

"Home of the Tigers"

ST. JOHN'S HIGH SCHOOL
STUDENT HANDBOOK AND
REGISTRATION GUIDE

"Tiger Pride"

2021-2022
GRADE 9 EDITION

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A MESSAGE FROM ADMINISTRATION

Welcome to Grade 9!

At St. John's, we recognize that grade nine is a very important transition year for students. A positive experience in grade 9, by connecting to their school, friends and teachers can lead to an overall successful academic and social high school experience. Recently, and going forward, we have implemented some changes that reflect this philosophy.



Location

All grade 9 students are now located in one hallway on the second floor, as part of the grade 7, 8 and 9 programs. Students have assigned rooms for all their core subjects and the teacher comes to them. Having their own space has helped to promote a sense of identity and connection to their school and teachers.

Growth Mindset

Actively teaching our students a growth mindset has been done by all our grade 9 teachers this year and will continue. Students are taught mind health, organizational skills, how to be positive, and how to handle all the challenges that come with high school.

Teachers

Having a close, connected relationship with their teachers is a vital part of academic success. To foster this connection, we try to have as few teachers as possible working with the grade 9s within each subject area.

Guidance Counsellor

We have assigned a guidance counsellor that works specifically with our grade 9s, to provide guidance with career and course choices, managing the credit system and helping with emotional and social well being.

We know our dedicated staff will provide you with many challenges and opportunities for growth.

Sincerely,
Mr. D. Taylor, Principal

Our Mission Statement Embodies our Belief and Teaching Methodology

Embracing our diversity, St. John's High School dedicates itself to educating all students to their fullest potential in a culture of hope through optimism, place, pride and purpose.

A MESSAGE FROM PARENT COUNCIL

The Council is comprised of parents/guardians grandparents, caregivers of St. John's High School as well as community members and organizations of the St. John's area, that support and are invested in the success of our students.

We meet the last Thursday of every month, between 5:00-6:00p.m., virtually if needed or in the library once COVID restrictions are revised.

Our children knowing we are involved in their education and the community of their school, is the most powerful influence of their success.

Together, we work with and strive to compliment the efforts of St. John's High School administration and it's initiatives for student success.

"May the footprints we leave, tell the stories of our success."



CODE OF CONDUCT

We are a School that Believes in Respect and Restorative Practices

Parents/Guardians Will:

The purpose of the Code of Conduct is to promote a healthy school culture where high levels of achievement occur within a positive school environment. St. John's believes that everyone has the right to be treated with dignity and respect.

"It's okay to make mistakes, it is what actions you take next that is your destiny".

- Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- Advocate that their children attend class regularly, arrive at school on time and do their homework.
- Attend school events, support the school and stay in contact with school staff.
- Help their children develop positive attitudes towards school and respect for the staff and school property.
- Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.
- Communicate regularly with the school and advocate for their child's success.
- Try to solve any concerns with the child's teacher.

Students Will:

- Be polite, respectful and cooperative to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- Attend school regularly. As well, be on time, bring all required supplies and completed homework.
- When finished for the day, leave the school grounds promptly.
- Dress appropriately for classes and school activities.
- Respect school property and the property of others.
- Follow this code of conduct.
- Make the most of the time in school; strive for academic excellence through classroom participation.
- Solve conflicts peacefully through discussion or by seeking help. Bullying or abusing another person verbally, physical, sexually or psychologically will not be tolerated.
- Be aware that gang involvement will not be tolerated on school sites.
- Follow school and Division policies respecting appropriate use of electronic mail and the internet, including the prohibition of material that the school has determined to be objectionable.
- Be aware that trafficking, using, possessing or being under the influence of alcohol or illicit drugs is unacceptable and will not be tolerated.

CODE OF CONDUCT

Staff Will:

- Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- Establish a positive learning environment.
- Evaluate students' achievement, and explain to the students and parents/guardians the assessment procedures being used.
- Keep students, parents/guardians and administrators informed about student progress, attendance and behaviour.
- Treat all students and other staff members fairly and consistently.
- Respect confidential information about students and staff.
- Dress appropriately for the working environment.
- Assist students in resolving conflicts peacefully through restorative practices and use the *Code of Conduct* to encourage appropriate behaviour.
- Support and implement proactive and reactive intervention strategies through a continuum of supports and services.



POLICY AND REGULATIONS

STUDENT HARASSMENT/ RACISM, BULLYING POLICY

As a collaborative effort, with input from students, parents/guardians, and staff, St. John's has developed a Student Harassment Policy. The policy defines harassment and provides positive alternatives to students who are victims of or are witness to harassment. It also suggests different ways to deal with it using various resources. The policy spells out the consequences for offenders, ranging from counselling and mediation to suspension or expulsion. The general belief is that all students, no matter their sex, race, religion, appearance, or beliefs, should feel welcome, safe, and accepted at St. John's.

STOP BULLYING

POLICY ON PLAGIARISM

Plagiarism is defined as "presenting someone else's words or ideas as your own". Blatant plagiarism is obvious – it is simply the use of another's work with neither quotation marks nor the citation of the source. It is a form of theft in which intellectual property is used without the owner's permission. Plagiarism can result from copying or improperly paraphrasing from written sources (books, magazines), from the Internet (any downloaded material, graphics), or from someone else's work.

At St. John's High School, it is considered to be a serious ethical, academic, and legal offense. In short, you must cite all ideas and words that are not your own – no exceptions. All teachers are committed to teaching students about what plagiarism is and how they can learn to avoid it. If you are caught, the penalties can be severe. Parents/Guardians will be notified. At the Grade 11 or 12 level, you may be declared ineligible for any scholarships or awards and, if you are caught a second time, you may lose credit in that course.

Make the smart choice. If you are in doubt, always give credit to your sources.



SENIOR HIGH ATTENDANCE POLICY

- School attendance is an ongoing behavioural issue for many students across the board, throughout Winnipeg. The St. John's Senior High attendance protocol has been developed in order to better facilitate home/school communication in effort to increase student success.
- After 3 concurrent absences from class, a teacher will make personal contact with Parent/Guardian by phoning home.
- At 8 - 10 absences, teachers will notify our Senior High Vice-Principal and a letter will be sent notifying parents/guardians of the seriousness of the absences and requesting continued support in working together to improve the child's attendance.
- At 16 absences for full credit/8 absences for half credit, a letter of notification will be sent stating the possible withdrawal of the child from the course(s) if an administrator is not contacted within 10 days.
- Child and Family Services, if required may be notified.
- The Children's Advocate Group may be involved.
- Please note, academic assessment of students is a complex process guided by learning outcomes attained and

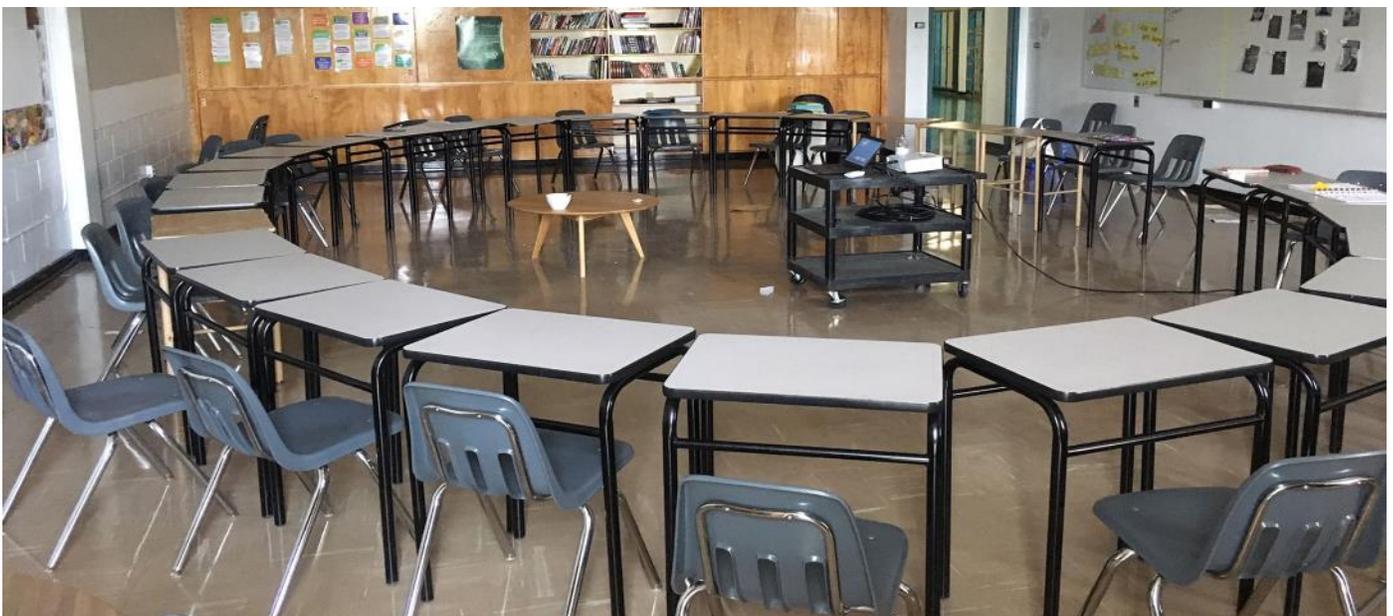
achievement measured. It is a critical responsibility of the school, it is taken seriously, and is expected by Manitoba Education. The decision to withdraw a student from a course is a serious matter, which is considered carefully before undertaken. As programming needs have been reviewed with an administrator, students may be withdrawn from their course.

