

Meduxnekeag Consolidated School Parent/Student Handbook

2025-2026



Home of the Lightning

200 School Street

Woodstock, N.B E7M 0G7

(506) 325 - 4434

<https://meduxnekeag.nbed.ca/>

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Meduxnekeag Consolidated School

200 School Street, Woodstock, N.B. E7M 0G7

Principal: Mrs. Crista Sprague

Vice Principal: Ms. Angela Stephenson

Vice Principal: Mr. Michael Liston



A Message to Our Parents

Dear Parents/Guardians,

Welcome to a new school year at Meduxnekeag Consolidated School. The MCS Staff are looking forward to a great year. We work hard to ensure the health and safety of your children and ask for your continued support with this endeavor. We are committed to making sure that your children feel safe, welcomed, and nurtured as we all learn together.

The Parent/Student Handbook will provide some important information regarding some of the policies and procedures established for the safety of students and the smooth operation of the school. Please read through the document carefully and connect with us if you have questions.

The Parent/Student Handbook is available electronically on our website and with hard copies available, on request, at the office.

We look forward to working with you this school year. We urge you to develop a positive partnership with your child's teacher, to help your child value the school experience and, together, we will make 2025-2026 a wonderful year for everyone.

Sincerely,

The MCS Administrative Team,

Crista Sprague, Principal

Angela Stephenson and Michael Liston, Vice-Principals



Mission

Motivating, Compassionate, Successful

Vision

Making a difference, Committed to Learning, Supporting one Another

Meduxnekeag Consolidated School History

Meduxnekeag Consolidated School (MCS) was built in 2015 to replace 3 existing schools: Southern Carleton Elementary School, Debec Elementary School and Woodstock Middle School. Elementary students began attending Meduxnekeag Consolidated School in March 2015 and middle school students started attending in September 2015.

MCS can accommodate approximately 650 students from kindergarten to grade 8. MCS has 33 classrooms; rooms for music, art, science, and technology; project-work areas; multi-purpose rooms; a cafetorium; a library; two gymnasiums; and an early-childhood learning space that houses Curious Kids.

Meduxnekeag prides itself on being a welcoming and inclusive place for all students and adults to learn and grow.

MCS has been under the leadership of three principals over the years; Mrs. Tammy Dunbar, then followed by Mrs. Terri Mahoney-Walker as an acting principal. Mrs. Crista Sprague is the current principal working together with Ms. Angela Stephenson and Mr. Michael Liston to form the Meduxnekeag Consolidated Leadership Team.

Quick Facts



School Colours: Red and Gray

School Symbol: Lightning Bolt

School Cheer:

**We are the Lightning, the mighty, mighty Lightning
We are the Lightning, the mighty, mighty Lightning
We are the Lightning, the mighty, mighty Lightning
Go Lightning!**

Communication

WEBSITE

Meduxnekeag Consolidated maintains a website with important information for families.

<https://meduxnekeag.nbed.ca/>

Anglophone School District – West also maintains a website with valuable information and contacts.

<https://asdw.nbed.ca/>

SOCIAL MEDIA

The MCS Home and School maintains and monitors a Facebook page. This page will have important notices for families.

NEWSLETTERS

Meduxnekeag Consolidated sends a monthly electronic newsletter home to families.

The MCS Guidance Team also posts a monthly communication to the school website.

PHONE MESSAGES AND EMAILS TO PARENTS/GUARDIANS

Phone and email messages are frequently sent out to families. We encourage parents to listen to the full messages to get up-to-date information about school activities. It is important that up-to-date contact information (phone number and email) are on file.

COMMUNICATION BOOKS

Some teachers regularly use a school/home communication notebook. It is important that parents check the notebook each night for important information.

MEETINGS

Parents are welcome to make appointments to see school staff. Please call the school office (506 325 4434) to arrange a mutually convenient time.

Attendance Procedures

ABSENTEESISM POLICY

The Education Act refers to regular school attendance as both the duty of the pupil and an expectation on the part of the parents to cause attendance to take place. The Act recognizes that regular attendance supports the learning success of the student and contributes to the learning environment of the school. (Article 13-1)

All student absences from school for any reason are to be supported by a written note from the parent or health care provider. Parents can also report an absence by using the **SafeArrival** system.

With **SafeArrival**, you are asked to report your child's absence in advance using any of these three convenient methods:

1. Using your mobile device, download and install the SchoolMessenger app from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.com>). The first time you use the app, select Sign Up to create your account. Select Attendance then Report an Absence.
2. Using the **SafeArrival** website, <https://go.schoolmessenger.com>. The first time you use the website, select Sign Up to create your account. Select Attendance then Report an Absence.
3. Calling the toll-free number 1-833-294-4838 to report an absence using the automated phone system.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time.

In addition, we will use the SchoolMessenger Communicate automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents several times until a reason is submitted for the absence. If our system is unable to reach the designated contacts, office staff will follow up by calling all the numbers provided for the student until we know the student is safe.

Note: If you report your child's absence in advance using the SafeArrival toll-free number, website, or mobile app, you will NOT receive these notifications.

Students not reporting to school for classes will not be permitted to join after school events, dances, and activities on that day.

ABSENTEEISM PROCEDURES

- Teachers record daily attendance with support from the office.
- After 5 absences, the teacher will contact the parent.
- After 10 absences, the principal will notify the parents and the Director of Schools and refer the student to the Educational Support Services Team for intervention and support.

Types of Possible Interventions:

- Meetings with parents and student
- Referral to Social Development
- Referral to Child and Youth Team
- Referral to appropriate health care professionals

LATE ARRIVALS/TARDINESS

Students are considered late if not signed into class at 8:30 a.m., after O Canada has played.

Students arriving after 8:40 a.m. are required to stop at the office and sign in.

Tardiness is recorded and monitored by Teachers, Administration, and the Educational Support Services Team.

Parents of students who have excessive tardy behaviour will be required to meet with the principal to develop a plan for improvement.

Behaviour Expectations

STUDENT CONDUCT

At Meduxnekeag Consolidated School we act in compliance with the Department of Education and Early Childhood Development Policy 703 and report inappropriate student conduct to the Superintendent.

This policy states that staff and students deserve to work and learn in a safe, orderly, and harassment-free environment. The goal of the policy is to ensure that good citizenship and civility are modeled and that every person is valued and treated with respect. Inclusive practices are expected to be employed. Students displaying inappropriate behavior require interventions that are age and ability appropriate. Parents and staff understand that social skills, self-discipline, empathy, compassion, and ethics need to be taught and modeled throughout life.

