

PINETREE SECONDARY SCHOOL

STUDENT AGENDA

2025 - 2026



Ms. J. Close

Principal

Ms. C. Aoyama, Ms. M. Mehai and Mr. M. Rao

Vice-Principals

3000 Pinewood Avenue
Coquitlam, British Columbia V3B 7Y7

***HOME OF THE TIMBERWOLVES
ACCEPTING CHALLENGES TOGETHER***

Telephone: 604 464 2513

Fax: 604 937 8056

Name: _____

Address: _____

City/Town: _____ Postal Code: _____

Telephone: _____

Teacher: _____ PACK #: _____

This is an important document. Please arrange to have it translated.

Ce document est important. On vous recommande de le faire traduire.

To jest wazny dokument. Prosimy o przetlumaczenie go.

此為重要文件,請翻譯成中文.

이것은 매우 중요한 서류입니다, 정확한 번역을 부탁드립니다.

این مدارک از اهمیت ویژه ای برخوردار است لطفاً ترجمه شده آن را در خواست بفرمایید.

SEMESTER 1 TIMETABLE

Block	Subject	Teacher	Classroom

SEMESTER 2 TIMETABLE

Block	Subject	Teacher	Classroom

MISSION STATEMENT

Working with our community, we are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment, which recognizes and respects individual differences, encourages students to challenge personal limits, and promotes excellence.

ACCEPTING CHALLENGES TOGETHER

Pinetree staff is committed to providing:
Professionalism, Fairness, Role Modelling
A Caring Attitude
A Safe Environment

Welcome to Pinetree Secondary School. This is going to be a fantastic year!

Pinetree is a wonderful school with traditions of which we are proud. Our academic program is exemplary, and you will have a wealth of extracurricular opportunities in athletics, music, service, and the arts. Pinetree has a reputation for acceptance and understanding. This is YOUR SCHOOL, and we look forward to YOUR contributions.

We trust that, as a Pinetree student, you will commit to working with your peers and staff to learn and grow. Your secondary school years are important. Everyone at Pinetree cares about your success and we hope you take an active role in seeking opportunities to enrich your high school experience. We encourage you to seek help when you need it and we are here to provide the necessary supports you required for success.

Please use the app called **MySchoolDay** (select Pinetree Secondary). This will be your personal time management tool. It contains valuable information about Pinetree routines and expectations. Please read it carefully.

As school administrators we feel especially privileged to be a part of this school community and we look forward to working with each of you this year.

Ms. Janine Close, Principal

Ms. Catherine Aoyama, Vice-Principal (A – J)

Ms. Marina Mehaj, Vice-Principal (K – P)

Mr. Mark Rao, Vice-Principal (Q – Z)

Pinetree Secondary

School Calendar 2025 – 2026

Schools open	Tuesday, September 2, 2025
Non-Instructional Day (Common District Day)	Friday, September 19, 2025
Truth & Reconciliation Day	Tuesday, September 30, 2025
Thanksgiving Day	Monday, October 13, 2025
Non-Instructional Day (Common District/Common Provincial Day)	Friday, October 24, 2025
Remembrance Day Stat Holiday	Tuesday, November 11, 2025
Non-Instructional Day (School Based)	Friday, December 5, 2025
Schools close for Winter Vacation (last day in session)	Friday, December 19, 2025
Winter Vacation Period	Monday, December 22, 2025 - Friday, January 2, 2026
Schools re-open after Winter Vacation	Monday, January 5, 2026
BC Family Day	Monday, February 16, 2026
Non-Instructional Day (Common District Day)	Friday, February 27, 2026
Schools close for Spring Vacation (last day in session)	Friday, March 13, 2026
Spring Vacation Period	Monday, March 16 – Friday, March 27, 2026
Schools re-open after Spring Vacation	Monday, March 30, 2026
Good Friday	Friday, April 3, 2026
Easter Monday	Monday, April 6, 2026
Non-Instructional Day (Common District Day)	Friday, April 24, 2026
Victoria Day	Monday, May 18, 2026
Non-Instructional Day (School Based)	Monday, June 1, 2026
Last Day of School for all Students	Thursday, June 25, 2026
Administrative Day	Friday, June 26, 2026

GENERAL INFORMATION

SCHOOL OFFICE

Open daily from 8:00 am - 4:00 pm.

SCHOOL COMMUNITY

Pinetree School Community is defined as Pinetree Secondary School, Pinetree Community Centre, and Douglas College (specifically the cafeteria). The forest and trails to the west of the school are "out of bounds" and to be used for transit only (to and from school). In addition, the Community Centre facilities (gyms, weight room, change rooms, bathrooms, etc) should not be accessed outside of class time.

