (or a suitable alternative) in question. A student who facilitates cheating is required to tutor students for one regularly scheduled tutorial. **A log entry is made in the student's record.**
 2. Second Minor Infraction - Student required to attend a regularly scheduled lunch hour or after-school tutorial in order to redo the assignment (or a suitable alternative) in question. A student who facilitates cheating is required to tutor students for one regularly scheduled tutorial. **A log entry is made in the student's record. Parents will also be contacted.**
 3. Third Minor Infraction or First Major Infraction - **Teachers, administration, parents and students will meet to develop a success plan** (which may involve extra help tutorials or other strategies) to help students achieve academic success and integrity. Students will need to redo the assessment under supervision in accordance with their teachers guidelines. A log entry is made in the student's record and recorded as a note in gradebook.
 4. In School Suspension for defiance - **A letter will be sent home and put on the student file** indicating that the child compromised their academic integrity on multiple occasions.
 5. Three day out of School Suspension - Possible YMCA suspension program
- ** Repeated infractions may jeopardize a students' placement in the Pre-AP Program. **

Kate Chegwin School Behaviour and Conduct Policy

POLICY: Kate Chegwin School is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate positive personal and interpersonal character traits that contribute to the development of productive learning environments. This new policy, drafted in September 2017, uses the current Board policy - Student Behaviour and Conduct, as a framework and expands upon it for our school context.

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. Kate Chegwin School expects that students behave in accordance with Section 12 of the School Act. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:
 - a. *be diligent in pursuing the student's studies; (Eg. assignment completion, assessment preparation, coming to school and class prepared to learn including carrying school ID.)*
 - b. *attend school regularly and punctually; (on time)*
 - c. *cooperate fully with everyone authorized by the Board to provide education programs and other services;*
 - d. *comply with the rules of the school;*
 - e. *account to the student's teachers for the student's conduct;*
 - f. *respect the rights of others;*
 - g. *ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; (eg. Not using offensive and / or threatening language, avoiding physical intimacy on school property, adhering to the school guidelines for dress)*

- h. *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; and*
- i. *positively contribute to the student's school and community.*

2. Furthermore, students are expected to:

- a. *resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;*
- b. *adhere to the School Technology Policy: use school and personal technology appropriately and ethically*;*
- c. *ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.*

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs on school property or within the school day. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. *behaviours that interfere with the learning of others and/or the school environment (eg. Interrupting class, loitering in hallways, uttering false messages eg. bomb threat)*
 - b. *behaviours that create unsafe or undesirable classroom conditions (eg. Bringing backpacks, book bags and coats to class, littering, willful damage of property)*
 - c. *acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means. These are outlined in our School Character Policy with respect to bullying*
 - d. *physical violence*
 - e. *retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern*
 - f. *possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities**
 - g. *any illegal activity such as:*

- i. *possession, use or distribution of illegal substances**
- ii. *possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others**
- iii. *possession, use, display, or distribution of offensive messages, videos or images**
- iv. *theft or possession of stolen property**

D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
2. Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
 - a. *temporary assignment of a student to an alternate supervised area within the school or alternate learning location.*
 - b. *short term removal of privileges*
 - c. *interventions such as positive behaviour supports, contracts, counselling, restorative practices*
 - d. *replacement or retribution for loss of or damage to property, in-school or out-of-school suspension;*
 - e. *replacement or restitution for loss of or damage to property, in-school or out-of-school suspension*
4. Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

***Student and Locker Searches:** In the event that there is reasonable grounds that a student is in violation of the school code of conduct or school rules, or there is a safety concern, **school administration retains the right to search the student's locker and/or personal property, including their personal technology.**

Kate Chegwin School's Student Character Policy

Statement of Intent

Kate Chegwin School is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure academic atmosphere. Kate Chegwin School's beliefs are based upon three virtues:

- Respect
- Responsibility
- Readiness to Learn

Respectful:

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of colour, race, gender, intelligence, religion, nationality, perceived gender identity or sexual orientation. This includes communicating with one another in a kind, respectful and appropriate manner.

We believe that property belonging to others needs to be respected and that permission should be obtained before using it if it does not belong to us.

Responsible

We believe that every student should attend school regularly and on time.

We believe that all members of our learning community (students, staff members and parents) are responsible for ensuring that all people in our school feel welcome and valued.

Ready to Learn

We believe that student success improves with being prepared and on time for class and through being focussed and on task in the classroom. We will program for each student accordingly to ensure that all students can be successful.

Implementation

Through our administration, curriculum, teaching methods, school assemblies, and school events, we will continue to promote these virtues for all members of our Learning Community.

Kate Chegwin School's Student Character Policy and Bullying

What is Bullying?

The repeated and hostile or demeaning behaviour by a person where the behaviour is intended by the person to cause harm, fear or distress to another individual in the community, including psychological harm or harm to the individual's reputation.

Forms of bullying:

- **Physical:** hitting or kicking and / or taking or damaging personal property
- **Verbal bullying:** taunts, name calling, put downs, threats or intimidation
- **Social:** exclusion from peer groups, gossip, ganging up, group teasing
- **Cyberbullying:** using technology to support deliberate and hurtful behaviours towards an individual or group of individuals
- **Homophobic bullying:** bullying behaviours that are motivated by prejudice against the person's actual or perceived sexual orientation or gender identity.

Dynamics of Bullying

The act of bullying typically involves three types of individuals:

- **The person exhibiting bullying behaviour:** the underlying motive is typically power or control
- **The target:** the person who is the recipient of the bullying behaviour
- **The bystander(s):** those present during the act of bullying. The bystander has two options:
 1. Tell the bully to stop and get help if necessary. Those exhibiting bullying behaviour like an audience. If the audience shows disapproval, the behaviour is discouraged from continuing.
 2. Do nothing and/or join in: these behaviors both serve to support bullying and can be as harmful as the bullying itself.