Policy 703 outlines behaviours considered to be of serious nature such as intimidation (including on-line bullying, pornography, sharing of hate material), violence (sexual and physical), possession of illegal substances or objects that are intended to be used to inflict harm, threats, vandalism, theft, and behaviours that disrupt the operations of the school and school personnel. **All these behaviours are significant and will result in exclusion from school and the involvement of law enforcement and social development.**

Policy 703 also outlines behaviours that will not be tolerated such as lying, cheating, inappropriate language, repeated disruption of class, failure to follow rules, disrespect, minor physical altercations such as pushing and shoving, discrimination, property damage and all behaviours that would disrupt the normal and expected class and school-wide operation. **These behaviours can involve suspension from school and will include interventions by the teachers, administration, and educational support services team such as a formal Intervention Behaviour Support Plan or a Short-Term Intervention Plan.**

Meduxnekeag Consolidated is working to be a Positive Behaviour Intervention Support school. This means that our focus is to purposefully and repeatedly teach positive and expected behaviours, to celebrate positive behaviors and when necessary, work to identify lagging skills that would prevent a student from behaving in expected ways and then put supports in place to help the student reach the expected behavior targets.

To do this work, the staff systematically collects data on all student behavior and on the types of supports and interventions that occur with students. It is expected that parents are kept informed of our work. This may be by phone or note (including email).

School “rules” are kept to a minimum and can be revised every year, in collaboration with students, to be age appropriate and relevant to specific areas of the building.

The MCS Code of Conduct is below. It is aligned to our school vision.

	Classroom	Cafeteria	Playground
Motivating I am motivated to be my best self.	I can enter/exit peacefully I can be prepared for class I can follow directions I can be a good listener I can raise my hands/take turns I can try my best I can keep areas clean/orderly	I can enter/exit peacefully I can line up peacefully I can raise my hand if I need something	I can play safely and peacefully I can listen to directions the first time I can be kind to the environment
Compassionate I am compassionate to myself and others	I can use manners I can wait my turn I can encourage others I can include others I can share materials I can use kind words I can use kind body language I can praise others I can offer to help others I can learn from my mistakes	I can speak quietly to tablemates I can speak kindly I can say please and thank you I can listen to the speaker I can offer to help others	I can keep my hands to myself I can share I can include others I can use kind words I can take turns I can offer to help others I can encourage others
Successful I try my best to be successful	I can walk peacefully I can use time wisely I can learn my targets I can ask questions I can stay on task	I can eat my lunch peacefully and quickly I can clean up after myself I can follow directions	I can use the equipment appropriately I can line up when the bell rings I can clean up toys/equipment

Along with the MCS Code of Conduct, MCS has an anti-bullying policy (see appendix) that outlines how Meduxnekeag Consolidated School implements the Education and Early Childhood Development Policy 703.

Please read this policy carefully as well as the Superintendent’s “Fair Notice” letter. Students not able to stay at school due to non-compliance with these policies need to be picked up immediately and/or face suspension.

SOCIAL EMOTIONAL LEARNING

The staff at MCS is committed to embedding social-emotional learning strategies as part of their everyday work with students. This means that we see students as individuals with specific strengths and needs and that, collectively, we strive to increase student competencies in self and social awareness, self-management, responsible decision-making, and relationship skills.

MCS uses the resource Character Strong to intentionally strengthen social-emotional competencies and positive character traits. Please look for Character Strong “Family Dares” to come home each month!



DRESS CODE

- Students are expected to have indoor and outdoor footwear.
- Students in Grades 6-8 are expected to have appropriate clothes for physical education classes.
- Students are expected to wear clothing that covers their bathing suit parts.
- Students are expected to wear clothing free from inappropriate slogans and pictures.
- Students are expected to have winter clothing suitable for playing in the snow.
- Students are expected to have clothing suitable for rainy weather.
- Students are permitted to wear indoor hats on designated days.

If necessary, students will be provided with appropriate clothing or asked to call home for a change of clothing.

ELECTRONIC DEVICES/CELLPHONES

Student-used cell phones and other electronic devices are not permitted to be used during the school day from 7:45 a.m. to 2:55 p.m.

Students who bring these devices to school are doing so at their own risk and will be expected to always have the devices off their person through the school day. This means that the device would need to be in a LOCKED locker or in their book bag.

The school day includes noon hour, recess, and early morning. It also includes field trips.

Any staff member who sees a student with a device (including a Smart watch), even if they are not using it, will have the student turn the device over to the office until the end of the school day. Repeated incidences of staff needing to take a device from individual students will result in disciplinary measures.

Meduxnekeag Consolidated reserves the right to ban individual students from bringing an electronic device/phone to school as circumstances dictate.

Bring Your Own Laptop- Grades 6, 7, and 8

Grade 6, 7, and 8 students are invited to Bring Their Own Laptop to school as part of our technology sustainability plan.

Students participating in the BYOL will need to follow a specific code of use. This will be sent home to participating families in September.

General Information

STUDENT FEES AND SCHOOL SUPPLIES

Students at Meduxnekeag Consolidated pay a \$65 (K-3) and \$85 (4-8) student fee. The student fee covers all school supplies needed for the entire school year (except for backpacks, lunchboxes and indoor sneakers/phys.ed clothing). The monies will also be used throughout the school year to supplement costs for student activities, special events, guest speakers and performers as well as playground and school enhancements.

The \$20 Tech Fee added to Grades 4-8 student fee helps sustain our Wi-Fi network, consumable accessories, damages to technology, and additional technology purchases.

Students arriving in January are required to pay half for a student fee.

Fees can be paid online through our website but can also be paid on site at the office with cash or cheque made out to Meduxnekeag Consolidated School.

Please call us at 506 325-4434 if you need to make payment arrangements.

SCHOOL CASH ON-LINE

School Cash Online provides you with the convenience of paying online for school items such as swimming lessons, field trips, student/club fees, sports fees, and school clothing. Once you have registered your child, you will be able to see when they have a new item posted online for purchase.

To Register Online:

Step 1: Please click on this link: <https://anglophonewest.schoolcashonline.com/>

Step 2: Register by selecting the “**Get Started Now**” and following the steps.

Step 3: After you receive the confirmation e-mail, please select the “**click here**” option, log in and add each of your children to your account. To do this, you need your student’s legal first and last name and date of birth. (*Note: You do NOT need their student number*)

✓ Convenient ✓ Safe ✓ Secure

PLEASE NOTE: If you have any questions during the registration process or while shopping online, please select the **SUPPORT** option in the top right hand area of the screen.

