



J.N. Burnett Secondary

2025-26

Burnett Secondary School

2025-2026 Bell Schedule

MONDAY + WEDNESDAY + FRIDAY	
CLASS	TIME
WELCOME BELL	8:25am
BLOCK A	8:30 – 9:50
BLOCK B	9:55 – 11:15
BREAK	11:15 – 11:25
BLOCK C	11:30 – 12:50
LUNCH	12:50 – 1:35
BLOCK D	1:40 – 3:00

TUESDAY + THURSDAY	
CLASS	TIME
BLOCK A	8:30 – 9:38
PLT	9:43 – 10:31
BLOCK B	10:36 – 11:44
BREAK	11:44 – 11:54
BLOCK C	11:59 – 1:07
LUNCH	1:07 – 1:47
BLOCK D	1:52 – 3:00

COLLABORATION DAY	
CLASS	TIME
COLLAB TIME	8:30 – 9:25
BLOCK A	9:30 – 10:35
BLOCK B	10:40 – 11:45
BREAK	11:45 – 11:55
BLOCK C	12:00 – 1:05
LUNCH	1:05 – 1:50
BLOCK D	1:55 – 3:00

CONFERENCE DAY	
CLASS	TIME
HOMEROOM	8:30 – 9:00
SESSION 1	9:10 – 10:10
BREAK	10:10 – 10:20
SESSION 2	10:25 – 11:25
LUNCH	11:25 – 12:10
SESSION 3	12:15 – 1:15
SESSION 4	1:25 – 2:25
HOMEROOM/PLT	2:30 - 3:00
GLA/GNA SESSION 1	8:15 – 11:15
GLA/GNA SESSION 2	12:00 – 3:00

**JN BURNETT
SECONDARY SCHOOL**



Ms. D. Ten-Pow
Principal

Ms. L. Colins & Mr. M. Winograd
Vice Principals

5011 Granville Avenue
Richmond, B.C.
V7C 1E6

Telephone:
604-668-6478

General Office Hours:
8:00am – 4:00pm

Email:

burnett@sd38.bc.ca

Web:

Jnburnett.sd38.bc.ca

Instagram:

@jnburnett

This planner belongs to...

Name: _____

Grade: _____

Student #: _____

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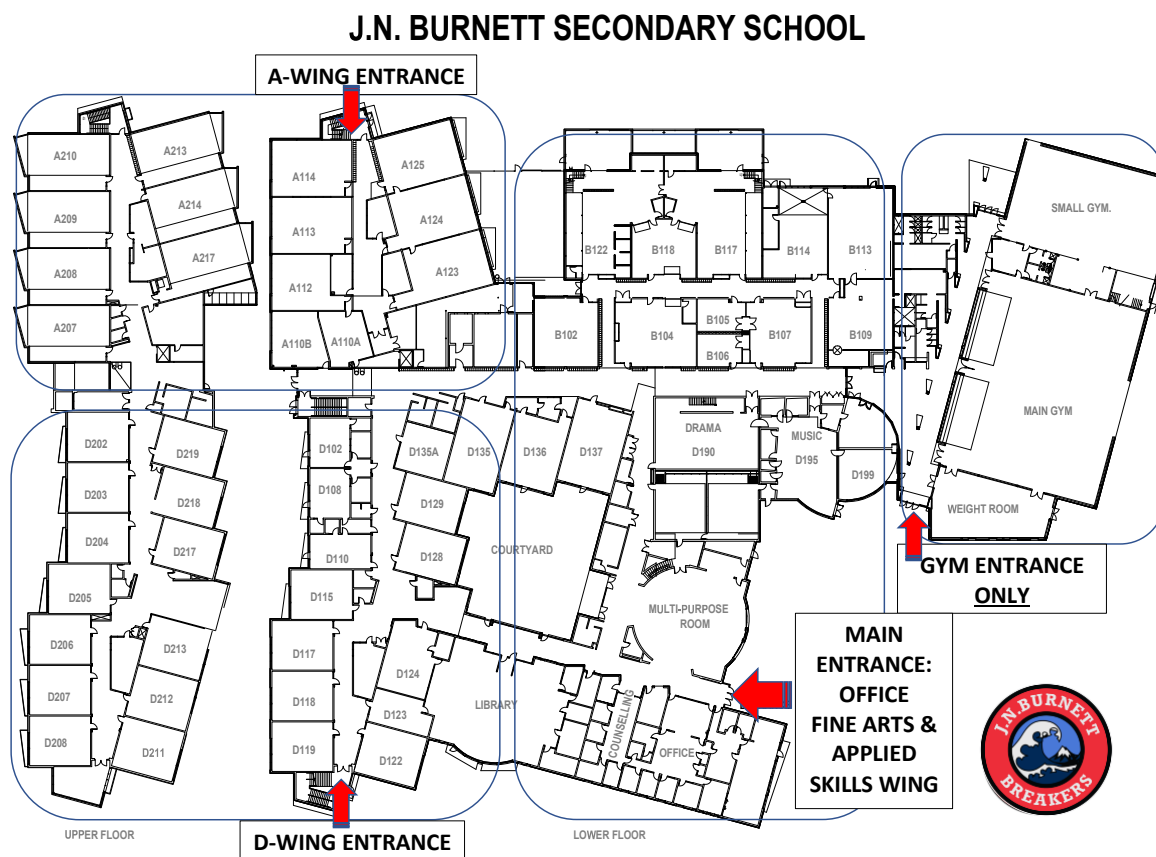
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Agenda

My Schedule

SEMESTER 1				SEMESTER 2			
BLOCK	SUBJECT	ROOM	TEACHER	BLOCK	SUBJECT	ROOM	TEACHER
AM				AM			
A				A			
B				B			
C				C			
D				D			
PM				PM			

School Map



School Year At-A-Glance

BURNETT SECONDARY SCHOOL KEY DATES 2025-2026

Number of Days in Session: 180			
In Session: 180	S1: 87	S2: 87	Learning Completion Days: 5
			First Day of School: 1

Block Rotations

ABCD

SEMESTER DATES

S1: September 3 – January 23
S2: January 28 – June 19

Term Dates

GR 8 ADST WHEEL TERM DATES

S1 Rotation 1: September 3 – November 7
S1 Rotation 2: November 10 – January 23
S2 Rotation 1: January 28 – April 17
S2 Rotation 2: April 20 – June 19

Interim and Report Card Publication Dates:

S1 Learning Update (Semester 1 Interim)	Tuesday, October 14
S1 Written Learning Update (Semester 1 Mid-Term)	Monday, November 17
S1 Learning Progress Report (Alert Interim)	Monday, December 15
S1 Summary of Learning (Semester 1 Final Report Card)	Monday, February 2
S2 Learning Update (Semester 2 Interim)	Monday, March 9
S2 Written Learning Update (Semester 2 Mid-Term)	Monday, April 27
S2 Learning Progress Report (Alert Interim)	Thursday, May 21
S2 Summary of Learning (Semester 2 Final Report Card)	Thursday, June 25

Learning Completion Days

Tuesday, January 27
Monday, June 22
Tuesday, June 23
Wednesday, June 24
Thursday, June 25

Parent-Teacher Conferences & Evenings:

Semester 1 Meet the Teacher	Thursday, September 18
Semester 1 Parent-Teacher Conferences	Wednesday, October 22 @ 2-4pm
Semester 1 Parent-Teacher Conferences	Thursday, October 23 @ 2-4pm & 5-7pm
Semester 2 Meet the Teacher	Thursday, February 12
Semester 2 Parent-Teacher Conferences	Wednesday, March 11 @ 2-4pm
Semester 2 Parent-Teacher Conferences	Thursday, March 12 @ 2-4pm & 5-7pm

Graduation Assessment Days

Tuesday, November 4 – GLA 12
Tuesday, January 13 – GNA 10
Tuesday, April 21 – GLA 10

