



2024 – 2025



KODIAK HANDBOOK

Ms. Cheryl Woods
PRINCIPAL

Mr. J.J. Hyde (A-G)
Ms. Renee Mazzucco (H-N)
Ms. Shelley McClenahan (O-Z)
VICE-PRINCIPALS

1300 David Avenue
Port Moody, British Columbia
V3H 5K6

Telephone: 604-461-8679 Fax: 604-937-8055

Email: heritagewoods@sd43.bc.ca

Web: www.heritagewoods.sd43.bc.ca

App: myschoolday
Follow prompts to download.

This document contains vital information. Please translate if necessary.

PRINCIPAL'S MESSAGE

Welcome to Heritage Woods Secondary School! We believe that you will experience an incredible school which boasts tremendous facilities, advanced technology, and a FLEX schedule that allows students to take control of their own learning. The staff that will work with you are outstanding and you will be challenged and supported as you journey through the next several years towards graduation. The work our staff and students do together is based upon a school vision of respect, fairness, responsibility, honesty, and caring. We look to you, our students, to create the strong traditions that will make this school meet its goal of success for every student. Please get involved in any way you can. I wish you the best of luck at Heritage Woods and hope that you will challenge yourself and cherish the next few years. Go Kodiaks!

Ms. Cheryl Woods, Principal

ABOUT HERITAGE WOODS SECONDARY

OUR MISSION

To provide a comprehensive educational experience that benefits all students.

OUR VISION

To graduate students who will make the world a better place.



HERITAGE WOODS SECONDARY CODE OF CONDUCT

Heritage Woods Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is communicated to students, parents, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced, and monitored. Each year the Code of Conduct is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

CODE OF CONDUCT: KEY ELEMENTS

1. Process

The code of conduct was initially developed with parents and staff when Heritage Woods opened in September 2004. The staff, parents and students have been involved in modifying the Code of Conduct in subsequent years as new challenges arise and practices evolve.

2. Communication

Expectations regarding acceptable conduct are made known to all students, parents, and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community.

Parents are asked to read and complete the Code of Conduct through the e-forms on our webpage at the beginning of each school year. The Code of Conduct is referred to when meeting with students and parents when potential infractions to the code occur. The Code of Conduct is also available on the school website for parents, students, staff, and the general public.

3. Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

Parents are expected to review the Code of Conduct with their child at the start of the school year and submit the confirmation on the e-form. The Code of Conduct is located on our webpage/HW Community Portal/E-forms/School Policies/School and District Code of Conduct. Staff review the Code of Conduct in the beginning of the year in advisory class with all students. The administrative team meets with all grades in class assemblies at the start of the school year and reviews the Code of Conduct. Staff refer to the Code of Conduct when outlining class expectations, field trip expectations, and expectations of students participating in extra-curricular events such as sports. Student leadership groups such as Student Council, Kodiaks with a Purpose, school hosts, and leadership classes implement the ideals of the school Code of Conduct throughout the year and promote those ideals with peers, staff, and our community.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

If school staff, students or parents recognize behaviour not covered by the Code of Conduct, they have the opportunity to bring this forward to the school administration for potential inclusion in the Code. Each year, additions or corrections are considered with each group before the Code of Conduct is submitted to the district. Additions or changes to district policies are also reviewed each year and implemented in the Code of Conduct, as necessary.

5. Alignment

Heritage Woods' Code of Conduct is shared and compared to the District Code of Conduct and also our feeder schools' Codes of Conduct for consistency and common language. As grade 9 students enter

Heritage Woods Secondary, they are provided with a Code of Conduct that they recognize because it is closely aligned with their previous middle school's Code of Conduct.

6. Standards

a) Statement of Purpose:

Heritage Woods Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation, or gender identity and expression – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

THE PURPOSE OF THE CODE OF CONDUCT IS TO:

- establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate
- clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship
- focus on consequences that are restorative and remedial rather than punitive, wherever possible and appropriate.

b) Conduct Expectations:

The following expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Acceptable conduct is demonstrated by:

- respecting oneself, others, and the school facility
- engaging in responsible behaviour in all learning and school activities
- (Attend classes regularly, be prepared for class, complete all assignments, and use good manners and good common sense)
- helping to ensure the school environment is a safe and caring place for all to learn
- informing an adult of an unsafe individual or behaviour
- modelling respectful and responsible behaviour at school, in the community and while acting as school ambassadors
- using technology productively to support and advance learning (as per District 43's "Digital Responsibility for Students" – AP140.2)