BUS PROCEDURES

Information regarding bus routes and eligibility for bussing can be found on line at <http://web1.nbed.nb.ca/SITES/ASD-W/transportation/Pages/default.aspx>

Students can only have one possible drop off location. **Parents need to contact the school office (506 325 – 4434) to ensure that transportation addresses are updated and correct.**

Students will not be permitted to travel on busses that are not indicated on their records at the office.

Parents wishing to change bus arrangements must do so by calling the school office (506 325-4434), **5 days** prior to the change going into effect.

Students travelling on a bus must:

- Obey the Driver
- Respect Others
- Remain Seated
- Keep Aisle Clear
- Talk Quietly

Bus drivers are expected to report inappropriate behaviours to the parents and if the behavior persists it is referred to the Principal and Anglophone School District- West for resolution.

Students may be refused transport on the bus due to serious or on-going inappropriate behaviours.

CHANGE OF ADDRESS/PHONE NUMBER/EMAIL

It is vital that the school be able to contact parents/guardians regarding student emergencies, behavior, academic progress, and other issues. If your information changes during the school year, please notify the school office (506 325 4434) so this information can be updated immediately.

DOCUMENT REQUESTS

Requests by parents/guardians for information regarding their children's educational records need to be made to the school office. A Request for Information form will need to be completed for the office to start the request.

Be mindful that request for documents may not be fulfilled immediately so please give the office ample time.

FIELD TRIPS

School sponsored field trips that compliment and extend the curriculum are encouraged at MCS.

A field trip permission form for local trips, in and around the Woodstock area, will be sent home during the first week of school. This permission form allows teachers to plan and incorporate exciting learning opportunities for students. Please ensure that this form gets signed and returned to the school.

Field trips for outside the Woodstock area will require an additional permission slip due at the time of the trip.

Please note:

- Parents/guardians will be informed of each field trip
- Some field trips may require a small fee/cost for student participation
- In some cases, a student may not be able to participate in a field trip due to behavior concerns. In this case, the parents will be informed and when appropriate, part of that decision-making.

LOST AND FOUND

Items found in and around the building are kept in the lobby area for a month before being removed to storage.

Several times per year, all Lost and Found items are displayed for parents and students to reclaim. At the end of the year, the items are donated.

Please help with our Lost and Found by having your child's name written on their belongings.

RELEASING STUDENTS

Students will only be released to the parents/guardians listed on the school data form. (This form is sent home the first week of school) Any other adult requesting to pick up a student must be an approved person listed on the data form and must also have written permission from the parent on the day of pick up. **You will be asked to show identification.**

Please note that the school follows all custody and court orders regarding placement of students. Any special requests to deny access to a parent/guardian must be accompanied by a court order.

Parents/guardians must be visible to the administrative assistants to sign out a student. **Identification will be requested.**

SCHOOL HOURS

School hours are from 8:30 a.m. to 2:50 p.m.

Students cannot arrive before 7:45 a.m. and are tardy after 8:30 a.m.

Busses begin to disembark students at 8:00 a.m.

The Breakfast Program is available every day in our cafeteria starting the second week of school.

Parents are asked to drop students off in the parking lot area.

DISMISSAL: Begins at 2:50 p.m.

Students remain in class with their teacher until 2:50 p.m.

Staff take students to the busses beginning at 2:50 p.m.

Parents are to wait outside the building for their children.

Please note:

- The school doors will be closed from 2:30-2:50 p.m. each day.
- Please be prompt picking up students at 2:50 p.m. Students are not supervised after 3:10 p.m.

Student Walkers/Bikers: All walkers/bikers are asked to wait under the awning until busses are dismissed. **Bikers must wear helmets.**

SCHOOL OFFICE HOURS

The school office is open Monday- Friday from 7:45 p.m. – 3:30 p.m.

If you need to contact the school outside of these hours, please call 506 325 4434 and leave a message. Someone will return your call during regular office hours.

AFTER SCHOOL ACTIVITIES AND DANCES

To participate in extra-curricular events, including middle school dances, clubs, and sports, a student must be present at school the day of the event/practice, and must be in good standing regarding behaviour and academics.

Parents need to ensure prompt pick up. Once the activity is finished, students are required to leave the school. If prompt pick up becomes an ongoing issue, students will be asked to withdraw from the after-school activity/club/event.

Note: There will be several school dances for middle school students through the year. Parents are asked to pick students up promptly at the end of the evening. Students choosing to leave the dance before the end, will not be permitted back in the building.

AFTER HOURS ENTRANCE

The entrance at the north side of the school is used for after school events and activities. Please do not use the main entrance unless it is specifically designated as the entrance for the activity.

TELEPHONE USE

The office telephone is for business calls. **Students can use the office phone for emergencies only.**

VALUABLES

Please do not allow your child to bring large amounts of money and/or valuable items to school. Meduxnekeag Consolidated School is not responsible for lost or stolen items.

VISITORS

All visitors are asked to enter and exit at the main entrance at the front of the building.

All visitors must report to the office window for assistance.

All visitors are asked to stay off the school fields and playground areas during the school day.

PARKING

Parking is limited. Parents are asked to park in designated parking spots and leave the roadway open for traffic to move freely. Please avoid parking or driving on the grass.

STUDENT VEHICLES

Motorized student vehicles such as dirt bikes, snowmobiles, scooters, etc., are not permitted on school property at any time.

Health

Meduxnekeag Consolidated School is aware that there are food and scent sensitivities and allergies within our student and staff population.

Being aware of food and scent sensitivities and allergies means that we make every effort to ensure that all people using the facility are informed, have access to ingredient lists, and recognize their responsibilities when they share a working and learning space. All people need to refrain from heavy scents and be mindful of what they personally ingest or come in contact with.

If you and your child have food or scent sensitivities or allergies, it is important to know that even with all our efforts, you still need to be alert at all times and inform the office if you have concerns.

Illness

Students showing symptoms of illness are asked to stay home from school until they are well. Parents can notify the school of the absence.

If an ill student is sent to school, they will still be expected to participate in the regular school day. (attend classes, go outside at recess, eat in the cafeteria, etc.)

Students falling ill during the school day need to be picked up by parents.

All families will need a pickup plan for illness. All families are asked to follow the current guidelines of Public Health regarding illness.

IMMUNIZATIONS

All students in the public-school system must have:

- up to date immunizations as required by Public Health OR
- an immunization exemption form signed by the parent/guardian

The school regularly monitors immunization records and will make every attempt to work with parents/guardians to fulfill the criteria for admission to school.

After these attempts fail, students will be required to remain at home until conditions are met as per the Department of Education and Early Childhood Development Policy 306.