Conference Days

Tuesday, November 4
Tuesday, January 13
Tuesday, April 21
Tuesday, June 2

Staff Meetings @ 3:15pm

Tuesday, September 2

Monday, October 6
Monday, November 3
Monday, December 8
Monday, January 12
Monday, February 2

Monday, March 2
Monday, April 13
Monday, May 4
Monday, June 1

EF Meetings @ Lunch

Monday, September 15

Monday, October 27
Monday, November 17
Monday, December 15
Monday, January 19
Monday, February 23

Monday, March 9
Monday, April 27
Monday, May 25
Monday, June 15

SCC Meetings @ Lunch

Tuesday, September 2 &
Wednesday, September 10

Wednesday, October 15
Wednesday, November 12
Wednesday, December 17
Wednesday, January 21
Wednesday, February 11

Wednesday, March 11
Wednesday, April 22
Wednesday, May 13
Wednesday, June 10

Collaboration Days

Wednesday, September 10

Wednesday, October 8
Wednesday, November 19
Wednesday, December 10
Wednesday, January 7
Wednesday, February 4

Wednesday, March 4
Wednesday, April 15
Wednesday, May 6
Wednesday, June 3

Pro-D Days

Monday, September 22

Friday, October 24
Monday, December 1
Monday, January 26
Friday, February 13
Friday, May 15 –
Indigenous Focus

Additional Important Dates

First Day of School	Tuesday, September 2	Family Day	Monday, February 16
National Day of Truth & Reconciliation	Tuesday, September 30	Last Day of School Before Spring Break	Friday, March 13
Thanksgiving Day	Monday, October 13	First Day of School After Spring Break	Monday, March 30
Remembrance Day	Tuesday, November 11	Good Friday	Friday, April 3
Last Day of School Before Winter Break	Friday, December 19	Easter Monday	Monday, April 6
First Day of School After Winter Break	Monday, January 5	Victoria Day	Monday, May 18
Last Day of Semester 1	Friday, January 23	Last Day of Classes	Friday, June 19
First Day of Semester 2	Wednesday, January 28	Administrative Day	Friday, June 26



Student Services

Student Services at Burnett support students to be successful in all aspects of their schooling. Through successful and meaningful experiences in school, students will be better prepared to meet challenges after graduation. Student services include Counselling Centre, Career Resource Centre, Library, the Community Health Nurse, and the RCMP School Liaison program.

Counsellors are here to help you with many aspects of school life. **Find out who your counsellor is on our website, based on your last name.** Visit the counselling and career center by appointment or on a drop-in basis to receive information or assistance.

Counselling Services



SCHOOL COUNSELLING SERVICES

YOU TALK, WE LISTEN AND GUIDE YOU.

WHAT WE OFFER:

- EMOTIONAL SUPPORT
- ACADEMIC SUPPORT
- PSYCHOEDUCATION
- PROGRAM PLANNING
- SCHOLARSHIP INFORMATION

MAKE AN APPOINTMENT TODAY!



SCAN OR VISIT



[HTTPS://TINYURL.COM/JNBCOUNSELLING](https://tinyurl.com/jnbcounselling)

Career Resource Centre

The Career Centre is part of the Counselling Department. It offers students an opportunity to explore career and post-secondary options and to obtain information and/or applications on the following: labour market trends, careers, post-secondary programs, Language Proficiency Index (LPI), TOEFL, SAT, ACT, scholarships, exchange programs and employment or volunteer opportunities. Students may also be able to sign out some of the post-secondary calendars. The career centre is open several days a week. Please see the schedule posted on the door.

Burnett Library

The Library Learning Commons encourages students' independent reading, and supports the curriculum as

both a resource and research center. Hours of operation are from 8:00 a.m. to 3:30 p.m. Students may sign out up to 4 books at a time for a period of two weeks. In addition, the library computers provide Internet access and word processing. A fine of 10 cents a day is charged for overdue books so please return books on time. Grade 8 students are given a library orientation session early in the school year.

Student Announcements & Bulletins

Notices of congratulations and promotion of school events are announced via the PA, MS Teams and the hallway displays. Anyone wishing to make an announcement must email the office by 9:00am. Students are asked to check the hallway displays throughout the school for up-to-date information on notices, practices, games and meetings.



Study Blocks

A study block may be granted to a grade 12 student. Only students who are successfully meeting all their graduation requirements will be considered. Students interested in a second study block must apply through completion of a Second Study Request Form, which is available in the conference centre. Students studying at school should be in the library or the multipurpose room.



Getting Involved at Burnett

We want all students to feel positively connected at our school. Student leadership and personal and social responsibility are about being involved in a positive way. At Burnett we encourage all students to grow as personally and socially responsible citizens. Students are encouraged to get involved in at least one out-of-class activity – join a club, help organize an event for others, try out for a team, play a musical instrument in the band, audition or work backstage in a play, go to open gyms, dress up on spirit days and enthusiastically support school events.

At Burnett, we believe that extracurricular activities are important and valuable; however, **school comes first**. Students must be committed to regular attendance, good citizenship and satisfactory effort in their classes to remain eligible for extracurricular activities.

Student Council

Student Council aims to create a welcoming environment for all students and represent students through social, sport, and special events. The student Council is also responsible for fundraising and promoting awareness for various charitable organizations, notably the Food Bank.

As Student Council, our goal is to not only foster and encourage students to show school spirit, but to also get involved and be an integral part of the school's extra-curricular activities.

Theatre

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind. The scenes, the actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive, and fun community.

Music

All students can access our music program by selecting from a variety of different classes. We welcome students who are just beginning to those who are accomplished musicians. Students who choose to participate are expected to commit themselves to regular attendance and practice sessions, school concerts and several special performances throughout the year.

Clubs and Activities

Involvement in clubs and activities is an important and rewarding part of school life. All students are encouraged to get involved with at least one activity or

club. Attend "Clubs Day" in the Fall and listen to the daily notices for club information. Some examples of clubs are:

Computer Science	Green Team	Operation Smile
Model UN	SAGA	Women in Leadership
Games Club	Boxes of Hope	Use Your Voice

Athletics

Participating on a sports team at Burnett Secondary is a great experience. Your dedication and efforts will help make Burnett a great school, and you will be rewarded with enjoyment, friendships and lots of FUN. You are encouraged to join a team! Burnett student-athletes are expected to exhibit a high standard of sportsmanship. We value character, dedication, commitment, class, and sportsmanship in our student-athletes.

The following teams may be offered:

Fall Sports	Winter Sports	Spring Sports
Boys' Soccer	Girls' Basketball	Girls' Soccer
Girls' Volleyball	Boys' Basketball	Golf
Aquatics	Table Tennis	JR/SR Ultimate
JR/SR Boys' Volleyball		Tennis
Cross Country		Badminton
		8/9 Boys' Volleyball
		Track & Field

Grad Committee

Graduation activities consist of a Winter Event, Boat Cruise, Valedictory, and Dinner/Dance. Valedictory and Dinner Dance take place in June. Grad Committee organizes and plans other events for grads. This is an excellent leadership opportunity for senior students.

Learning Updates and Student Evaluations

The school produces formal learning updates four times during the school year, including a mid-term update and a final summary of learning each semester. Informal learning updates are sent home in October and March and may also be sent home at other times. Learning Updates provide a summary of skills developed and indicate next steps for learning.

Proficiency Scale (Grade 8-9)

The four-point provincial proficiency scale is used in grades K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient and Extending.

The Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Letter Grades and Percentages (Grade 10-12)

Students in grades 10-12 receive both letter grade and percentages on four report cards each year. The chart below lists the Ministry of Education approved letter grades and their corresponding percentages.

A	86% and higher
B	73%-85%
C+	67%-72%
C	60%-66%
C-	50%-59%
F	49% or less

Learning Habits, Engagement, and Behaviour

Attitudes toward learning, cooperation, attendance and promptness, and the ability to work well with others are very important aspects of effective learning.