LATES

Repeatedly coming late to class, besides causing a disruption to the class, takes away from one's learning. As with attendance, "lates" are a concern and are recorded as follows. After five minutes at the start of the class, students will be marked late. After twenty minutes late to class, students will be marked absent with an explanation.

ATTENDANCE OFFICER

The Winnipeg School Division Attendance Officer responds to referrals made by the school or when an attendance issue requires additional support and follow-up with a home visit.



THE SEMESTER SYSTEM & STUDENT EVALUATION

SEMESTER ONE	SEPTEMBER
	OCTOBER
	NOVEMBER
	DECEMBER
	JANUARY

SEMESTER TWO	FEBRUARY
	MARCH
	APRIL
	MAY
	JUNE

The St. John’s High School year is divided into 2 equal parts or semesters. The first semester extends from the beginning of the school year, until approximately the end of January with the second semester extending from February until the end of June.

A student taking courses during the first semester will begin their program at the beginning of the school year, and complete those courses by the end of January. Courses taken during the second semester will start near the beginning of February and be completed at the end of June.
(Some exceptions may apply; see course descriptions.)

Students are assessed continuously throughout each of the two semesters. Assessments may include such measures as assignments, tests and quizzes, essays, projects, etc. In most courses, students will write final exams, which are written at the end of each semester. Students enrolled in all year (or non-semestered) courses will write these exams in June.

HOW TO USE THIS BOOK

The purpose of this book is to help students and parents/guardians make informed choices concerning their child's education. It will help you to register for next year, and plan for the future.

Before you sign up you need to think about many things:

What is my 4-Year Plan?	Program and Possibilities	Courses
Start Planning	Learn about the special programs that allow you to earn high school credits.	Read through the listing of the elective courses that are offered at St. John's in this upcoming year.
Make sure you understand what you need to take to graduate.	Learn about the special programs that allow you to learn high school credits.	Read through the listing of the elective courses that are offered at St. John's in this upcoming year.
Think about the future and what courses you need to accomplish personal goals.	Consider the benefit of enrolling in a special program.	Check out some of the new and interesting courses being offered this year.

Step One: Learn about graduation requirements and what your compulsory credits are (these are the courses that you have to take).

Step Two: Think about the future. What courses will you need for the future (post-secondary education)?

Step Three: Consider the different programs that are available to you at St. John's High School and the effect they may have on your high school career and personal development.

Step Four: Learn about the elective courses offered at St. John's High School and use the worksheets provided.

Student Services

GUIDANCE COUNSELLING SERVICES

Counsellors are available to meet with students and/or parents/guardians to provide assistance of a general or personal nature. Services are provided in a wide variety of areas such as



c a r e e r development, course selection, planning of post-secondary education, study habits, personal relationships and much more.

Counsellors also function in a consultative and coordinating capacity for students, parents/guardians and teachers. When additional services are required, referrals are made to outside agencies.

Timetable Changes. If a course change is required students must contact their counsellor to complete this process. Counsellors are available in late August to work on these changes. Students can arrange an appointment by phone or in person. Once class has started students will be expected to follow their timetable. By mid September (Sem. 1) and mid February (Sem. 2) all timetables for students are finalized and no course changes will be allowed.

Withdrawal: Any student considering withdrawal from any course or from school should meet with a counsellor to discuss possible alternatives. Students must complete a withdrawal form; return texts, library books and school equipment.

CAREER INTERN

The Career Intern is available to discuss a variety of topics, including career choices, college or university selection, part-time jobs, volunteer opportunities, resume and cover letter writing, and job interview skills. All Grade 12 students are expected to meet with the Career Intern before the end of first term. The Career Intern's office is located in the Library.

The Career Intern will also organize presentations and visitations to help students make informed decisions about different career paths. Job opportunities are posted regularly outside the Career Intern's office. Check them out!

INDIGENOUS GRADUATION COACH



The purpose of the Indigenous Grad Coach Program is to increase Indigenous graduation rates. It is the role of the Indigenous Graduation

Coach to build support teams and create plans to help Indigenous students graduate.

The Indigenous Graduation Coach focuses on:

- ◆ Relationships and Mentoring - building nurturing, supportive, positive relationships with students
- ◆ **Transitions**- establishing supportive transitions to decrease the dropout rate between Junior High and High School, and supporting the transition from graduation to post-secondary or work
- ◆ **Culture**- through cultural activities (smudging available at any time, Sweat Lodge ceremonies, Ribbon Skirt making, hand drumming, beading, and moccasin making are available throughout the school year), create a sense of belonging and identity.
- ◆ **Academics**- supporting students with tutoring options, course planning, peer mentoring and role modeling
- ◆ **Career Planning**- introducing career options and supports
- ◆ **Family Engagement** -building the Graduation Team by including parents/guardians, guardians, school staff and the student

The Indigenous Graduation Coach is located in Room 309.

CLINICAL SUPPORT SERVICES

Clinicians from the following disciplines are available for consultation, individual assessment and planning: reading, hearing, speech, social work and psychology. Psychiatric services can also be accessed. If you wish further information please contact one of the counsellors.

COMMUNITY OUTREACH WORKERS



The vision and mission provided by our Community Outreach Workers centers around a holistic facilitative approach to support identified students

and families in overcoming barriers such as food insecurity, access to preventative healthcare and effects of various sources of trauma.

Working closely with the School's Administration; our Community Outreach Workers establish unparalleled home-school connections building a pathway of success for many of our students at St. John's High School.

Together we are better!

COMMUNITY LIAISON SERVICES

The Community Liaison Officers and Cross-Cultural Support Workers representing some of our many ethnic groups are available for consultation and referral. Please contact a counsellor for further information.

COMMUNITY SUPPORT WORKER

What the Community/Cross-Cultural Support Worker can do for your school:

- support students
- advocate on school's behalf to parents/guardians
- recruit parent volunteers
- make home visits
- facilitate community connections

What the Community/Cross-Cultural Support Worker can do for students:

- provide referrals to in-school supports, such as counselling, resource, tutoring, etc.
- advocate on students behalf to the school
- provide support on academic attendance or family concerns.

What the Community/Cross-Cultural Support Worker can do for parents/guardians:

- visit them in the home and speak to them
- help them understand their child's progress
- advocate on their behalf to the school
- provide referrals to community supports

CULTURAL SUPPORT TEACHER Growth Mindset Learning



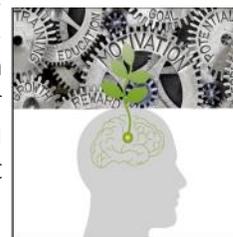
Based on school success data, we have created a position this year called Cultural Support Teacher. The focus of this role is to support Grades 7 to 9 students in instilling a growth-mindset approach to learning.

The "growth mindset" learning pathway involves coaching students about the brain, teaching them how their brain learns best, exploring the differences between fixed mindset and growth mindset, studying language use, rephrasing and practicing mindfulness.

The teacher-coach does the growth-mindset coaching by delivering whole-class and small-group lessons, one-on one coaching, and a scheduled growth mindset class that has an inquiry-based approach.

After implementing this new teaching role, several of our students have demonstrated success in being able to verbalize that they are more self-aware of their learning needs. They have also shown that they view themselves as learners who can learn anything they put their mind to.

Students have responded well to this approach and it has made a positive impact. As a school priority, we aspire to have the growth mindset as a norm in our school culture in the coming years to enhance student achievement.



Inclusion Support Services

Inclusion Support Services

A variety of programs are offered through Inclusion Support Services. Entry is based on specific criteria as outlined through Winnipeg School Division, Inclusion Support Services. Programming includes:

CAP – Community Access Program (grades 7 – 12+)

Students graduate with a School Completion Certificate at age 21. Programming is individualized with a focus on functional academics, community awareness, and work experience. Student transition planning occurs starting at age 15.