MEDICAL CONDITIONS AND MEDICATION

Parents/guardians of students with documented medical fragilities and concerns as well as students who require medication during school hours are required to complete a Policy 704 form.

If the school is aware of the issue, the forms will automatically be sent home. These must be completed and returned quickly.

Please call the school office 506 325 4434, to report the need for a Policy 704 form.

Medications approved to be given at school under Policy 704, must come to school in the original container with the dosage indicated on the side of the container.

Tylenol and Advil

The school keeps this medication on site, but the office is required to call parents/guardians for permission to permit the student to use this medication.

LIMITED PHYSICAL ABILITIES

If a health condition prevents a student from participating in physical activities over an extended period, a note from the doctor indicating the limitation is required.

If a student needs to be excused from a physical activity for a short period of time (up to three days) a written note from the parent is required.

SCHOOL LUNCHES

Our cafeteria is run by Chartwells. Cafeteria service begins the first day of school. The link to their menu and on-line ordering can be found on our website.

All students are required to pre-order their lunches (Grades 3-8 can also pre-order morning snacks). Pre-ordering can be done on-line through Chartwell's or through the homeroom teacher.

Our students have 25 minutes to enjoy their lunch in the cafeteria.

Students, Grades 3-8, are permitted to use the microwaves.

We encourage students to bring healthy lunch items and to limit the packaging on their food choices to help reduce waste.

NUTRITION POLICY

Policy 711, Healthier School Food Environment Policy, is in revision.

Regarding all school food, provided in the classroom, cafeteria and extra-curricular activities, we make decisions with the following top of mind:

- chocolate milk is permitted
- 100% juice items are permitted
- occasional celebrations involving food of lower nutritional value are permitted
- it is important to make reasonable effort to limit foods of lower nutritional value
- it is important to promote foods of higher nutritional value

We ask that parents/guardians providing lunches or other food items move forward with the above in mind as well.

WATER BOTTLES

Water bottles are a must at MCS. We have water fountains able to fill water bottles.

LICE AND INFECTIOUS DISEASES

Meduxnekeag Consolidated School follows all guidelines and policies provided by Public Health regarding infectious diseases. Should a student need to be excluded from school, the office will contact the parent. (An example of this would be pink eye.)

School staff are not able to check for lice. If staff have reason to believe that a student has lice, the parents are notified, and after treatment, the student is able to return to school.

All parents of the class will be notified via letter from the school office in order for families to take preventative measures.

Parent and Community Involvement

PARENT SCHOOL SUPPORT COMMITTEE

Every school is required to have a group of elected parent representatives who meet regularly to advise the principal on, and be kept abreast of, school improvement initiatives.

Meduxnekeag Consolidated can have 13 representatives, including a middle school student representative and a teacher representative. Representatives typically commit to a position for three-year terms.

Nominations and elections for available positions occur in September. A nomination form is included at the end of this handbook. All nominations for positions need to be into the school office by 6 p.m. on August 28, 2025. Should an election become necessary, it will take place at the parent meeting on August 28, 2025.

FUNDRAISING

Meduxnekeag Consolidated and our various teams and clubs raise money throughout the year with various special days, food sales and popcorn sales. We are mindful of family pocketbooks and try to spread these fundraising activities over the year.

MCS has a big, whole-school fundraising campaign in the fall of the year. We ask that students do not go door to door for sales without parent/guardian supervision.

Note: These purchases will be done through School Cash Online.

MCS HOME AND SCHOOL

The MCS Home and School is an active group who meet roughly every six weeks. Their mandate is to help make MCS a better place. They support our students in a variety of ways and fundraise throughout the year with special events like Family Bingo Night and Touch A Truck.

The MCS Home and School are always looking for more members and would love to have you join and/or participate in their events!

VOLUNTEERING

MCS is always searching for volunteers as we have a very busy and active school, and many hands make light work.

You can volunteer on a regular, weekly basis by helping with our breakfast program, popcorn sales, etc. Or you can volunteer occasionally, for our book fairs, Christmas Dinner, class field trips or special events.

The principal runs the volunteer orientation and can help you find the work that best fits your availability and interest. As a volunteer you will be required to do Policy 701 training and get a criminal record check prior to being eligible to be a volunteer.

This sounds more daunting than it is, so we encourage you to connect with the principal and come work with us at MCS!

CURIOUS KIDS DAYCARE

Meduxnekeag Consolidated is happy to have a daycare on site.

Please connect with Ruth Claybourn at 506 461-5320 and curiouskidsmcs@gmail.com to inquire about available daycare and after school care programming.

ENVIRONMENTAL RESPONSIBILITY

Meduxnekeag Consolidated School has a L.E.E.D. designation. This means that our school was built using strategies aimed at achieving high performance in key areas of human and environmental health: location and transportation, sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality.

Specifics on how we qualify as a L.E.E.D school can be found posted at the After-School Entrance, just inside the building.

MCS also maintains a regular recycling program that promotes student involvement and responsibility as well as engages community partners.

Safety

EMERGENCY DRILLS

Several times during the year, students will practice fire, clear the halls, evacuation, and lock-down procedures. These drills prepare students in the event of an emergency.

In the event of a true emergency, the Meduxnekeag Consolidated School Safety Team will implement the Emergency Plan according to Anglophone School District-West's policy.

SCHOOL CLOSURES

The Superintendent is authorized to close schools immediately in the event of inclement weather or any other emergencies that may be hazardous to the health and safety of students.

Meduxnekeag Consolidated School is located in ZONE 3.

Please refer to the ASD-W site for the up-to-date school closure policy and cancellations.

<https://asdw.nbed.ca/current-students/grades-k-12/school-closure-weather/>

Early Closures

It may be necessary to send students home early or half-way through a school day.

Please be advised in this situation, students will be dismissed and sent to the location WHERE THEY NORMALLY WOULD GO AT THE END OF THE DAY.

The school will make every effort to notify parents of an early closure via radio, social media (The MCS Home and School Facebook page), phone calls and voice talk mails. Please do not get distressed if you receive multiple calls as we take student safety very seriously and are only seeking to ensure student safety.

RADON

The Department of Transportation and Infrastructure manages the operational systems in all government facilities and routinely tests for radon. It was found in the last round of testing that all areas of MCS are operating within the recommended limits.

Instructional Information

CURRICULUM

Meduxnekeag Consolidated is using the New Holistic Curriculum Framework.

Meduxnekeag Consolidated School offers Prime and French Immersion programming with Early French Immersion starting in Grade 1.