Reporting bullying behaviour and helping the school

Members of our learning community have a responsibility to report bullying behaviour as soon as possible to our staff members and a right to have the issue investigated and dealt with accordingly.

Student support of a bully free school

Students can help to eliminate bullying by:

1. Valuing student differences and treating others with respect
2. Being alert in places around the school where there is less adult supervision, such as bathrooms, corridors and stairwells and reporting it as soon as it occurs to a staff member
3. Talking to teachers and parents about concerns and issues regarding bullying
4. Working with other students and teachers to help the school deal with bullying effectively
5. Being a good role model for younger students and supporting them if bullying occurs

School Responses to Bullying Behaviour

- Those exhibiting bullying behaviour may be counselled and will be given appropriate consequences. These may include, but are not limited to: phone calls home, restorative justice in school, modified schedules or alternative working arrangements in the school. Other consequences may take place.
- In serious cases, suspension or even expulsion will be considered.
- If possible, the students will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Kate Chegwin School's Student Character Policy

Student / Parent Acknowledgement

My class and I have read the school's character policy together and it has been explained in a way that we all could understand it.

Student Name: _____ Date: _____

I have read and understood the School Character Policy and I am aware of the expectations outlined in the policy.

Parent Signature: _____ Date: _____



Character

Character Traits

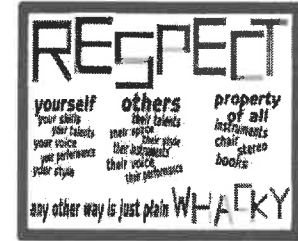
RESPECT

Definition: Treating others, yourself, and the environment with high regard and value



You show RESPECT when you:

- Be polite to everyone
 - Treat yourself and others with care and value
 - Honour the rules of your home, school, workplace and community
 - Demonstrate value for yourself, your body and your rights.
- Take care with other people's property and belongings. A community that is respectful begins by understanding whom and what to respect and consider worthy of high regard and then acts to show it in word or actions so that those events and individuals feel appreciated.
 - Treat others with respect
 - Treat others how you want to be treated
 - Be tolerant and accepting of differences
 - Use good manners, not bad language
 - Be considerate of the feelings for others
 - Don't threaten, hit or hurt anyone
 - Deal peacefully with anger, insults, and disagreements



RESPONSIBLE

Definition: Being accountable for and reliable in your actions and commitments

You show RESPONSIBILITY when you:

- Set goals, stay focused and stick with the task until completed.
- Do your share of the work.
- Recognize and learn from your mistakes.
- Follow through with your commitments.
- Demonstrate initiative and perseverance in overcoming difficulties.

Responsibility

A community that is responsible begins by identifying what tasks or duties belong to them, then gaining knowledge about how to complete those tasks, then completing them to the best of their ability.

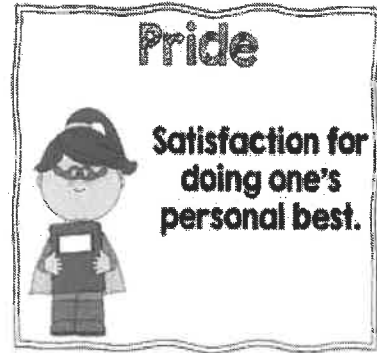
- Do what you are supposed to do
- Use self-control
- Be self-disciplined
- Plan ahead
- Set a good example for others

PRIDE

Definition: Satisfaction, effort, value

Pride

- I am proud of my accomplishments, I have pride for myself, my school and my family. I will make others proud of me by my actions.



Empathy

EMPATHY

A community that is empathetic begins by observing the suffering of others, identifies with those suffering as if they were their own, then acts to ease that suffering.

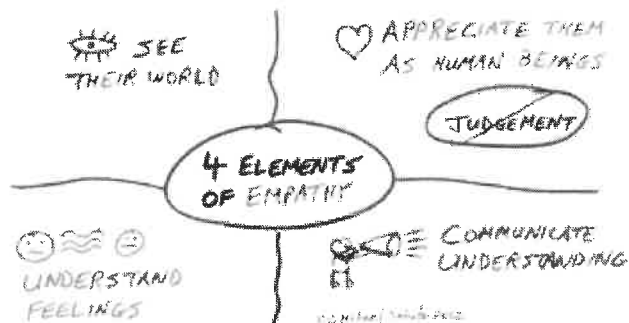
Empathy is not sympathy, nor is it feeling sorry for others. Instead, it is understanding what others are feeling or thinking.

Definition: The action of understanding, being aware and sensitive to others feelings, to see the situation from their point of view.

EMPATHY

A community that is empathetic begins by observing the suffering of others, identifies with those suffering as if they were their own, then acts to ease that suffering.

- Ability to understand and feel what someone else is feeling
- Showing kindness by being sympathetic, generous, or charitable
- Generally doing good
- Compassion and understanding creates empathy



COURAGE



Character takes courage. It requires doing what's right, not what's easy or popular.

Definition: Face difficulty or danger and express your beliefs even if you are afraid.

Courage

- I stand up for people who are being picked on and/or disrespected.
- I make the best choices whether or not they are favored by my peers.
- I take academic, personal and social risks that help me grow.
- I take on the role of leader as needed.
- I try new things with an open mind and empower those around me to do the same.
- I stop confrontations and conflicts as soon as I can.
- I hold my peers accountable for community norms and expectations.



Definition: The quality of being honest and having strong moral principles

A community who has integrity stays true to be a common good that will help the entire group.

- Fairness is not “sameness”
- Honesty. truthful
- Standing up for what you believe in
- Deciding what is right and doing it even when no one is watching you

HONESTY

Definition: If you tell the truth – you possess the quality of “honesty”

- An honest person does not do things that are morally wrong
- **Honesty** refers to a facet of moral character and connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. **Honesty** also involves being trustworthy, loyal, fair, and sincere.