Centres (grades 7 – 12+)

Students graduate with a Manitoba Provincial Diploma (30 credits) at age 21. Programming accesses provincial curriculum, but is modified based on individualized outcomes. Additionally, focus is on functional academics, community awareness, and work experience (four credits). Student transition planning occurs starting at age 15.

LAC – Learning Assistance Centre (grades 7 – 9)

A low enrolment classroom for students with severe emotional behavioural disorders with a focus on successful re-integration into a regularly timetabled setting.

LAIR – (grades 7 – 12+)

Students graduate with a Manitoba Provincial Diploma upon completion of 30 credits at age 21. A low-enrolment classroom setting is offered to students who are diagnosed with FASD. Additionally, work experience is explored (up to four credits). Student transition planning occurs starting at age 15.

IAS – Integrated Additional Support

Students graduate with a Manitoba Provincial Diploma upon completion of 30 credits. IAS provides additional support to students who benefit from an IEP (Individual Education Plan). Student transition planning occurs starting at age 15.



Literacy, Academics, and Language Learners (LAL) will generally develop formalized aspects of the language at a slower pace than EAL learners with strong prior literacy skills

The Transition Centre at the senior years level provides intensive literacy and numeracy instruction as well as an orientation to school, community, and independent living (including work experience and career counselling). Students are enrolled in the programs up to 75% of the timetable. Students also take courses such as Art, Physical Education, and Options that provide an opportunity to gain language skills.

Students will acquire and use English mathematical terminology and skills (addition, subtraction, multiplication, division, fractions, decimals) so they can effectively manage personal, social, and academic mathematical learning demands.

These courses are divided into four phases:

- 1) NP1A1F
- 2) NP1B1F
- 3) NP2A1F
- 4) NP2B1F



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) PROGRAM

The EAL Program has been developed to help students for whom English is an additional language. Opportunities will be provided to help students to:

- Develop listening, speaking, reading, writing, viewing and representing skills necessary for a success in school and society.
- Understand and adjust to their new environment.
- Recognize, appreciate, and accept their language

and culture, as well as those of others.

All EAL students are assessed and placed in one of three EAL courses. Additional transitional, resource, optional, and academic courses may be scheduled at the discretion of the EAL teacher.

ENBUIG 1.0 ENBU2G 1.0

This course is intended for students who are at the beginning stages of acquiring English as an Additional Language. Students will be given opportunities to develop basic interpersonal communication skills in Speaking, Listening, Reading and Writing.

This course emphasizes the development of Intercultural Competence and the language required for addressing issues of settlement, making friends, awareness of community customs and culture, and “survival” aspects of adjustment to life in a new culture and community.

ENIU3G 1.0

This course is intended for learners who have attained a level of language proficiency that allows them to begin addressing content area language development related to high school subject areas. This course will address content-area language and related learning strategies and skills to develop initial proficiency in cognitive academic language proficiency (CALP). As a result, this course will incorporate content-based thematic units to support curriculum based concepts, vocabulary, and language conventions.

ENAU4G 1.0

This course is for students who have acquired sufficient content-area language to now be ready to progress into more complex academic language development. This is characterized by language used with minimal contextual support, such as in social studies and English Language Arts courses. As such, this course addresses the continued development of cognitive academic language proficiency (CALP) by incorporating content-based thematic units to support curriculum based concepts, vocabulary, and language conventions.

FOCUS ON SUCCESS

Focus on Success is a program which enables students from Grades 9 to 12 to become successful by allowing them to focus on one academic subject at a time. The program provides an academic program in a low enrolment setting where the individual is valued and learning is nurtured.

The major components of the program include:

1. Essential Learning outcomes in all core subject areas.
2. The opportunity to earn all the compulsory and elective (general level) credits required for high school graduation (7-8 credits per year).
3. Through clear expectations and a clear record of progress.
4. Core subjects taught in 10 week blocks.
5. Students must be accepting of enrolled "full time" in the program.

EMPLOYABILITY SKILLS PROGRAM

Pre-Employability—Grade 9/10

Pre-Employability is a full-time "closed classroom" program offered to grade 9 and 10 students with an emphasis on future goal setting and life long planning. Students work towards high school certification requirement, as well as learn skills and exploring aspects of "life after high school." Students work in the school store to gain knowledge and experience of the expectations of working.

In essence, beyond the attainment of credits, students will be taught coping skills, effective communication, financial literacy, problem solving and adaptability.

Once completed students can transition into the Employability program for grades 11 and 12.

*Note: Any student interested in applying for the Employability Skills Program should fill out an application/brochure available in the Main Office or

see a counsellor. Students need to be in the program "full time".

RTI (RESPONSE TO INTERVENTION)

R.T.I. has been established to help struggling students advance their learning through extra E.L.A. and Math support. These students receive supports during their academic support periods.

RTI teachers provide timely, targeted and systematic academic interventions to identified students who demonstrate the need.

Students may be referred to RTI by the subject teacher or by self-referral through their Guidance Counsellor. Appropriate placements will be determined after consultation with parents/guardians, administration and the student involved.

READ 180

Read 180 is a reading intervention program designed to engage struggling readers from grades 7 through 12. Read 180 students work to strengthen comprehension strategies, grow their vocabulary, and increase their reading level using online instructional software, small-group instruction, and modelled and independent reading. This program is recommended for students who are several grade levels behind in their reading ability. For more information, please contact the Guidance Office.

TUTORIAL SERVICES

Learning support is available to identified students who need assistance to reach their academic potential.

Tutorial Service classes are available to assist students who may need extra help understanding course material and/or developing reading and writing skills. Tutors work with students to build academic skills, confidence, and independence. Tutorial teachers assist students in mastering course content as well as developing effective learning strategies and study skills for the specific subject. Placement in Tutorial Services are facilitated by an administrator.

MATURE STUDENT HIGH SCHOOL DIPLOMA

The student must be 19 years of age at the time the student is to graduate from High School or reach the age of 19 before completion of the course(s) in which you are enrolled.

How many Credits are required?

You need a total of 8 credits to obtain the Mature Student High School Diploma.

The educational requirements are as follows:

- ◆ Grade 12 English Language Arts
- ◆ Grade 12 Mathematics
- ◆ 2 additional Grade 12 credits
- ◆ 4 additional Grade 9-12 credits

Please contact your counsellor for more information



TEEN MEDICAL CLINIC

The Medical Clinic is located next to the Guidance Office and is open every Wednesday from 12:15-4:00 p.m. A doctor and one nurse from Mt. Carmel Clinic offer confidential services to all students. Medical care, counselling support and health information is available. Services are voluntary, confidential, non-judgmental and accessible.

LIBRARY SERVICES



St. John's School Library holds a collection of over 18,000 items for students, staff and parents/guardians to borrow.

The Library is open at 8:30 a.m. and remains open throughout the day until 4:00 p.m. most afternoons. Twenty computers are available for student use.

Teachers may schedule classes in the Library on a regular basis or intermittently whenever students need resources. Groups of students or individuals may also be sent to the Library to exchange books, research topics, or to study. Grade 10, 11 and 12 students may use the Library during their unscheduled periods.

The Library Tech provides instruction in the use of resources, research assignments, and reading for leisure.

The Library is also where our school archives, including old St. John's High School Yearbooks, are stored. Students, both present and former, are welcome to browse through these in our Library.

CAFETERIA

St. John's High School offers a full service cafeteria. A management committee of teachers and students monitor the operation and work to offer nutritious, reasonably priced food. Students may also bring their own lunch and use the cafeteria facilities.

"TIGER SQUARE" SCHOOL STORE

Our school store provides goods/services to the students and staff at St. John's High School. The three departments in the store are: St. John's clothing, school supplies and confectionery. The store also provides a focus for school events, such as advertising, and our large front window display.

Tiger Square provides a work experience setting for students in grade 9 and 10 Pre-Employability Skills class.

PARENT COUNCIL

This is an active and interested group of people, who have assisted the school in its efforts to deliver an excellent educational program. The council meets on a monthly basis. Parents/Guardians are invited to take an active role in the process. Further information may be obtained by contacting the school directly or by calling the chairperson at the school number.