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment of all school members
- create an unsafe or dangerous learning environment
- demonstrate a lack of caring for oneself, others, and the school community
- demonstrate bullying – "bullying includes but is not limited to physical or verbal intimidation, verbal harassment, and online bullying, occurring on or off school property" (District Policy 17); harassment, intimidation, or exclusion (physical or verbal bullying such as putdowns, name calling, gestures or actions; discriminatory behaviours such as verbal, written, or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance, or health; and all people have the right not to be touched, teased, or humiliated)
- acts of unkind words or hurtful behaviours towards others; bullying, harassment, or intimidation; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents

- using Cyberspace and current or emerging technologies, on or off campus, in a hurtful manner, that negatively impacts the school environment (as per District 43's "Digital Responsibility for Students" – AP140.2
- Using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community
- Illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs, or restricted substances; theft of school or other's property; vandalism to school or other's property; involvement with or solicitation of intruders and trespassers.
- Smoking (marijuana, tobacco, or vaping) is not permitted on school grounds. E-cigarettes/Vaporizers are not permitted on school grounds as they present a safety risk (making their use at school prohibited).
- Possession of a weapon or replica weapon or anything that can be construed as a weapon, including, but not limited to: water pistols, water guns, gel blasters, paintball guns, airsoft guns, BB guns, pellet guns.

Cell Phone Use:

All cellular phones or similar personal communication devices are to be appropriately stored **during class time**. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning or because of unique circumstances.

Cell phones or electronic devices, which may include cameras, text, or video capabilities, must be used appropriately at school and during school activities respecting the privacy of others at all times. Students may be subject to discipline for **on or off campus** misuse of technology that negatively impacts an individual or the school community.

Any use of personal devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

Student Clothing:

We recognize that clothing is an avenue of personal expression; however, students are not to wear articles of clothing that promote alcohol, drugs, overt sexuality, violence, intolerance or which use inappropriate language. Schools are a place of work and students are expected to dress accordingly. Students may be asked to replace or cover inappropriate attire. In the classroom, students are expected to follow individual teacher expectations regarding the wearing of hats.

Note:

As per Section 8 of Human Rights Code of British Columbia:

- 8 (1) A person must not, without a bona fide and reasonable justification,
- (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

Search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and

that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g., social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a), (b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to Assistant Superintendent Stephen Whiffin, at swhiffin@sd43.bc.ca.

Rising expectations:

As students proceed through their years at Heritage Woods, we expect that they demonstrate more respect and responsibility in regard to the code of conduct.

c) Consequences:

Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative. Some of these methods could include one or more of the consequences below:

- students participating in meaningful consequences for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies including restorative practices
- small group mediations
- informal suspension or “timeouts” – at school or home
- Community Service
- partial day school programs
- positive behaviour supports
- formal suspension: District Code of Conduct: Suspension Process –Level I, II or III (for serious or dangerous behaviours).
- special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- the school and District will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct.

****students who have previously breached the school’s Code of Conduct may be precluded from participating in overnight activities and field trips.**

d) Notification:

- Due to the nature of the unacceptable behaviour the school staff will contact the following people:
- parents of the student offender(s)
- parents of the student victim(s)
- Coquitlam School Board officials will be contacted as required by school district policy, e.g., Level I, II and III suspensions
- police and other agencies as required by law
- school staff and school community as deemed appropriate by the school and/or district administration

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board Policy 13.

B. Principal or School Level Problem

1. Discuss directly with the principal the action, policy, procedure, or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (See contact information above)
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.

RESOURCEFUL PEOPLE AT HERITAGE WOODS

Counselling Department

Mrs. K. Watt (A-G), Ms. A. Birsan (H-N) Mr. G. Zenone (O-Z)

Counselling help is provided in the following areas:

- program and course selection; academic counselling and problem-solving; tutorials; study skills
- orientation to the school
- post-secondary, vocational and career planning
- personal counselling and decision-making
- support in crises; referrals to community agencies
- scholarships

Post-Secondary & Career Resources Centre

Ms. D. Butler – Post Secondary and Career Advisor

Post-Secondary Information:

- Current calendars and contact information for many Canadian post-secondary institutions; some calendars from Europe and the US
- Academic entrance requirements for post-secondary
- Application processes and deadlines
- Student Transcript Service – sending electronic transcripts to post-secondaries around the world.
- SAT resource
- Apply BC – online application service for BC post-secondary opportunities (university, college, tech/trade)
- Information about trades opportunities and liaison with district trades staff
- Scholarships

Career/Volunteer Information

- Casual job referral service
- Volunteer opportunities
- Resume writing

- MyBlueprint – online education and career planning tool
- CLE/CLC resource person – classroom presentations

Resource Centre

Mr. D. Pengelly/Ms. Sherri Hughes

The resource centre provides support to any student who is experiencing difficulties in any subject area. Specialized topics, such as study skills, test taking and test preparation strategies, as well as note taking hints are provided. Computer tutorials in English grammar and mechanics supported by a language lab are available on request. Individualized assistance is offered in paragraph and essay development. Support teachers are available for students who need support in any subject. These teachers may visit students in classrooms, and/or require students to meet with them outside of class. When failure is likely, academic support becomes mandatory. We ask parents to support these programs as we work together to ensure student success.

