

Johnston Heights
Secondary School



STUDENT PLANNER

2021 - 2022

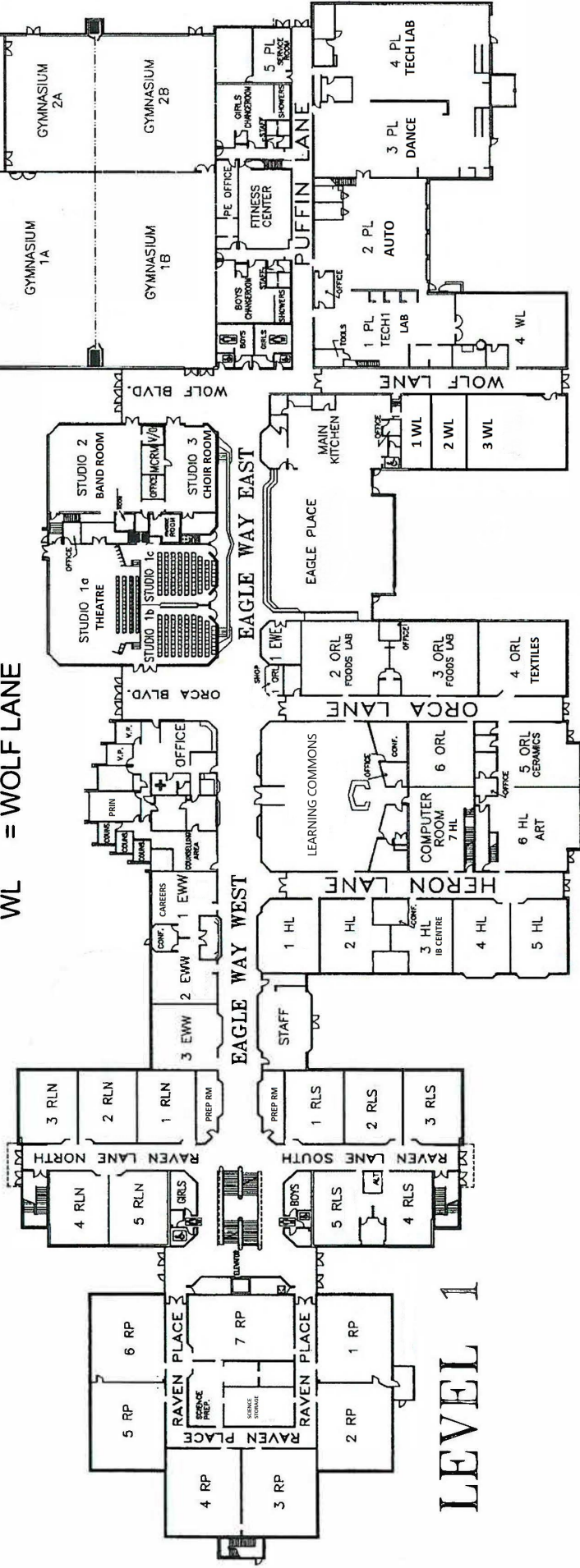
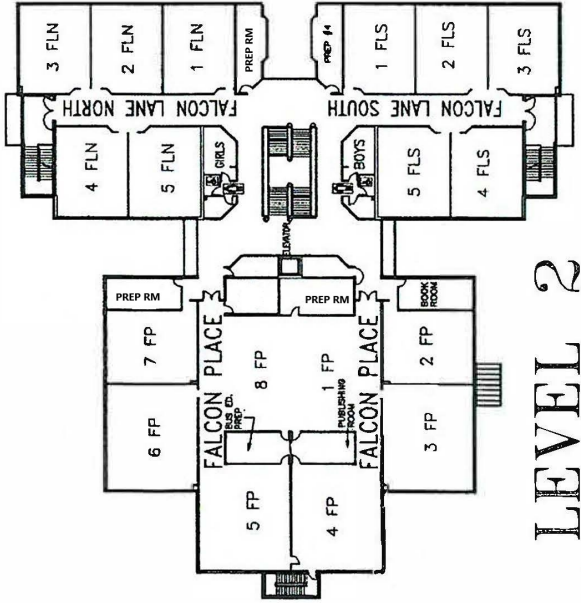
STUDENT NAME: _____

JOHNSTON HEIGHTS SECONDARY SCHOOL



"A Caring Community
Of Excellence"

EWW = EAGLE WAY WEST
 FLN = FALCON LANE NORTH
 FLS = FALCON LANE SOUTH
 FP = FALCON PLACE
 HL = HERON LANE
 ORL = ORCA LANE
 PL = PUFFIN LANE
 RLN = RAVEN LANE NORTH
 RLS = RAVEN LANE SOUTH
 RP = RAVEN PLACE
 WL = WOLF LANE



YES PORTABLE

WELCOME TO

JOHNSTON HEIGHTS

Home of the Eagles



Principal

Ms. Kim Sadhra

Vice Principals

Ms. Ana Lahnert A - K

Mr. Shawn Campbell L - Z

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Middle Years
Programme

Diploma
Programme

Semester Bell Schedule

Regular Daily Bell Schedule: Monday, Wednesday, Thursday, Friday

8:20		Warning Bell
8:25	9:49	First Block
9:54	11:18	Second Block
11:18	12:03	Lunch
12:03	1:27	Third Block
1:32	2:55	Fourth Block

Collaboration (Late Start) Tuesday Bell Schedule

9:10		Warning Bell
9:15	10:27	First Block
10:32	11:43	Second Block
11:43	12:28	Lunch
12:28	1:39	Third Block
1:44	2:55	Fourth Block

Early Dismissal Bell Schedule

8:20		Warning Bell
8:25	9:32	First Block
9:37	10:44	Second Block
10:44	11:29	Lunch Break
11:29	12:37	Third Block
12:42	1:50	Fourth Block

If found, please return to the office.

Name: _____

My Student Number: _____

My Vice Principal: _____

My Counsellor: _____

My First Semester Schedule:

Block A _____ Room _____

Block B _____ Room _____

Block C _____ Room _____

Block D _____ Room _____

My Second Semester Schedule:

Block A _____ Room _____

Block B _____ Room _____

Block C _____ Room _____

Block D _____ Room _____

Semester Block Rotation

Four-week rotation. Four courses per semester.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
WEEK 1			A B C D	A B C D	A B C D	
12	13	14	15	16	17	18
WEEK 2	C D A B	C D A B	C D A B	C D A B	C D A B	
19	20	21	22	23	24	25
WEEK 3	B A D C	B A D C	B A D C	B A D C	B A D C	
26	27	28	29	30	OCT 1	
WEEK 4	D C B A	D C B A	D C B A	D C B A	D C B A	

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Tap "Groups" in the menu, then tap the gear to select the clubs, teams, and other groups that you belong to.

Tap the gear icon and your name, and pick how you want to receive notifications.

Tap the Information icon for links to important websites and other information

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Our Mission

Our mission is to support learners in realizing their potential as knowledgeable and reflective thinkers by providing student-centered experiences, services, and resources within a caring community.