COMPASSION

Definition: it is **defined** as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.



- If someone shows kindness, caring, and a willingness to help others
- Giving to a charity takes **compassion**
- Volunteering to work with sick people or animals takes **Compassion**
- When you have compassion, you're putting yourself in someone else's shoes and really feeling for them

PERSEVERANCE

Definition: Continue to work hard and persist toward the goal even when obstacles and difficulties arise. Hold to a course of action, belief, or purpose without giving way.

Perseverance

A community that perseveres understands that there will be difficulties in life and then acts to move through those difficulties no matter how severe.

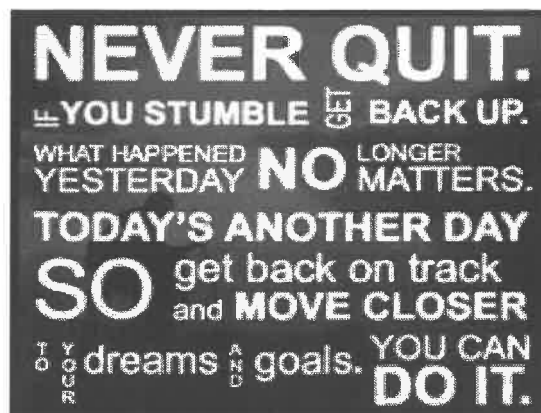
- Working hard to set and achieve personal goals
- Commitment, hard work, patience, endurance
- Not giving up
- Steadfastness in doing something despite being confronted with difficulties



RESILIENCY

Definition: **Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress

- It means "bouncing back" from difficult experiences
- Knowing how to cope in spite of setbacks
- **Resilience** is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to **get** it. It has to **do** with your emotional strength.





Forms

Health and Life Skills Information

Dear Parent or Guardian:

Your child is currently enrolled in the Alberta Education *Health and Life Skills* Program of Study at Kate Chegwin School. This program aims to enable students to make well informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. Three General Outcomes serve as the foundation for Health skills. They include wellness choices, relationship choices and life-long learning choices. According to the Government of Alberta, “all courses or programs of study offered and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the Canadian Charter of Rights and Freedoms and the Alberta Human Rights Act.”

Human sexuality education is offered in grade seven to grade nine as a mandatory component of the Health Program of Study and is contained in the following general learning outcomes:

Grade 7: Examine the human reproductive process, and recognize misunderstandings associated with sexual development, identify the effects of social influences on sexuality and gender roles and equity; examine the influences on personal decision making for responsible sexual behaviour; examine abstinence and decisions to postpone sexual activity as healthy choices

Grade 8: Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development; determine the signs, methods and consequences of various types of abuse; identify and describe the responsibilities and consequences associated with involvement in a sexual relationship; describe symptoms, effects, treatments and prevention for common sexually transmitted disease; identify and describe basic types of contraceptives

Grade 9: Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; evaluate implications and consequences of sexual assault on a victim and those associated with that victim; determine “safer” sex practices; identify and describe the responsibilities and resources associated with pregnancy and parenting; develop strategies that address factors to prevent or reduce sexual risk.

For more specific information about these learning outcomes, parents may wish to go to <http://education.alberta.ca/teachers/program/health/programs.aspx>

Parents, please ensure you indicate on the “Forms and Policies” Summary Cover page whether or not your child can participate in the Human Sexuality education component.

School: KATE CHEGWIN SCHOOL
School Year: 2020 - 2021

Lunch-time supervision is offered by the school so students have a safe place to have lunch. The cost to provide this service to families is shared between the school and parents.

Complete this form for your child (one form per child)

STUDENT INFORMATION		
Name of Student	Grade	Homeroom
<p>A per student fee was set for the school using the District fee formula. Students remaining on school property are required to participate in the lunch program adhering to Edmonton Public School Board Policies and Regulations IH.AR.</p> <ul style="list-style-type: none"> All lunches must be consumed in the designated areas indoors Students will remain in the designated areas unless participating in an activity Students are responsible for picking up their lunch litter and cleaning their area Students will respectively follow the direction of the adult in charge Please supply the school with the most up to date medical and allergy information Failure to meet any of the conditions of participation in the lunch program may result in suspension <p>The School's annual Lunch Fee per student is: <u>\$30.00 per year.</u></p> <p>All students are expected to follow the school's behaviour code of conduct expectations. As Kate Chegwin School is a closed campus, if you wish your child to go home for lunch please indicate below and on the "<u>Forms and Policies Summary Cover Page</u>" provided.</p> <p><u>OFF CAMPUS CONSENT:</u></p> <p>Please sign below if you consent to your child leaving campus during the lunch hour to go directly home for lunch.</p> <p>Parent Name: _____ Parent Signature: _____</p> <p>Date: _____</p>		



FOIP Consent

Consent to post or publish student information

Kate Chegwin School

_____ is requesting your permission to use your child’s personal information (i.e., image, grade and/or name, etc.) in public venues or on the Internet where the general public may have access to the information in order to communicate with parents, the community and the general public.

By signing this form, you are agreeing that your child’s personal information may be used in the following ways by the school and school district. Examples include, but are not limited to:

- video recordings;
- displays;
- posting pictures, videos, podcasts or presentations online;
- brochures, program booklets, newsletters or publications; and
- accessing and posting information to public websites or social media applications (e.g., Facebook®, Flickr®, YouTube®, Twitter® and other emerging technologies).

Classroom lessons may also be digitally recorded to provide material for staff development or to demonstrate good professional practices. These recordings may be shared with other educational organizations.

Some websites may require students to login and provide information such as their name, school and email address when they are sharing digital images, videos and presentations across the school district or on public websites.