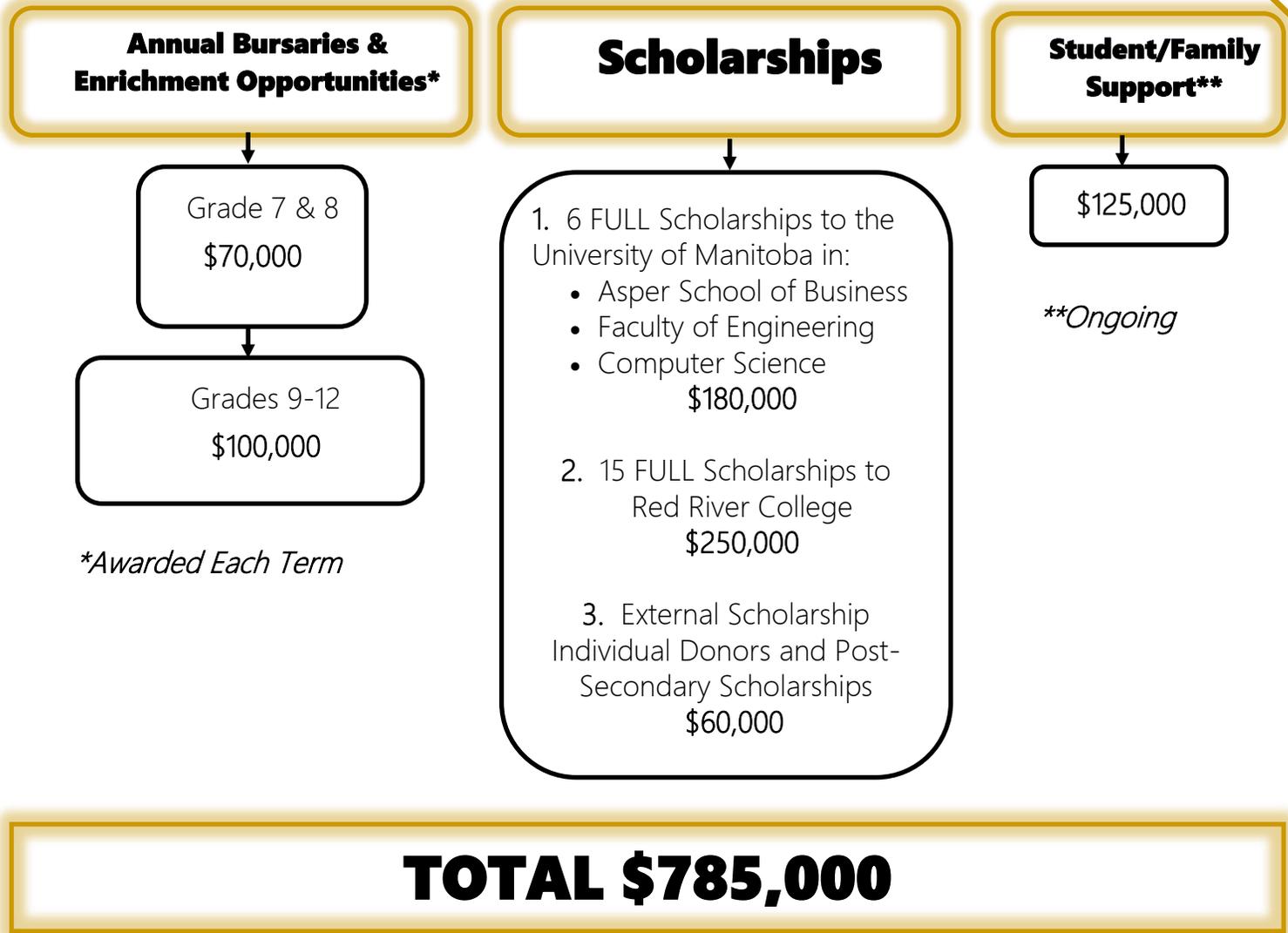
D6P6 STUDENT ENGAGEMENT

D6P6 is a student engagement program of St. John's whereby once a six day cycle, period 6 students participate in a self selected activity for interest. Activities like "physical conditioning", food preparation, board games, photography, moccasin making, etc. are just a few examples of student involvement. The D6P6 program occurs in two or three blocks for over the course of the year.

IYLP- INDIGENOUS YOUTH LEADERSHIP PROGRAM DIVISION-WIDE PROGRAM

The Indigenous Youth Leadership Program is open to Indigenous students (First Nation, Metis, and Inuit) enrolled in Grade 9-12. IYLP is designed to foster learning and growth of Indigenous students in the division with a focus on Indigenous culture and leadership. There are five gatherings throughout the school year that take a wholistic approach and provide learning experiences on career planning, post-secondary school exposure, land-based learning, leadership skills, peer relationship building, and social justice issues. By being part of IYLP students can earn hours towards the Cultural Exploration credit.





Thank you to the Walter and Maria Schroeder Foundation and numerous individual donors and Post-Secondary Scholarships (University of Winnipeg and University of Manitoba)

Bursaries and Scholarships

EXTERNAL SCHOLARSHIPS

- Governor-General's Medal
- William and Jean Meagher Bursary
- Monty Hall Scholarship
- Souchay Gossen Foundation Scholarship
- University of Winnipeg Entrance Scholarships
- University of Manitoba Entrance Scholarships
- Friends of Winnipeg Youth Awards Fund
- Theresa Barbara Konyk Memorial Scholarship
- Platinum Jets "North End Pride" Scholarship
- John Loxley-Pollock's Hardware Co-Op Award
- Winnipeg School Division Post Secondary Scholarship
- Winnipeg Teachers' Association Scholarship
- Chown Centennial Entrance Scholarship
- Portage Mutual Agents Association Bursary
- Harry Dmytryshyn Memorial Scholarship
- Anne Ross Memorial Scholarship
- Harry Finkle North End Scholarship Award
- Mary & Louis Finkle Aboriginal Immigrant Scholarship Award
- Winnipeg City Councillor Scholarship
- Winnipeg North Rotary Club Scholarship
- The Standard Investments Scholarship Award
- Lucy Reveco Dance Scholarship
- Canadian CED Network
- Grandma's Support Group Award
- Parent & Community Advisory Council Recognition Award
- St. John's High School Memorial Scholarships
- Frances Brown Atwell Award for the Arts Scholarship
- Emergent Biosolution Scholarship
- Child Guidance Clinic Award of Merit Scholarship
- Parliamentary Award
- Angelica Houston Bursary
- Don Constantini Award for Excellence in Practical Arts
- Shirley-Anne Teplitsky-Marantz Award of Excellence in English
- Brian Burdy Award of Excellence in Science
- Social Sciences Award of Excellence in Social Studies
- Harry Dmytryshyn Memorial Scholarship for Mathematic
- William and Mary Scarfe Memorial Bursary
- Randy Engstrom Memorial Award
- CEDA Pathways Bursary
- The Canadian Polish Athletic Club Award
- Tiger Square Athletic Scholarship Award
- Murray and Leslie Firman and Joan Julia Firman Scholarship
- Student Athletic Award
- Varsity Athletes of the Year (Announcement)
- Sharon and Sid Wolchuck Award
- Oleh Klymkiw Inclusion Support Award & Bursary Presented by Class of 77
- Friends of Winnipeg Youth Awards fund
- Marie Zorniak Focus Award for Personal Achievement
- Westland Foundation

Extra-Curricular Activities

EXTRA-CURRICULAR ACTIVITIES

- Student Council
- "Me to We" Social Justice Awareness Group
- WE Day
- Yearbook
- Youth In Philanthropy
- Talent Show
- Convocation
- Drama Production
- Grad
- Grade 9 Take Your Kids to Work
- Grade Wars
- Traditional Drumming
- Pep Rallies
- Spirit Week
- Homework Club
- Math Competitions
- Intramurals
- Remembrance Day Assembly
- Winter Concert
- Spring Concert
- G.L.O.W (Gay, Lesbian, Or Whatever)
- Exclusive Dance Troupe
- Cheerleading
- Indigenous Youth Leadership Team
- And many more...

ATHLETIC TEAMS

- Badminton
- Basketball
- Cross Country
- Football
- Hockey Heroes
- Rugby
- Soccer
- Track and Field
- Volleyball



GO TIGERS GO!!!