On behalf of Surrey School District #36, I would like to extend a warm welcome to Johnston Heights Secondary, an International Baccalaureate school. Surrey has a more than forty-year relationship with the International Baccalaureate Organization. It is a partnership that has served our community and its learners well.

In addition to the Middle Years Programme which was authorized at Johnston Heights in 2017, we are proud to be authorized as in the Diploma Programme in 2021.

I wish you success at Johnson Heights Secondary as you embark on this international endeavour.

Sincerely,

Catherine Sereda

Assistant Superintendent

Welcome to Johnston Heights Secondary, an authorized IB Middle Years Programme (2017) and Diploma Programme (2021) World School! We believe that students and their learning are at the centre of all we do and we strive to engage students deeply in their learning. The Middle Years framework for learning has given teachers and students the solid foundation for helping our students to grow into being 'knowledgeable and caring young people who help to create a better and more peaceful work through intercultural understanding respect'. We are excited to launch our Diploma Programme, as a district Choice program, in 2021.

On behalf of the students, parents, teachers and administration, we welcome visitors to our school to show our learning in action.

Kim Sadhra

Head of School

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Policies

The IB Policies are the foundational documents to the Middle Years Programme and Diploma Programme. The policies included in this booklet were developed collaboratively by the teachers and students at Johnston Heights.

They embody the principles of learning that we value at our school. Understanding the policies is what brings the programmes alive throughout our community.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB Learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.





The Middle Years Programme (MYP)

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

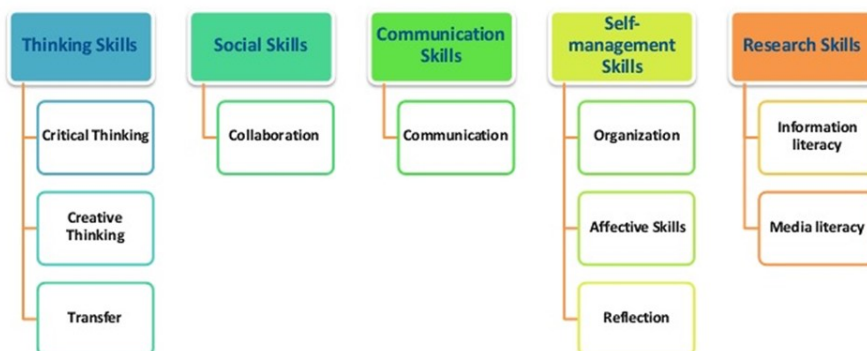
The MYP addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages to support students in understanding their own cultures and those of others, empowers students to participate in service with the community, helps to prepare students for further education, the workplace and a lifetime of learning.

The focus of ATL (Approaches to Learning) in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning.

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subject groups; these general “tools for learning” can be tailored to meet the specific needs of students and schools. In order to develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets) and multiple opportunities to practice.

While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups. Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and that provide formative assessment.

Learning Skills in the MYP – ATL Skills



The most effective way to develop ATL is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts as a vehicle for teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content. This dual focus (content and process, knowledge and skills) promotes student engagement, deep understanding, transfer of skills and academic success.

Grade 10 Personal Project

"The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learning profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners."

International Mindedness Policy

In accordance with the Multiculturalism Acts of Canada and B.C., the B.C. Ministry of Education's Policy on Diversity for B.C. Schools, language within the new B.C. Education Plan, and the Surrey School District's Policy on Safe and Caring Schools, Johnston Heights Secondary School strives to promote a working and learning environment that values and advocates open-mindedness, understanding, sensitivity and respect founded on the principles of diversity, inclusivity and equity.

Taking into account the beliefs, customs, practices, languages and uniqueness of individuals and groups, we believe in ensuring that distinctions among learners do not impede their participation in school, their mastery of learning outcomes and core competencies, nor their ability to become contributing members of society. We have several reasons for developing a policy on International Mindedness at JHSS.

It is important to have a clear perspective on how and why we engage in various cultures both within our school and the world. It is a piece of self-reflection that we should all strive to do as professionals. The BC Ed Plan's Core Competencies stress student understanding of a personal and positive cultural identity that includes the awareness, understanding and appreciation of one's own ancestry, culture, language, beliefs and perspectives in a multicultural society. The aim of the Middle Years Programme is to develop internationally minded people. In order for our students to become internationally minded, they need to see us modeling these values on a daily basis with each other and them.

At Johnston Heights Secondary School, we strive through our curriculum, our extra-curricular activities, our School Code of Conduct, and our personal service and daily interaction with others, to embody a disposition of International Mindedness in order to foster a school and greater community that is equitable for all people. Taking into account the beliefs, customs, practices, languages and differences of individuals and groups, the Johnston Heights Secondary community will:

- Work and learn by a set of cross-cultural expectations of behavior,
- Respectfully challenge behaviors which counter these expectations when they occur and to do so with a spirit of inquiry and a desire for learning and understanding,
- Accept and respect diversity having empathy, understanding, open-mindedness and curiosity about those whose lives and opinions might be different than our own,
- Teach and learn by a set of philosophical principles and a body of knowledge that helps our school community to understand:
 - Our role and responsibilities as Canadians within an international community.
 - The values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development (CIDA 1994)
 - Practice our understanding locally, nationally and internationally through service projects

Language Policy

The purpose of the language policy is to inform and guide teaching and learning in the Middle Years Programme. It also provides a framework for the curriculum and outlines our goal of fostering an international-minded community of learners. This document is an outline of the philosophy and practices surrounding language acquisition and the maintenance of mother tongue at Johnston Heights Secondary School.

Johnston Heights is a diverse community of learners. We value multiculturalism and believe that our students' cultural backgrounds and identities should be valued and shared. The opportunities to learn a new language and to develop one's first language are equally important. Multilingualism opens doors to opportunities and relationships and facilitates global communication.

As language stands at the heart of communication, all teachers at Johnston Heights are language teachers. Every educator is committed to supporting students who speak another language at home. We also value parents and the community as important resources. They support the various languages found in our school and help to maintain mother tongue fluency. Through language and literacy, our students will become excellent communicators who are able to contribute to society as responsible, international-minded, global citizens.

Language Policy Objectives

- To promote the development of language skills: speaking, writing, listening, and reading
- To enable students to learn and use language in a variety of contexts
- To promote the understanding and enjoyment of literature
- To explore different perspectives through language
- To allow students to express themselves through language
- To commit to providing support for the mother tongue

School Language Profile

In the 2020-2021 school year Johnston Heights has a population of approximately 1328 students. It is a multicultural environment in which 51 different languages are spoken by students. Some of these languages include:

- Albanian - 13
- Arabic – 75
- Cantonese - 31
- English- 416
- Hindi - 22
- Korean - 43
- Mandarin - 42
- Philippine (Other) - 22
- Polish - 5
- Punjabi - 105
- Spanish -35
- Russian – 5
- Tagalog- 258
- Tamil - 5
- Vietnamese - 73

Language of Instruction

The language of instruction at Johnston Heights is English.