All students K-8 are taught language arts, mathematics, science, social studies, art, music, physical education, technology, and French. The number of minutes of instruction for each of these subjects varies from grade to grade and may also differ from Prime to French Immersion programs. Your child's teacher will be able to clarify the specific requirements of your child's grade level curricula. Please connect with your child's teacher with questions you may have.

SWIMMING LESSONS

When possible, we offer swimming lessons as part of our physical education curriculum to Grades 2-5 each year. Students pay a fee (~ \$65) and receive ten lessons. Swimming fees can be paid online or at the school office. Payment plans can be arranged to suit any budget. Please call the school office (506 325 4434) to make these arrangements.

SCHOOL IMPROVEMENT FOCUS

All teacher professional learning and growth is focused on improving instruction. Through Grades K-8, MCS Teachers are ensuring that students can speak to their daily learning targets and that data on student learning is collected and actioned to improve individual student achievement.

REPORTING TO PARENTS

There are three report cards per year: December, March and June. Each reporting period stands alone; there is no "averaging" for a final yearly mark.

Parent/Teacher interviews are scheduled for December and April. Teachers will reach out to parents to help organize interview times. Parents are asked to arrive at their scheduled interviews on time as most interviews are only 15 minutes in duration.

Teachers will reach out to parents to inform them of any academic concerns no later than October for first report, January for second report and May for the final report. As necessary, there may be more frequent communication with home regarding academic concerns.

GRADING (Note: There may be upcoming changes to report cards with the new curriculum.)

Teachers will gather evidence of student learning during each reporting period. Some of the evidence will consist of student generated products such as assignments, tests, projects, and other collected evidence will come from teacher observations of and conversations with your child. Using the gathered evidence, teachers will grade on a 4-point scale.

The 4 levels are:

- 4 Excelling (4+ means exceeding grade level expectations)
- 3 Meeting (3+ means showing consistent proficient achievement)
- 2 Approaching
- 1 Working Below

Along with indicating a level of achievement, teachers will also provide comments that speak to student strengths, needs and next steps for that subject.

Teachers will also provide a grade and comments regarding your child's learning habits.

The learning habits are:

- Independence
- Initiative
- Interactions
- Organization
- Responsibility

Student success with each of these habits will be indicated by:

- C – consistently
- U- usually
- S – sometimes
- R- rarely

Report cards will be sent home in a special envelope that parents are expected to sign and return. Parents will also have opportunity to respond to the report card in a designated reflection section. We encourage parents to talk with their child about their academic progress and get their thoughts on how they feel their learning is progressing and help them set goals for future achievement.

HOMEWORK

Homework is assigned at the discretion of the teacher. As per district policy, assigned homework is expected to be purposeful and used to reinforce learning or check for understanding. All assigned homework is expected to be relevant to student learning and increase student ownership of their own learning.

K-2 students can expect homework in language arts and mathematics. The intent is to promote positive learning habits and to involve parents in the learning happening at school.

Grades 3-5 students can expect approximately 30 minutes of homework per evening.

Grades 6-8 students can expect 30 minutes to an hour of homework per evening.

Homework not completed will need to be completed at school during the student's free time.

PROTECTION OF INSTRUCTIONAL TIME

Between the hours of 8:30 a.m. and 2:50 p.m. we ask that classes not be interrupted. Uninterrupted instructional time is critical to student academic success. Students coming to school late or leaving early miss valuable instructional time and disrupt learning for other students within their classes. This loss of time greatly impacts student achievement. It is an expectation that the school protect instructional time from unnecessary interruptions and other distractions.



APPENDIX

MCS BELL SCHEDULE 2025-2026

K-2 Timetable

		Mon	Tues	Wed	Thurs	Fri
8:30-8:50	MCS HRF	MCS HRF				
8:50- 9:25	1					
9:25-10:00	2					
10:00-10:20	RECESS	RECESS				
10:20-10:55	3					
10:55-11:30	4					
11:30-11:55	NOON	K-2 Cafeteria				
11:55-12:20	NOON	K-2 Outside				
12:20-12:30	Transition	Homeroom				
12:30-1:05	5					
1:05-1:40	6					
1:40-2:15	7					
2:15-2:50	8					
2:50		Dismissal				

Grade 3-5 Timetable

		Mon	Tues	Wed	Thurs	Fri
8:30-8:50	MCS HRF	MCS HRF				
8:50- 9:25	1					
9:25-10:00	2					
10:00-10:20	RECESS	RECESS				
10:20-10:55	3					
10:55-11:30	4					
11:30-11:55	NOON	3-5 Outside				
11:55-12:05	transition					
12:05-12:30	NOON	3-5 Cafeteria				
12:30-1:05	5					
1:05-1:40	6					
1:40-2:15	7					
2:15-2:50	8					
2:50		Dismissal				

Grades 6-8 Timetable

		Mon	Tues	Wed	Thurs	Fri
8:30-8:45	MCS HRF	MCS HRF				
8:45- 9:35	1					
9:35-10:25	2					
10:25-10:40	RECESS	RECESS				
10:40-11:30	3					
11:30-12:20	4					
12:20-12:45	NOON	6-8 Intramurals/Outside				
12:45-1:10	NOON	6-8 Cafeteria				
1:10-2:00	5					
2:00-2:50	6					
2:50		Dismissal				



ASD-W

Anglophone School District West

20 Knowledge Park | Fredericton, New Brunswick E3C 2P5 | www.asdw.nbed.nb.ca

September 2025

Dear Families/Caregivers:

Anglophone West School District is committed to creating and maintaining an environment in schools where students, staff, and visitors feel safe. To enhance safety and security, district protocol requires Violence Threat Risk Assessment (VTRA) training of School Administrators, Education Support Services, and district staff. Further to this, partners from Policing, Public Safety, Social Development and Mental Health are also trained in this multi-disciplinary approach.

The protocol requires trained school staff and community partners, as a team, to complete an Assessment of Risk to Others (ARTO) in all cases where students make threats to harm others. The purpose of the ARTO process is to use the best knowledge, skill, and experience available to assess level of concern so that appropriate interventions can be identified to protect individuals from harm and to ensure a climate of safety in schools and the community. As noted above, a multi-disciplinary approach is used. Please be assured that the school team will be taking measures to deal with all known threats/high-risk behaviours in a positive and proactive manner. If the school team invites you to a meeting to discuss safety concerns about your own child, please be assured that our protocol is being followed and that the goal is safety for all.