#TigerPride Day

**Every Friday is #TigerPride Day!
Wear your St. John's gear/swag
or Orange and Black!**



**Don't have any SJHS gear or swag?
Check out the merch at
Tiger Square!**



Course Planning

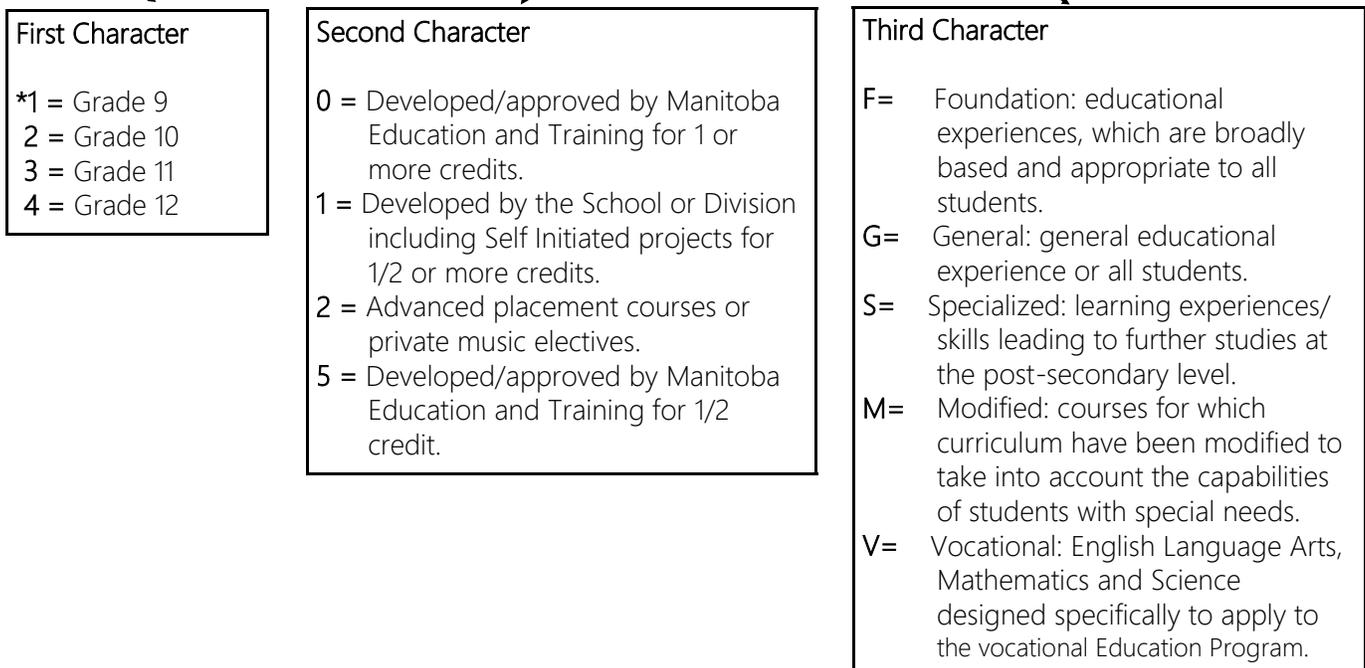
Understanding Credit Codes

The Credit System begins in Grade 9 in all Manitoba High Schools, meaning students will earn credits towards Graduation for every successfully completed course. Most courses offered are 1 credit each. Those that have a lesser value than 1 are specified in this handbook. The minimum number of credits for a Manitoba High School Diploma is 30.

The Credit Code numbering system is made up of three characters. The first character represents the grade level, The second represents how the course was developed, and the third the level or difficulty of specialization.

Example of Credit Code:

10F



*Note: Common sense may tell you that a 10F course is a grade ten course, but it is actually a grade nine course.

**Note: Some courses in the handbook are listed with two titles. The credit value of each will be a (0.5). These courses must be "linked" to form the equivalent of one full credit.

THE MANITOBA HIGH SCHOOL CREDIT SYSTEM

In order to graduate you must complete all the requirements below. For example, if you have 34 credits, but do not have a grade 12 English credit, you are NOT eligible to graduate because grade 12 English is a compulsory course.

Grade 9	Grade 10	Grade 11	Grade 12
6 compulsory*	5 compulsory	5 compulsory	3 compulsory
ENGLISH 1 credit	ENGLISH 1 credit	ENGLISH 1 credit	ENGLISH 1 credit
Math 1 credit	MATH 1 credit	MATH 1 credit	MATH 1 credit
PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit
SOCIAL STUDIES 1 credit	GEOGRAPHY 1 credit	HISTORY 1 credit	Grade 12 Elective 1 credit
SCIENCE 1 credit	SCIENCE 1 credit	SCIENCE 1 credit	Grade 12 Elective 1 credit
HEALTH 1 credit	3 Elective credits (any grade 9, 10 level)	3 Elective credits (any grade 9, 10, 11 level)	1 Electives (any grade)
2 Elective credits			
TOTALS	8 credits	minimum of 8 credits	minimum of 8 credits
			minimum of 6 credits

NOTE on Post-Secondary Admission Requirements:

There may be a difference between high school graduation requirements and post-secondary (university/college) entrance requirements. You may graduate from high school but be unable to enter the school of your choice because you have not taken the right credits. *Please see a counsellor for post-secondary (university/college) entrance requirements.*

Grade 9 Worksheet

This form is provided as a worksheet. This information is to be transferred to the registration form.

All grade nine students are expected to take 8 credits: 6 compulsory (in bold) and up to 4 options (2 credits in total).

Grade Nine Courses	Credit Value
English Language Arts 10F Or English 10F Advanced	1.0
Math 10F Or Math 10F Advanced	1.0
Science 10F	1.0
Social Studies 10F	1.0
Physical Education 10F	1.0
Health	1.0
Elective	1.0 (or two 0.5 electives)
Elective	1.0 (or two 0.5 electives)
Total:	8.0 credits

List 4 electives in order of priority. Grade 9 electives and descriptions are located in the course handbook. Students will be timetabled for their compulsory credits and then 2 of the 4 electives.

	Semester 1	Credit Value	Semester 2	Credit Value
Choice 1				
Choice 2				
Choice 3				
Choice 4				

Important Note:

- a) If a student does not complete the requirements of a compulsory course they will have to repeat the course at a later time.
- b) In order to graduate at the end of grade 12, all students are expected to complete 30 credits.

The following are some of the details of what needs to be done and what will happen over the next few months as your son or daughter enrolls at St. John's High.

- Step 1:** Read through the list of grade nine elective courses on the following pages of the handbook.
- Step 2:** Decide on four elective courses to be requested for each semester. (Do not include English Skills, Mathematics Foundations, Mathematics, Science, Social Studies or Physical Education. These are compulsory courses and will automatically be included in the course load.)
- Step 3:** On your worksheet, list four electives in order of priority from your first choice to your fourth choice.
- Step 4:** Transfer the information onto the registration form and return it to your home school before the deadline.
- Step 5:** Opening day information will be on your June report card and St. John's Website.www.wsd1.org/stjohns
- Step 6:** Timetables will be picked up on the first day of school.

Important Note:

All students will be enrolled in 8 courses: 6 compulsory and 2 electives (each semester) from their list. Once choices have been made and finalized, classes will be organized and staff determined. Courses that have very low enrollment may not be offered or may be combined with others. Therefore, **changes in course choices will be very difficult, and sometimes impossible, once scheduling is completed.**



COMPULSORY COURSES

ENGLISH COURSES

GRADE 9 ENGLISH 10F (ENGR1 F) 1 credit

PREREQUISITE: *None*

The grade 9 English Language Arts program stresses communication skills, personal exploration, critical thinking and self-expression while incorporating the rules and forms of the English language. Students will participate in: reading, writing, viewing, representing, listening, and speaking in a variety of activities and situations. Topics in the course are chosen and planned because of their cultural and political relevance in order to encourage student interest and investment.

The following general outcomes will be met:

- Explore thoughts, ideas, feelings, and experiences.
- Comprehend and respond personally and critically to oral, literary, and media texts.
- Manage ideas and information.
- Enhance the clarity and artistry of communication.
- Celebrate and build community.

Students will meet these outcomes by studying plays, short stories, novels, video, poetry, non-fiction, and journalist texts. Self-expression and reflection will be emphasized in projects such as vision boards (mandatory), creative writing, and journaling. They will also learn about, and share in, human rights through an exploration of the Holocaust and its literature. Inclusive and diverse texts are made available to students.

The ultimate goal of the course is to enhance student literacy and their ability to make sense of, and express themselves to, the world

GRADE 9 ENRICHED PROGRAM ENGLISH 10F (ENGE1F) 1 credit

Prerequisite: *Students need to have maintained a 70% average in the Middle Years Advanced Program. Students who wish to enter the Advanced Program who were not part of the Middle Years Advanced Program will be required to write an assessment before being accepted.*

The grade 9 English Language Arts program stresses communication skills, personal exploration,

critical thinking and self-expression while incorporating the rules and forms of the English language. Students will participate in: reading, writing, viewing, representing, listening, and speaking in a variety of activities and situations. Topics in the course are chosen and planned because of their cultural and political relevance in order to encourage student interest and investment.

The following general outcomes will be met:

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- Comprehend and respond personally and critically to oral, literary, and media texts.
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- Enhance the clarity and artistry of communication.
- Celebrate and build community.

Students will meet these outcomes by studying plays, short stories, novels, video, poetry, non-fiction, and journalist texts. Self-expression and reflection will be emphasized in projects such as vision boards (mandatory), creative writing, and journaling. They will also learn about, and share in, human rights through an exploration of the Holocaust and its literature. Inclusive and diverse texts are made available to students.

The ultimate goal of the course is to enhance student literacy and their ability to make sense of, and express themselves to, the world.