Second Language

Students may learn both French and Spanish in grade 8. They will continue to develop their oral and written competence in one or both of these languages throughout all three years of the MYP. Both languages are also offered in grades 11 and 12.

Mother Tongue Support

We recognize that many of our students speak another language at home and we are committed to supporting their mother tongue at school.

Teachers

All teachers are language teachers and committed to supporting students both in English and their mother tongue.

ELL Teachers

- Work with classroom teachers to develop strategies and programs for individual students
- Provide targeted support for students with reception level English

Multicultural Support Workers

- Provide school orientation for new students and families
- Assist with communication between home and school
- Facilitate cross-cultural understanding for families as well as school staff
- Participate in school activities involving English language learner students
- Provide information about the B.C. education system and school culture, such as expectations, programs, extra-curricular activities, etc.
 - Please visit: <http://www.welcomecentre.sd36.bc.ca/workers.php>

Learning Commons

The teacher-librarian is committed to working with teachers to provide resources in a number of different languages in order to contribute to mother tongue support.

Community

In class and after school peer tutoring programs provide students with opportunities to get support in some languages such as Mandarin, Arabic and Tagalog.

Inclusion Policy

The Middle Years Programme is intended to be an inclusive programme that caters to the needs of all students. Thus, IB strongly encourages schools to offer the MYP inclusively and schools must explain situations in which the programme is not available to all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements. Students with learning support requirements, as defined by the IB, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- have the aptitude to meet all curriculum and assessment requirements but require support to meet their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see Meeting student learning diversity in the classroom, 2013). Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the school should ensure equality of access to the curriculum and provide students with the support they need in order to set and meet challenging educational goals.

At Johnston Heights, all students are expected to be enrolled in a full timetable of regular classes. Our model of full inclusion in MYP grades 8-10 is designed to foster a culture whereby all students are accepted into any class.

This assists in building a culture of belonging for all students. All students are provided with the supports necessary to access learning in a fully inclusive setting. Specialist Support teachers work with classroom teachers to differentiate learning and teaching strategies to provide students with multiple entry points to conceptual learning. Support is flexible and fluid as determined by student need using a Response to Intervention (RTI) model.

The Inclusion Team includes: Administration, Inclusion Department Head, counsellors, ELL specialists, International Advocate, BASES teachers, Aboriginal Advocate and the subject specialists assigned to the team. Any teacher who has concerns about any students contacts the Inclusion Team by email and that student will be discussed, and an action determined, at the weekly Inclusion Meeting. Information is relayed back to the referring teacher(s). Methods of support for students will vary depending on the needs of the student.

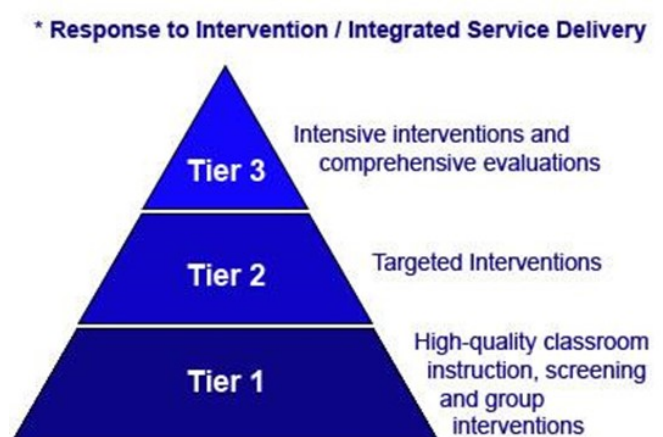
Parents are integral to helping determine their child's success and are encouraged to contact teachers at any time. Conversely, if a child is struggling, teachers are expected to contact parents to inform and determine a course of supportive action.

Assessment Policy

Johnston Heights Secondary School's Assessment Policy is grounded in and guided by IB's Middle Years Programme. As such assessment in MYP aims to support and encourage student learning by:

- providing feedback on the learning process
- informing, enhancing & improving the teaching process
- promoting positive student attitudes towards learning
- promoting deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promoting the development of higher-order cognitive skills by providing rigorous final objectives that value these skills

More specifically, assessment at Johnston Heights Secondary School ascribes to the Assessment Principles outlined below:



Assessment	Principle	Practice
Aims and Objectives	Criteria & Strands	Covering the 4 subject-based Criteria (Objectives) & corresponding Strands at least twice for each subject area Showing and explaining to students the skills, knowledge & understanding that will be assessed for each subject area
Inquiry	Statement of Inquiry Key Concepts & Related Concepts	Asking relevant & challenging questions that allow for assessment of how students think critically, creatively & reflectively (factual, conceptual & debatable questions) Providing students opportunities to demonstrate application of knowledge & problem-solving skills Offering a variety of options & formats for students to showcase their learning
Inclusive	Diversity, Differentiation & Equity MYP Policies: Assessment, Inclusive, International Minded & Language	Including BASES, ELL, Aboriginal, and any at-risk students Providing a number & variety of accessible assessment opportunities for all students to demonstrate their best level of learning
Formative	Learner Profiles Approaches to Learning	Gathering informal data to help students become better learners Shaping & re-shaping teaching based on students' learning needs Preparing students to be more successful on summative tasks
Summative	Summative Task	Designing assessment tasks that allow all students to demonstrate their best level of learning Collecting formal evidence to determine level of student achievement
Levels of Achievement	Criterion-Based & Rubric	Developing & providing clear language that describes to students what will be specifically assessed for each subject area Developing & providing clear language that describes each level of achievement for each subject area Criteria Levels: 0 to 8 Overall Level of Achievement: 0 to 7
Alignment	Horizontal & Vertical Alignment	Maintaining assessment consistency throughout individual subject areas by classroom & by grade levels Maintaining assessment consistency throughout the cross-curricular spectrum
Feedback	Teacher Comments	Providing regular verbal & written responses to students about their learning Highlighting students' strengths and areas to develop Offering specific recommendations about how students can reach the next level(s) of achievement
Reflection	Self & Peer Evaluation	Giving students opportunities to self-evaluate their learning Getting students to assess both their process & product of learning Providing students opportunities to assess their peers' work
Trending	Final Assessment	Determining where the students' current Overall Level of Achievement (OLA) rather than where they were Considering students' performances holistically, through both formative and summative means Placing more importance on how students have improved rather than fixating on their deficiencies Avoiding averaging students' performances on summative tasks
Reporting	Recording Achievement	Recording students' OLA in MyEdBC Recording students' level of achievement in regards to the ATLs in MyEdBC

Academic Integrity Policy (MYP)