By signing this form and returning it to the school, you are consenting to your child’s information being used for these purposes. **If no form is returned, it indicates that consent was NOT given.**

Yes, I consent to my child’s information being used for the above stated purposes.

Student’s Name: _____ Grade: _____

Parent/Guardian(s) Signature(s): _____ Date: _____

FOR SCHOOL USE ONLY

Homeroom Teacher/Room #: _____ EPSB ID# _____

To help ensure that you know and understand how your child’s information may be used, the school administration and/or your child’s teacher will continue to communicate with you and provide you with additional information on events and projects that your child may be participating in.

Consent is voluntary and you may withdraw your consent and request that personal information regarding your child be removed from sites that are administered by Edmonton Public Schools by notifying the school principal in writing. Please note that once photographs, student names and other identifying information is released in any public forum, Edmonton Public Schools cannot control or prevent the further distribution or use of the material by those who access the information. For more details on how personal information is used in Edmonton Public Schools, visit www.epsb.ca/media/epsb/schools/registerforschool/EPSB_CollectionUseOfPersonalInfo.pdf.

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), Edmonton Public Schools is authorized and required under the provisions of the School Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.

Media Consent Form

This form asks if your child can be interviewed, filmed or recorded by media outlets that have been invited to the school.

The District invites media to our schools to help share stories about school events, programs, goodwill initiatives or students. When possible, the school will notify parents when media will be on site.

Media requests are carefully considered by the Communications department and the school principal before being approved. Schools need consent from parents/guardians before allowing media to interview or take photos, video or audio of students at non-public events. This consent is only required if students could be interviewed, videotaped or photographed with their faces clearly shown.



News media reporting may include interviews with students, as well as photographs, video or audio to be shared in newspapers, magazines, radio or television programs, and online posts for websites or social media. The media coverage may be digitally manipulated, published, broadcast, re-broadcast or sold to other media outlets.

CONSENT

STUDENT'S NAME

GRADE

ROOM

Kate Chegwin School

2020-2021

SCHOOL NAME

SCHOOL YEAR

I am the parent/legal guardian of the student named above. I have read and understand the information provided on this form.

- I give permission for my child to participate in media coverage as described above.
- I do not give permission for my child to participate in media coverage as described above.

PARENT/GUARDIAN SIGNATURE

DATE

OR

I am the independent student named above. I have read and understand the information provided on this form.

- I agree to participate in media coverage as described above.
- I do not agree to participate in media coverage as described above.

INDEPENDENT STUDENT SIGNATURE (18 YEARS OR OLDER)

DATE

 **Parents/legal guardians or independent students may cancel their consent by contacting the principal.**

September 2020

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
		1 <i>PD Day - No Classes</i>	2 <i>Operational Day - No Classes</i>	3 <i>Day 1</i> <i>First Day of Instruction</i>	4 <i>Day 2</i>	5
6	7 <i>Labour Day - No Classes</i>	8 <i>Day 1</i>	9 <i>Day 2</i> <i>Meet The Staff: 5:30 pm School Council Mfg to follow @ 7 pm</i> <i>Picture Day - All students</i>	10 <i>Day 1</i>	11 <i>Day 2</i>	12
13	14 <i>Day 1</i> <i>Fees Collection Week</i>	15 <i>Day 2</i>	16 <i>Day 1</i>	17 <i>Day 2</i>	18 <i>Day 1</i>	19
20	21 <i>Day 2</i>	22 <i>Day 1</i>	23 <i>Day 2</i>	24 <i>Day 1</i> <i>Terry Fox Run - tentative</i>	25 <i>Day 2</i>	26
27	28 <i>Day 1</i>	29 <i>Day 2</i>	30 <i>Day 1</i>			

WEEKLY CALENDAR / ASSIGNMENTS

DATE: SEPTEMBER 2020

MONDAY		
TUESDAY, SEPTEMBER 1	PD DAY - NO CLASSES	
WEDNESDAY, SEPTEMBER 2	OPERATIONAL DAY – NO CLASSES	
THURSDAY, SEPTEMBER 3	FIRST DAY OF CLASSES	DAY 1
FRIDAY, SEPTEMBER 4		DAY 2
SATURDAY, SEPTEMBER 5		SUNDAY, SEPTEMBER 6

WEEKLY CALENDAR / ASSIGNMENTS

DATE: SEPTEMBER 2020

MONDAY, SEPTEMBER 7		LABOUR DAY – NO CLASSES	DAY 2
TUESDAY, SEPTEMBER 8			DAY 1
WEDNESDAY, SEPTEMBER 9		MEET THE STAFF, 5:30 PM SCHOOL COUNCIL TO FOLLOW, 7:00 PM	DAY 2
Picture day – all students			
THURSDAY, SEPTEMBER 10			DAY 1
FRIDAY, SEPTEMBER 11			DAY 2
SATURDAY, SEPTEMBER 12		SUNDAY, SEPTEMBER 13	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: SEPTEMBER 2020

MONDAY, SEPTEMBER 14		FEEES COLLECTION WEEK	DAY 1
TUESDAY, SEPTEMBER 15		DAY 2	
WEDNESDAY, SEPTEMBER 16		DAY 1	
THURSDAY, SEPTEMBER 17		DAY 2	
FRIDAY, SEPTEMBER 18		DAY 1	
SATURDAY, SEPTEMBER 19		SUNDAY, SEPTEMBER 20	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: SEPTEMBER 2020