MATH COURSES

GRADE 9 MATH 10F (MATR1F) 1 credit

Prerequisite: *Grade 8*

This course develops foundation skills and ideas that you will need to continue studying math in the future. Problem solving, communication, reasoning and mental math are some of the themes. There are four main areas you will be exploring: numbers, relations and patterns, geometry and statistics and probability. After completing this course, you will be able to take Grade 10 Essentials or Grade 10 Intro to Applied and Pre-Cal.

GRADE 9 MATH ADVANCED PROGRAM 10F (MATE1F)

1 credit

Prerequisite: an average of 70% or higher in Grade 8 Math is recommended

Students who wish to enter the Advanced Program (AP) who were not part of the Middle Year's Advanced Program will be required to write an assessment before being accepted.

The AP program is intended to provide a greater academic challenge for students who are highly skilled in mathematics. Students will cover all of the Grade 9 material (see page 27) in Semester One. Those who successfully earn their credit will then take Grade 10 Intro to Applied and Pre-Calculus in Semester Two. The hope is that students will continue to in Applied or Pre-Calculus Math and then take Calculus in their last year of High School.

SCIENCE COURSES

GRADE 9 SCIENCE 10F (SCIR1F)

1 credit

The Grade 9 Science program focuses on four different areas of study:

- Biology (Reproduction)
- Chemistry (Atoms and Elements)
- Physics (Nature of Electricity)
- Astronomy

SOCIAL STUDIES COURSES

GRADE 9 SOCIAL STUDIES 10F (SOSR1F)

1 credit

Prerequisite: None

The goal of this course is to enhance the student's ability to become informed, active and responsible Canadian citizens. Units of study include Canadian Identity & Pluralism; Regions of Canada including mapping, and basic aspects of physical and human geography; Government and Politics in Canada including rights and responsibilities; and Canada in the World. Students will learn a basic history of immigration into Canada, demographics of Canada, aspects of multiculturalism and important events relating to Canada's development since confederation. Students will also learn basics of

government and how government affects their daily lives. Canada's international status is also examined, focusing on trade, the United Nations and our Human Rights legacy.

Additional Information: Instruction is done through a variety of techniques including lectures, readings, visuals, discussions, assignments, ethics, audio/video, research and current events. Consideration is given to Indigenous perspectives and practices in all units and is discussed often.

PHYSICAL EDUCATION COURSES

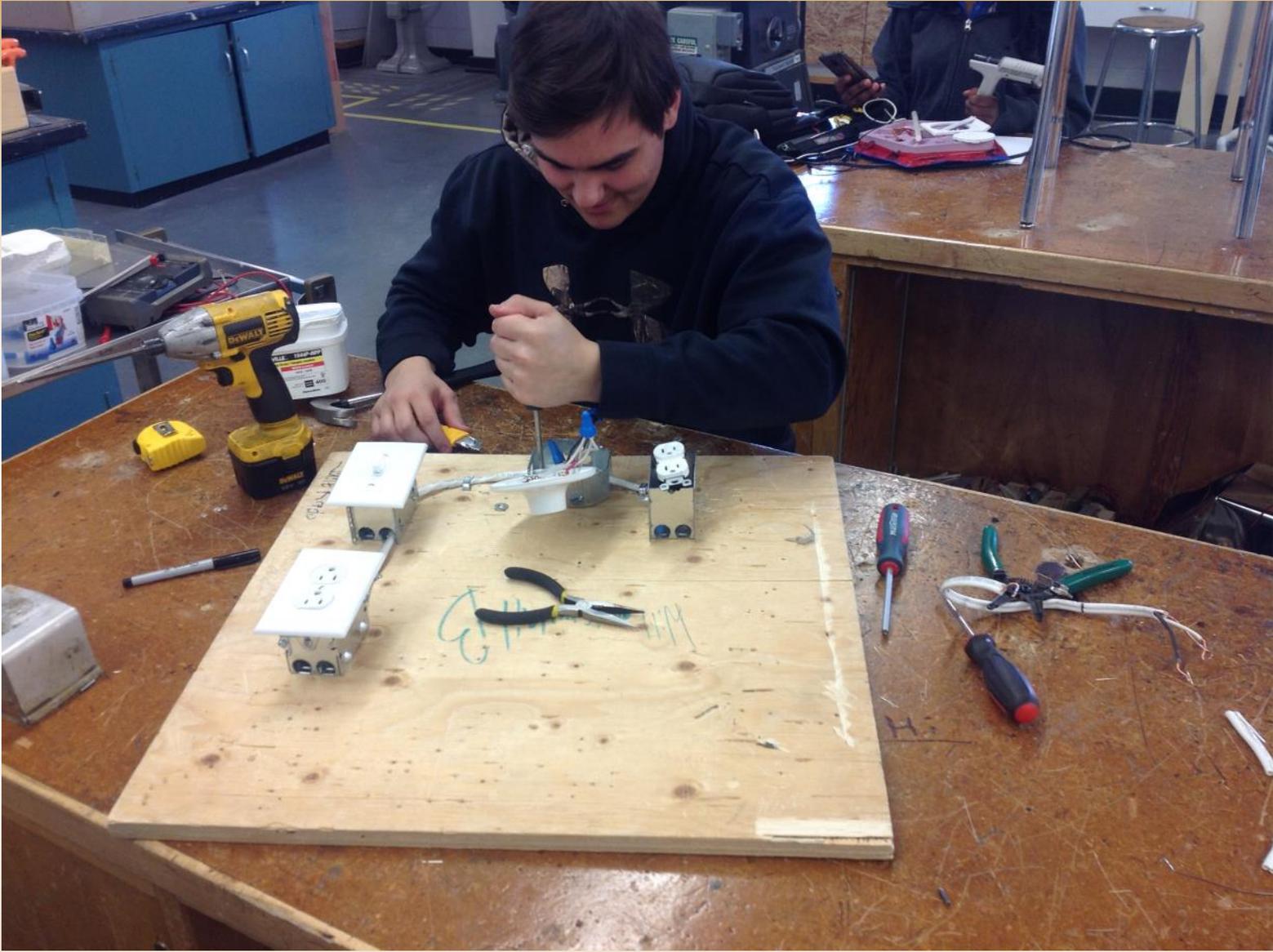
GRADE 9 PHYSICAL EDUCATION AND HEALTH 10F (PHER1F)/(FASR1F)

2 credits

Prerequisite: None

Students will participate in a variety of individual and group activities emphasizing skill development, fitness management and healthy lifestyle practices. Participation is essential. To participate students must change into athletic shorts or sweats, a T-Shirt and running shoes.





OPTIONAL COURSES

PREREQUISITES ARE NOT REQUIRED FOR GRADE 9 OPTIONAL COURSES.

DIGITAL MEDIA

INFORMATION & COMMUNICATION TECHNOLOGIES 10 F (ICTA1F) 0.5 credit

Get Interactive! The ICT course will introduce students to basic computer coding, digital drawing, and video game design.



GRAPHICS 15G (GRHR1G) 0.5 credit

This course explores the many areas of Graphics Arts. The aim of this course is to expand the student’s knowledge of the many technologies associated with Graphics. Student will have the opportunity to make Buttons, T-Shirts, 3D models using the 3D printer, and Digital movies using iMovie.

HOME ECOLOGY

TEXTILE ARTS & DESIGN 15S (TDHR1S) 0.5 credit

This is a practical based lab course that introduces students the study of clothing, textiles and notions. Students will learn how to create a garment from a commercial pattern that fits their figure while increasing their sewing skills.

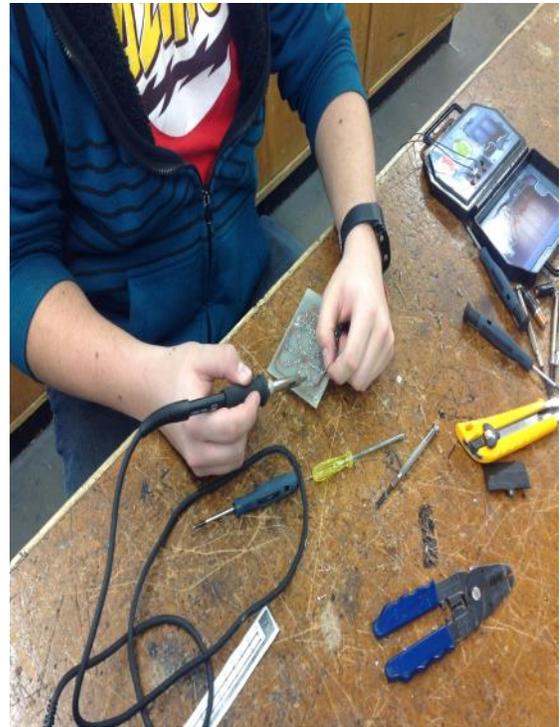
FOODS AND NUTRITION 15S (FOHR1S) 0.5 credit

This course introduces students to the principles of healthy eating and to the major nutrients. Topics include Canada’s Food Guide, carbohydrates and protein.