Students at Johnston Heights Secondary School are expected to put forth the best of their academic abilities and effort towards all their courses throughout their schooling, from Grades 8 to Grade 12. Academic honesty and integrity means respecting and ascribing to the principles of learning that honour the intrinsic value of education and the importance of rigorous curricula and authentic assessment practices. Maintaining academic integrity means that students are expected to be responsible learners who complete all in-class and out-of-class assignments/assessment pieces in an honest manner that most accurately and authentically represent their best level of learning and understanding. What is academic misconduct? Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components. Categories of “academic misconduct” in the IB:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour that disrupts the examination and communicating with others during the examination.
- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

In addition to refraining from participating in academic dishonesty, students are expected to understand that if they partake in it, there are consequences for their actions. According to the IB Organization, being principled means, “We take responsibility for our actions and their consequences.” Depending on the frequency of the offence, the severity of the situation, the context of the circumstance and the academic history of the student, a number and/or combination of the following repercussions could result in:

- The student may receive no credit for the assessment piece that was academically compromised
- The student may have to demonstrate his or her learning in an alternative assignment
- The student’s transgression will be documented on a school Referral Form and be added to the student’s official file
- The student’s report card will indicate the following comment: “This student participated in academic dishonesty.”
- The receiving of internal and/or external academic awards may be jeopardized
- The receiving of internal and/or external academic scholarships may be jeopardized
- The student’s parents/guardians will be informed of the academic transgression
- Further administrative actions, such as a suspension, may be taken.

Even though there are clear consequences regarding academic dishonesty according to IBO and the British Columbia Ministry of Education in formal situations, Johnston Heights Secondary School’s academic honesty policy is less punitive in spirit and more educational in intent.



IB Diploma Programme Framework

The IB Diploma Programme

IB Diploma Programme (DP) is a 2-year programme of choice which begins in grade 11 and continues into grade 12. Successful completion of the programme framework will earn students the IB Diploma. Students can apply to post-secondary using unique admission criteria as IB DP students. The programme aims to develop students who have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically. The DP is an academically challenging and balanced programme of education. It addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe. Each of the IB's programmes, including the DP, is committed to the development of students according to the attributes shown in the IB learner profile (IBO).

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Application Process & Fees

Current Johnston Heights and non-Johnston Heights Grade 10 students are eligible to apply for the IB Diploma Programme. Online applications will be available in January-February of the student's Grade 10 year and will be open for a two-week period. Exact dates for the application opening and closing will be published in the school calendar and on the school website in September. Late applications will be accepted, but these applicants will be placed on a waitlist. Applications can be accessed on the school website once the application period begins.

Admissions Criteria

Students and their parents will need to self-evaluate whether they are suitable candidates for this programme. "The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom" (IBO FAQ). Therefore, there is no minimum grade average for programme admission.

All IB programmes, including the DP, are inclusive, welcoming all types of learners and value diversity. Johnston Heights supports inclusive practices and has published Inclusion Policy. This policy outlines our school's commitment to learning diversity and the inclusive practices that can be offered to support students in the Diploma Programme.

It is important that students and parents understand that "success in the DP is best measured by the value added in individual student development and not by the diploma score" (IBO, Diploma Programme: From Principles to Practice, 2015). This idea drives our admissions decisions at Johnston Heights. The skills that student possess will determine their successful transition into and experience in the DP. All students are invited to apply who have:

- demonstrated growth and strength in the IB Learner Profile traits (pictured on previous page)
- are passionate about learning
- are resilient
- are excited for a rewarding new challenge.

Students and parents will also need to read the Johnston Heights IB DP Academic Integrity Policy and sign a Declaration of Academic Integrity.

IB Course Candidate Option

Students are encouraged to take the full IB Diploma when capable of doing so. However, the IB DP Course Candidate option is for students who do not want to take the full IB Diploma Programme, but would like to take up to three IB DP courses of keen interest. Priority placement in the IB DP courses will be given to students in the full diploma programme. Remaining seats will be offered to course candidate students upon request.

IB DP courses are two-years in length, starting in grade 11 and continuing into grade 12. By electing to take an IB DP course, course candidate students are committing to taking the course for both the grade 11 and 12 years.

Students electing to take an IB DP course must complete the internal and external (exam) assessments outlined by the IB. Without completing these, the student will not earn credit for the course. Students will have to pay the examination fee in year two of the course. It is approximately \$175 per exam.

IB DP courses are assessed on level 1-7 scale. Advanced post-secondary credit may be granted if the student earns a high enough level in the Higher Level (HL) courses. Standard Level (SL) courses are not eligible for post-secondary advanced credit. Students must consult the post-secondary institution of choice to find out what the minimum level is to earn advanced-credit in the course of interest. Students should consult the IB Diploma Programme Coordinator with any questions about the Course Candidate option.

Johnston Heights Student Code of Conduct

This Student Code of Conduct is consistent with District expectations in all Surrey schools and the IB program.

This code is designed to provide guidelines for appropriate student conduct while under the jurisdiction of the school, either during the school day or at school-sponsored functions and activities. It has been designed to ensure a safe and caring environment, while simultaneously supporting students in developing the attributes of the Learner Profile. Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own academic learning and social growth. Become knowledgeable and responsible for conducting yourself within the school's Code of Conduct.

The examples of unacceptable conduct listed below and throughout the document do not comprise an all-inclusive list. Students involved in incidents which take place off of the school grounds may be held accountable to the school Code of Conduct if the events impact the school in a negative manner. Each student is expected to:

Develop positive attitudes and behaviours by:

- Allowing others to work without distraction or undue noise.
- Moving around hallways and grounds without causing harm to others.
- Caring for school property and equipment.
- Using language free from profanity.
- Dressing in clean, appropriate clothing.
- Ensuring that litter is placed in containers.

Participate to the best of his/her ability in school programs by:

- Working to achieve the objectives set forth for each class session.
- Being neat and thorough in completing assignments.
- Bringing appropriate equipment and materials to class.
- Asking for assistance when information is not understood.
- Completing any assignments missed due to illness.

Attend school on a regular basis as demonstrated by:

- Attending each class regularly and punctually.
- Being absent only for an appropriate reason.
- Having a parent telephone the school for each absence or late arrival.
- Realizing that absences without sufficient reason will have consequences.

Respect the feelings of others by:

- Being courteous in word and action to others, regardless of sex, age, race, religion, sexual orientation, ability, or appearance.

Respect the property of others by:

- Not taking, damaging or hiding the property of others.
- Not defacing or damaging lockers, text-books, or other school property.
- Not trespassing on the property of our school neighbours.

Avoid conduct that interferes with students' or staff's health and safety by:

- Not using physical violence, verbal threats, bullying, intimidation or harassment in and around the school.
- Not possessing, weapons or imitation weapons in or around the school.
- Not causing false fire alarms.
- Not possessing, using, or selling fireworks.
- Not using foul, offensive, or racist language.
- Not inviting or encouraging intruders to the school for any purpose.

Participate in appropriate decision-making processes by:

- Being involved with the student leadership and its committees and activities (Dance, Grad, etc.).
- Communicating with the administration to express opinions.
- Joining other councils/committees/clubs of interest.