English as an Additional Language (E. L. L.)

Ms. A. Lee

E.L.L. offers the following services:

- Canadian cultural knowledge
- background material in various subject areas
- vocabulary, pronunciation; and public speaking
- reading, writing and comprehension skills

Library

Ms. M. Ferrer – Head Teacher-Librarian

Through its collection, programs and facilities, Heritage Woods Secondary School Library aims to:

- promote and support literacy and the love of reading
- promote and support the teaching of information literacy
 - students develop the skills and attitudes necessary to access, evaluate, and utilize information effectively and ethically in order to become independent lifelong learners.

Students are welcome to come into the library to browse through our collections, work quietly on their homework, use the Internet for school-related assignments, and/or read materials during library hours. Teachers who have booked a section of the library for whole classroom research have priority over student drop-ins.

GENERAL INFORMATION

Semester System

Most courses at Heritage Woods Secondary are offered on the semester system. Students in grade 9, 10 & 11 and most grade 12's will take four courses a semester for a minimum of 8 courses a year. Courses on the semester system will be completed in a five-month period and will be taken for one hour and thirteen minutes each day. A small number of courses, for example, Fine Arts and Athletic courses, run all year every second day.

Please note: Due to scheduling, students are typically not allowed to retake courses to improve their marks. Therefore, every student should do his or her best the first time through. Students wishing to upgrade may have to do so through Continuing Education.

Visitors to Heritage Woods

All visitors to HWSS **must sign in** at the office. Only students enrolled at and attending Heritage Woods are permitted on school property during the school day. School grounds are limited to the Heritage Woods Secondary School grounds, NOT including the property of Eagle Mountain Middle School.

BELL SCHEDULE

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 |
| Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 |
| FLEX 10:28-10:57 | FLEX 10:28-10:57 | FLEX 10:28-10:57 | FLEX 10:28-10:57 | FLEX 10:28-10:57 |
| Block 3 11:01-12:13 | Block 3 11:01-12:13 | Block 3 11:01-12:13 | Block 3 11:01-12:13 | Block 3 11:01-12:13 |
| LUNCH 12:13-12:53 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 |
| Block 4 12:57-2:09 | Block 4 12:57-2:09 | Block 4 12:57-2:09 | Block 4 12:57-2:09 | Block 4 12:57-2:09 |
| Block 5 2:13-3:25 | Block 5 2:13-3:25 | Block 5 2:13-3:25 | Block 5 2:13-3:25 | Block 5 2:13-3:25 |

Early dismissal Monday (1st Monday of the Month – No FLEX)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 | Block 1 8:00-9:12 |
| Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 | Block 2 9:16-10:28 |
| Block 3 10:32-11:44 | FLEX 10:28-10:57 | FLEX 10:28-10:57 | FLEX 10:28-10:57 | FLEX 10:28-10:57 |
| LUNCH 11:44-12:28 | Block 3 11:01-12:13 | Block 3 11:01-12:13 | Block 3 11:01-12:13 | Block 3 11:01-12:13 |
| Block 4 12:32-1:44 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 | LUNCH 12:13-12:53 |
| Block 5 1:48- 3:00 | Block 4 12:57-2:09 | Block 4 12:57-2:09 | Block 4 12:57-2:09 | Block 4 12:57-2:09 |
| | Block 5 2:13-3:25 | Block 5 2:13-3:25 | Block 5 2:13-3:25 | Block 5 2:13-3:25 |

FLEX TIME

PHILOSOPHY: FLEX is 29 minutes of instructional time built into the HWSS timetable that allows students to have some choice and control over their own learning. Flex is not “free time,” nutrition break, or recess. Students in grades 9-11 must be in a learning space. There is also limited space in the library for quiet work. Students in Grade 12 may also choose to work in the Grand Hall. It is a time for students to complete schoolwork, seek help from their classroom teachers, or go deeper with their learning. For the most part, students can choose how they want to use their FLEX time to improve their chances of being successful.