Provincial Graduation Assessments

Provincial assessments align with skill development across subject areas. At the grade 10 level, students write Numeracy and Literacy Assessments. Grade 12 students write an additional Literacy Assessment. Detailed information regarding these assessments can be found at curriculum.gov.bc.ca.

Graduation Information

Graduation – Program Requirements

The BC 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. For more information: curriculum.gov.bc.ca/graduation.

Core Competencies

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

BC's Core Competencies

Communication – The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.

Thinking – The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

Personal and Social – The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

<https://curriculum.gov.bc.ca/competencies>

Career-Life Connections and Capstone

All students must successfully complete Career-Life Connections and the Capstone Project/Presentation by the end of their Grade 12 year. For more information: curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education.

Homework and Home study

Homework

It is our personal belief that time for homework should be balanced with time for personal interests, extra-curricular involvement, and relaxation. It is important to develop good organizational study skills in order to balance the responsibilities of school, social/leisure activities, and work. Students are encouraged to use this agenda as an organizational tool to keep organized. The following time guidelines are recommended homework time frames for all secondary students in Richmond:

Grade 8 & 9	No more than 75 minutes per evening
Grade 10	No more than 90 minutes per evening
Grade 11 & 12	No more than 2 hours per evening

The purpose of Homework:

- To strengthen understanding through independent practice.
- To develop organizational skills and good study habits
- To apply concepts and/or reinforce concepts taught
- To work on ongoing assignments (research, project, presentations, etc)
- To review for the next class or for an upcoming assessment
- To complete class work.

It is the responsibility of the:

TEACHER

- To clearly state the expectations and the purpose for the assigned homework.
- To assign homework that is designed to deepen understanding with a focus on quality, not quantity.
- To avoid assigning large amounts of homework over holidays periods.
- To give reasonable notice of all assignments.
- To ensure students are aware of when they are available for students to seek help.

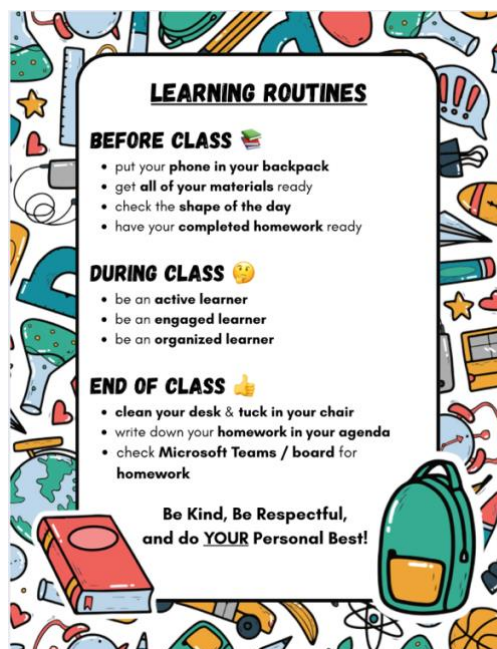
- To check & assess homework assignments for feedback to students.

STUDENT

- To record all homework, assessments and assignment due date in agenda.
- To communicate any difficulties with the pressures of school workload to teachers in a timely fashion.
- To seek clarity from the teacher when unsure of homework expectations.
- To complete homework as a self-assessment tool to monitor personal understanding.
- To see teachers and make arrangements to keep up with work when classes are missed.

PARENT/GUARDIAN

- To check with their child to ensure homework is being recorded in their agenda.
- To discuss homework assignments with their child and monitor completion and quality.
- To seek clarity from the teacher if unclear about teacher's expectations.



Personal Learning Time (PLT)

Personal Learning Time is an important part of the school day at Burnett. We have PLT on Tuesdays and Thursdays after Block A for 48 minutes. This is a chance for students to fully take charge and exercise agency over their learning. School staff are available in classrooms and students are expected to sign up online for one of their current classes prior to the start of each PLT.

Honour Roll, Awards, and Scholarships

Burnett's awards recognize excellence in academics, athletics, fine arts and service. Each recipient must demonstrate qualities of good citizenship to be eligible for any award. Students in grades 8 and 9 do not receive grades and, as such, do not receive recognition for their academic progress with Honour Roll or Principal's Honour Roll. Students in grades 10-12 are eligible for Honour Roll and Principal's Honour Roll. Students with less than a full course load (8 courses in grade 10-11, and 6 courses in grade 12) will not be considered for Honour Roll or Principal's Honour Roll. Both Honour rolls are calculated on all four of a student's classes per semester (applicable in grades 10-11). The top three classes per semester are used to calculate GPA for students in grade 12. Calculations are based on Semester 1 final grades and Semester 2 midterm grades. **Online courses, or any other courses taken outside of Burnett are NOT eligible for Burnett Honour Roll calculation.**

Service Awards

Presented to those students who have made significant contributions of their own time and energy for the benefit of others at Burnett. These students are recommended by the club sponsor for going above and beyond the mandate of their club and having a passion for the service the club provides. This award is not necessarily hours based.

Principal's Honour Roll

Presented to students who have achieved a 4.0 GPA.

Honour Roll

Presented to students who have achieved a 3.25 GPA or greater.

Subject Awards

Presented at each grade level in each subject area to students who have demonstrated outstanding achievement measured against criteria set by each department.

Outstanding Student Awards

Presented to those students who have met the criteria for Principal's Honour Roll or Honour Roll, Service

(been an active participant of a school club) and have either participated in Athletics or the Fine and/or Performing Arts.

Major Awards

- Top Academic Award (presented to grade 10, 11, and 12 students only)
- Top Fine Arts Awards (Dietmar Waber Memorial Award, Top Visual Arts Student, Top Production Student, Top Drama Student, Most Outstanding Musician)
- Breaker Awards (Top All Round student in each grade 8-11)
- JN Burnett Award (Top All Round grade 12 student)
- Breaker Wave Award (Most improved student)

Since these awards are recognition of exceptional achievement it is understood that they will not necessarily be awarded every year. Staff nominate students confidentially for these awards.

Athletic Banquet Awards Ceremony

The annual Athletic Banquet is held in June each year to recognize outstanding achievements in the areas of athletics. Selected individuals are recognized from each team, as well as special awards for Top All-Round Athletes.

Scholarships

Grade 12 students must apply for all scholarships to be considered – be sure to complete the Burnett application form available on the school website. There are many scholarships and bursaries available in four major categories – check with our Career advisor and apply for everything!

Speakers at Valedictory

Burnett has a tradition of three Grade 12 students speaking at Valedictory: A Valedictorian, a Historian, and a Poet. The selection process includes student applications, shortlisting and interviews by staff and student(s) selected to have the honour of speaking on behalf of their grad class at the Valedictory Ceremony.

School and Community Services

Need help? If you are having problems that are educational and career related or are experiencing personal or family difficulties, please see your Burnett school counsellor or speak to a teacher or administrator; we are all here to help you succeed. Some helpful community contacts include:

Support Services for People New to Canada

S.U.C.C.E.S.S.604-279-7180
Caring Place Office..... 604-279-7000
Mosaic Community Translation Centre..... 604-254-0469

Employment & Volunteer Opportunities

Canada's Youth Employment Strategy1-800-935-5555
Richmond Youth Service Agency604-271-7600

Health Services

Richmond Health Services.....604-233-3150
Youth Clinic (confidential) 604-233-3204
Richmond Child & Youth Mental Health 604-207-2511

Counseling Services for Families, Parents and Teens

Family Services 604-279-7100
Richmond Youth Service Agency 604-271-7600
Parent Support Services of BC 1-877-345-9777
TouchStone Family Association 604-279-5599
Richmond Women's Resource Center 604-279-7060

Ministry for Children and Families (Social Workers)

Assessment & Family Support Service 604-660-1044
1-800-563-0808

Drugs & Alcohol Help Services

RASS (Richmond Addiction Services) 604-270-9220

Al-Ateen/Al-Anon 604-668-1716
Police (Richmond RCMP)