MONDAY, SEPTEMBER 21	DAY 2

TUESDAY, SEPTEMBER 22	DAY 1

WEDNESDAY, SEPTEMBER 23	DAY 2

THURSDAY, SEPTEMBER 24	TERRY FOX RUN - TENTATIVE	DAY 1

FRIDAY, SEPTEMBER 25	DAY 2

SATURDAY, SEPTEMBER 26	SUNDAY, SEPTEMBER 27

WEEKLY CALENDAR / ASSIGNMENTS

DATE: SEPTEMBER 2020

MONDAY, SEPTEMBER 28	DAY 1

TUESDAY, SEPTEMBER 29	DAY 2

WEDNESDAY, SEPTEMBER 30	DAY 1

October 2020

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
				1 Day 2	2 Day 1	3
4	5 Day 2	6 Day 1	7 Day 2	8 Day 1	9 Day 2	10
11	12 Thanksgiving – No Classes	13 Day 1	14 Day 2	15 Day 1	16 Day 2	17
18	19 Day 1	20 Day 2	21 Day 1	22 PD Day – No Classes	23 PD Day – No Classes	24
25	26 Book Fair Week Picture Re-Take Day	27 Day 1	28 Day 2 Goal Setting Conference, 4 to 7 pm	29 Day 1 Goal Setting Conference, 4 to 6:30 pm	30 Day 2	31

WEEKLY CALENDAR / ASSIGNMENTS

DATE: OCTOBER 2020

THURSDAY, OCTOBER 1 DAY 2	
FRIDAY, OCTOBER 2 DAY 1	
SATURDAY, OCTOBER 3 SUNDAY, OCTOBER 4	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: OCTOBER 2020

MONDAY, OCTOBER 5	DAY 2

TUESDAY, OCTOBER 6	DAY 1

WEDNESDAY, OCTOBER 7	DAY 2

THURSDAY, OCTOBER 8	DAY 1

FRIDAY, OCTOBER 9	DAY 2

SATURDAY, OCTOBER 10	SUNDAY, OCTOBER 11

WEEKLY CALENDAR / ASSIGNMENTS

DATE: OCTOBER 2020

MONDAY, OCTOBER 12	THANKSGIVING – NO CLASSES

TUESDAY, OCTOBER 13	DAY 1

WEDNESDAY, OCTOBER 14	DAY 2

THURSDAY, OCTOBER 15	DAY 1

FRIDAY, OCTOBER 16	DAY 2

SATURDAY, OCTOBER 17	SUNDAY, OCTOBER 18

WEEKLY CALENDAR / ASSIGNMENTS

DATE: OCTOBER 2020

MONDAY, OCTOBER 19	DAY 1

TUESDAY, OCTOBER 20	DAY 2

WEDNESDAY, OCTOBER 21	DAY 1

THURSDAY, OCTOBER 22	PD DAY – NO CLASSES

FRIDAY, OCTOBER 23	PD DAY – NO CLASSES

SATURDAY, OCTOBER 24	SUNDAY, OCTOBER 25

WEEKLY CALENDAR / ASSIGNMENTS

DATE: OCTOBER 2020

MONDAY, OCTOBER 26		BOOK FAIR WEEK PICTURE RETAKE DAY	DAY 2
TUESDAY, OCTOBER 27			DAY 1
WEDNESDAY, OCTOBER 28		GOAL SETTING CONFERENCE, 4 -7 PM	DAY 2
THURSDAY, OCTOBER 29		GOAL SETTING CONFERENCE, 4 TO 6:30 PM	DAY 1
FRIDAY, OCTOBER 30			DAY 2
SATURDAY, OCTOBER 31		SUNDAY, NOVEMBER 1	

November 2020

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1	2 Day 1	3 Day 2	4 Day 1	5 Day 2	6 Day 1	7
8	9 Day 2	10 Day 1 <i>Remembrance Day Ceremony, 10:30 -11:30 am</i>	11 Remembrance Day - No Classes	12 Day In Lieu – No Classes	13 <i>Board Declared Non- Instructional Day</i>	14
15	16 Day 2	17 Day 1	18 Day 2	19 Day 1	20 Day 2	21
22	23 Day 1	24 Day 2	25 Day 1	26 Day 2	27 Day 1	28
29	30 PD Day – No Classes					

WEEKLY CALENDAR / ASSIGNMENTS

DATE: NOVEMBER 2020

MONDAY, NOVEMBER 2		DAY 1
TUESDAY, NOVEMBER 3		DAY 2
WEDNESDAY, NOVEMBER 4		DAY 1
THURSDAY, NOVEMBER 5		DAY 2
FRIDAY, NOVEMBER 6		DAY 1
SATURDAY, NOVEMBER 7		SUNDAY, NOVEMBER 8

WEEKLY CALENDAR / ASSIGNMENTS

DATE: NOVEMBER 2020

MONDAY, NOVEMBER 9		DAY 2
TUESDAY, NOVEMBER 10	REMEMBRANCE DAY CEREMONY	DAY 1
WEDNESDAY, NOVEMBER 11	REMEMBRANCE DAY – NO CLASSES	
THURSDAY, NOVEMBER 12	DAY IN LIEU – NO CLASSES	
FRIDAY, NOVEMBER 13	BOARD APPROVED NON-INSTRUCTIONAL DAY	
SATURDAY, NOVEMBER 14		SUNDAY, NOVEMBER 15

WEEKLY CALENDAR / ASSIGNMENTS

DATE: NOVEMBER 2020

MONDAY, NOVEMBER 16		DAY 2
TUESDAY, NOVEMBER 17		DAY 1
WEDNESDAY, NOVEMBER 18		DAY 2
THURSDAY, NOVEMBER 19		DAY 1
FRIDAY, NOVEMBER 20		DAY 2
SATURDAY, NOVEMBER 21		SUNDAY, NOVEMBER 22

WEEKLY CALENDAR / ASSIGNMENTS

DATE: NOVEMBER 2020

MONDAY, NOVEMBER 23		DAY 1
TUESDAY, NOVEMBER 24		DAY 2
WEDNESDAY, NOVEMBER 25		DAY 1
THURSDAY, NOVEMBER 26		DAY 2
FRIDAY, NOVEMBER 27		DAY 1
SATURDAY, NOVEMBER 28		SUNDAY, NOVEMBER 29