Typically, this means that students are expected to attend one of the classes in their current schedule. That said, teachers can work with students to ensure that students are making good educational choices about their use of flex time and have the right to demand more from their students. A few times a year mandatory attendance at Flex Assemblies is required for all students.

ADVISORY

Every student is assigned to an advisory teacher who assists with the distribution of school-wide information. Advisory blocks only occur when necessary.

SCHOLASTIC ENDEAVOURS

Grade 9 Course Requirements

Students in grade 9 will complete eight (8) courses. The courses taken will include:

Required Courses

1. English
2. Social Studies 9
3. Science 9
4. Mathematics 9 or Math 9 Honours
5. Physical Education 9

Elective Courses

6. Language or Elective
7. Elective
8. Elective

GRADUATION COURSE REQUIREMENTS (GRADE 10-12)

Even though graduation may be several years away, students in grade 10-12 must make sure they meet the following requirements in order to successfully achieve a Graduation Diploma (B.C. Dogwood Graduation Diploma). Please note that a Graduation Diploma does not guarantee entry into post-secondary institutions. Students should ensure they understand the requirements for the institutions they are interested in by checking with their counsellor, or Career Resource Facilitator and directly from the institution of their choice.

Graduation Diploma - at a glance:

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of 80 credits to graduate.

Of these 80 credits:

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

In addition, students must also complete three new graduation assessments:

- Grade 10 Graduation Numeracy Assessment
- Grade 10 Graduation Literacy Assessment
- Grade 12 Graduation Literacy Assessment

ENRICHMENT PROGRAMS

The secondary curriculum offers challenging programs for students, at all levels. Students may specialize in a number of subject areas by taking two or more courses in one subject area. In addition, certain enrichment/honours courses will be scheduled if enrolment warrants. Currently these courses are: English 11 and 12 Honours, Math 9 Honours, AP Calculus and Science Co-op. Placement in these courses is based on student desire and previous teacher recommendation.

ACADEMIC ASSISTANCE

All students may need additional assistance at different times during the school year to meet the learning outcomes of the courses they are taking. Students requiring some support will begin by meeting with their teacher during class time, Flex block or at a time agreed upon by the teacher. If a student is not meeting the outcomes of the course with this level of support, resource time may be required.

Some students may be offered the assistance of Peer Tutors; strong students who can assist others with organization and understanding of assignments. Peer Tutors will not do the work for the students who are struggling but will help them successfully complete their own work.

Some students may be assigned to the Learning Centre for additional support with a trained teacher.

EVALUATION OF STUDENT LEARNING

An Interim and two formal learning updates will be issued to parents in each semester. Please see our website for exact dates. **Heritage Woods Secondary follows the Ministry Guideline for grading.** Letter grades and percentages are an abbreviated communication reflecting learning demonstrated at that moment in time, for grades 10 to 12. (as per below)

| Achievement | Percent |
|------------------|---------|
| A excellent | 86-100 |
| B very good | 73-85 |
| C+ satisfactory | 67-72 |
| C satisfactory | 60-66 |
| C- satisfactory | 50-59 |
| F unsatisfactory | 0-49 |

For grade 9 we use the Ministry of Education Proficiency Scale/Indicators:

Extending
Proficient
Developing
Emerging

INSUFFICIENT EVIDENCE (IE), FOR GRADES 9 – 12

An IE can be used in the learning update to indicate that a student has not demonstrated sufficient curricular outcomes in a course. This could be due to missing assessments or an assessment(s) that is incomplete.

IE reports will be sent to parents by a teacher when a student is not demonstrating sufficient outcomes in the course. IE reports are sent via email. The reports indicate what is/are the causes and a plan to move the student to a passing grade or a proficiency indicator.

For grades 10-12, the IE will be converted to a percentage/letter grade at the end of the semester. At grade 9 the IE could be used on the final learning update, but will also indicate a recommended action for the student moving forward.

ACADEMIC DISHONESTY & PLAGIARISM

Students must avoid any of the following:

1. Use of the internet or computer applications, including AI software such as Chat GPT and Quilbot, to copy or generate material/ideas that are not their own.
2. Copying another person's work (in whole or in part) and claiming authorship. includes essays, assignments, lab reports, computer programs, drawings, sketches, or designs, whether they are the product of another student or of someone outside the school, including previously published work.
3. Supplying work of any kind to another student in the knowledge that it will be copied, even if that knowledge includes an expectation that the copy will be changed enough to conceal the fact that it is a copy.
4. Copying from another person's test paper or allowing someone to copy from your test paper.
5. Bringing unauthorized notes or equipment into a test.
6. Unauthorized communication (including electronic text messaging, email, chat, etc.) of any kind during an assessment or test.
7. Being falsely absent from a test or class assignment and then consulting one or more classmates before making up the assignment.
8. Copying the work of another student who took the same course prior to the student in question.
9. Missing a test or an assignment without a valid reason or justifying the absence with a forged note.