Anglophone West School District will respond to all serious threats. If there is a need, a school may initiate a state of "lock down" or "hold and secure" within the facility. A principal has the authority to declare either condition and will often do so through collaboration with district office officials and/or emergency responders. Please note...a **"hold and secure"** allows those who are in the building to continue with their normal routines but calls for increased monitoring of entrances and for no one to enter or leave the building. A **"lock down"** requires all who are within the building to immediately stop what they are doing and assume a quiet, hiding position within their current space. Staff and students practice this as a drill each year. In either case, it is important for families/caregivers to know that they will not be able to retrieve their child(ren) until the "all clear" is given. The school and district will do their best to provide communication throughout the situation, although the priority will always be to ensure the safety of individuals first.

To help keep our school communities safe, there is an expectation that families/caregivers, students, and community members who have knowledge of a threat or high-risk behaviour will report this information to the principal. It would be helpful if you would discuss this protocol with your child(ren). Our goal is to respond to all threats in a professional manner that provides for a safe, healthy and caring learning environment.

We appreciate your support in helping ensure our schools are safe environments for all students and staff.

Sincerely,

David McTimoney
Superintendent

MEDUXNEKEAG CONSOLIDATED ANTI-BULLYING POLICY

MCS IS SPEAKING UP AND STANDING TOGETHER TO STOP BULLYING!

Bullying is a pervasive societal issue in all spaces where humans live and work together. To stop bullying we need to speak up and work together as individuals, parents, school staff, and community. No one person or organization alone can stop bullying but together we can make a difference.

This policy has two key purposes:

- The word “bullying” is too often used to describe mean moments, random unkind behaviours, and the conflicts that can arise as students are growing their social skill sets. This policy brings clarity to the word “bullying” for students, parents, and staff.
- This policy will bring better understanding to the processes that school staff use to label behaviours as “bullying” as well as the subsequent response and intervention.

At Meduxnekeag Consolidated School bullying is defined as:

“Bullying is when you intentionally hurt and pick on someone, over and over again.”

There are two components of bullying:

1. Bullying is a targeted, repetitive act that occurs over time. This is different from mean moments, unkind acts or conflicts that occur randomly or only once or twice.
2. Bullying involves a perceived imbalance of power between the bully and the victim. An imbalance of power happens for many reasons some of which are people thinking they are more popular, stronger, smarter, or that they have a higher social status. A power imbalance can also be described as “getting the upper hand”. A bully will always want the last word and to be able to shape how others see their victim.

Bullying can be:

- Repeated pushing, punching, kicking, and other unwanted physical attacks.
- Repeated teasing, name calling, insults, laughing at a person, and other unwanted verbal attacks.
- Repeated intentional exclusion from peers and trying to turn peers away from a person through rumors and gossip.
- Repeated taunting, insults, name-calling and gaslighting (making false statements to make people believe they are true) on social media, chats, and online games.

Draft January 2023

Indicators that bullying may be happening:

- There are repeated incidents within a span of four weeks.
- There is an intention to harm or “get the upper hand”.
- There are threats of further aggression.
- The victim lives in a state of hopelessness and fear.

Prevention is the First Step

At Meduxnekeag Consolidated School, staff are committed to ongoing foundational practices that can help reduce and prevent bullying:

- Maintaining established school-wide expectations.
- Responding to student behaviours using the MCS Pyramid of Behaviour Interventions.
- Using positive behaviour intervention strategies school wide.
- Character Strong resources used in every K-8 classroom.
- Character Strong Family resources available each month.
- Daily peer support and modelling with MCS Lightning Express and Character Ambassadors.
- Focus on growing and strengthening social-emotional competencies (Self-awareness, self-management, social awareness, responsible decision-making, and relationship skills) with all students, as well as targeted small group education as needed.
- Maintaining accurate records of teacher interventions with each student.
- Allocating actions of Educational Support Services staff to support students as needed.
- Collaborating with law enforcement and other community partners to provide supports to students and families.

The Principal will be using the following to help label behaviours as “bullying”:

- The MCS Behaviour Intervention and Home Contact Log established in 2017.
- Developmental appropriateness considering student ages and exceptionalities.
- The definitions and indicators established in this policy.

Draft January 2023

If you feel that bullying is happening, you have a responsibility to speak up and report it.

At Meduxnekeag Consolidated the reporting and response procedures are as follows:

Step 1: Unkind behaviour or conflict is reported to the homeroom teacher by a student, parent, or staff member.

Response:

- Teacher records the report in the MCS Behaviour Intervention and Home Contact Logs.
- Teacher investigates and intervenes with Tier 1 intervention strategies in the MCS Living Pyramid of Behaviour Interventions. This work is recorded in the MCS Behaviour Intervention and Home Contact Logs.
- The teacher contacts all parents/guardians of students connected to the report and records the contacts in the MCS Behaviour Intervention and Home Contact Logs.
- The Meduxnekeag Consolidated Educational Support Services Team reviews the work completed to date and determines if secondary supports are needed.

Step 2: More unkind behaviours or conflict is reported to the homeroom teacher by a student, parent, or staff member.

Response:

- Teacher records the report in the MCS Behaviour Intervention and Home Contact Logs.
- Teacher suspects bullying and notifies the Principal via email that another report was submitted.
- The Principal investigates the report. If there is confirmation of bullying (as per this policy), the Principal issues an immediate 3-day suspension.
- The Principal records the bullying in the MCS Behaviour Intervention and Home Contact Logs as well as the provincial Power School system.
- The Meduxnekeag Consolidated Educational Support Services Team reviews the work completed to date and determines what supports are needed for both the person suspended and the person who was bullied.

Step 3: The student returns to school after the 3-day suspension.

Actions required:

- Meeting between parents and administration.
- Behaviour contract is developed and signed by student and parents. It includes how the student will make amends and positively contribute to the school community (volunteering).
- Student will be required to take additional classes to develop lagging skills identified by educators and parents.

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Step 4: Another incident is reported to the homeroom teacher by a student, parent, or staff member within 28 days of the 3-day suspension.

Response:

- Teacher records the report in the MCS Behaviour Intervention and Home Contact Logs.
- Teacher notifies the Principal via email that a report was submitted.
- The Principal investigates the report and issues an immediate 5-day suspension after confirmation of the allegation and the behaviours are again labelled as BULLYING.
- The Principal records the bullying in the MCS Behaviour Intervention and Home Contact Logs as well as the provincial Power School system.
- The Meduxnekeag Consolidated Educational Support Services Team reviews the work completed to date and determines what supports are needed for both the person suspended and the person who was bullied.
- **Step 3 is repeated.**

Step 5: Another incident is reported to the homeroom teacher by a student, parent, or staff member within 28 days of the 5-day suspension.