Use procedures of due process when necessary by:

- Discussing a problem with your teachers, counselor, or administrator.
- Appealing to a Vice-Principal.
- Appealing to the Principal.

Each student has the right to:

- Receive responsible and competent instruction
- Receive a clear statement, in advance, in writing, of what is expected of students in each course.
- Select courses best suited to personal needs (based on consultation with parents and staff).
- Be represented in a properly constituted student government body.
- Form clubs.
- Be free of discrimination based on race, religion, sex, nationality, economic status or political belief.
- Have access to a fair hearing for grievances.

Each student has the responsibility to:

- Accept the consequences of his/her own actions.
- Strive to give the best effort in his/her studies and participate in class activities to the best of his/her ability.
- Show consideration for the feelings of others.
- Respect the rights and property of other students and staff.
- Bring to the attention of staff conditions potentially harmful to the students in the school.
- Do his/her/their best to keep lockers, classrooms, cafeteria, and the school clean.

Johnston Heights General Information

Alcohol/Drugs

Students found to be under the influence of, or in possession of alcohol, illegal drugs or drug paraphernalia will face a suspension from school. Students who are in the company of others under the influence or in possession of alcohol or drugs can also expect consequences. This applies to all school related activities regardless of time or location.

Athletics

Johnston Heights has an active athletics program that enjoys a great deal of involvement by both students and teachers. Both individual and team sports are included in the program. All students are encouraged to try out for school teams. Information regarding try-outs and practice times will be given throughout the year. The following is a list of intended school teams for the coming year:

Fall	Winter	Spring	
Aquatics	Basketball	Badminton	Ball Hockey
Cross Country	Ice Hockey	Ultimate Frisbee	Game On!
Dance	Wrestling	Flag Football	Track & Field
Soccer (boys)	Volleyball	Soccer (girls)	

Attendance

Regular school attendance is a major factor contributing to student success in school. Poor attendance is disruptive to the educational process, not only for the absent students who fall behind in their assigned work, but also for other students whose progress may be slowed by those who have fallen behind, and for teachers whose effectiveness may be hampered by trying to assist students who are behind. A student's absenteeism is considered excessive when it causes the student's performance to fall below a satisfactory level. It is always the responsibility of the student to complete any class work missed. Parents, students and staff must work together to ensure regular student attendance in order to improve student success. Students who are absent are requested to have a parent or guardian telephone the school before 8:30 a.m. on the day of an absence.

- **Truancy**

Truancy is an absence from class or school without a valid reason. If a student is found to be truant, a notification will be sent home and the student may be required to make up the time missed. Excessive truancy can result in a student being referred to the Vice Principal and more serious consequences will be considered after consultation with the student's parents in the form of an interview. In extreme cases, a student may be withdrawn from school.

- **Extended Absences**

If a student is going to be absent from school for a period longer than five school days, parents are requested to complete an "Extended Absence Form". These forms are available from the main office. Students are responsible for all missed assignments, activities and tests during their absence. Students missing 25 consecutive school days face the risk of being withdrawn from school.

- **Late to School**

Students who have been excused by a parent/guardian for being late must sign in at the office and pick up a late slip before proceeding to class. Students who arrive late to school, without a parent-excused absence, should proceed directly to class.

- **Dismissal from School Before the End of the School Day**

- Students must have written or verbal parental permission to leave school early.
- Students must present this permission to the classroom teacher.
- Students must present parental permission at the office and sign out in order to leave the school early. Senior students living on their own must also sign out.
- Students who leave without permission are considered truant and subject to school discipline.

- **Student Illness / Signing Out**

A student who feels ill while at school should report to the office. The office staff will make sure that parents are contacted in cases where a student should be sent home. The school will not provide medication to students. Accidents and emergencies should also be reported to the office immediately. The office staff will contact parents as soon as possible in cases where a student should be sent home or the hospital. If the situation warrants it, an ambulance will be called. All medical alert information (potentially life threatening medical conditions) must be reported to the office at the time of registration each year (allergies, diabetes, etc.). Students who wish to leave the school must sign out at the office. Students may contact a parent while in the office. Students who do not sign out at the office will be considered truant.

Student Assessment and Reporting

Student assessment is based on classroom work, assignments and tests. There will be provincial Literacy 10 and Numeracy 10 Assessments this school year. The results will be posted on the students official transcript. Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the heights level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. Each criterion is divided into various achievement levels (numerical values 0-8): Minimal (0), Limited (1-2), Adequate (3-4), Substantial (5-6), Excellent (7-8.) Parents can access formal reports on-line for grades 8—10 in December, March and June. Parents can access formal reports on-line for grades 11 and 12 in November, January, April and June. An “I” (Incomplete) symbol may appear on a report and is only used when a student has been granted additional time to complete required work before a permanent letter grade is determined. “I” will be accompanied by a written comment stating what the student must do and by what date. On the indicated date, the “I” will be changed to a permanent letter grade. Approaches to Learning rubrics are used for students in the MYP Programme (Grades 8, 9 and 10). Grades 11 and 12 will be assigned a work habit Grade of G (Good), S (Satisfactory) and N (Non-Satisfactory).

Ministry of Education Letter Grades and Percentages for Students in Grades 10—12					
Midterm Reports			Final Reports		
A	Excellent	86—100%	A	Excellent	86—100%
B	Very Good	73—85%	B	Very Good	73—85%
C+	Good	67—72%	C+	Good	67—72%
C	Satisfactory	60—66%	C	Satisfactory	60—66%
C-	Passing	50—59%	Pass		50—59%
I	In Progress	0—49%	Fail		0—49%
F	Failing	0—49%			

- **Promotional Policy**

Grades 8 to 9 : In grades 8 and 9 promotion will be by grade. Students are promoted to the next grade level if they pass all courses. Students who do not pass all courses will be assigned to the next grade level, recommended to repeat Grade 8 or 9, or in some cases, marked as deficient in the core courses they failed (English, Math, Social Studies, Science and Physical Education) with the recommendation to attend summer school to be better prepared for the next grade’s promotion. Recommendations might also be made for an alternate course or program, or to advance with a remediation plan or a Standing Granted. Grades 10 to 12: In grades 10-12, promotion will be by subject. However, as our school schedules Grade 10’s in linear (yearlong) courses, failure of a Grade 10 subject is a serious issue and summer school is necessary as they will not be able to repeat the course in Grade 11 in our timetable.

- **Student Recognition**

In our effort to encourage excellence in many areas, Johnston Heights wishes to celebrate outstanding learning and citizenship through the annual presentation of student recognition. Exemplary achievements are recognized in learning, including Athletics, Service and Citizenship.

- **MYP Recognition**

Presented by various departments to those students whose achievements/growth has been outstanding in particular Learner Profile attributes.

- **Department Recognition**

Presented by various departments to those students whose achievements have been outstanding in particular subject areas.

- **Citizenship/Service Recognition**

Such awards are presented annually to those students who have made a major service contribution to the school and our greater school community in addition to being caring, stellar citizens who support others.