December 2020

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
		1 Day 2	2 Day 1	3 Day 2	4 Day 1	5
6	7 Day 2	8 Day 1	9 Day 2	10 Day 1	11 Day 2	12
13	14 Day 1	15 Day 2	16 Day 1	17 Day 2	18 Day 1 <i>Talent Show</i>	19
20	21 <i>Winter Break Begins</i>	22 <i>Winter Break</i>	23 <i>Winter Break</i>	24 <i>Winter Break</i>	25 <i>Christmas Day</i>	26 <i>Boxing Day</i>
27	28 <i>Winter Break</i>	29 <i>Winter Break</i>	30 <i>Winter Break</i>	31 <i>Winter Break</i>		

WEEKLY CALENDAR / ASSIGNMENTS

DATE: DECEMBER 2020

MONDAY, NOVEMBER 30		PD DAY – NO CLASSES	
TUESDAY, DECEMBER 1		DAY 2	
WEDNESDAY, DECEMBER 2		DAY 1	
THURSDAY, DECEMBER 3		DAY 2	
FRIDAY, DECEMBER 4		DAY 1	
SATURDAY, DECEMBER 5		SUNDAY, DECEMBER 6	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: DECEMBER 2020

MONDAY, DECEMBER 7		DAY 2
TUESDAY, DECEMBER 8		DAY 1
WEDNESDAY, DECEMBER 9		DAY 2
THURSDAY, DECEMBER 10		DAY 1
FRIDAY, DECEMBER 11		DAY 2
SATURDAY, DECEMBER 12		SUNDAY, DECEMBER 13

WEEKLY CALENDAR / ASSIGNMENTS

DATE: DECEMBER 2020

MONDAY, DECEMBER 14		DAY 1
TUESDAY, DECEMBER 15		DAY 2
WEDNESDAY, DECEMBER 16		DAY 1
THURSDAY, DECEMBER 17		DAY 2
FRIDAY, DECEMBER 18	TALENT SHOW-PM	DAY 1
SATURDAY, DECEMBER 19		SUNDAY, DECEMBER 20

WEEKLY CALENDAR / ASSIGNMENTS

DATE: DECEMBER 2020

MONDAY, DECEMBER 21		WINTER BREAK – NO CLASSES	
TUESDAY, DECEMBER 22		WINTER BREAK – NO CLASSES	
WEDNESDAY, DECEMBER 23		WINTER BREAK – NO CLASSES	
THURSDAY, DECEMBER 24		WINTER BREAK – NO CLASSES	
FRIDAY, DECEMBER 25		CHRISTMAS DAY	
SATURDAY, DECEMBER 26		SUNDAY, DECEMBER 27	
Boxing Day			

WEEKLY CALENDAR / ASSIGNMENTS

DATE: DECEMBER 2020

MONDAY, DECEMBER 28		WINTER BREAK – NO CLASSES	
TUESDAY, DECEMBER 29		WINTER BREAK – NO CLASSES	
WEDNESDAY, DECEMBER 30		WINTER BREAK – NO CLASSES	
THURSDAY, DECEMBER 31		WINTER BREAK – NO CLASSES	
FRIDAY, JANUARY 1		NEW YEAR'S DAY – NO CLASSES	
SATURDAY, JANUARY 2		SUNDAY, JANUARY 3	

January 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
					1 <i>New Year's Day</i>	2
3	4 <i>Day 2</i>	5 <i>Day 1</i>	6 <i>Day 2</i>	7 <i>Day 1</i>	8 <i>Day 2</i>	9
10	11 <i>Day 1</i>	12 <i>Day 2</i>	13 <i>Day 1</i>	14 <i>Day 2</i>	15 <i>Day 1</i>	16
17	18 <i>Day 2</i>	19 <i>Day 1</i>	20 <i>Day 2</i>	21 <i>Day 1</i>	22 <i>Day 2</i>	23
24	25 <i>Day 1</i>	26 <i>Day 2</i>	27 <i>Day 1</i>	28 <i>Day 2</i>	29 <i>Day 1</i>	30
31						

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JANUARY 2020

MONDAY, JANUARY 4		DAY 2
TUESDAY, JANUARY 5		DAY 1
WEDNESDAY, JANUARY 6		DAY 2
THURSDAY, JANUARY 7		DAY 1
FRIDAY, JANUARY 8		DAY 2
SATURDAY, JANUARY 9		SUNDAY, JANUARY 10

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JANUARY 2020

MONDAY, JANUARY 11	DAY 1

TUESDAY, JANUARY 12	DAY 2

WEDNESDAY, JANUARY 13	DAY 1

THURSDAY, JANUARY 14	DAY 2

FRIDAY, JANUARY 15	DAY 1

SATURDAY, JANUARY 16	SUNDAY, JANUARY 17

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JANUARY 2020

MONDAY, JANUARY 18		DAY 2
TUESDAY, JANUARY 19		DAY 1
WEDNESDAY, JANUARY 20		DAY 2
THURSDAY, JANUARY 21		DAY 1
FRIDAY, JANUARY 22		DAY 2
SATURDAY, JANUARY 23		SUNDAY, JANUARY 24

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JANUARY 2020

MONDAY, JANUARY 25		DAY 1
TUESDAY, JANUARY 26		DAY 2
WEDNESDAY, JANUARY 27		DAY 1
THURSDAY, JANUARY 28		DAY 2
FRIDAY, JANUARY 29		DAY 1
SATURDAY, JANUARY 30		SUNDAY, JANUARY 31