Emergency 9-1-1

Non-Emergency 604-278-1212

Youth Intervention Program 604-207-4900

MENTAL HEALTH RESOURCES




Crisis Hotlines 24/7:

- National Suicide Crisis Helpline **9-8-8** (call/text)
- BC Suicide Prevention and Intervention **1-800-784-2433** (call)
 - Available in over 140 languages
- Kids Help Phone **1-800-668-6868** (call)
- Kids Help Phone text **CONNECT** to **686868** (text)
- For additional help lines, scan here → 

Free Counselling Services:

- Kids Help Phone (same info as above)
- Foundry Virtual Counselling - **Foundry BC app** → 
 - This is separate from Foundry centres
- Child & Youth Mental Health Clinic Richmond **604-674-0550**

Free Mental Health Programs/Resources:

- BounceBack program - manage low moods, depression, anxiety, stress, and worry → 
- Kelty Mental Health Resource Library - geared towards parents, but still useful → 
- MindShift CBT app - helps with anxiety → 

Indigenous & 2SLGBTQIA+:

- Kuu-Us Crisis Line Society **1-800-588-8717** (call)
- Hope for Wellness <https://www.hopeforwellness.ca/> (chat)
- Qmunity <https://qmunity.ca/>

Thompson Community Centre

The staff at Thompson Community Centre welcome you to the upcoming school year! Be sure to visit us for a variety of recreational programs as well as open gym and fitness centre drop-in. For those looking for a leadership opportunity, join Youth Council to help organize fundraisers and community events. For more information, please reach out to Annie at alam@richmond.ca.

Burnett School Policies

School Expectations

At Burnett, we recognize and celebrate that our school, like our country, is a diverse society. We encourage all members of our school community to accept, learn about, communicate with and understand all people in our school. Because our diverse, multicultural community is so important to us, any expressions of intolerance based on race, religion, culture, gender, or sexuality are unacceptable and will be dealt with seriously by all people involved, including students, parents, counsellors, teachers and administration. *Everyone is welcome at Burnett Secondary School.*

Attendance

Regular Attendance is a key to success!

- We expect Burnett students to arrive to school and to their classes on time. Certainly, being a reliable person who shows up on time are important aspects of your **personal awareness and responsibility**.
- If you are absent from school, it is your responsibility to complete all work missed while absent.
- A phone call must be made to the office (604-718-4007) or email to burnett@sd38.bc.ca by a parent with an explanation of your absence.
- For any attendance discrepancies, please contact your teacher for any adjustments.
- Parents will be contacted and students with poor attendance habits will face consequences. Frequent or prolonged absences will make it difficult for students to keep up with the course material and could lead to an inability to demonstrate learning at school.
- If you are experiencing personal issues that are causing you to miss school – see your teachers, counsellor, or an administrator and we will try to help.

Early Dismissal

If you need to leave school, you are expected to **sign-out** at the office before you leave, with a note or parental permission only. If you arrive late or return after an appointment, stop at the office to **sign-in**.

Extended Absence

Students absent for a longer period of time for unique or personal circumstances must have parents contact the office, your counsellor and your teachers to make arrangements regarding missed learning. Students who travel during the school year should inform each teacher and the school as early as possible and must be prepared to complete work missed and accept that decreased achievement may occur as a consequence of missing school.

Punctuality

We believe that regular attendance is vital to success in the classroom and therefore all students are

expected to be on time for all classes. While it is recognized that, on rare occasions, lateness is unavoidable, you must be in class when the bell goes. When arriving after the first 10 minutes of Block A or D, students must sign in at the office prior to joining their class. Teachers will contact parents if a student is consistently late for class.

Acceptable Use of Student Personal Digital Devices

Can you regulate your screen time? Do you use your time efficiently online? A smart phone is a powerful communication and learning tool.

District policy for Secondary School Students:

- Students should not use Personal Digital Devices during instructional time, unless permission is granted by the supervising staff for educational purposes.
- When not permitted, personal digital devices should be powered off, secured inside a student's backpack, locker or secured location.
- Personal digital devices are not to be used in areas where privacy is expected or required.
- Access to social media platforms from personal digital devices may be restricted on the school wireless network during instructional time.

The district does not assume responsibility for the safety, security, loss, repair or replacement of any personal digital devices. The security and storage of personal digital devices is the sole responsibility of the student/user.



Students are responsible for everything they share online – texts, photos, comments, likes or shares – even in a closed group. Students who misuse their devices may face consequences and parents and even the RCMP may be involved. Read our Digital Citizenship Expectations on the Burnett website. For more information on District Policy for acceptable use of student personal digital devices, please visit sd38.bc.ca.

Withdrawal From A Class

Students must consult with their teacher, counsellor and parents before they will be allowed to drop/change a course. Students may request course changes, but not teacher changes. Students will not be permitted to

drop a class late in the school year to avoid a final mark on their transcript. If you have any questions, speak with your counsellor.

Dress

Students are not to display offensive words, slogans or references to alcohol or drugs on their clothing; clothing should not distract others from learning.

Litter

Everyone has the responsibility to keep our buildings, grounds and surrounding community free of litter. Be a positive role model and remember to pick up your garbage and recycle your waste.

Lockers

Lockers sign-up processes will be shared during the first week of school. Students are asked to use/purchase school locks. You are cautioned to not leave valuables in your lockers. **Do not share your lock combination with anyone.**

Textbooks & Workbooks

Take good care of your textbooks and workbooks as they will be used again by future students. When you are required to return textbooks at the end of each semester, you will need to pay for damaged or lost textbooks at that time.

Parking & Driving

Students who fail to obey traffic laws or drive recklessly will lose the privilege of driving to school and parking on the school lot.

Serious Misconduct

Students are expected to behave in a safe, responsible, respectful manner at all times. This includes ensuring that neighbouring properties are kept clean and interactions with community members are respectful. Discipline issues and consequences will be dealt with based on the following:

- The safety of all students is of paramount concern to school personnel.
- In dealing with student discipline, the circumstance of each incident, and the involvement of each individual are thoroughly investigated before a decision is made on consequences and or follow-up support.
- Willful disobedience, fighting, unlawful behaviour or behaviour which may threaten the safety of other students or staff, will result in suspension.
- Parental support and involvement is crucial in the process of effective discipline.

- Student and/or family support may include establishing a connection with community support services.

We want our school to be a safe and welcoming place for everyone. Actions that are **completely unacceptable at Burnett** include:

1. Making threats, bullying or using physical violence or being a bystander at a fight.
2. Having/suggesting possession of any form of weapon (real or replica, including bear spray or mace).
3. Being under the influence or in possession of alcohol or drugs at school, near the school or at a school-related function.
4. Stealing or being involved in theft.
5. Being willfully disobedient to a school staff member(s).
6. Causing a false fire alarm.
7. Causing willful damage to or using graffiti on school or personal property.
8. Being in possession of and/or igniting fireworks or causing a fire.
9. Using profane or offensive language towards staff or students.
10. Cheating/plagiarizing on exams, tests, or assignments.

Consequences for these serious infractions can be severe and can include, but are not limited to, parent meetings, involvement of the RCMP, suspension from school, and loss of extracurricular privileges.



District Code of Conduct

The District Code of Conduct applies to all members of the school community (staff, students, parents, and guests). It states:

The poster is titled "DISTRICT CODE OF CONDUCT" at the top. Below it, the main heading "HOW WE LEARN AND WORK TOGETHER" is written in large, colorful, block letters. A paragraph states: "The Board of Education recognizes its obligation to provide all members of our school district community with a positive climate and a safe, healthy environment." Below this, it says "As we learn and work together, we will..." followed by six numbered points arranged in two columns. At the bottom, there is a photo of four diverse students (two boys and two girls) smiling and sitting at a desk with books. To the right of the photo, it says "Our expectations for how we learn and work together shall apply to everyone in our schools and at school functions." At the very bottom, it says "The complete code of conduct is available online at: sd38.bc.ca/codeofconduct" and features the "RICHMOND SCHOOL DISTRICT NO. 38" logo.

