



**Gidgalang Kuuyas Naay
SECONDARY SCHOOL**

**Draft Parent Handbook
2023-2024**

Principal:
Mr Deavlan Bradley

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WELCOME

All staff of Gidgalang Kuuyas Naay Secondary School (GKNSS) would like to welcome new and returning students and their families to the 2022/2023 school year. For students that are starting their first year of high school, we endeavour to provide a smooth transition from elementary. Families should feel free to reach out to any teachers or to the office if there are any questions.

We believe it is important that you receive a well rounded education and for that reason many staff volunteer their time to coach teams, organize clubs and special field trips, and sponsor activities in the school. We encourage you to be involved in your school and participate in the many extracurricular activities we have.

We hope that this school year will be one in which you experience both personal and academic success.

TEACHER CONTACT INFORMATION

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STUDENT CODE OF CONDUCT Rights and Responsibilities

- **I have the right** to be recognized as a worthwhile individual. Therefore, **I have the responsibility** to conduct myself in a manner worthy of others. This includes appropriate language.
- **I have the right** to live and work in an atmosphere of mutual respect and courtesy. Therefore, **I have the responsibility** to avoid participation in activities, which create negative disturbances. I will treat others in a friendly, considerate manner.
- **I have the right** to be safe and secure from threatening or abusive behaviour on the part of others. Therefore, **I have a responsibility** to avoid endangering others through fighting, throwing objects, or the exhibiting of belligerent behaviour.
- **I have the right** to be secure in the feeling that my personal possessions will be free from wilful damage or theft. Therefore, **I have the responsibility** to properly secure my own property and avoid taking things which are not mine.
- **I have a right** to utilize materials, equipment and furniture, which are in good repair. Therefore, **I have the responsibility** to recognize that the marking upon, or other wilful damage to, or theft of books, educational aids, tables, chair, lockers, and so on, constitutes an unreasonable infringement upon the rights of others.
- **I have a right** to live and learn in an environment where buildings, wall coverings, lockers, windows, washrooms, the grounds and so on, are free from vandalism. Therefore, **I have the responsibility** to recognize that willful vandalism of school facilities is a crime against all of the people of this school, and that it will be treated as such.
- **I have a right** to receive an educational program. Therefore, **I have the responsibility** to participate in learning activities assigned by the teacher and to come to class on time and prepared to work, with all appropriate materials.
- GKNSS recognizes and values diversity and will provide an environment where all members of the school community can work and learn free from fear, discrimination, and harassment.



Principal Authority

The principal has a right under the School Act to discharge discipline from the time a student leaves home to go to school until such time as the student returns home at the conclusion of the school day. However, the Principal's and the District's authority also extend beyond the normal 'home-to-home' rule when the behaviour of a student off school premises or after school hours adversely affects the operation of a school.

Rising Expectations

It is understood that students require assistance in developing and subscribing to these socially responsible values and behaviours. One role of school staff is to educate and guide student social development by increasing expectations and consequences as students mature both physically and socially. As a result, responses to behaviour will vary according to these variables. Generally, as a student matures, expectations will increase and consequences will be adjusted accordingly.

Consequences

We believe that discipline is intended to promote the development of pro-social behaviours. To this end it is partially our responsibility to actively teach these attitudes and skills. In this process, it will be necessary to draw on consequences to enhance student learning. The use of consequences will be governed by the following principles:

Consequences will:

- Be appropriate to the student's stage of development,
- Reflect the intensity, frequency, and/or duration of the inappropriate behaviour,
- Be chosen primarily for their educational value,
- Make sense to the student as much as possible, and
- Be appropriately timed.