INDUSTRIAL ARTS

ELECTRONICS 15G (ELHR1G) 0.5 credit

Are you interested in robotics? How about how circuit boards are made and what goes into making all of our electronics devices work? Well then this is the course for you! Throughout this course you will be given opportunity to compete in a sumo-bot competition, build and construct electronic circuit boards, and learn how the electronic devices we use everyday work the way that they do.



WOODWORK 15G (WOHR1G) 0.5 credit

Through practical work students will complete compulsory individual woodworking projects. Course theory will include measurement systems, identification and safety of woodworking hand tools and power tools, wood preparation, fastening techniques and wood finishing.

PERFORMING ARTS

DRAMA 10S

(DAMR1S)

1.0 credit

Drama will be offered as an overview of drama skills. Units to be studied will include voice work, character creation techniques, short scene performance, film study, backstage jobs and scriptwriting. Students who are new to drama are encouraged to talk to the instructor to build a program that increases their comfort on stage.

CONCERT BAND 10S (Full Year)

(MCBR1S)

1.0 credit

As a member of the band, you do more than just play your instrument. You are a part of an exciting community that fosters leadership skills, new friendships and creates memories that will last a lifetime. Whether you feel you're a beginner musician or diversely talented, there's a place for you in the band. Students will prepare many pieces of music to play at concerts both in and away from the school.

Concert Band is offered as a year long course.

CONCERT CHOIR 10S

(MCCR1S)

1.0 credit

Non-auditioned choir that runs yearlong. Being a part of the choir means being a member of a dynamic community that does more than just make music together. Whether you're a beginner musician or diversely talented, there's a place for you in the choir. Make new friendships, develop leadership skills and create memories that will last a lifetime. Choir is offered as a year long course.

DANCE 10S

(DANR1S) (Full Year)

1.0 credit

DANCE 15S

(DNHB1S) (Half Year)

0.5 credit

A performance based course that explores various units such as fitness, creative movement, choreography preparation and composition. Whether you are a beginner, intermediate or an advanced dancer, all students will gain valuable experiences in this class. Students will train in a variety of dance disciplines such as Hip Hop, Jazz, Lyrical and many more. Fitness activities will include Insanity, Circuits, Yoga and Zumba. The class will have an opportunity to perform in both

the semester concert and student choreography show. Students will work with guest teachers and clinicians to further enhance their performance. Upon completion of the program, students will have a foundational knowledge and technical skill base. The goal of this course is to develop committed, confident and creative performers.



EXCLUSIVE DANCE TROUPE

(DNIR1S)

1 credit

A performance based course that provides opportunities to represent the school in concerts, festivals, competitions and other community events. In order to be eligible, auditions are required and will be held at the beginning of the school year. Students will train in a variety of dance disciplines and technique. The troupe will work with guest teachers and clinicians to enhance their performance. Also, dancers are encouraged to develop their artistic choreography skills and may even lead educational workshop experiences. Upon completion of the program, students will have a foundational knowledge and technical skill base to continue dance on either a recreational or professional level.

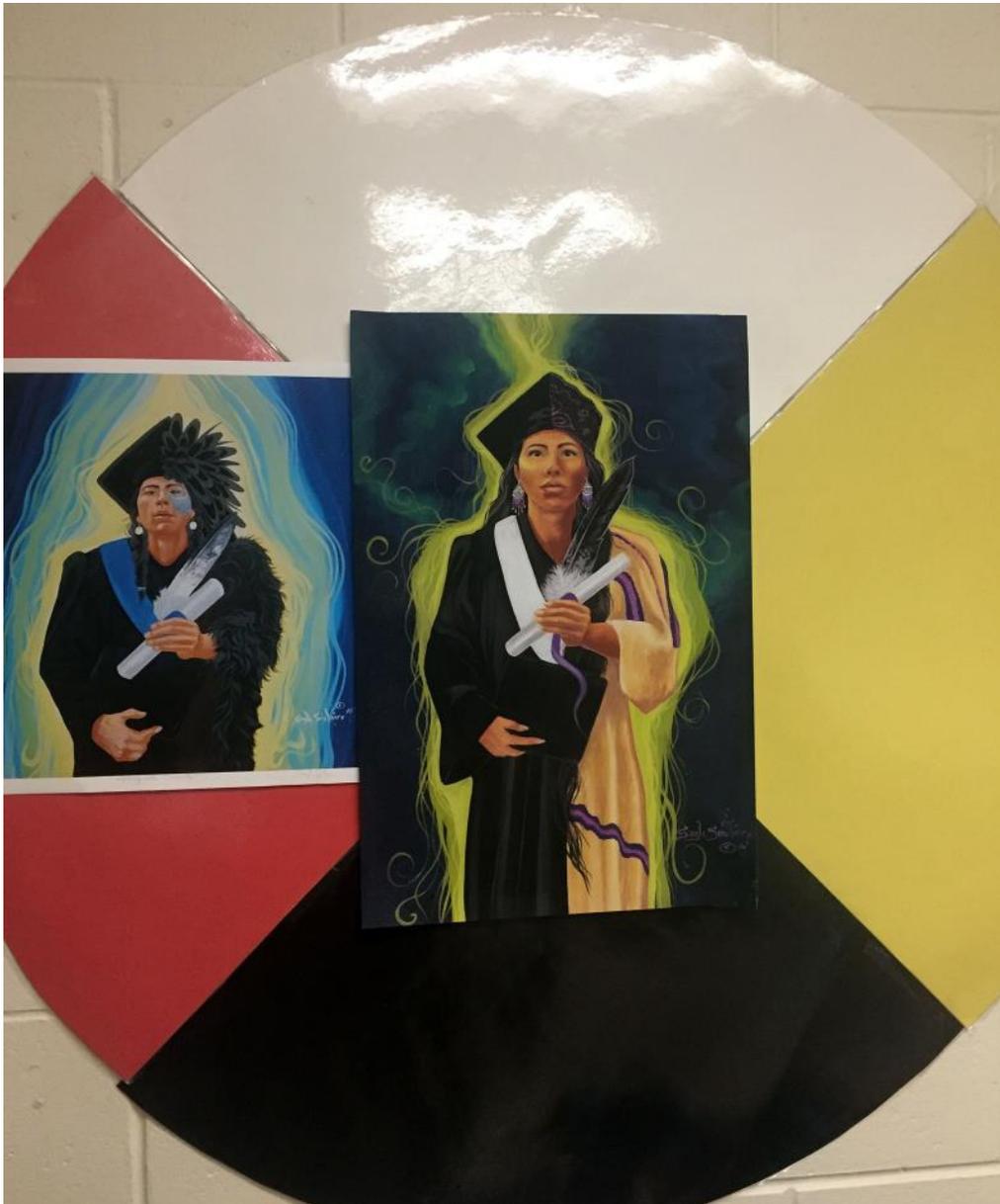
VISUAL ARTS**VISUAL ARTS 15S
(VAHB1S)****0.5 credit**

Half credit hour course in the ZZ slot, involving two lunch hours per cycle.

Enriched Visual Arts: Can't get enough art? Wish you could get credit for displaying your passion? Then Enriched Visual Arts is the course for you. This class is an inquiry-based course designed for talented and gifted artist and those who are interested in putting their artistic expression to the test. This course will explore a variety of media and encourage students to discover their own media of preference.

**VISUAL ARTS 10S
(VIAR1S)****1 credit**

Students will work to continue their artistic abilities with increased visual awareness. They will explore and develop a variety of art forms using all types of media available. Emphasis on the importance of each area of learning in the new Art Curriculum: Creative Expression in Art, Using Art Language and Tools, Understanding Art in Context, and Valuing the Artistic Experience. Students will have the ability to initiate some of their own assignments along with lessons provided. Participation is essential to success in this course.



SPECIAL LANGUAGE CREDITS

The Special Language Credits have been available to Manitoba students for a number of years. Credits for language competency can be granted either at an S or G level (but not both) depending on whether the language is curriculum based or not. French may not be used as a special language credit. Examinations occur in November and April.

**A maximum of four Special Language Credits (1 at each high school grade level) can be earned towards the 30 credits.*

VOLUNTEER CREDIT (STUDENT INITIATED PROJECT-SIP-41G) *A MAXIMUM OF ONE (1) CREDIT OVER THEIR SR. YEARS PROGRAM

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the senior years for graduation purposes. Students must meet with their counsellor to register for this course.