DISTRICT CODE OF CONDUCT

HOW WE LEARN AND WORK TOGETHER

The Board of Education recognizes its obligation to provide all members of our school district community with a positive climate and a safe, healthy environment.

As we learn and work together, we will...

- 1 Show respect for the diversity of the members of our school and district community.
- 2 Behave in a safe, considerate and courteous manner.
- 3 Not threaten, harass, intimidate or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- 4 Not be in possession of weapons, dangerous articles, alcohol or illegal drugs while in school or work.
- 5 Show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- 6 Respect the non smoking environment of our schools and school district facilities.

Our expectations for how we learn and work together shall apply to everyone in our schools and at school functions.

The complete code of conduct is available online at: sd38.bc.ca/codeofconduct

RICHMOND
SCHOOL DISTRICT NO. 38

Drugs & Alcohol

Students found in possession of or under the influence of drugs and/or alcohol at school or school-related activities will be dealt with firmly by the school and the Richmond School District. Possession of drugs or alcohol is a criminal offence and the RCMP will be involved.

Bullying, Harassment, Fighting and Weapons

All people at Burnett have the right to learn and work in a safe environment. Bullying, harassment, intimidation, fighting or being in possession or suggesting possession of any form of weapon (real or replica) will not be tolerated, including bear spray and mace.

Harassment & bullying includes aggressive, unkind, or excluding behaviour (including rumour/gossip spreading) directed from one person(s) towards another. It can be verbal or non-verbal; direct and physical or indirect and subtle; in person, online, via text message or on social media. **It is wrong and needs to be stopped.** Provoking contributing to or helping to set-up a conflict is also not acceptable. If this is happening to yourself or others – do not ignore it – ask for help from an administrator, teacher, or counsellor. The consequences for these behaviours will be serious and include parental involvement, RCMP contact and possible suspension or expulsion from school.

Theft

Protect your belongings and **do not** leave money or other valuables in an unattended bag, locker or changing room. Be sure to LOCK your belonging in your locker and do not share your locker combination with anyone. The best defense against acts of theft is to not bring valuable items to school. **Leave valuables at home!** Students involved in theft will face serious consequences, including suspension and loss of extracurricular privileges. You do not have to be the one who steals to be involved in theft.

Racism

Students in Richmond come from diverse cultures and racial backgrounds. All students, no matter what their origin, race or ethno cultural background, have the right to be treated with respect and understanding. The Richmond Board of School Trustees has a strong commitment to the elimination of racial incidents in the school system. Incidents of this nature will be dealt with firmly, including parental contact and follow-up action.

Sexual Orientation & Gender Identity

The Richmond Board of Education values the diversity present within the Richmond School District. The District is responsible for ensuring that school cultures are safe, welcoming, inclusive and affirming for all students and members of the district community. The role of educators in the district is critical in creating positive societal change to address difficulties the 2SLGBTQI+ community often faces in schools.

Our District Code of Conduct sets out the expectations by which we all learn and work together. However, we recognize the unique set of challenges experienced by our lesbian, gay, bisexual, transsexual, transgender, two spirit, queer and questioning (2SLGBTQI+) community. The Board believes that it is our collective responsibility to ensure that every individual is treated

with fairness, respect and dignity, and is included fully in the life of the community. The purpose of this policy is to encourage a climate of welcome, respect, and support for those who identify as 2SLGBTQI+ and the challenges they often encounter in being accepted and fully included in the life of the school community. The Richmond School District understands and demonstrates that our district culture is strengthened by the rich contributions made by each member. We believe that learning and working environments are inclusive of diversity and equitable in relation to that diversity are essential in supporting the highest level of persona and collective growth and achievement.

Smoking & Vaping

Smoking and vaping are serious health hazards and a leading cause of death in B.C. We encourage students to make healthy choices for themselves. Students are not permitted to smoke or vape anywhere on school property including bathrooms, nor on street corners & driveways in our immediate neighbourhood. Consequences for smoking or vaping on or in school property will include parental contact and potential for suspension.

Lost & Found

We strongly recommend students *do not* bring anything of value or large amounts of money to school. Your possessions should be kept locked in your locker. Check in the general office or with the custodians if you have lost or found an item. **The school will not be held responsible for any lost or stolen items and will not replace them.**

Visitors

For safety reasons, Burnett Secondary and surrounding grounds are reserved for students and staff on school days and during school functions. Unauthorized visitors are not permitted. Similarly, Burnett students are not to visit other schools during regular school hours. Visitors must report to the office and speak to an administrator before visiting during school hours.

Pets

Any student bringing an animal on site must first receive permission from an administrator.

Bicycles & Scooters

Bicycles should be securely locked with a good quality lock in the bicycle racks at the school. Students are

encouraged to register their bicycles with the Richmond RCMP. The school is not responsible for stolen or damaged bicycles.

Plagiarism & Cheating

At Burnett all students are expected to adhere to a high level of intellectual integrity. Consequently, assignments and tests submitted by each student for grading should be his/her own work.

What does plagiarism include?

Plagiarism applies to both printed and unpublished material including...

- Using not only direct quotations and paraphrases from other sources, but also information and ideas without documentation of the source.
- Copying someone else's assignment or a portion of it and submitting it as your own.
- Turning in work done or heavily edited by tutors, parents, siblings or friends as your own.
- Turning in purchased papers or those found on the Internet as your own.

What does cheating include?

- Sharing or showing an assignment/homework with another student whether you believe it will be copied or not.
- Giving or receiving answers on a test.
- Stealing and/or selling a copy of a test.
- Using any form of memory aid during a test without permission by the teacher.
- Using summaries instead of reading the literary work.
- Translating an assignment from another language and submitting it as your own original work.
- Submitting work done via Artificial Intelligence.

Students should identify the source (bibliography) of any work done by someone else. **Consequences will be assigned if this expectation is not met.**

Academic misconduct will have a negative impact on a student's eligibility for in-school awards and/or scholarships. Students whose school record indicates an academic misconduct during their secondary school year may be disqualified for awards and scholarships.

WHAT YOU NEED TO KNOW ABOUT AI

- **Protect yourself**
Be mindful of the personal information you share when using AI tools. Don't share anything sensitive or private.
- **Learn about AI**
Learn how AI algorithms work, including their biases and limits. This can help you pick the right tools for you and critically think about the content AI generates.
- **Learn with AI, not from AI**
AI should be a support for your learning, not a substitute. While AI can help with some tasks, it's important to stay actively engaged in the learning process by asking questions and seeking help from teachers and other sources of information.
- **Use AI as a tool, not the only tool**
Don't rely only on AI-Generated content. Explore and use different sources and resources to broaden your perspective.
- **Your judgment matters**
See AI-generated content as a starting point, not a final product. Use it to spark your thinking, but be sure to add in your own ideas, insights, and final touches.
- **Use AI ethically**
Don't use AI to cheat, plagiarize, or complete assignments on your behalf. It's essential to complete your own work. Ask your teachers when you can and cannot use generative AI tools, and which tools they approve of.
- **Be transparent**
If you use an AI tool, be sure to credit the AI tool appropriately and disclose its contribution to your work. Do not try to pass AI-generated content off as your own.
- **Check for bias and accuracy**
AI can produce biased or wrong content. Use your critical thinking skills to question and verify what AI generates and cross-reference it with other sources.
- **Know the limits**
Remember that generative AI is fairly new, and it's still learning, so what it provides may not be the latest. Be cautious when working on current or recent topics.