Response:

- Teacher records the report in the MCS Behaviour Intervention and Home Contact Logs.
- Teacher notifies the Principal via email that a report was submitted.
- The Principal investigates the report.
- The Principal records the bullying in the MCS Behaviour Intervention and Home Contact Logs as well as the provincial Power School system.
- The Principal contacts the Director of Schools to recommend expulsion for the remainder of the school year.
- The Meduxnekeag Consolidated Educational Support Services Team reviews the work completed to date and determines what supports are needed for the person who was bullied.

This policy is in alignment with the NB Education Act:

13(1) In support of the learning success of his or her child and the learning environment at the school, a parent is expected to communicate reasonably with school personnel employed at the school his or her child attends as required in the best interests of the child and (e) have due care for the conduct of his or her child at school and while on the way to and from school.

13(2) The parent of a pupil has a right to reasonable consultation with the pupil's teacher or the principal of the school the pupil attends with respect to the education of the pupil.

13(3) It is the responsibility of the parent of a pupil and of school personnel to conduct themselves in a respectful manner and to follow established procedures when involved in communications concerning the pupil.

14(1) It is the duty of a pupil to (e) contribute to a safe and positive learning environment, (f) be responsible for their conduct at school and while on the way to and from school, (g) respect the rights of others, and (h) comply with all school policies.

21(2) Subject to any policies or directives of the District Education Council concerned every teacher shall: (a) maintain proper order and discipline in or on school property, (b) maintain proper order and discipline on the part of pupils under the teacher's supervision during school activities off school property, and (c) have due care for the conduct of pupils while on their way to and from school.

22(1) Where a person creates or attempts to create a disturbance in or on school property while being used for school purposes, a teacher may exclude that person from the school property.

22(2) Where under subsection (1) a teacher attempts to exclude a person from school property and that person refuses to immediately leave the school property that person commits an offence punishable under Part II of the Provincial Offences Procedure Act as a category C offence.

22(3) Where a person, in or on school property, (a) uses threatening or abusive language, or

(b) speaks or acts in such a way as to impair the maintenance of order and discipline in in or on the school property, that person commits an offence punishable under Part II of the Provincial Offences Procedure Act as a category C offence.

24(4) In accordance with the regulations, the parent of a pupil or an independent pupil may, where the pupil is suspended from attendance at school under this section for more than five school days in a school year, appeal the most recent suspension from attendance at school.

This policy is in alignment with the Department of Education and Early Childhood Development Policy 703: Positive Learning and Working Environment:

6.3 Serious Misconduct

6.3.1 The following are examples of behaviours exhibited by any person that are viewed as extreme and unacceptable in the New Brunswick public school system:

- bullying, hazing or any form of intimidation

6.3.2 These behaviours represent a significant disruption to the learning and working environment, endanger others or significantly impair the operation of the school and the maintenance of a positive learning and working environment. These behaviours will normally result in the exclusion of a person from school property and, in the case of a student these behaviours will result in an immediate suspension, in addition to other interventions. In most cases, due to the gravity of these behaviours, their occurrence will require the involvement of law enforcement officers.

Draft January 2023

APPENDIX 1: What to Do if Your Child Is the Bully

No parent wants to believe their child is a bully. Regardless, ignoring bullying behavior in your child does them no good and can be as damaging to them in the long term as it is to the victim. You're responsible for your children's actions but you're not necessarily to blame for them. You can help them get past this.

If you're already worried your child is bullying others, then you can look at the clues below to find out for sure. It's important to understand that bullying is about contempt for others – not just temporary anger. Bullies view their victim as less than human – something not worthy of compassion and respect – as the clues below will hint at.

Is My Child a Bully? The Warning Signs:

- Imbalance of power between the bully and their target
- Intent to harm
- Threat of further aggression
- Terror (the victim is in fear of another attack)
- An attitude of entitlement, that they can do as they please with others
- Indifference towards the wellbeing of the victim
- Inability to take responsibility for their actions and constant shifting of the blame to the victim
- Pleasure in causing pain to their siblings and other children

What to do if Your Child Is the Bully

The steps below are from Barbara Colorosa's excellent book, "The Bully, the Bullied and the Bystander." If your child is a bully, the steps below will teach you how to stop your child from bullying.

1. Intervene immediately with discipline (NOT punishment)

Discipline doesn't mean punishing your child, grounding them, sending them to their room or one of the many common forms of punishment parents use.

Discipline means helping your children to develop self-discipline – helping them develop that inner sense of right and wrong – to guide their actions from the inside rather than relying on an adult to tell them what's right and wrong.

Discipline means:

- Showing the bully that what they've done is wrong.
- Giving the bully ownership of the problem.
- Giving them a process for solving the problem and making amends. The bully must decide how to fix what they've done and heal the harm that they've caused.

Draft January 2023

- Leaving the child's dignity intact. Their actions were cruel, but they are not bad people. Just as they can be cruel to others, so can they learn to be compassionate and respectful.

2. Create opportunities to "do good"

Provide your children with opportunities to help others – whether it be through household chores, helping their siblings with school work, volunteering and more. The more often they're kind to people, the less likely they are to be disrespectful.

3. Nurture empathy

Empathy helps children see from the other person's perspective, understand what they're feeling and respond effectively. A bully doesn't lack empathy, it's just more buried.

You can help by sharing your own feelings, explaining how they came about, responding empathetically to your child, teaching him morals against hurting others and helping them develop their own ability to take another person's perspective.

You should also help them recognize and label their own feelings and identify their own thoughts – something that can be difficult for both children and adults.

To help them walk in someone else's shoes, use questions such as "how do you think they felt when..." or "what do you think the child you bullied would tell you if he could?", etc.

4. Teach friendship skills – assertive, respectful, and non-violent ways to relate to others

5. Closely monitor your child's TV viewing, computer activities, video game playing and music

If your child is bullying children online, you need to be aware of it. If they're playing violent video games after school every day that probably won't be very helpful either.

6. Engage in constructive, communal, and entertaining activities as a family

7. Teach your child to "will good"

"Willing good" means speaking and doing what is right even when the burden is heavy. The ultimate test of whether your child has truly learned is whether they would help out a peer who is being taunted by a bully or group of bullies.

Resourced from: <https://antibullyingsoftware.com/my-child-is-a-bully-what-to-do-if-your-child-is-the-bully/>

Draft January 2023

APPENDIX 2: Bullying Prevention Strategies for Families

Being isolated from peers and having one's self esteem chipped away day after day is the hallmark of the bullying that involves almost 30% of youth. Bullying prevention and helping your child to fend off bullies is critical to their success and happiness in school.

It's not surprising then to see that factors that decrease isolation and increase self-esteem help protect youth from bullying.