In addition, **special considerations may apply to students with Individual Education Plans or Individual Behaviour Plans**, if they are unable to comply with this code due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Following are some examples of consequences that may be considered (it should be understood that this is not a complete list of consequences):

- Informal meeting with a student to address the situation
- Phone call to parent to discuss the situation
- Mandatory tutorial time assigned
- Formal meeting involving student and guardian
- Make up or practice time assigned (lunch or after school)
- Removal of an assumed school privilege



- Referral to School Administration
- Withdrawal from course
- Restitution, either monetarily or through school-based community service
- Referral to school-based team
- Definite in-school or out-of-school suspension

School District Expectations Regarding Student Behaviour ([see SD50 Policy D.1](#))

Every student shall be subject to the School Code of Conduct while on school premises, in going to and returning from school, and at all games and functions under the school's jurisdiction, whenever and wherever held.



BUS CODE OF CONDUCT

Students shall abide by the same code of behaviour as would be expected at the school. The School Principal has the authority under the School Act, Section 5.3 to discipline any student who misbehaves both to and from school, which includes at or near a bus stop.

NOTE: Each driver has complete authority over his/her bus. Principals and Vice-Principals at each school recognize and support the Driver's authority over all passengers. The Safety of All Passengers Will Not Be Compromised. Should any student not comply with the Code of Conduct outlined above, the Principal may suspend riding privileges or initiate other disciplinary measures.

Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1	5	Rotates	3	7
2	6		4	8
3	7	Academic	1	5
4	8	Intervention	2	6

BELL SCHEDULE (Mon. – Fri.)	
8:40	
8:45 - 10:05	
10:10 - 11:30	
11:30 - 12:25	
12:30 - 1:50	
1:55 - 3:15	



ACADEMIC INTERVENTION

Wednesday afternoons in 3rd or 4th period students are assigned an activity based on their needs, and they attend an intervention block where any missing homework, missed tests, or essential learning outcomes that have not been met can be addressed. This Intervention Block allows us to intervene on a weekly basis rather than waiting until failure is imminent. On Academic Intervention days, students attend morning classes. Academic Intervention blocks are instructional, and attendance is mandatory, as it is in any other block.

ATTENDANCE

Good attendance and punctuality are important for success in school. It is expected that you will arrive to classes on time and prepared to work. We focus on communication between school and home.

The responsibility for regular attendance lies with the student and the parents/guardians. Parents/guardians should inform the school (250-559-8822) if a student is absent for any reason. Deliberate absenteeism from class without parental consent or knowledge, or departure from class without teacher permission, will be considered truancy from school. Such truancy may trigger the following events:

1. Phone call home informing parents of the truancy and requesting some support.
2. Repeated absences may trigger a school consequence (detention, phone call home, warning letter).
3. For continuing problems in attendance, consequences may be escalated and may include in-school suspensions, out-of-school suspensions, parent meetings, or behaviour contracts. In extreme cases, students may be removed from class.

Students leaving school at any time must sign out at the office and have the reason for their absence confirmed by a parent/guardian at that time. Parent excuses should be occasional and should not interfere with the teachers' ability to deliver instructional programming.

Teachers are not required to give make-up work or provide additional assistance when students skip school, or parent excused for unreasonable amounts of time. The responsibility to catch up lies with the student.

Students who anticipate an absence for medical or other important reasons should report to the office and obtain a **planned absence form**. It is the students' responsibility to meet with their teachers to receive materials or information they may miss due to their absence.

Upon their return to school, students must first report to the office and submit a note or have their parent/guardian phone the school to explain their absence. When returning to school after an absence, the student will be issued a **RETURN TO SCHOOL BLUE SLIP**. It is the student's responsibility to contact each of his/her teachers to pick up missed work as soon as possible prior to the next class.



ACADEMIC SUCCESS

It is expected that students will try to the best of their ability, to be successful in all of their courses. Students who are unsuccessful due to a lack of effort can expect the following:

1. The teacher will seek to remedy the situation at the classroom level. Parents will be notified by your teacher(s).
2. Students may be assigned to an Academic Intervention (AI) block. If assigned to an Academic Intervention block, attendance is mandatory. AI blocks are available weekly regardless, and we expect that students use that time wisely even if not assigned to an intervention.
3. The student may be referred to Learning Assistance for possible assessment and/or intervention. Parents will be notified.
4. Students may be required to sign a contract committing to increased effort for more success.