Secondary



Graduation Requirements

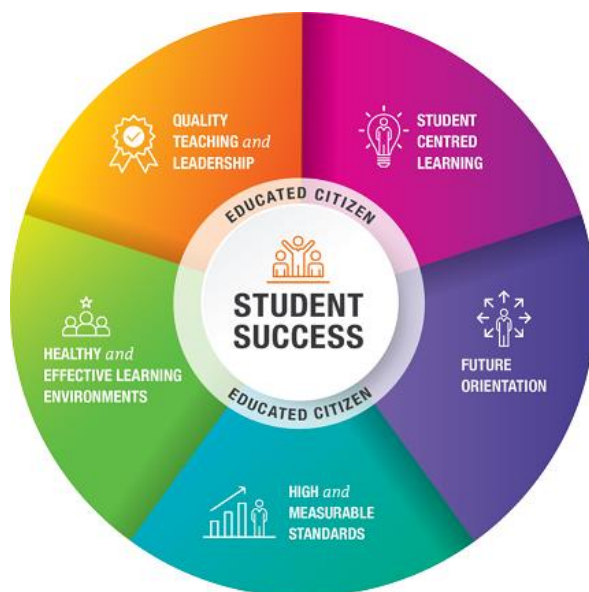
All students are required to complete 80-credits over Grades 10-11-12 to meet the Ministry of Education's graduation requirements and achieve a Dogwood certificate. Please note, specific university, college, apprenticeship, and career requirements vary, and it is each student's responsibility to confirm and meet additional course requirements required by the post-secondary institution(s) of their choice.

The required 80-credits for graduation in British Columbia

- [] English Language Arts 10 (**English First Peoples 10)
- [] Social Studies 10
- [] Science 10
- [] Math 10
- [] Physical and Health Education 10
- [] Arts **or** Applied Design, Skills & Technologies 10, 11 or 12
- [] Career Life Education
- [] English Language Arts 11
- [] Math 11
- [] Social Studies 11 or 12 (**BC First Peoples 12)
- [] Science 11 or 12
- [] English Studies 12 (**English First Peoples 12)
- [] Grade 12 course
- [] Grade 12 course
- [] Grade 12 course
- [] Other Grade 10, 11 or 12 course
- [] Other Grade 10, 11 or 12 course
- [] Other Grade 10, 11 or 12 course
- [] Other Grade 10, 11 or 12 course
- [] Career Life Connections & Capstone

All students must also complete the Graduation Numeracy Assessment (GNA) and two Graduation Literacy Assessments (GLA 10 and GLA 12) to meet graduation requirements.

****All students must also complete a 4-credit Indigenous-Focused course to meet graduation requirements.**



Tools for Success

At Burnett Secondary, we believe the primary focus for students should be learning and achieving academic success; however, we also want students to maintain balance between studying and other activities and pursuits. Success in school relies on a strong and effective partnership between the student, the school and the home. Active support from parents/caregivers in the completion of homework is recommended and encouraged. Students are encouraged to find tools and strategies that work for them and use tools for success.

Personal Learning Time Planner

MAKE A GAME PLAN


- Reflect on your personalized learning priorities and goals for the week ahead
- Use the chart provided below to establish and write down your goals
- Share your goals with your parents or guardians if you choose
- What will you choose to work on this week? Write it down.
- What materials / resources do you need to gather to work productively?
- Decide which teachers or learning spaces you would like to book

My Personalized Learning Goals for PLT Week/Date _____	1. 2. 3.	
My Learning	Learning Focus/Specific Goals for this class or Learning Opportunity	-Important information -Learning Activity Progress -Important Dates
A		
B		
C		
D		
Other Learning Opportunities for PLT at Burnett		

CORE COMPETENCY “I CAN” STATEMENTS

CRITICAL THINKING

Analyze and Critique:

- 
- ☐ I can show if I like something or not
 - ☐ I can identify criteria that I can use to analyze evidence
 - ☐ I can analyze evidence from different perspectives
 - ☐ I can reflect on and evaluate my thinking, products, and actions
 - ☐ I can analyze my own assumptions and beliefs and consider views that do not fit with them

Question and Investigate:


- ☐ I can explore materials and actions
- ☐ I can ask open-ended questions and gather information
- ☐ I can consider more than one way to proceed an investigation
- ☐ I can evaluate the credibility of sources of information
- ☐ I can tell the difference between facts and interpretations, opinions, and judgments

Develop and Design:

- ☐ I can experiment with different ways of doing things
- ☐ I can develop criteria for evaluating design options
- ☐ I can monitor my progress and adjust my actions to make sure I achieve what I want
- ☐ I can make choices that will help me create my intended impact on an audience or situation

CREATIVE THINKING

Novelty and value:

- 
- ☐ I get ideas when I play. My ideas are fun for me and make me happy
 - ☐ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
 - ☐ I generate new ideas as I pursue my interests
 - ☐ I get ideas that are new to my peers
 - ☐ I can develop a body of creative work over time in an area I'm interested in or passionate about

Generating Ideas:


- ☐ I get ideas when I use my senses to explore
- ☐ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- ☐ I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- ☐ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- ☐ I have interests and passions that I pursue over time

Developing Ideas:

- ☐ I make my ideas work or I change what I am doing
- ☐ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- ☐ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- ☐ I use my experiences with various steps and attempts to direct my future work
- ☐ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

PERSONAL AWARENESS AND RESPONSIBILITY

Self Determination:

- 
- ☐ I can show a sense of accomplishment and joy
 - ☐ I can celebrate my efforts and accomplishments
 - ☐ I can advocate for myself and my ideas
 - ☐ I can imagine and work toward change in myself and the world
 - ☐ I take the initiative to inform myself about controversial issues

Self-Regulation:


- ☐ I can sometimes recognize emotions
- ☐ I can use strategies that help me manage my feelings and emotions
- ☐ I can persevere with challenging tasks
- ☐ I can implement, monitor, and adjust a plan and assess the results
- ☐ I can take ownership of my goals, learning, and behaviour

Well-being:

- ☐ I can participate in activities that support my well-being, and tell/show how they help me
- ☐ I can take some responsibility for my physical and emotional well-being
- ☐ I can make choices that benefit my well-being and keep me safe in my community, including my online interactions
- ☐ I can use strategies to find peace in stressful times
- ☐ I can sustain a healthy and balanced lifestyle

COMMUNICATION

Connect and engage with others (to share and develop ideas):

- 
- ☐ I ask and respond to simple, direct questions
 - ☐ I am an active listener. I support and encourage the person speaking
 - ☐ I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- ☐ I can understand and share information about a topic that is important to me
- ☐ I present information clearly and in an organized way
- ☐ I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities


- ☐ I can work with others to achieve a common goal; I do my share
- ☐ I can take on roles and responsibilities in a group
- ☐ I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- ☐ I give, receive, and act on feedback
- ☐ I can recount simple experiences and activities and tell something I learned
- ☐ I can represent my learning, and tell how it connects to my experiences and efforts

SOCIAL RESPONSIBILITY

Contributing to community and caring for the environment:

- 
- ☐ With some support, I can be part of a group
 - ☐ I can participate in classroom and group activities to improve the classroom school, community, or natural world
 - ☐ I contribute to group activities that make my classroom, school, community, or natural world a better place
 - ☐ I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
 - ☐ I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

Solving problems in peaceful ways:

- ☐ I can solve some problems myself and can identify when to ask for help
- ☐ I can identify problems and compare potential problem-solving strategies
- ☐ I can clarify problems, consider alternatives, and evaluate strategies
- ☐ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

Valuing diversity:


- ☐ With some direction, I can demonstrate respectful and inclusive behaviour
- ☐ I can explain when something is unfair
- ☐ I can advocate for others
- ☐ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Building relationships:

- ☐ With some support, I can be part of a group
- ☐ I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- ☐ I can identify when others need support and provide it
- ☐ I am aware of how others may feel and take steps to help them feel included
- ☐ I build and sustain positive relationships with diverse people, including people from different generations

POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

- 
- ☐ I can describe my family and community
 - ☐ I am able to identify the different groups that I belong to
 - ☐ I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
 - ☐ I understand that learning is continuous and my concept of self and identity will continue to evolve

Personal values and choices:

- ☐ I can tell what is important to me
- ☐ I can explain what my values are and how they affect choices I make
- ☐ I can tell how some important aspects of my life have influenced my values
- ☐ I understand how my values shape my choices