Heritage Woods Secondary considers cheating, in any form, a serious academic infraction. At minimum, parents will be notified, and the results of the assessment considered invalid. In some cases, assignments will need to be re-written during "I" days and the report card grade may show as "IE" (Insufficient Evidence) until the replacement assignment can be completed. Depending on the nature of the infraction, there may be additional consequences including and not limited to, involvement of the Administration and being declared ineligible for Honour Roll and Honours with Distinction.

APPEALING MARKS (ADJUDICATION)

If a student's final standing in a course is appealed, the principal, after due consideration of all relevant factors and consultation with the teacher involved (and perhaps with the department head), will make the final decision.

SCHOOL DISTRICT APPEALS PROCESS

Our school district has a formalized Appeals Process. This process gives parents and students the right to appeal decisions or actions of teachers and administrators on issues concerning the education, health, and safety of students.

The appeals process involves discussing the issue with the person or persons involved in the initial action, and if not resolved there, moving to the next stage of appeal. The stages of appeal are as follows:

1. Discuss the issue with the teacher involved, or,
2. If it is the school administration's actions that are being questioned, start the discussion at this level.
3. If still unresolved, appeal to the zone assistant superintendent.
4. If still unresolved, appeal to the superintendent.
5. If the matter is still unresolved, the appeal may be made to the School Board through a School Trustee.

HONOURS STANDING ON TRANSCRIPTS

In order to be eligible for the Heritage Woods Honour Roll (including being eligible for Honours with Distinction status), students must complete a minimum of 8 courses at Heritage Woods in a given school year.

*Exceptions:

- One of the 8 courses can be an on-line course if it is taken through Coquitlam Open Learning
- Students taking a reduced load due to enrolment in a Resource block or medical reasons may be eligible for Honour Roll

Honour Roll:

Grades 10-12: Must achieve at least a 'B' letter grade in top 7 of 8 courses.

*Grade 9 courses do not receive letter grades or percentages, so Honour Roll is not calculated until Grade 10

****Grade 12s must complete 8 courses plus Grad Transitions.**

Honours with Distinction:

Grades 10-12: Must achieve an 'A' letter grade in top 7 of 8 courses.

*Grade 9 courses do not receive letter grades or percentages, so Honour Roll is not calculated until Grade 10

****Grade 12s must complete 8 courses plus Grad Transitions.**

*****Honour Cord:** Will be presented at Commencement to Grade 12s who achieve Honours with Distinction in their Grade 12 year.

****CLC 11 grade does not count towards Honour Roll as this grade is part of the CLC 12 assessment.**

****CLC 12 grade does count towards Honour Roll.**

*Honour Roll and Honours with Distinction will be calculated from the first semester final report card and the mid-term formal report card from second semester. * The names of all students who meet the criteria for Honour Roll and Honours with Distinction based on Semester One and Semester Two Final Marks will be posted in the Heritage Woods Grand Hall for the following year.

HERITAGE WOODS SECONDARY AWARDS

The Major Awards: Recognizing excellence in each of the four major areas, plus the best all-round student. The major awards are presented for each grade level 9-12.

- 1) **Curricular**
 - Top academic student at each grade level
- 2) **Performing and Producing:**
 - Top Performing and Producing student at each grade levelStudents who have excelled in performing and producing activities in a wide variety of school areas, above all others.
- 3) **Social Responsibility:**
 - Top Social Responsibility student at each grade levelStudents who have made the school a better place for all students. Criteria is excellence in service and leadership in a wide variety of school areas, above all others.
- 4) **Athletics:**
Female and Male Athletes of the Year at each grade level
- 5) **Best All-Round Students:**
Minimum criteria is excellence in at least three of the awards areas (Curricular, Performing & Producing, Social Responsibility and Athletics).

Curricular Awards

School Based

- **Honour Roll** (Grade 10-12) must achieve at least a 'B' letter grade in top 7 of 8 courses).
- **Honours with Distinction** (Grade 10-12 must achieve an 'A' letter grade in top 7 of 8 courses)
- **Top Student** in each course over the year

ATTENDANCE AND LATES

We request that parents/guardians email the Absence/Late Report:

To heritagewoodssecretary@sd43.bc.ca or phone the school at 604-461-8679 if their child is going to be away ill. Students may not excuse themselves. Parents may call at any time before school and speak to a secretary or leave a voicemail message. In this case, a written excuse is not necessary for the office. (Some teachers may require a note for an absence; your son or daughter can inform you if he/she needs a note for any of his/her teachers.)