Some students may be placed on Academic Probation based on the lack of success as a result of lack of effort. Academic Probation may mean removal of eligibility to participate in extra-curricular activities. Students on probation will be expected to demonstrate improved efforts and results within a defined time period. Those students who do not demonstrate improved results may be withdrawn from class and re-scheduled.



Reporting

A student's Curricular Competencies in a course are reported on a regular basis. Teachers also report on progress to parents by telephone, parent/teacher interviews, interim reports and four formal report cards during the school year. It is a good idea to keep your own personal record of progress in a course. Percentages and letter grades are assigned to students in grades 10-12 only.

REPORT CARD MARKS

LETTER GRADE	PERCENTAGE	
A	86% - 100%	Excellent
B	73% - 85%	Very Good
C+	67% - 72%	Good
C	60% - 66%	Satisfactory
C-	50% - 59%	Minimal
I.....	In Progress/Incomplete	

0% - 49% will constitute an "I" as a term mark only

F..... Fail (final mark only)

The work habits and effort you put into your courses are important. Teachers will indicate their perception of your efforts and work habits on your report card by using the following:

G	Good Work Habits/Effort
S.....	Satisfactory Work Habits/Effort
N	Work Habits/Effort Need Improvement

APPEAL PROCESS

An Appeal Process is available to students and parents who feel that a decision by a School Board employee significantly affects their education, health or safety. If you wish to appeal a decision or situation affecting you, try to solve the problem through the following steps:

1. Attempt to resolve the situation directly with the teacher or support worker.
2. If you are not satisfied with the outcome of step 1, contact the Principal and attempt to resolve the situation with school Administration.
3. If you are still not satisfied, you may contact the Superintendent to seek resolution.
4. If you are still not satisfied with a decision or situation that has been made, you may appeal to the Board of Trustees.

If you plan to appeal, it is best to let the school know you plan to do so.



SCHOLARSHIP AND BURSARY PROGRAM

Scholarships are intended for students with high scholastic standing, qualities of distinction, and/or special achievements.

Bursaries may be awarded based on financial need or other criteria.

Scholarships and bursaries are awarded to those students who, by virtue of their academic achievement, potential, and need, can best utilize the awards.

General Scholarship and Bursary Criteria

- 1) Application must be made on the school form, *Application for Scholarships or Bursaries*, and submitted by the first week of June to the Principal. Application forms are made available to students in the Career Life Education class in grade 12.
- 2) The awards are valid at any recognized post-secondary educational institution.
- 3) Applicants must present proof of registration and proof that fees have been paid at the post secondary educational institution before any funds are advanced. Students have two years to claim their awards.
- 4) If the award is not claimed within the specified period, the money may revert to the main bursary fund.

Selection:

- 1) A Selection Committee meets annually to determine Scholarship/Bursary allocations. The Committee consists of representatives from:
 - a. the Principal or designate,
 - b. the Haida Gwaii Teachers Association,
 - c. the Canadian Union of Public Employees Local 2020,
 - d. Skidegate Band,
 - e. GKNS Parent Advisory Council,
 - f. Gwaii Trust

Some allocations are made based on **grade point average**. Grade point average shall be determined by averaging the grades earned in your best ten courses at the 11 or 12 level. These courses must include an English Language Arts 12, an English Language Arts 11, a Social Studies 11 or 12 and at least three other academic courses at the Grade 12 level.

Other allocations may be awarded based on other criteria set by the scholarship/bursary provider. Any scholarship/bursary provider may opt to select their recipient independently of the Committee.

Graduating students are encouraged to apply!