Personal strengths and abilities:

- ☐ I can identify my individual characteristics
- ☐ I can describe/express my attributes, characteristics, and skills
- ☐ I can reflect on my strengths and identify my potential as a leaders in my community
- ☐ I understand I will continue to develop new abilities and strengths to help me meet new challenges

Effective Study Habits



Self-Regulation Strategies

COPING STRATEGIES



					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

September 2025

[illegible]

			1	2	3	4	5	October 2025
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13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

Thursday			Friday			Saturday			Sunday		
<div>ABCD<div>2</div><div>4</div></div>			<div>ABCD<div>3</div><div>5</div></div>								
• Mawlid-al-Nabi			• Mawlid-al-Nabi								
<div>PLT - ABCD<div>7</div><div>11</div></div>			<div>ABCD<div>8</div><div>12</div></div>			<div></div> <div>13</div>			<div></div> <div>14</div>		
• PAC Meeting @ 7pm			• Grad Boat Cruise								
<div>PLT - ABCD<div>12</div><div>18</div></div>			<div>ABCD<div>13</div><div>19</div></div>			<div></div> <div>20</div>			<div></div> <div>21</div>		
• Meet The Teacher Night • Langara Presentation @ Lunch • Grade 12 Parent Info Session			• Photo Day								
<div>PLT - ABCD<div>16</div><div>25</div></div>			<div>ABCD<div>17</div><div>26</div></div>			<div></div> <div>27</div>			<div></div> <div>28</div>		
• Terry Fox Run			• Grade 8 Fun Day • Clubs Day								
<div>PLT - ABCD<div>20</div><div>2</div></div>			<div>ABCD<div>21</div><div>3</div></div>			<div></div> <div>4</div>			<div></div> <div>5</div>		
• Yom Kippur • Dussehra • KPU Presentation @ PLT			• Grade 8 Literacy Assessment								

October 2025

Monday			Tuesday			Wednesday			
ABCD	18	29	National Day for Truth and Reconciliation / Orange Shirt Day			30	ABCD	19	1
• Orange Shirt Day • SFU Beedie School of Business @ Lunch							• Kol Nidre • Dussehra • Last Day for Common App Reference Requests for Early Admissions		
ABCD	22	6	PLT - ABCD	23	7	Collab - ABCD	24	8	
			• Grade 12 Post Secondary Application Session (PLT)			• University of Alberta @ Lunch • Post Secondary Fair @ SLSS 4 -6pm			
Thanksgiving		13	PLT - ABCD	27	14	ABCD	28	15	
			• Learning Updates Emailed Home • Grade 12 TVR Verification (PLT)			• Grade 9 & 10 Immunizations			
ABCD	31	20	PLT - ABCD	32	21	Parent-Teacher Conferences	33	22	
• Diwali						• PT Conferences 2-4pm			
ABCD	35	27	PLT - ABCD	36	28	ABCD	37	29	

					1	2	November 2025
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

					1	2	November 2025
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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

November 2025

[illegible]

November 2025

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22	23	24	25	26	27	28
29	30	31				

December 2025

Thursday	Friday	Saturday	Sunday
PLT - ABCD 38 30 	ABCD 39 31 • Halloween	1 	2
PLT - ABCD 43 6 • PAC Meeting @ 7pm • Evacuation Drill @ 2pm	ABCD 44 7 	8 	9
PLT - ABCD 47 13 	ABCD 48 14 	15 	16
PLT - ABCD 52 20 	ABCD 53 21 	22 	23
PLT - ABCD 57 27 	ABCD 58 28 • Winter Music Concert Gala	29 	30

November 2025	3	4	5	6	7	8	9	1	2
	10	11	12	13	14	15	16		
	17	18	19	20	21	22	23		
	24	25	26	27	28	29	30		

December 2025

Monday			Tuesday			Wednesday		
Pro - D Day1			PLT - ABCD592			ABCD603		
			• Lockdwn Drill @ 9:15am					
ABCD638			PLT - ABCD649			Collab - ABCD6510		
ABCD6815			PLT - ABCD6916			ABCD7017		
• Learning Progress Report sent home by teacher • Hannukah			• Hannukah • SBT Meeting @ Lunch			• SCC Meeting @ Lunch • Hannukah		
Hannukah22						Christmas Eve24		

				1	2	3	4	January 2026
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31	1		

				1	2	3	4	January 2026
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12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31	1		

December 2025	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

January 2026

Monday	Tuesday	Wednesday
<div>29</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>30</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>31</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div> <div>ABCD</div> <div>73</div> <div>5</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div> <div>• First Day Back at School</div> </div>	<div> <div>PLT - ABCD</div> <div>74</div> <div>6</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>Collab - ABCD</div> <div>75</div> <div>7</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div> <div>ABCD</div> <div>78</div> <div>12</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>Conference Day</div> <div>79</div> <div>13</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div> <div>• Graduation Numeracy 10 Assessment</div> </div>	<div> <div>ABCD</div> <div>80</div> <div>14</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div> <div>ABCD</div> <div>83</div> <div>19</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>PLT - ABCD</div> <div>84</div> <div>20</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>ABCD</div> <div>85</div> <div>21</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div> <div>• Semester 2 Course Change Requests Due @ 8am</div> </div>		
<div> <div>Pro-D Day</div> <div>26</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>Learning Completion Day</div> <div>27</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div> <div>ABCD</div> <div>1</div> <div>28</div> </div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
		<div> <div>• Summary of Learning Marks Due</div> <div>• Semester 2 Starts</div> </div>

January 2026

2	3	4	5	6	7	8	1
9	10	11	12	13	14	15	2
16	17	18	19	20	21	22	3
23	24	25	26	27	28	29	4

Thursday	Friday	Saturday	Sunday
New Year's Day 1 	2 	3 	4
PLT - ABCD 76 8 	ABCD 77 9 	10 	11
PLT - ABCD 81 15 	ABCD 82 16 	17 	18
PLT - ABCD 86 22 	ABCD 87 23 	24 	25
PLT - ABCD 2 29 	ABCD 3 30 	31 	1

• PAC Meeting @ 7pm

• Feeder School Concert

• Last Day of Semester 1

• Artona Grad Photos

January 2026			1	2	3	4
	5	6	7	8	9	10 11
	12	13	14	15	16	17 18
	19	20	21	22	23	24 25
	26	27	28	29	30	31 1

February 2026

Monday			Tuesday			Wednesday		
ABCD	4	2	PLT - ABCD	5	3	Collab - ABCD	6	4
<ul style="list-style-type: none"> Summary of Learning S1 Published Artona Grad Photos 			<ul style="list-style-type: none"> Artona Grad Photos Grade 10 & 11 Program Planning Presentation (PLT) 			<ul style="list-style-type: none"> Artona Grad Photos 		
ABCD	9	9	PLT - ABCD	10	10	ABCD	11	11
<ul style="list-style-type: none"> Parent Program Planning Info Night on MS Teams 								
BC Family Day		16	PLT - ABCD	13	17	ABCD	14	18
			<ul style="list-style-type: none"> Lunar New Year Ramadan Begins 					
ABCD	17	23	PLT - ABCD	18	24	ABCD	19	25
<ul style="list-style-type: none"> 2026-2027 Course Requests Due @ 8am 						<ul style="list-style-type: none"> Pascal, Cayley, Fermat Math Contests 		
ABCD	22	2	PLT - ABCD	23	3	Collab - ABCD	24	4
						<ul style="list-style-type: none"> Learning Update Due Holi 		

February 2026

							1
2	3	4	5	6	7	8	March 2026
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

Thursday			Friday			Saturday			Sunday		
PLT - ABCD75			ABCD86			7			8		
• Artona Grad Photos • Grad Friendship Photos • PAC Meeting @ 7pm • Grade 8 & 9 Program Planning Presentation (PLT) • MEC Info Session on Teams			• Artona Grad Photos • Grad Friendship Photos								
PLT - ABCD1212			Pro - D Day13			14			Maha Shivaratri15		
• Meet the Teacher Night											
PLT - ABCD1519			ABCD1620			21			22		
PLT - ABCD2026			ABCD2127			28			1		
PLT - ABCD255			ABCD266			7			8		
• PAC Meeting @ 7pm											