If parents are not able to make, contact with the school providing a reason for the student absence a note should be provided upon student return. Frequent or prolonged absences will make it difficult for students to keep up with the course material and could lead to a failing grade. It is the student's responsibility to complete all work missed while absent.

Please note: The school requires confirmation from parents for early dismissals.

STUDENTS SHOULD BE AWARE OF THE FOLLOWING:

Attendance is taken in all classes. Students are expected to be on time for every class.

1. The number of class absences, work habits, and subject mark will be reported on each term's report card.
2. Attendance problems will be discussed initially with the counsellor and may then be referred to an administrator. A meeting of the student, parent(s), administrator, and counsellor may be called to problem-solve if attendance problems persist.
3. Persistent irregular attendance, coupled with unsatisfactory achievement, will lead to a review of learning options for the student in order to best meet our goal of student success

SMOKE FREE ENVIRONMENT

In accordance with School District #43's ***Smoke Free Environment Policy & Regulations (I-A-66)*** no vaping/smoking is permitted in the school building or on the school grounds. This includes e-cigarettes/vapourizers. All products and paraphernalia will be confiscated, and consequences assigned - including the possibility of suspension.

ACTIVITY FEE

Payable by all students. This fee covers student agenda, locks, lockers, educational speakers, cultural performances and events, spirit days (Carnival, Christmas, Halloween).

ATHLETIC FEE

Optional fee, payable if students are playing a sport within the school. This fee covers registration through BC Sports and BC Secondary registration, a portion of referee costs, tournaments, jerseys, equipment.

VEHICLE REGISTRATION

In order to maintain good relations with the immediate Heritage Woods community and for security reasons as well, students and staff who drive motor vehicles to school shall register them during the first week of school or when they are able to bring a car to school. Please complete this information at the office.

MEDICAL ROOM/ILLNESS

The medical room is a temporary facility for students who become ill during the school day. Students must notify the office before proceeding to the medical room. **Students who wish to go home because of illness must check out with the office – a parent, guardian or alternate adult must be reached before a student can be sent home.**

TEXTBOOKS

Students are assigned various textbooks with specific numbers. At the time of book collection, we expect each student to be accountable for the books originally assigned. Students submitting books other than their own will be charged for lost books. Students returning damaged books will be charged for the damage. Students with outstanding fees or textbooks may have yearbooks held back until accounts are cleared.

LOST AND FOUND

The Lost and Found bins are located in the Music and PE hallways. Articles left in the lost and found for over a month may be sent to an appropriate charity or disposed of.

If you lose something such as small valuables, jewelry, phones, wallets, etc., please check with the office secretaries as these are usually handed into the main office

LOCKERS

Information will be coming out in August regarding the process for assigning lockers. You are permitted to use only the lock and locker assigned to you. Loss of the lock will result in a replacement cost. Keep your combination a secret. All locks must remain on these lockers. You may hang pictures, etc. in your locker (with masking tape or magnets) but may not write on or scratch surfaces. Lockers are the property of the school, and the administration has the right to search a locker if they have reason to believe it contains inappropriate materials.

Please ensure that student possessions are always locked in a locker. Leaving possessions in a non-secure area in the change rooms may result in theft of these items. Do not take the chance. Lock your possessions up!! This is extremely important for any type of electronics. Leave these in your regular locker!

P.E. LOCKERS

The cost to purchase a P.E. lock is \$6. This is non-refundable and the lock belongs to the student. They can use it as a P.E. lock for the full time that they are at Heritage Woods. Using regular school locks that should be on the student's locker is not permitted in the P.E. change rooms; these must remain on the school locker.

P.E. Lockers are for use during your P.E. class and all items need to be removed at the end of each class.

PERSONAL COMPUTERS (LAPTOPS AND OTHER HANDHELD DEVICES) TECHNICAL SPECIFICATIONS

The wireless computer network at Heritage Woods encourages the appropriate educational use of a variety of student-owned equipment. Only student devices that meet a minimum standard of security and authentication will be entitled to access the school network. These minimum requirements are available through our office in the Fall of each year.

PAPER AND PRINTER USE BY STUDENTS

Due to budget constraints, the school cannot afford to produce assignments for students outside of classes. Students who complete work on home computers need also to print their assignments at home and turn in the finished product to their teacher.