ATHLETICS

Students are encouraged to get involved in athletics. You must meet eligibility requirements which are outlined by the coaching staff prior to each season. Students may become academically ineligible for field trips, but are given as much opportunity as possible to address academic problems before a scheduled sports trip.

DRESS CODE

Students are expected to dress appropriately for a learning environment. Students should not come to school wearing clothing that displays racist, sexist, profane or obscene messages. We also ask that students refrain from advertising alcohol, marijuana or illegal substances.

ENVIRONMENT - LET'S KEEP GKNSS CLEAN

Please help keep the school environment clean and healthy by putting your garbage in the garbage cans, and by putting recyclable material into the recycling bins.

EXTRA HELP/TUTORIAL

All of your teachers are available for extra support or assistance outside of class time. Please talk to your teacher to schedule a convenient time to schedule tutorials. Take advantage of Academic Intervention blocks!

FIELD TRIPS (Classroom and School)

See School District No. 50 [Policy D. 4 \(Formerly 3500\)](#)

Statement of Philosophy

Field trips are an integral part of school life. They enrich student learning experiences outside the classroom and school environment. GKNSS teachers and staff believe that all eligible students should be given the opportunity to participate in such trips as funds and opportunities are available and present. It should be recognized by students and by parents, that field trips are run on by staff members on a volunteer basis. There are never any guarantees that a field trip will be provided.

Rationale

- School Field Trips are planned and organized by classroom teachers in order to maximize Learning Outcomes and student engagement in school life.
- School Field Trips are planned, organized and designed to meet the special needs of specific students identified by the School-Based Team and Student Services.



- School Field Trips are enrichment activities designed to enrich Learning Outcomes, promote social and emotional development and increase student engagement in life.

Foundations

- Except for some extenuating circumstances, School Field Trips require 10 days notice to staff re: Dates/Purpose/Participants. This notice is to ensure teachers have the opportunity to prepare and support students when they are travelling.
- School Field Trips fall under 4 Categories. These categories may overlap in some instances; however, they all remain grounded in the Rationale.

Schedule of Categories

Curriculum-Based Field Trips: (i.e. Planning 10)

- Planned and organized by the classroom teacher;
 - Classroom teacher has wide discretion over student eligibility.
- Extra-Curricular and Student Enrichment Field Trips: (i.e. Limestone)
- Planned and organized by a Teacher(s)/Special Education Assistant(s)/Administration;
 - Classroom Teacher and Administration determine student eligibility
- Special Education and Student Services Field Trips
- Planned and organized by the School-Based Team and Student Services;
 - Student Services and Administration determine student eligibility.
- Parent Organized Trips: (i.e. Europe)
- Planned, organized and implemented by parents/guardians of students involved;
 - Parent sponsors determine student eligibility.

FIELD TRIPS (Sports)

Guiding Principles

At GKNSS, we believe there should be a high standard of behaviour expected of our student athletes. *Responsibility, respect* and *trust* are all part of representing our school while traveling and competing as players on GKNSS Teams. As such, we will hold our student athletes to high behavioural standards within the school walls to help them develop to their full potential.

Student Eligibility for School Sports Trips

Policy D. 4 Field Trips Section B.1.c. reads:

Sponsor Teachers/Coaches/Supervisors "shall ensure that all participants have met participant criteria set by the school."



GKNSS Participant Criteria

Academic:

- When the student is failing 1 core subject (courses required for graduation) and 2 elective subjects (i.e. Home Ec. Music, Outdoor Ed.)
- When the student is failing two core subjects.
The student will be considered ineligible to travel with the school team.

Attendance:

- When the student's attendance record requires investigation and it is determined that it is not in the best interests of the student to travel the parent/guardian will be contacted by the team coach and advised of the student's options.

Suspension:

- When the student has been suspended for 3 days they will be considered ineligible to travel with a school team for a period not exceeding 30 days.
- When the student has been suspended for 4 days or longer they will be ineligible to travel for a period not less than 90 days. In the case of an indefinite suspension, pending a Hearing before the Board, the student will be considered ineligible to travel indefinitely.