February 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1	2	3	4	5	6	
	<i>PD Day – No Classes</i>	<i>Semester 2 Begins</i>				
7	8	9	10	11	12	13
	<i>Day 2</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 1</i>	<i>Day 2</i>	
14	15	16	17	18	19	20
	<i>Family Day- No classes</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 1</i>	<i>Day 2</i>	
				<i>Parent/Teacher Night, 3:30 to 7:00 pm</i>		
21	22	23	24	25	26	27
	<i>Day 1</i>	<i>Day 2</i>	<i>Day 1</i>	<i>Teachers' Convention – No Classes</i>	<i>Teachers' Convention – No Classes</i>	
28						

WEEKLY CALENDAR / ASSIGNMENTS

DATE: FEBRUARY 2020

MONDAY, FEBRUARY 1		PD DAY – NO CLASSES	
TUESDAY, FEBRUARY 2		SEMESTER 2 BEGINS	DAY 2
WEDNESDAY, FEBRUARY 3			DAY 1
THURSDAY, FEBRUARY 4			DAY 2
FRIDAY, FEBRUARY 5			DAY 1
SATURDAY, FEBRUARY 6		SUNDAY, FEBRUARY 7	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: FEBRUARY 2020

MONDAY, FEBRUARY 8		DAY 2
TUESDAY, FEBRUARY 9		DAY 1
WEDNESDAY, FEBRUARY 10		DAY 2
THURSDAY, FEBRUARY 11		DAY 1
FRIDAY, FEBRUARY 12		DAY 2
SATURDAY, FEBRUARY 13	SUNDAY, FEBRUARY 14	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: FEBRUARY 2020

MONDAY, FEBRUARY 15		FAMILY DAY – NO CLASSES			
TUESDAY, FEBRUARY 16		DAY 1			
WEDNESDAY, FEBRUARY 17		DAY 2			
THURSDAY, FEBRUARY 18		PARENT/TEACHER NIGHT, 3:30-7:00 PM		DAY 1	
FRIDAY, FEBRUARY 19		DAY 2			
SATURDAY, FEBRUARY 20			SUNDAY, FEBRUARY 21		

WEEKLY CALENDAR / ASSIGNMENTS

DATE: FEBRUARY 2020

MONDAY, FEBRUARY 22		DAY 1
TUESDAY, FEBRUARY 23		DAY 2
WEDNESDAY, FEBRUARY 24		DAY 1
THURSDAY, FEBRUARY 25		TEACHERS' CONVENTION – NO CLASSES
FRIDAY, FEBRUARY 26		TEACHERS' CONVENTION – NO CLASSES
SATURDAY, FEBRUARY 27		SUNDAY, FEBRUARY 28

March 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
	1 Day 2	2 Day 1	3 Day 2	4 Day 1	5 Day 2	6
7	8 Day 1	9 Day 2	10 Day 1	11 Day 2	12 <i>PD Day – No classes</i>	13
14	15 Day 1	16 Day 2	17 Day 1	18 Day 2	19 Day 1	20
21	22 Day 2	23 Day 1	24 Day 2	25 Day 1	26 Day 2	27
28	29 <i>Spring Break – No Classes</i>	30 <i>Spring Break – No Classes</i>	31 <i>Spring Break – No Classes</i>			

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MARCH 2020

MONDAY, MARCH 1		DAY 2
TUESDAY, MARCH 2		DAY 1
WEDNESDAY, MARCH 3		DAY 2
THURSDAY, MARCH 4		DAY 1
FRIDAY, MARCH 5		DAY 2
SATURDAY, MARCH 6		SUNDAY, MARCH 7

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MARCH 2020

MONDAY, MARCH 8		DAY 1
TUESDAY, MARCH 9		DAY 2
WEDNESDAY, MARCH 10		DAY 1
THURSDAY, MARCH 11		DAY 2
FRIDAY, MARCH 12		PD DAY – NO CLASSES
SATURDAY, MARCH 13		SUNDAY, MARCH 14

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MARCH 2020

MONDAY, MARCH 15		DAY 1
TUESDAY, MARCH 16		DAY 2
WEDNESDAY, MARCH 17		DAY 1
THURSDAY, MARCH 18		DAY 2
FRIDAY, MARCH 19		DAY 1
SATURDAY, MARCH 20		SUNDAY, MARCH 21

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MARCH 2020

MONDAY, MARCH 22		DAY 2
TUESDAY, MARCH 23		DAY 1
WEDNESDAY, MARCH 24		DAY 2
THURSDAY, MARCH 25		DAY 1
FRIDAY, MARCH 26		DAY 2
SATURDAY, MARCH 27		SUNDAY, MARCH 28

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MARCH 2020

MONDAY, MARCH 29	SPRING BREAK – NO CLASSES

TUESDAY, MARCH 30	SPRING BREAK – NO CLASSES

WEDNESDAY, MARCH 31	SPRING BREAK – NO CLASSES

April 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
				1 <i>Spring Break -- No Classes</i>	2 <i>Good Friday -- No Classes</i>	3
4	5 <i>Easter Monday -- No Classes</i>	6 <i>Board Approved Non-Instructional Day</i>	7 Day 1	8 Day 2	9 Day 1	10
11	12 Day 2	13 Day 1	14 Day 2	15 Day 1	16 Day 2	17
18	19 Day 1	20 <i>Japan Day, Gr. 8</i>	21 Day 1	22 Day 2	23 Day 1	24
25	26 <i>PD Day -- No Classes</i>	27 Day 2	28 Day 1	29 Day 2	30 Day 1	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: APRIL 2020

THURSDAY, APRIL 1	SPRING BREAK – NO CLASSES

FRIDAY, APRIL 2	GOOD FRIDAY – NO CLASSES

SATURDAY, APRIL 3	SUNDAY, APRIL 4

WEEKLY CALENDAR / ASSIGNMENTS

DATE: APRIL 2020

MONDAY, APRIL 5		EASTER MONDAY – NO CLASSES	
TUESDAY, APRIL 6		BOARD APPROVED NON-INSTRUCTIONAL DAY	
WEDNESDAY, APRIL 7		DAY 1	
THURSDAY, APRIL 8		DAY 2	
FRIDAY, APRIL 9		DAY 1	
SATURDAY, APRIL 10		SUNDAY, APRIL 11	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: APRIL 2020