HERITAGE WOODS EXTRA-CURRICULAR ACTIVITIES

Participating in extra-curricular activities contributes to a positive school culture and promotes student wellness. At Heritage Woods, academics are of the utmost importance and students must have good overall academic standing to participate in extracurricular programs.”

To participate in extracurricular programs, students are expected to:

To participate in extracurricular programs, students are expected to:

- Attend and be on time for all classes (excused only with parent/guardian permission)
- Keep up to date on assignments (communicate with teachers regarding upcoming work, attend Flex, etc)
- Maintain passing grades in all classes

ATHLETICS

Heritage Woods student athletes may be required to miss classes or leave class early on a regular basis during the season of play. The expectation is that students communicate with their teachers, attend regularly, stay on top of assignments, and maintain good academic standing in their classes. In addition, HWSS student athletes are expected to act as role models for other students in terms of appropriate behaviour. Any issues with the points noted above could result in removal from the team.

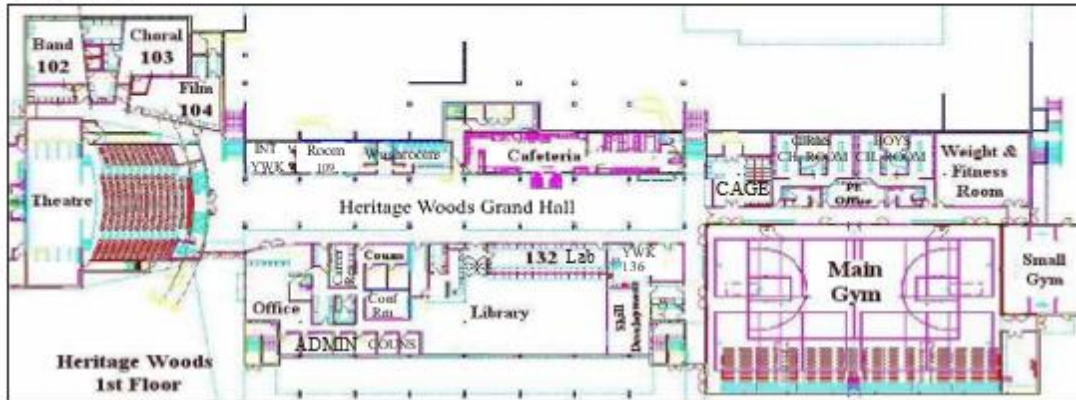
Sponsors of any extra-curricular program may have additional policies pertaining to student expectations.