Awards

- **Athletic Awards**

Athletic awards are presented annually to outstanding male and female athletes in each grade. An Athletic Banquet is held in June to recognize Johnston Heights' outstanding student athletes.

- Outstanding Athletes – presented to the top male and female athletes in the school
- Top Male and Female Athlete – This award is given to the top junior and senior students who have combined excellence in skills, leadership and sportsmanship.

- **Bursaries and Scholarships**

Scholarship applications, available in the Career Centre starting in April, are sent to the Johnston Heights' Scholarship and Bursary Committee to select candidates from the applications received. Scholarships are then presented to graduating students for achievement, outstanding service, citizenship and involvement in extra-curricular programs.

Bullying / Intimidation

Bullying or intimidation will not be tolerated at Johnston Heights Secondary. Consequences will be given to all students who engage in this behavior. Students should report this behaviour to the office, a teacher or use the www.psst-bc.ca website.

Career Planning

Career Facilitators can assist students in exploring vocational interests, abilities and aptitudes, and examining career opportunities. Through discussion, students are able to obtain a better understanding of themselves and their suitability for various types of programs and occupations. The school's career facilitator coordinates a number of career activities and opportunities, including:

- Information on careers and jobs
- Career exploration assistance and awareness
- Work experience placements and job shadowing
- Passport to apprenticeship program
- Career preparation programs and partnership programs
- Post-secondary presentations, visitations and tours
- Co-operative education programs

Appointments are made directly with the Career Facilitator in the Career Centre. Materials and information on careers and post-secondary schools are available.

Cell Phones and other electronic devices

At their discretion, teachers may allow the use of digital devices in the classroom for educational purposes, and will instruct students regarding the appropriate and responsible use of these devices for their particular subject. Students are not permitted to take a picture or video in a classroom, use a device during a test or exam unless they have explicit teacher permission. In addition, the school accepts no responsibility for these items if they are lost or stolen. Unfortunately, these types of items are commonly and easily stolen from students.

Clothing

Students of Johnston Heights Secondary School are expected to wear clothing that is discreet and appropriate. Wearing a hat in a classroom is at the discretion of the classroom teacher, but is not considered appropriate for school assemblies, ceremonies, or any other school gathering. The school does not allow the wearing of bandannas or headbands. The expectation is that the students of JHSS use their common sense and be sensitive to the feelings of others. Students inappropriately dressed may be required to return home to change. Inappropriate attire includes clothing that is sexually explicit or has suggestive designs; includes graphics or slogans that depict, suggest or promote drugs, violence, weapons, profanity, alcohol, racism or power groups; derogatory and/or discriminatory language; or beach attire.

Clubs and Activities

Johnston Heights Secondary School offers opportunities for students to become involved in a variety of clubs and activities. Although these clubs require commitment in time and energy, they are a rewarding and important part of school life. Current clubs and activities are listed on the school website.

Counselling Services

Johnston Heights' counsellors are interested in meeting students and can assist them in educational planning, discussing career interests, and providing counselling concerning personal issues. Counsellors are available by appointment or on an emergency basis. Students should speak directly to their counsellor (before or after school, during lunch or in-between classes) or sign up for an appointment using the **Online Appointment Scheduler** at jh.counsellorappointments.com. Students will need to create a personal account.

Parents are encouraged to stay informed and discuss concerns with the Counsellors either by phone or visitation.

Counsellors are assigned to students according to student last name, as follows:

Ms. Tracy Tifenbach :	A—D
Mr. Munile Sharma:	E—K
Ms. Rebecca Flack:	L—Q
Ms. Elly Domingo:	R—Z

- **Mediation**
Counsellors coordinate a mediation service to help students and parents deal with disagreements, arguments or misunderstandings. Mediation is a safe place for individuals in conflict to talk and to listen to one another and to create agreements to end the conflict. We are committed to the process of people working out their conflicts in a constructive way.
- **Course Change Policy**
Students are provided with ample opportunities to make timetable changes prior to the new school year. Consequently, timetable changes will only be considered under extenuating circumstances. At the beginning of each semester, the Grade 12's are the priority. However, if any student needs a timetable change, then students can add or drop courses in the first week of semester one and the first week at the start of semester two. Course changes during the Semester and after the first week, are only permitted with the permission of the course teachers, counsellors, parents and administration. However, we do understand that there are sometimes extra-ordinary circumstances where students may sometimes suffer from health, family, or other serious issues. Special provisions may be needed. Discussion will take place between all concerned parties before decisions are made. Students who cannot access an academic course that is necessary for graduation will be wait-listed or offered other options to complete the course. Students who have completed an academic course once (either at Summer School or Johnston Heights) will not be permitted to retake that course at Johnston Heights.
- **Study Blocks**
Grade 12 students may request a study block through their counselor. Students with a full academic load are given first consideration and then we look at individual circumstances. Studies require the permission of the counselor, parent and administration. Study blocks are only allowed for Grade 12 students and the expectation is that they use this time wisely. Students on a study block should be in the Learning Commons or at home, not in the hallways, the cafeteria or outside the building during class time.

School Dance Policy

Students who wish to attend a Johnston Heights Secondary School sponsored dance must observe several school policies. No students who were absent from school that day, or under suspension, will be allowed into a dance. Students must show their Student ID at the door and no students are allowed entrance 30 minutes after the start of the dance. If students leave the dance, they are not allowed re-entry. All rules regarding smoking, drugs and alcohol, as well as all other rules in the School Code of Conduct, apply at dances. If suspended for involvement with drugs or alcohol, or any other infraction while at a dance, the student may be refused admittance at future dances.

Elevator

An elevator is available for staff and students who have an injury or impairment that prevents them from using the stairs. Students who need to use the elevator should apply at the office for an elevator key.

Emergency Drills / Alarms (Fire, Earthquake, Lock Down and Lock Out Drills)

- **Fire:** When the fire alarm sounds, students are to quietly stand and then proceed to the nearest exit as directed by the teacher. There must be no running or talking. Students must quietly follow their teacher and the last student out of the classroom should close the door.
- **Classes** should get well clear of the building in their designated site and remain as a class. When the "All Clear" is sounded, classes are to return to their rooms. Students should not underestimate the importance of emergency drills.
- **Earthquake:** During an earthquake drill or at the first sign of ground shaking, students should demonstrate their ability to react immediately and appropriately. They should drop and cover; turn away from windows, stay under shelter until the shaking stops (for at least 60 seconds), and listen to their teacher for instructions. During the earthquake (or drills), teachers will also take cover, will talk calmly to their students, and will review the procedure for evacuating the classroom. Building evacuation following an earthquake is IMPERATIVE due to the possibility of secondary hazards, such as explosions.

Fees and Optional Program Enhancement costs

The following amounts are subject to change and are tentative at the time of this document printing. Please visit the school website to view full descriptions of fees and enhancement appendix.