Behaviour:

- A student's behaviour both inside and outside the school will also be considered. Students who demonstrate an unwillingness to follow direction or who are disrespectful of others may be considered ineligible to travel.



GRADUATION REQUIREMENTS

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total. Of these 80 credits:

- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits). – Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each Grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment;
- Grade 10 Numeracy Assessment; and
- Grade 12 Literacy Assessment. (Beginning in the 2021/22 school year.)

HONOUR ROLL ELIGIBILITY

To be eligible for the GKNSS Honour Roll you must be in grades 10-12:

- Be enrolled in a minimum of 7 courses* in grades 10-12, and
 - You must achieve 50% or better in all your courses and must have an S, G, or E in work habits/effort.
- * Not all courses will be considered for the Honour Roll at the discretion of the Principal.

HONOUR ROLL AVERAGES

Honour Roll	Percentage
Principal's Award	90% - 100%
GOLD	86% - 89%
SILVER	73% - 85%
BRONZE	67% - 72%
Honourable Mention	



PHONES AND ELECTRONICS

Personal electronic devices (such as phones or tablets) are not to be used in classrooms during instruction, unless authorized by the teacher. The taking of photographs is not permitted unless sanctioned by a staff member for a particular event. Students will have the item confiscated and parents will be contacted by the teacher to pick up the item at the school office.

LOCKERS

Lockers and locks are assigned to students for the duration of the school year. Lockers are the property of School District 50 and are subject to inspection and search for reasonable cause. It is the responsibility of every student:

- to routinely participate in locker cleanouts scheduled throughout the school year;
- to use only the locker assigned;
- to protect the security of their locker by not sharing lock combinations with anyone; and,
- to refrain from accessing any locker assigned to another student.

PLAGIARISM AND CHEATING

“Plagiarism is the act of using and passing off as one’s own the ideas or writings of another. It includes: submitting the work of another; an entire essay or form of creative work of another, from whatever source (including the World Wide Web) being copied and presented as original work.” (UNBC Calendar)

The consequences for cheating or submitting plagiarized material may include loss of credit or formal suspension. In every case parents/guardians will be contacted by the teacher.

STUDENT COUNCIL

GKNSS is proud to have a functioning Student Council operating at the school. Class Representatives attend a meeting once a month to make proposals, vote on decisions and provide feedback. Student Council is responsible for running student-led activities and programs for the student body. Student Council is responsible for organizing meetings and posting information the school message board. The Principal will share news through mass distribution email upon request.



STUDENT FEES

There are no student fees being charged for essential course materials. However, some students will require additional materials for more elaborate projects. Some optional course work, optional workbooks, as well as non-mandatory field equipment, sports team equipment, extra curricular activities and sport trips may require student participation fees.

STUDENT SERVICES

At Gidgalang Kuuyas Naay Secondary School student services are based on a foundation of prevention, collaboration and meaningful inclusion. These include, but are not limited to, the Breakfast Program, coordination of Individual Education or Behaviour Plans (IEPs/IBPs), individual and small group support, as well as formal academic assessments. With regular parental consultation, students' needs are addressed directly through the classroom teachers, the Learning Assistance Team, our First Nations Resource Worker, and/or through community agencies when appropriate. Parents, guardians, and school staff can refer students who may be experiencing, or who are at risk for, academic, behavioural and/or emotional challenges to the School Based Team (SBT), which is chaired by the Learning Assistance Teacher.