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	1	

March 2026

Monday			Tuesday			Wednesday		
ABCD	22	2	PLT - ABCD	23	3	Collab - ABCD	24	4

		1	2	3	4	5	April 2026
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

Thursday			Friday			Saturday			Sunday		
<div>PLT - ABCD<div>25</div><div>5</div></div>			<div>ABCD<div>26</div><div>6</div></div>			<div><div>7</div></div>			<div><div>8</div></div>		
• PAC Meeting @ 7pm											
<div>ABCD<div>30</div><div>12</div></div>			<div>ABCD<div>31</div><div>13</div></div>			<div><div>14</div></div>			<div><div>15</div></div>		
• PT Conferences 2-4pm & 5-7pm			• Last Day Before Spring Break								
<div>Eid-al-Fitr Celebration<div></div><div>19</div></div>			<div>Eid-al-Fitr Celebration<div></div><div>20</div></div>			<div><div>21</div></div>			<div><div>22</div></div>		
<div><div>26</div></div>			<div><div>27</div></div>			<div><div>28</div></div>			<div><div>29</div></div>		
<div>PLT - ABCD<div>35</div><div>2</div></div>			<div>Good Friday<div></div><div>3</div></div>			<div>Pesach<div></div><div>4</div></div>			<div>Easter Sunday<div></div><div>5</div></div>		
• Pesach			• Pesach						• Pesach		

April 2026

Monday			Tuesday			Wednesday		
ABCD	32	30	PLT - ABCD	33	31	ABCD	34	1
			• Euclid Math Contest			• Pesach		
Easter Monday		6	PLT - ABCD	36	7	Collab - ABCD	37	8
• Pesach			• Pesach			• Pesach		
ABCD	40	13	PLT - ABCD	41	14	Collab - ABCD	42	15
			• Burnett Scholarship Applications Due • Vaisakhi					
ABCD	45	20	Conference Day	46	21	ABCD	47	22
			• Graduation Literacy 10 Assessment			• Midterm Learning Report Marks Due • Grade 9 & 10 Immunizations		
ABCD	50	27	PLT - ABCD	51	28	ABCD	52	29
• Midterm Learning Report Published			• Evacuation/Earthquake Drill @ 11:35am					

April 2026

				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	May 2026

Thursday	Friday	Saturday	Sunday
PLT - ABCD 35 2 • Pesach	Good Friday 3 • Pesach	Pesach 4 • Pesach	Easter Sunday 5 • Pesach
PLT - ABCD 38 9 • PAC Meeting @ 7pm • Lockdown Drill @ 1:30pm	ABCD 39 10 	11 	12
PLT - ABCD 43 16 	ABCD 44 17 • Grade 8 Literacy Assessment	18 	19
PLT - ABCD 48 23 	ABCD 49 24 	25 	26
PLT - ABCD 53 30 	ABCD 54 1 	2 	3

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2026

Monday			Tuesday			Wednesday		
ABCD	50	27	PLT - ABCD	51	28	ABCD	52	29
• Midterm Learning Report Published			• Evacuation/Earthquake Drill @ 11:35am					
ABCD	55	4	PLT - ABCD	56	5	Collab - ABCD	57	6
• Music Monday								
ABCD	60	11	PLT - ABCD	61	12	ABCD	62	13
			• Evacuation Drill @ 1pm			• Gauss Math Contest		
Victoria Day		18	PLT - ABCD	64	19	ABCD	65	20
ABCD	68	25	PLT - ABCD	69	26	ABCD	70	27
			• Richmond School District Indigenous Achievement Ceremony					

1	2	3	4	5	6	7	June 2026
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 2026

June 2026

[illegible]

		1	2	3	4	5	July 2026
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

		1	2	3	4	5	July 2026
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

June 2026	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

July 2026

Monday	Tuesday	Wednesday
<div>Summer Break29</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Summer Break30</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Canada Day1</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>6</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>7</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>8</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>13</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>14</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>15</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>20</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>21</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>22</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>27</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>28</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>29</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

July 2026

						1	2
3	4	5	6	7	8	9	August 2026
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

[illegible]

August 2026

[illegible]

	1	2	3	4	5	6	September 2026
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

[illegible]

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Responsible Technology Use

Chinese Translation: bit.ly/31tMoUC

BE SAFE BE THOUGHTFUL BE RESPECTFUL BE ACCOUNTABLE BE A GOOD DIGITAL CITIZEN

The use of technology continues to grow in importance for enriching and enhancing students' learning. As a school community, we must all work together to ensure our students' use of technology is safe, thoughtful, respectful, accountable, and demonstrates good digital citizenship.

BE SAFE

Access to information

- Any information you put on the internet will always be there for people to see...forever.
- Everything you do online, in a browser, or using an app, can often be seen by people you do not know.
- Be thoughtful and cautious about what you post online.
 - If you have to question whether or not a comment or photo is appropriate to post, then don't post it.

Personal Information

- Personal and private information about yourself should not be shared online.
 - Don't give out personal information like your birthdate, full name, where you live, phone number, or what school you attend.
 - Your passwords should not be shared with anyone other than your parent/guardian.

Social Media

- Always set your controls for maximum privacy.
- Only accept friend requests from people you know, making sure you can confirm their identity.
- Tell your parent or a trusted adult if anything online makes you feel uncomfortable.
- Never meet someone in person who you met online without your parent/guardian permission.

BE THOUGHTFUL

What I post

Think about whether you would want your parents, teachers, college, or future employers to see what you post, like, rate, or comment on.

Keep your information safe

Think about and understand any information you are asked to fill out online or through an app. Provide as little information as possible to protect your personal identity. If you are not sure, ask your parent or a teacher.

Not everything is true

Don't believe that everything you read on the internet is true. Check it out first and explore multiple sources.



Responsible Technology Use

BE RESPECTFUL

Everyone is valuable

What you say or write should never cause someone to feel upset or that they are threatened. You should tell your parent/guardian or a trusted adult about anything that you experience online that you think might be unsafe or makes you feel uncomfortable. Don't become a victim of bullying, harassment or exploitation.

Respect other's work and property

Do not access, copy, remove or alter any other person's files or information without their knowledge and permission. Sharing answers for other students to copy will come back to harm you in the end.

Treat the technology with care

The technology in schools is there for staff and students to use for a long time. Use it in the way it was designed to be used. Please don't unplug, move things, or take devices without permission. Handle technology with care and caution.

BE A GOOD DIGITAL CITIZEN

Respect other students personal property

Do not take or share photographs or videos of other students without their permission

Share the internet with others:

The internet is shared with lots of people. Streaming online videos, listening to music, downloading or uploading large files and playing online games slows down the school's network. Share the internet bandwidth (highway) with others.

Keep a balanced life

Remember there are other interesting things to do offline. Keep a healthy balance by limiting screen time and participating in other activities



BE ACCOUNTABLE

When using personal devices at school, follow the expectations set out in the "Use of Personal Information / Responsible Technology Use" policy as well as the expectations set out by your teacher.

There are consequences

Understand everything you do can have positive or negative consequences. You will be responsible for any actions you take that are against school or district expectations or that break the law.

There is a time for everything

Remember to not let the use of technology for fun or social purposes get in the way of your learning, focus, work or other priorities at school or home.

To the Parent(s) and Guardian(s) of Richmond School District's students: The Richmond Board of Education understands the valuable resource technology can be for enriching and enhancing our students' learning experience. To provide the best learning environment, we wish to ensure that students understand the appropriate and ethical uses of technology. You can help us by reading and discussing this document with your child.

This document is based on District Policy No. 104 Acceptable Use of Information and Communication Services and Policy 105 District Code of Conduct