Heritage Woods School Map

Portable

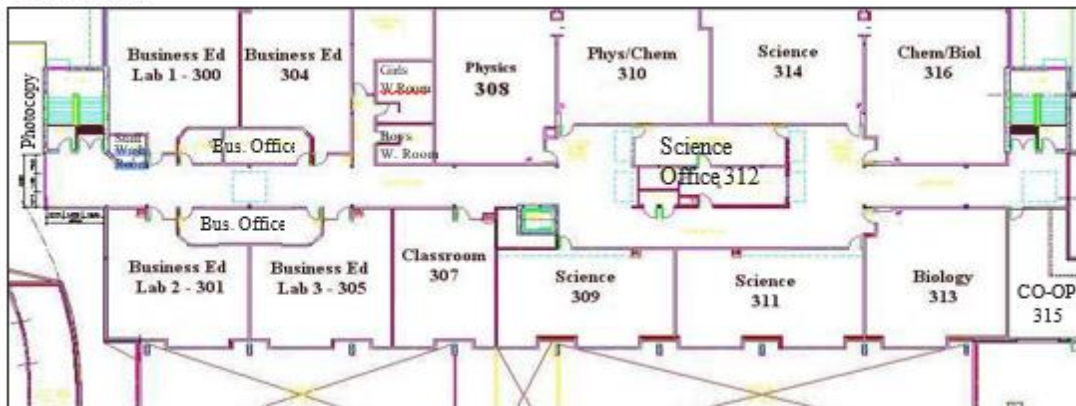
First Floor



Second Floor



Third Floor

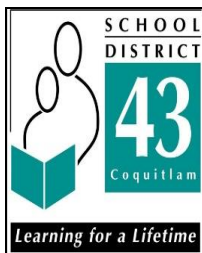


HERITAGE WOODS SCHOOL CALENDAR

IMPORTANT DATES 2024-2025

| | |
|---|--|
| Schools Open/Photo Day | Tuesday, September 3, 2024 |
| Professional Day (School Closed) | Friday, September 20, 2024 |
| Truth and Reconciliation Day (School Closed) | Monday, September 30, 2024 |
| Interims | Thursday, Oct 10 / Friday, Oct 11, 2024 |
| Thanksgiving Day (School Closed) | Monday, October 14, 2024 |
| Parent Teacher Conferences | Thursday, October 17, 2024 |
| Professional Day (School Closed) | Friday, October 25, 2024 |
| Grade 9 Take Your Kids to Work Day | Wednesday, November 6, 2024 |
| Remembrance Day (School Closed) | Monday, November 11, 2024 |
| Semester 1 Mid Term Reports Available Online | Thursday, November 21, 2024 |
| Professional Day (School Closed) | Friday, December 6, 2024 |
| Schools Close for Winter Vacation (Last Day in Session) | Friday, December 20, 2024 |
| Winter Vacation Period (School Closed) | Monday, Dec 23, 2024 – Friday, Jan 3, 2025 |
| Schools re-open after Winter Vacation | Monday, January 6, 2025 |
| Provincial Assessments | January 20 – 24, 2025 |
| Grade 8 Tour | Friday, January 24, 2025 |
| Last Day of Semester #1 | Friday, January 24, 2025 |
| First Day Semester #2 | Monday, January 27, 2025 |
| Semester 1 Learning Updates Available | Friday, January 31, 2025 |
| Grade 9 Immunization | Monday, Feb 10 / Monday Feb 24, 2025 |
| BC Family Day (School Closed) | Monday, February 17, 2025 |
| Pink Shirt Day | Wednesday, February 26, 2025 |
| Professional Day (School Closed) | Friday, February 28, 2025 |
| Interims | Thursday, March 6 / Friday, March 7, 2025 |
| Grade 9 Immunization (Catch Up) | Friday, March 7, 2025 |
| Parent/Teacher Conferences | Thursday, March 13, 2025 |
| Schools Close for Spring Vacation (Last Day in Session) | Friday, March 14, 2025 |
| Spring Vacation Period (School Closed) | March 17 - March 28, 2025 |
| School re-opens after Spring Vacation | Monday, March 31, 2025 |
| Capstone Presentations | Thursday, April 10, 2025 |
| Good Friday (School Closed) | Friday, April 18, 2025 |
| Easter Monday (School Closed) | Monday, April 21, 2025 |
| Professional Day (School Closed) | Friday, April 25, 2025 |
| Semester 2 Mid Term Reports Available Online | Friday, May 1, 2025 |
| Professional Day (School Closed) | Friday, May 16, 2025 |
| Victoria Day (School Closed) | Monday, May 19, 2025 |
| Grad Dinner/Dance & After Grad | Saturday, June 7, 2025 |
| Last day of Semester #2 Formal Classes | Friday, June 20, 2025 |
| Commencement Ceremony | Saturday, June 21, 2025 |
| FLEX Opportunities | June 23 - 26, 2025 |
| Last Day of School for All Students | Thursday, June 26, 2025 |
| Learning Updates Available | Thursday, June 26, 2025 |
| Administrative Day | Friday, June 27, 2025 |

Calendar dates can change. Please refer to the school website and select the calendar link for the most current dates.



Policies and Administrative Procedures Overview

June 2023

Complete copies of the following policies and administrative procedures (APs) are available on the school district website: www.sd43.bc.ca (under Board of Education)

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff, and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically: The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules
- attend classes punctually and regularly
- work cooperatively and diligently at their studies and with home assignments
- respect the rights of all persons within the school including peers, staff, and parents
- respect the legitimate authority of the school staff
- respect the school's physical school facilities
- respect the ethnic diversity of our school community
- behave in a safe and responsible manner at all times
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence, or intimidation.

Student Threat Assessment Protocol: A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

3. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school websites. Announcements may also be made on School District 43 (Coquitlam) (SD43) social media and local radio stations. For more information visit: www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

4. Digital Responsibility for Students – AP 140-2

The District endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute, or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

5. Tobacco and Vapour Products Free Environment – AP 171

All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee, or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

6. Anti-Racism – AP 205

The District acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic, and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge, and practices by developing a framework which will promote and support equity, justice, and access to all.

7. Formal Intervention and Suspension of Students – AP 355

The effective management of student discipline is a necessity in establishing safe, caring, and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

8. Personal, Discriminatory, and Sexual Harassment – AP 356

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory, or sexual harassment. The District, all staff members, students, and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear, and discrimination.

9. Resolution of Student or Parent School Concerns – AP 380

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board [Policy 13](#).

B. Principal or School Level Problem

1. Discuss directly with the Principal the action, policy, procedure, or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent (see contact information above).
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that SD43 personnel will seek a resolution to the problem as quickly as possible.