STUDENT SUPPLY LIST

1 PKG/12 HB PENCILS	1 PKG. PENCIL CRAYONS
10 PENS (8 BLUE, 2 RED)	3 PKGs. LOOSELEAF PAPER
1 BINDER (per course)	
3 ERASERS	1 PKG. GRAPH PAPER
1 PKG. INDEX CARDS	BOWL AND SPOON

GYM STRIP (SHORTS, T-SHIRTS, INDOOR RUNNERS, WATER RESISTANT OUTERWEAR FOR OUTDOOR PE)

MATH AND SCIENCE Grades 8 - 10: Scientific Calculator

PRE-CALCULUS MATH 11-12:

ART: HB PENCILS (3), FINE TIP BLACK FELT PEN (extra fine Espresso or extra fine Uniball), 1 SKETCHBOOK – 11"x 13" coil-bound (Grades 9-12 only)

NOTE: THESE SUPPLIES ARE FOR THE BEGINNING OF THE YEAR AND WILL HAVE TO BE ADDED TO THROUGHOUT THE YEAR

TEACHER ADVISOR GROUP (TAG)

One day a week, students will meet in TAG. This is a grade-oriented homeroom where you will receive news, give input into school culture and get instructions for your required Intervention Block. It is an opportunity for you to receive important information about the school, ask questions about how the school operates or participate in an activity that may enhance your learning and classroom achievement.



TEXTBOOKS

Textbooks and electronic devices will be issued to all students. However, if you damage or lose school property, you will be required to pay for damage or replacement costs. Optional workbooks can be made available for some courses at cost.

VISITORS

All visitors upon entering the school must report to the main office. If you who would like to have visitors visit your classes, you must obtain permission from your classroom teachers and the school principal.

VOLUNTEERS

Anyone wishing to volunteer with the school is welcome in a variety of capacities – from coaching to sharing your expertise in the classroom. Contact the school for an application form and consent to a criminal record check.

PARENT ADVISORY COUNCIL

The GKNSS Parent Advisory Council meets regularly, and all parents are welcome and encouraged to attend. Meeting times and agenda items are shared prior to each meeting. Come out and be heard.

EMERGENCIES

In consideration of the [Emergency Management Planning Guide for School Districts and Authorities \(2015\)](#), response to an emergency should be planned with an “all-hazards” approach in mind. An “all-hazards” approach is defined as “...planning that involves a small number of responses that can be used in different types of emergencies.” The Guide discusses “five basic all-hazard approaches – drop/cover/hold on, evacuate, lockdown, lockout and shelter in place.” Therefore, emergency responses are organized here according to specific operating procedures and are not tied to a specific event.

1. **Evacuation.** When we need to evacuate, the school musters on the school field and remains there until instructed otherwise by appropriate emergency responders. In the case of a tsunami alert, we ensure safety of the roadway and walk up 8th street to the gravel and around the corner to the Provincial Emergency Preparedness site.
2. **Drop/Cover/Hold on.** Every year, we participate in the [Great Shakeout](#). Students practice finding cover, holding on until shaking stops, and then evacuating as described above.



3. **Lockout.** A lockout may occur if the school is informed of an unsafe condition in the vicinity of the school. Students are asked to remain in their classrooms until the “all-clear” is given. Usually, classes can remain in session.
4. **Lockdown.** A lockdown may occur if there is an immediate unsafe condition within the school. Students are instructed to remain out of sight in a classroom until the “all-clear” is given by the Principal or by a designated school staff member. Please note, announcements regarding lockdowns will occur when the school has established that it is safe to do so. Please do not come to the school during a lockdown, and we encourage students to not communicate with their phones until after the “all clear” has been given.
5. **Shelter in Place.** A shelter in place may occur if students are unable to leave the school because of an unsafe condition.