MONDAY, APRIL 12		DAY 1
TUESDAY, APRIL 13		DAY 2
WEDNESDAY, APRIL 14		DAY 1
THURSDAY, APRIL 15		DAY 2
FRIDAY, APRIL 16		DAY 1
SATURDAY, APRIL 17		SUNDAY, APRIL 18

WEEKLY CALENDAR / ASSIGNMENTS

DATE: APRIL 2020

MONDAY, APRIL 19		DAY 1
TUESDAY, APRIL 20		DAY 2
WEDNESDAY, APRIL 21		DAY 1
THURSDAY, APRIL 22		DAY 2
FRIDAY, APRIL 23		DAY 1
SATURDAY, APRIL 24		SUNDAY, APRIL 25

WEEKLY CALENDAR / ASSIGNMENTS

DATE: APRIL 2020

MONDAY, APRIL 26		PD DAY - NO CLASSES	
TUESDAY, APRIL 27		DAY 2	
WEDNESDAY, APRIL 28		DAY 1	
THURSDAY, APRIL 29		DAY 2	
FRIDAY, APRIL 30		DAY 1	
SATURDAY, MAY 1		SUNDAY, MAY 2	

May 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
						1
2	3 Day 2 <i>PAT Exam – ELA – Part A</i>	4 Day 1	5 Day 2	6 Day 1	7 Day 2	8
9	10 Day 1	11 Day 2	12 Day 1	13 Day 2	14 <i>PD Day – No Classes</i>	15
16	17 Day 1	18 Day 2	19 Day 1	20 Day 2	21 Day 1	22
23	24 <i>Victoria Day - No classes</i>	25 <i>Teacher Day in Lieu – No Classes</i>	26 <i>Board Approved Non-Instructional Day</i>	27 Day 2	28 Day 1	29
30	31 Day 2					

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MAY 2020

MONDAY, MAY 3		DAY 2
TUESDAY, MAY 4		DAY 1
WEDNESDAY, MAY 5		DAY 2
THURSDAY, MAY 6		DAY 1
FRIDAY, MAY 7		DAY 2
SATURDAY, MAY 8		SUNDAY, MAY 9

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MAY 2020

MONDAY, MAY 10		DAY 1
TUESDAY, MAY 11		DAY 2
WEDNESDAY, MAY 12		DAY 1
THURSDAY, MAY 13		DAY 2
FRIDAY, MAY 14		PD DAY – NO CLASSES
SATURDAY, MAY 15		SUNDAY, MAY 16

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MAY 2020

MONDAY, MAY 17		DAY 1
TUESDAY, MAY 18		DAY 2
WEDNESDAY, MAY 19		DAY 1
THURSDAY, MAY 20		DAY 2
FRIDAY, MAY 21		DAY 1
SATURDAY, MAY 22		SUNDAY, MAY 23

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MAY 2020

MONDAY, MAY 24		VICTORIA DAY – NO CLASSES	
TUESDAY, MAY 25		TEACHER DAY IN LIEU – NO CLASSES	
WEDNESDAY, MAY 26		BOARD APPROVED NON-INSTRUCTIONAL DAY	
THURSDAY, MAY 27		DAY 2	
FRIDAY, MAY 28		DAY 1	
SATURDAY, MAY 29		SUNDAY, MAY 30	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: MAY 2020 / JUNE 2020

MONDAY, MAY 31		DAY 2
TUESDAY, JUNE 1		DAY 1
WEDNESDAY, JUNE 2		DAY 2
THURSDAY, JUNE 3		DAY 1
FRIDAY, JUNE 4		DAY 2
SATURDAY, JUNE 5		SUNDAY, JUNE 6

June 2021

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
		1 Day 1	2 Day 2	3 Day 1	4 Day 2	5
6	7 Day 1	8 Day 2	9 Day 1	10 Day 2	11 Day 1	12
13	14 Day 2	15 Day 1	16 Day 2	17 Day 1	18 Day 2	19
20	21 <i>Indigenous Day</i> <i>Exam Week</i>	22 Day 2	23 Day 1	24 Day 2	25 Day 1	26
27	28 <i>Last Day of Instruction</i>	29 <i>Operational Day – No Students</i>	30			

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JUNE 2020

MONDAY, JUNE 7		DAY 1
TUESDAY, JUNE 8		DAY 2
WEDNESDAY, JUNE 9		DAY 1
THURSDAY, JUNE 10		DAY 2
FRIDAY, JUNE 11		DAY 1
SATURDAY, JUNE 12		SUNDAY, JUNE 13

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JUNE 2020

MONDAY, JUNE 14		DAY 2
TUESDAY, JUNE 15		DAY 1
WEDNESDAY, JUNE 16		DAY 2
THURSDAY, JUNE 17		DAY 1
FRIDAY, JUNE 18		DAY 2
SATURDAY, JUNE 19		SUNDAY, JUNE 20

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JUNE 2020

MONDAY, JUNE 21		INDIGENOUS DAY / EXAM WEEK	DAY 1
TUESDAY, JUNE 22			DAY 2
WEDNESDAY, JUNE 23			DAY 1
THURSDAY, JUNE 24			DAY 2
FRIDAY, JUNE 25			DAY 1
SATURDAY, JUNE 26		SUNDAY, JUNE 27	

WEEKLY CALENDAR / ASSIGNMENTS

DATE: JUNE 2020

MONDAY, JUNE 28	LAST DAY OF INSTRUCTION	DAY 2

TUESDAY, JUNE 29	OPERATIONAL DAY – NO STUDENTS	

WEDNESDAY, JUNE 30	SUMMER BREAK	