That's not to say these "four antidotes" listed below will prevent a child from ever being bullied, but rather these antidotes will then help fend off a bully and prevent them from becoming an ongoing victim of bullying.

Bullying Prevention: The Four Antidotes to Bullying

- A strong sense of self: does your child believe themselves to be confident, capable, and competent?
- Being a friend to someone
- Having at least one good friend
- Being in a group

Helping your child develop a strong sense of self and self-esteem, showing them how to be a good friend, showing them how to develop healthy friendships with others and finally teaching them how to become part of a group are skills that will serve them well throughout childhood.

The Five Personality Traits Critical to the Four Antidotes to Bullying:

- Friendliness
- Willingness to share
- Willingness to cooperate
- Skill in joining the play of other children
- Possessing a sense of humor

(The five personality traits above are from a 1990 thesis, "The Behavioural Attributes of Victimized Children" by doctoral student S. Pierce.)

Resourced from: <https://antibullyingsoftware.com/bullying-prevention-with-the-four-antidotes-to-childhood-bullying-and-the-five-personality-traits-critical-to-them/>

Draft January 2023

Welcome to Kindergarten

Starting school is a significant milestone and we look forward to learning alongside your child. Please see below for information on how to prepare your child for a smooth transition to kindergarten.



Building Social Emotional Learning Skills

A child's ability to understand and manage their emotions and relationships.

- **Model for your child how to use words to name feelings.**
 - "I'm excited about going to the park." "I see that you're sad because you're crying."
- **Model how to regulate emotions.**
 - Taking deep breaths, going for a short walk, walking away and taking a break.
- **Model for and encourage your child to ask for help.**
 - "Can you please help me open my snack?"
- **Practice how to take turns with your child.**
 - "You went first last time, now it's my turn to go first."
- **Provide opportunities for your child to share items with other children.**
 - Playdates, working on a puzzle, building with Lego®, and sharing items at the park.
- **Provide opportunities for your child to practice independence.**
 - Getting ready for outside, using the washroom, and opportunities to transition from one adult to another.

Building Children's Oral Language

A child's ability to learn new words and use them appropriately.

- **Encourage your child to talk about past experiences.**
 - Retelling stories you've read and describing places you've been.
- **Make time each day to have purposeful conversations.**
 - Ask questions, strive for 5 back and forth exchanges, listen to your child's responses and share your own thoughts.
- **Use shared book reading to develop children's language.**
 - Discuss the meaning of new vocabulary words in the story and have your child describe what they see in the picture.

Building Executive Function Skills

A child's ability to plan, focus and control their actions.

- **Provide your child with opportunities to follow directions.**
 - "Go downstairs and put your coat and shoes on." "Pick up your toys and put them in the toybox."
- **Provide opportunities for your child to respond appropriately to the words: "no, not yet, later and wait."**
 - "No, you can't have a snack now, but you can have one later." "No more screen time for today but we can read a book together."
- **Establish daily routines for your child.**
 - Consistent morning and bedtime routines and cleaning up after playing.
 - Practice moving from one activity to another when asked. "We are leaving the pool in 5 minutes."

ASD-W SCHOOL CALENDAR 2025-2026 - PUBLIC

<u>MONTH</u>	<u>DATES</u>	<u>EVENTS</u>	<u>NUMBER OF DAYS FOR STUDENTS</u>	<u>NUMBER OF DAYS FOR TEACHERS</u>
August	20	Opening Administrators' Meeting – ASD-W		
	21	New Administrators' Meeting – ASD-W		
	25	Full Administration Day – School Based	0	5
	26-27	NBTA Council Days		
	28	EECD Professional Learning Day K-12		
	29	Full Administration Day – School Based		
September	1	Labour Day		
	2	First Day of Classes for Grades K-12 (or staggered entry as noted by the school)	19	20
	26	EECD Professional Learning		
	30	National Day for Truth and Reconciliation		
October	13	Thanksgiving Day	22	22
	14-17	Registration for Students Entering Kindergarten in 2026-2027		
November	10	ASD-W School Improvement Planning Day		
	11	Remembrance Day Holiday		
	17	Report Cards Issued 9-12	17	19
	21	K-8 Full Day – Report Card Writing		
	21	9-12 Full Day – Parent/Teacher Interviews (½ day); School/District Based PL		
December	1	Report Cards Issued K-8		
	5	K-8 Full Day – Parent/Teacher Interviews (½ day); School Based PL ½	14 (K-8)	15
	19	Last Day of Classes	15 (9-12)	
	22-31	Holidays		
January	1-2	Holidays		
	5	First Day of Classes		
	23	Last day of 1 st semester classes – High School	20 (K-8)	20
	26	Turnaround days – High School Only (No School for High School)	18 (9-12)	
	27	Turnaround days – High School Only (No School for High School)		
	28	First day of 2 nd semester classes – High School		
February	16	Family Day	19	19
March	2-6	March Break		
	13	K-8 Full Day – Report Card Writing	16 (K-8)	17
	30	Report Cards Issued K-12	17 (9-12)	
April	2	K-12 Full Day – Parent/Teacher Interviews (½ day); District Led PL ½		
	3	Good Friday	19	20
	6	Easter Monday		
May	1	Council Day		
	11	NBTA Branch Day	18	20
	18	Victoria Day		
June	12	Last day of 2 nd semester classes – High School		
	19	Last Day for Students – Final Report Card Day (K-12)	15	18
	22-24	Full Administration Days		
Total Number of Days for Students			179 (K-8)	
Total Number of Days for Teachers			179 (9-12)	195

Blue – Teacher Workday, No Classes for Students

Red – First/Last Day of Classes for Students

Orange – Turnaround Days, No Classes for Students in Grades 9-12 Only

Green – Holidays for Teachers and Students

Purple – Opening Administrators' Meetings (Note: Additional Administrator Meeting dates will be forthcoming)

June 4, 2025



ANGLOPHONE WEST SCHOOL DISTRICT

PSSC NOMINATION FORM

(Please complete and return to the School Principal)

PARENT SCHOOL SUPPORT COMMITTEE

Name of School: _____

As a parent or guardian of a child in this school or as a parent representative, I wish to become a candidate for election to the
PARENT SCHOOL SUPPORT COMMITTEE.

Candidate's Name
(Please Print)

Candidate's Signature

Date

Telephone Number of Candidate

I have been seconded by a parent or guardian of a child in this school.

Seconder's Name

Seconder's Signature

Note: Candidates may be asked to make a short statement (1-2 minutes) on election night. Candidates are also encouraged to provide information about themselves, and why they are running for election. You can include this information below, or send a separate document, for posting at our school.