- Basic Student Activity Fee—\$20 (Mandatory. Includes student/parent Eagletime app, Go card, locker maintenance, Grade 8 agendas, school-sponsored student events such as clubs, athletics and intramurals, BBQs, awards, etc.)
- Advanced Placement Exam—\$125 per exam
- Athletics
 - Grade 11/12 Volleyball, Basketball, Soccer—\$75
 - Grade 9/10 Volleyball, Basketball, Soccer—\$75
 - Grade 8 Volleyball, Basketball, Soccer—\$45
- Additional sports: Badminton, Cross Country, Dance, Swimming, Tennis, Track & Field, Ultimate —\$35
 - Costs for Ball Hockey, Ice Hockey and Flag Football are determined by size of team + facility rental cost and expenses are split evenly.
 - Athletic Fee includes ticket to Athletic Banquet at end of year as well as Joe Morello PERLs Award.
 - Some sports require a \$100 uniform security deposit.
 - These are minimum costs. Teams entering more tournaments and/or travelling will need to pay more.
 - Grade 8 maximum cost is \$70.
- Graduation Ceremony—\$40
- Graduation Dinner and Dance—\$90
- Graduation Dry Grad—\$50
- Graphing calculator rental deposit—\$100 (fully refundable upon return)
- Workbooks
 - Art 8-12 Sketchbook—\$5
 - French 8-10—\$25 (same workbook for all three years)
 - French IB—\$25 (same workbook for both years)
 - Math 11/12—\$20
 - Spanish 9/10—\$27
 - Spanish 11/12—\$27
 - Spanish IB—\$25 (same workbook for both years)
- Yearbook—\$40

Field Trips

Students are responsible for work missed while on field trips. Participation in field trips will be cancelled if the privilege is abused. School rules and regulations will be in place during all field trips.

Fire Alarms

Intentional activation of a fire alarm will result in disciplinary consequences and or referral to legal authorities.

Firecrackers and Fireworks

Each year people are injured due to improper use of, or defective firecrackers. It is also illegal to possess or sell firecrackers in the city of Surrey. For these reasons, students are not to have firecrackers either on or around the school property. Students who choose to bring firecrackers or fireworks to school may face suspension.

Grad Council

Grad Council is composed of grade 12 students who meet to plan activities such as the Grad Dinner-Dance.

Grades

See Assessment

Graduation Program

Grade 10:

- English (two 2 credit courses)
- Math
- Science
- Social Studies
- PE
- Career Life Exploration (Personal Project)
- Language (MYP requirement)
- Fine Art or Applied Skill
- * Literacy 10 and Numeracy 10 Assessments.
The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. Results are posted on the student's official transcript.

Grades 11 and 12:

- Career Life Connections (Capstone Project)
- English (4 credits Gr 11)
- English (4 credits Gr 12)
- Math 11 or 12
- Science (4 credits Gr 11 or 12)
- Social Studies (4 credits Gr 11/12)
- 10 elective courses Gr 11/12

Gymnasium

The school gymnasiums are primarily P.E. teaching areas. Students not in a P.E. class should stay away from the gym while P.E. classes are in session. No student should be engaged in activities in either the gym or weight room unless under the direct supervision of a teacher. No food or drinks are to be brought into the gymnasium.

Learning Commons

The Learning Commons plays a central and important role in the development of concepts and learning skills at Johnston Heights. In addition to offering a wide range of resources for curriculum support, students will also find an impressive collection of fiction, graphic novels, manga and other non-fiction materials. The Surrey School District subscribes to online resource databases (magazines, journal articles, online encyclopaedias and reference sources) for both school and home use.

Library

See Learning Commons

Litter

Students are expected to clean up after themselves at all times, especially in the cafeteria or outside during lunch. Students are also expected to keep books, lockers and grounds clean and presentable. Anyone found littering can expect to be placed on clean-up duty.

Lockers

Lockers and combinations are assigned by the administration. Students must keep their belongings in their assigned locker, and should never share their locker combination with other students except their locker partner. (Please note that it is often necessary for Grade 8 and 9 students to share a locker.) It is recommended that items of value, not be brought to school and left in lockers. For health reasons, no food matter is to be left in lockers overnight. Lockers are the property of the Surrey School District and may be subject to search by the administration. Change room lockers can be used for PE class periods only, and for these lockers, personal locks must be used. These lockers are available on a first-come, first-served basis. The school cannot be held responsible for any loss or theft of articles stored in a locker.

Medical Room

The Medical room is located in the main office area. Any student who becomes ill during the school day should report to the office.

Parking

It is a requirement that all vehicles be registered with the school office. Senior students may park in the school parking lot at the west end of the school. Students driving irresponsibly or recklessly may lose parking lot privileges. Students are not to remain in their cars during the lunch hour or during their study block. It is the student's responsibility to understand the following regulations. Failure to respect any of the following regulations may result in the towing of a student's vehicle/or the loss of parking privileges.

- Parking is not allowed in the parking spaces at the front of school
- Staff, student and visitor parking is available in the west and south parking lots
- Safe driving habits are to be practiced at all times
- The maximum speed limit on all school driveways and parking lots is 10km/hr
- The school is not responsible for any vandalism or damage incurred to any vehicle while on school property

Personal Property at Owner's Risk (Valuables)

The Surrey School District will not accept responsibility for loss, damage or theft of any article, including clothing, school supplies, electronic devices, equipment, vehicles or cash not owned by the school district. Personal property brought to, or left on, school district premises are at the owner's risk.

Physical and/or Verbal Abuse, Harassment

Students will face disciplinary consequences if they use offensive language towards staff or students. Students who bully, intimidate or use excessive physical force in or around the school also face disciplinary consequences and/or may be referred to legal authorities

Punctuality

All members of the Johnston Heights community are expected to be on time for all classes. The loss of class time is not only a problem to the late student, but also to the teacher and students of the class who are interrupted. We encourage students to arrive to school on time, every day. Persistent lateness may result in consequences being assigned by the vice-principal.

Scholarships and Bursaries

See Awards

School Functions

When students attend a school function, even away from the school, they are still subject to school rules. School functions include dances, athletic events, concerts, trips, work experience and any other activity that is being sponsored by the school. All school regulations apply at these functions. Students participating in school sponsored functions will be considered as having an excused absence for any class missed due to the activity. However, they are still responsible for any missed work in these classes.

Seat Warming: Not Trying One's Best!

The IB Programme believes in communicating student learning to both students and parents so that students can develop reflective skills to better understand their academic progress and how to achieve the next level of proficiency. Our reporting reflects a student's Approaches to Learning in all subject areas and targets specific skill categories such as communication, social skills, self-management, research and thinking. Students are assessed in each of these areas and given one of the following levels of development: Novice, Learner, Practitioner, Expert. This kind of reporting allows students to know which work habits they must work on, and what goals to set. However, if students fail to apply themselves to their studies after repeated warnings by teachers, classroom consequences will ensue. If the problem persists, they will be referred to their Vice Principal and the students, her/his parents and school administrator will meet to discuss the issue and appropriate plan of action and consequence.