ARMY RESERVE CO-OP *A MAXIMUM OF TWO (1) CREDIT OVER THEIR SR. YEARS PROGRAM

This Co-op allows students 16 years and older, with a minimum of seven Grade 10 credits to participate in basic military training while earning two (2) School Initiated Courses (SIC) credits. Students are paid for their service, and they have the opportunity to continue their careers in the Canadian Forces once the Co-op course is completed.

The Army Reserve Co-op introduces students to basic training in such diverse areas as first aid; foot drill; field-craft and outdoor skills; safe weapons handling; harassment prevention; and radio communication procedures. Most importantly, training instills within each candidate self-discipline and motivation, while providing them with the chance to learn new trade skills. As of this year, The Canadian Forces will subsidize post-secondary education to a maximum of \$8000. See a guidance counsellor for more information.

HIGH SCHOOL APPRENTICESHIP PROGRAM

High School Apprenticeship Program (HSAP) enables students to earn up to eight grade 12 credits and up

to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Mature Diploma students can earn a maximum of six credits and 660 hours. Depending on school timetable, students may be able to do paid work during the day, evening, or weekend. Summer work can count too.

Students must work a minimum of 110 hours towards apprenticeship in any of over 40 designated trades to receive one credit. Students must maintain a grade of 70% or higher on their workplace evaluations.

CULTURAL EXPLORATION CREDIT (11G, 21G, 31G, 41G)

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as elders and members of cultural organizations. The skills, knowledge and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity.

This credit is available for the senior years as a credit for graduation purposes and does not require departmental registration. A student may earn a maximum of only one (1) credit over the entire senior years program using the Cultural Exploration SIP credit opportunity. This credit can be at the 11G, 21G, 31G, or 41G level and can be applied to the 30 credits required for graduation purposes. Whether the activity will be recognized for a Cultural Exploration SIP credit and the level of credit that will be recognized will be based upon the level of the skills and knowledge obtained by the student in the cultural exploration activity and evaluated by the school prior to the commencement of the activity and confirmed by the school upon completion of the Cultural Exploration SIP.

EXCLUSIVE DANCE TROUPE

A performance based course providing numerous opportunities for the group to represent the school in concerts, festivals, competitions and other community events. A variety of dance disciplines, technique and styles will be studied. Auditions are required and will be held at the beginning of the school year. Upon completion of the program, students will have a foundational knowledge and technical skill set to continue dance on either a recreational or pre-professional level.

ST. JOHN'S HIGH SCHOOL STUDENT TIMETABLE

Tag Rm. # _____
Teachers Name _____

8:55 Warning Bell - All students should move to class.
 8:00 O'Canada

Semester - 1

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 9:00-10:03						
2 10:06-11:09						
3 11:12-12:15						
LUNCH ZZ slot 12:15-1:15						
4 1:15-2:21						
5 2:24-3:30						

ZZ courses taught: before class, lunch hour, and after class

Semester - 2

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 9:00-10:03						
2 10:06-11:09						
3 11:12-12:15						
LUNCH ZZ slot 12:15-1:15						
4 1:15-2:21						
5 2:24-3:30						

ZZ courses taught: before class, lunch hour, and after class

D6 P6 TIMETABLE

School Year 20 ____ - 20 ____

IMPLEMENTED February 6, 2015

Semester _____

Homeroom _____

8:55 Warning Bell - ALL STUDENTS SHOULD REPORT TO CLASS.

9:00 O' Canada

PERIODS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	PERIODS	DAY 6
1 9:00 - 10:03	A	A	A	A	A	1 9:00-9:53	
2 10:06 - 11:09	B	B	B	B	B	2 9:56-10:49	
3 11:12 - 12:15	C	C	C	C	C	3 10:52-11:45	
LUNCH HOUR 12:15 - 1:15						LUNCH 11:45 - 12:45	
4 1:15 - 2:21	D	D	D	D	D	4 12:45-1:38	
5 2:24 - 3:30	E	E	E	E	E	5 1:41-2:34	
						6 2:38-3:30	

ST. JOHN'S HIGH SCHOOL STUDENT TIMETABLE

WINNIPEG SCHOOL DIVISION



2021 – 2022 SCHOOL CALENDAR

SEPTEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Labour Day	7 / Day 1 School Opens Non-Instructional	8 / Day 2 First day of classes	9 / Day 3	10 / Day 4	11
12	13 / Day 5	14 / Day 6	15 / Day 1	16 / Day 2	17 / Day 3	18
19	20 / Day 4 Non-Instructional	21 / Day 5	22 / Day 6	23 / Day 1	24 / Day 2	25
26	27 / Day 3	28 / Day 4	29 / Day 5	30 / Day 6		

OCTOBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 / Day 1	2
3	4 / Day 2	5 / Day 3	6 / Day 4	7 / Day 5	8 / Day 6	9
10	11 Thanksgiving Day	12 / Day 1	13 / Day 2	14 / Day 3	15 / Day 4	16
17	18 / Day 5	19 / Day 6	20 / Day 1	21 / Day 2	22 / Day 3 Non-Instructional MTS PD Day	23
24	25 / Day 4	26 / Day 5	27 / Day 6	28 / Day 1	29 / Day 2	30
31						

NOVEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 / Day 3	2 / Day 4	3 / Day 5	4 / Day 6	5 / Day 1	6
7	8 / Day 2	9 / Day 3	10 / Day 4	11 Remembrance Day	12 / Day 5	13
14	15 / Day 6	16 / Day 1	17 / Day 2	18 / Day 3	19 / Day 4 Non-Instructional	20
21	22 / Day 5	23 / Day 6	24 / Day 1	25 / Day 2	26 / Day 3	27
28	29 / Day 4	30 / Day 5				

DECEMBER 2021

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

JANUARY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 Winter Break Ends	6 / Day 4 School Reopens	7 / Day 5	8
9	10 / Day 6	11 / Day 1	12 / Day 2	13 / Day 3	14 / Day 4	15
16	17 / Day 5	18 / Day 6	19 / Day 1	20 / Day 2	21 / Day 3	22
23	24 / Day 4	25 / Day 5	26 / Day 6	27 / Day 1	28 / Day 2	29
30	31 / Day 3					

WINNIPEG SCHOOL DIVISION



2021 – 2022 SCHOOL CALENDAR

FEBRUARY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 / Day 4	2 / Day 5	3 / Day 6	4 / Day 1 Non-Instructional	5
6	7 / Day 2	8 / Day 3	9 / Day 4	10 / Day 5	11 / Day 6	12
13	14 / Day 1	15 / Day 2	16 / Day 3	17 / Day 4	18 / Day 5	19
20	21 Louis Riel Day	22 / Day 6	23 / Day 1	24 / Day 2	25 / Day 3	26
27	28 / Day 4					

MARCH 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 / Day 5	2 / Day 6	3 / Day 1	4 / Day 2	5
6	7 / Day 3	8 / Day 4	9 / Day 5	10 / Day 6	11 / Day 1	12
13	14 / Day 2	15 / Day 3	16 / Day 4	17 / Day 5	18 / Day 6 Non-Instructional	19
20	21 / Day 1	22 / Day 2	23 / Day 3	24 / Day 4	25 / Day 5 Last Day Of School	26
27	28 Spring Break Starts	29	30	31		

APRIL 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Spring Break Ends	2
3	4 / Day 6 School Reopens	5 / Day 1	6 / Day 2	7 / Day 3	8 / Day 4	9
10	11 / Day 5	12 / Day 6	13 / Day 1	14 / Day 2	15 / Good Friday	16
17	18 / Day 3	19 / Day 4	20 / Day 5	21 / Day 6	22 / Day 1 Non-Instructional	23
24	25 / Day 2	26 / Day 3	27 / Day 4	28 / Day 5	29 / Day 6	30

MAY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 / Day 1 Non-Instructional	3 / Day 2	4 / Day 3	5 / Day 4	6 / Day 5	7
8	9 / Day 6	10 / Day 1	11 / Day 2	12 / Day 3	13 / Day 4	14
15	16 / Day 5	17 / Day 6	18 / Day 1	19 / Day 2	20 / Day 3	21
22	23 Victoria Day	24 / Day 4	25 / Day 5	26 / Day 6	27 / Day 1	28
29	30 / Day 2	31 / Day 3				

JUNE 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 / Day 4	2 / Day 5	3 / Day 6	4
5	6 / Day 1	7 / Day 2	8 / Day 3	9 / Day 4	10 / Day 5	11
12	13 / Day 6	14 / Day 1	15 / Day 2	16 / Day 3	17 / Day 4	18
19	20 / Day 5	21 / Day 6	22 / Day 1	23 / Day 2	24 / Day 3	25
26	27 / Day 4	28 / Day 5	29 / Day 6	30 / Day 1 Last Day Of School		