Communication

The school can communicate through mass email, through our Facebook page/Website, or by telephone. We also carry VHF Marine radios with us when we need to evacuate, and are able to communicate with authorities if needed. **In the unlikely event that communication is not possible through the internet or through a cell phone signal, we will keep students mustered within the school, in the school field, or at the Provincial Emergency Preparedness site at the top of 8th Street. Parents or designated emergency contacts can sign students out from those locations. Our Marine Radios will be monitoring Chanel 6 (156.300).**



September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labour Day	5 First Day of School ½ Day	6	7	8	9
10	11	12	13 Staff Meeting	14	15	16
17	18	19	20	21	22 Ministry Day No School	23
24	25	26	27	28	29 Orange Shirt Day	30



October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 National Day for Truth and Reconciliation School Closed	3	4	5	6	7
8	9 Thanksgiving No School	10	11 Staff Meeting	12	13	14
15	16 Interim Marks Due	17	18	19 Great Shakeout	20 Pro-D Day No School	21
22	23	24	25 Parent/Teacher Interviews Early Dismissal	26	27	28
29	30	31				



November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Professional Development No School	2	3	4
5	6	7	8 Staff Meeting	9	10 End of Term 1	11
12	13 Remembrance Day Observed No School	14 First Day Term 2 Term 1 Marks Due (8:00am)	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 Staff Meeting	14	15	16
17	18	19	20	21	22 Winter Feast Last Day of School before break	23
24	25 Winter Break Begins	26	27	28	29	30
						31



January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 School Reopens After Winter Break	9	10 Staff Meeting	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Professional Development No School	25	26 Alder Reading Gala	27
28	29	30	31			



February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 End of Term 1	2 Turnaround Day No School	3
4	5 Term 2 Marks Due	6	7	8	9	10
11	12	13	14 Staff Meeting	15	16	17
18	19 Family Day No School	20	21	22	23	24
25	26	27	28 Professional Day No School	29 Pink Shirt Day		



March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 Staff Meeting	14	15 Last Day of Classes before Spring Break	16
17	18 Spring Break Starts No School	19	20	21	22	23
24	25	26	27	28	29	30
					Good Friday	31



April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Easter Monday No School	2 First Day Back After Spring Break	3	4	5	6
7	8	9	10 Staff Meeting	11	12	13
14	15	16	17	18	19	20
21	22	23 End of Term 3	24 First Day of Term 4	25	26	27
28	29 Term 3 Reports Due	30				



May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Professional Day no School	4
5	6	7	8 Staff Meeting	9	10	11
12	13	14	15	16	17	18
19	20 Victoria Day No School	21	22	23	24	25
26	27	28	29	30	31	



June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12 Staff Meeting	13	14	15 Grad Ceremony
16	17	18	19	20	21 End of Term 4 Last Day of Classes Indigenous Peoples' Day	22
23	24 Recovery Week Term 4 Marks Due to Office	25	26	27	28 Administrative Day No School	



Student Violence Threat Risk Assessment (VTRA) FAIR NOTICE FOR PARENT COMMUNITY

What is a threat?

- an expression of intent to do harm or act out violently against someone or something
- may be verbal, written, drawn, posted on the Internet or made by gesture

Duty to report:

In order to keep school communities safe and caring staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal.

The purposes of a student threat assessment are:

- to ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others
- to ensure a full understanding of the context of the threat
- to understand the factors underlying the behaviours of the threat maker
- to be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker
- to promote the emotional and physical safety of all



A student threat assessment will be initiated for behaviours including, but are not limited to:

- serious violence or violence with intent to harm or kill
- verbal/written threats to harm/kill others (clear, direct, and plausible)
- online threats to harm/kill others
- possession of weapons (including replicas)
- bomb threats (making and/or detonating explosive devices)
- fire starting
- sexual intimidation or assault
- gang related intimidation and violence

Collection Notice

The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws; including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

What Parents and Students Need to Know

- any threat must be reported to the school principal
- investigations may involve the student services counselor, the police or other community agencies
- investigations may involve locker or personal property searches
- interviews will be held with the threat maker and other students or adults who may have information about the threat
- parents of students who are directly involved with a threat will be notified
- threatening behaviour may result in disciplinary action
- an intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats



<p style="text-align: center;">SEPTEMBER</p> <p>Aug 31 PVP Meeting</p> <p>5 Labour Day, No School ++ 6 Schools Open ++ 19 Pro-D, Non-Instructional Day 22 Cross Country++ 27 Board Meeting 30 National Truth & Reconciliation Day</p>	<p style="text-align: center;">OCTOBER</p> <p>5 PVP Meeting 10 Thanksgiving, No School ++ 12 HEC Meeting 13 Floor Hockey 21 Pro-D, Non-Instructional Day ++ 25 Board Meeting 31 Halloween</p> <p>Cross Country Misty Meadows</p>	<p style="text-align: center;">NOVEMBER</p> <p>1 Non-Instructional Day++ 2 PVP Meeting 11 Remembrance Day, No School++ 17 European Handball 22 Board Meeting</p> <p>Badminton @GTN/TAH</p>			
<p style="text-align: center;">DECEMBER</p> <p>7 PVP Meeting 13 Board Meeting 19 Winter Break Begins ++</p>	<p style="text-align: center;">JANUARY</p> <p>3 Schools Re-Open ++ 4 PVP Meeting 20 Ministry Day 24 Board Meeting 26 Alder Reading Gala 27 Turnaround Day GTNSS 27 Basketball @GTN/TAH+</p>	<p style="text-align: center;">FEBRUARY</p> <p>1 PVP Meeting 10 HEC Meeting 17 Pro-D/ELF, Non-Instructional Day++ 20 Family Day, No School ++ 22 Pink Shirt, Anti-Bullying Day ++ 23 Badminton 28 Board Meeting Science Fair</p>			
<p style="text-align: center;">MARCH</p> <p>1 PVP Meeting 16 Chess @PCES+ 20 Spring Break Begins ++ 30 Board Meeting</p>	<p style="text-align: center;">APRIL</p> <p>3 Schools Re-Open ++ 7 Good Friday, No School ++ 10 Easter Monday, No School ++ 12 PVP Meeting European Handball @PCES+ 19 HEC Meeting 25 Board Meeting</p>	<p style="text-align: center;">MAY</p> <p>3 PVP Meeting 4 Floor Hockey @ALM+ 19 Pro-D, Non-Instructional Day ++ 22 Victoria Day, No School ++ 23 Board Meeting</p>			
<p style="text-align: center;">JUNE</p> <p>1 Track & Field @SNES+ 7 PVP Meeting 21 National Indigenous Peoples Day 27 Board Meeting 30 Administrative Day, Schools Closed +</p> <p>GKNS or GTN Grad</p>	<p style="text-align: center;">HEC Meetings</p> <p>Oct 12 Feb 10 April 19</p>	<p style="text-align: center;">Non-Instructional Days</p> <p>Sep 19 – Pro-D Oct 21 – Pro-D Nov 1 – Pro-D Jan 20 – Ministry Day Feb 17 – Pro-D/ ELF May 19 – Pro-D Jun 30 – Admin Day</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p style="text-align: center;">PVP Meetings</p> <p>Aug 31 Sep Oct 5 Nov 2 Dec 7 Jan 4 Feb 1 Mar 1 Apr 12 May 3 Jun 7</p> </td> <td style="vertical-align: top;"> <p style="text-align: center;">Board Meetings</p> <p>Sep 27 Oct 25 Nov 22 Dec 13 – Video Conf Jan 24 – Video Conf Feb 28 – Mar 30 Apr 25 May 23 Jun 27</p> </td> </tr> </table>	<p style="text-align: center;">PVP Meetings</p> <p>Aug 31 Sep Oct 5 Nov 2 Dec 7 Jan 4 Feb 1 Mar 1 Apr 12 May 3 Jun 7</p>	<p style="text-align: center;">Board Meetings</p> <p>Sep 27 Oct 25 Nov 22 Dec 13 – Video Conf Jan 24 – Video Conf Feb 28 – Mar 30 Apr 25 May 23 Jun 27</p>
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