Selling Merchandise at School

Selling anything at school is not allowed. Students caught selling merchandise (electronic equipment, clothes, etc.) will result in a consequence from a Vice Principal and parents will be notified.

Sexual Harassment

Students who make other students targets of unwanted and unwelcome sexual behavior which interferes with that student's life, will be given consequences by the school administration and/or the legal authorities.

Smoking

In the interest of the health of students, staff and all others who use or visit schools and school district facilities, and due to changes in the Tobacco Control Act of September 2007, it is against School District Policy to use tobacco or tobacco products on school property or on any School District site. This policy applies to all students, employees, and visitors to the facilities (including all adults). Due to the recent upsurge in the use of e-cigarettes and vaping, this policy has been updated. These products will not be permitted for use in the school or anywhere near or on school property, and violation of this school policy will result in a severe consequence from a Vice-Principal.

Study Blocks

Study blocks are only allowed for Grade 12 students and the expectation is that they use this time wisely. Students on a study block should be in the Learning Commons or at home, not in the hallways, the cafeteria or outside the building during class time. Also see Counselling.

Suspension from School

When a student displays inappropriate conduct or behavior that does not conform to the expected guidelines and regulations of the school, a student may be suspended. Depending on the nature of the offence, the student's age, and other mitigating factors, a student may be suspended for up to and including 5 days (Level 1) or in excess of 5 days (Level II). Level I suspensions are resolved at the school level and Level II suspensions are resolved through the involvement of a School District Resource Counsellor.

Technology Use and Policy

Students are reminded that any activity that involves the use of school technology falls under the jurisdiction of the school and that all communication is subject to monitoring and is not considered to be private. Therefore, students who use school computers must conduct themselves appropriately. Johnston Heights Secondary provides internet access (Wi-Fi) and District e-mail accounts for authorized users. School internet access is a privilege, not a right. School internet users must understand and agree to the District School Internet/Mail Use Policy. Only these students can access the internet through school computers including Learning Commons computers. School accounts shall be used only by the authorized owner of the account. Account holders are responsible for all activity within their account. Students are therefore reminded to log off after each computer session. Violations of District School Acceptable Use Guidelines are serious transgressions of school rules. Consequences may include cancellation of internet use privileges, exclusion from certain courses, and suspension from school.

Violations of Canadian law may be referred to the police. Users will be held legally and financially responsible for their actions. Inappropriate use of the internet includes, but is not limited to:

- Transmission of illegal materials including storage or duplication of pornographic material.
- Transmission or posting of threatening, abusive, or obscene material.
- Harassment of others.
- Use of abusive, vulgar, profane, obscene or other inappropriate language.
- Attempts to vandalize or gain unauthorized access to data, servers or external services.
- Use of another's account or resources.
- Sharing of passwords with others.
- Revealing another person's personal address, phone number, picture, or other data without personal or parental consent, as appropriate.

Telephones

The school office telephones are in constant use, however, students can request to use the office phone in urgent cases. Cell phones should not be used during class time unless the teacher gives permission for them to be used as part of a learning activity.

Textbooks

If a textbook is lost, the student will be required to pay for the textbook at the price listed by the Ministry of Education. Refunds will be given if lost textbooks are found and returned. Classroom teachers are responsible for the distribution, collection and billing of textbooks in the case of textbook loss. Textbook bills must be paid at the office throughout the school year. It is the student's responsibility to see that they return all textbooks to their teachers in the same condition in which they receive them.

Theft

Stealing of anything will be dealt with severely.

Transportation (personal)

Modes of individual transportation such as, but not limited to, skateboards, roller blades, scooters, *Heely's*-type shoes and hover boards, are not permitted on school grounds, parking areas or on the road in front of the school. Students must not take these items to class.

Vacations (during school session)

The school is not in a position to grant or deny permission to any student to miss school for an extended holiday period, although it is important to be aware of the possible effects of the absence on a student's achievement. For this reason, when extended absence is absolutely necessary, parents should discuss the matter in advance with the school administration and the subject teacher(s). It is not required that teachers provide work for students on vacation. Any student who will be absent for more than five school days must complete an "extended absence" form which should be picked up and returned to the school office at least two weeks prior to the absence. Please note that an absence of over 25 days can result in de-registration from school.

Valedictorian

All members of the graduating class will have an opportunity to vote for a Valedictorian (from a short-list) who they feel best represents the graduating class. This person will give the valedictory address at the Commencement Ceremony. Criteria include:

- Good academic standing
- Demonstrated leadership qualities
- Exceptional citizenship within the school and community and involvement in extra-curricular activities

- Demonstrated strong public speaking skills
- Established as a good representative of his or her class

Students wishing to be considered for Valedictorian selection must submit an application to the Valedictorian Committee. These will be shortlisted by the teachers on the committee and students will perform their prospective speeches. The graduating class will then endorse their candidates. The winning candidate will then practice with a staff sponsor for our Commencement Ceremony.

Vandalism / Property Damage

Students who intentionally or negligently destroy, damage, lose or convert school property or the property of other students or staff will be required to pay for the loss or damage and may be suspended. If a student should happen to damage something by accident, they should report it to a teacher or the office immediately. If a student sees or knows of another person vandalizing school property, they are advised to contact the school, www.psst-bc.ca or Crime Stoppers at 669-TIPS. Tips reported are handled in a safe and confidential way. Crime Stoppers may offer a cash reward of up to \$2000.00

Violence

In a school the size of Johnston Heights, it is necessary to recognize that violence (pushing, shoving, fighting, etc.) is completely out of place and is not tolerated. Consequences will occur. Students promoting or viewing a fight also face a suspension from school.

Washrooms

Washrooms are meant to serve the needs of students. These areas should not be used for purposes other than those for which they are intended. All students must have their teacher's permission to go to the washroom during class time. Please keep the washrooms clean.

Weapons

A weapon is any instrument designed to inflict injury or intimidate another person, or any instrument that is used in this manner. The possession and/or use of weapons, on or near school property, represents a serious threat to the safety and security of all students and staff. Any use or possession of a weapon (or a weapon replica) will result in a severe consequence, ranging from school disciplinary action to charges being laid, depending on the circumstances of the incident. Consultation with the RCMP will occur in these matters. Please note that toy guns or replicas are by their very nature, intimidating, and will be treated as a very serious matter.

Willful Disobedience

When students are willfully disobedient to a teacher, or any other employee carrying out responsibilities approved by the school district, students will face consequences.

Withdrawal from School

Students planning to withdraw from school are asked to see one of the Counsellors or Vice Principals. Before leaving, students must clean out their locker, return all textbooks, Learning Commons materials, etc., and pay any outstanding debts. A withdrawal form is available for students who will be attending another school.

Work Experience

Students wishing to enroll in Work Experience must contact the Career Facilitators in the Career Centre. Students wishing to enroll must fill out a work experience application form for approval, be attending regularly with good work habits, have the recommendation from at least one teacher and have demonstrated good citizenship.

Yearbook

Yearbooks can be purchased through the main office as advertised during the school year.