SMOKING

Pinetree is a smoke-free environment. Students should not have any smoking or vape products on their person or in their lockers. This includes cigarettes, electronic cigarettes, and vaporizers, as well as lighters, matches, papers, and any other related products. Smoking is not permitted on school property or at any school function. The west side of Pinetree Way, the pedestrian overpass, student parking lot, the Community Centre, and Douglas College are also smoke-free areas.

VISITORS

It is the Principal's expectation that Pinetree students refrain from inviting visitors to Pinetree from other schools. Pinetree is strictly for Pinetree students. All visitors are directed to sign in at the Main Office. It is also expected that Pinetree students will NOT visit other schools during the school day.

PARKING

We encourage students to walk, bicycle, bus, or be driven to school. Students who do bring a car to school must:

- register cars at the school office and obtain a parking pass;
- park in student parking lot only (immediately next to the overpass).

The school cannot accept responsibility for theft or damage to cars. Appropriate driving habits must be exercised around and near the school.

LOCKS AND LOCKERS

Students select their own locker by visiting the [school website](#). User ID and password are your student number and initials. Example: Jane Doe, 1234567 - User ID:1234567; Password: jd1234567.

It is students' responsibility to take care of their lockers and to ensure that their lock combinations are kept safe.

Students should be aware that lockers and locks are school property and are only on loan to the students. Both the locker and lock must be kept in good condition. Only school-issued locks may be used on lockers. The replacement fee for lost or broken locks is \$10.00 to be paid at the office. **DO NOT SHARE LOCKERS OR LOCK COMBINATIONS.**

All PE classes have accessibility to change room lockers. Students are required to purchase their own PE lock from the PE department for \$10.00.

VALUABLES

Responsibility for all personal belongings rests with the students.

Valuable items and cash should not be brought to school. Students are responsible for the safety of their personal belongings. The school has no responsibility for lost or stolen articles as we do not have insurance to cover these items. Lockers need to be locked at all times, but please note that items of value should NEVER be in lockers or unattended at any time.

LOST AND FOUND

The lost and found is in the office and in the PE Office. Students should see the receptionist in the office or their PE teacher to claim their lost item. Articles left in the lost and found for over a month will be sent to an appropriate charity.

TEXTBOOKS

It is the student's responsibility to care for all textbooks issued to them. Any lost or damaged books must be paid for by the student. It is the student's responsibility to ensure that textbooks are returned in the same condition in which they were issued.

CAFETERIA

Cafeteria service is available to students daily. Students can use cash, credit card, or debit card.

STUDENT PHOTOS

School photos will be taken on Tuesday, September 2, 2025, during the school day. Artona will be providing information regarding the ordering of photos at the start of the school year. These pictures are also used for student Go Cards at no charge.

YEARBOOK

We will provide an opportunity for students to purchase yearbooks. A yearbook is an optional purchase for students. More information on ordering a yearbook will be outlined in September.

EMERGENCY DRILLS

In accordance with District Policy, emergency preparedness drills will be held throughout the year. Staff will explain the procedures in more detail as they occur.

MEDICAL ALERTS

Please provide us with all pertinent medical information to ensure that you have the best possible program at Pinetree. All students with a medical alert must have the appropriate paperwork completed and submitted to the office. Medical alert forms can be found on our school website: <http://www.sd43.bc.ca/school/pinetree/Parents/Forms/Pages/default.aspx#/=>

Any special treatment procedures must be communicated to us in writing so that, in case of an emergency, we are well equipped to handle special circumstances appropriately.

SEMESTER SYSTEM

Pinetree operates on a semestered system with a few classes operating for the full year. Most students take four classes per day. Grade 9s do not have block 1 class. A small number of classes run on a linear system (all year).

ILLNESS and ATTENDANCE

To report your child's absence, please email or phone the school, pinetreeattendance@sd43.bc.ca, or 604-464-2513.

Ill at school

If a student becomes ill at school, they should report this to their teacher, who will direct them to the office. The office will attempt to reach their parent/guardian contact for permission for the student to go home.

Late

It is expected that students will be on time for all classes. If a student is late for any class, they must report to the main office to sign in. Parents are asked to email or phone the office prior to the start of the school day, to notify the office staff of their child's absence.

*****Please email or phone each day of absence.**

If an absence has extended for more than two or three days, and homework is required, please contact your child's counsellor so that proper arrangements for homework can be made.

Early Dismissal

Students requiring an early dismissal must sign out through the office. An email or phone call from the parent/guardian is required before the student signs out.

PACK (PINETREE ADVISORY CONNECTING KIDS)

At various times throughout the school year, students will meet in their assigned PACK classes. For example, in the first week, grade 9 PACK classes will engage in their Digital Literacy course and grade 12's will engage in their Career Life Connections course (which is a requirement for graduation). The PACK schedule will be posted on the calendar.

ENRICHMENT AND SUPPORT SEMINARS (ESS) SCHEDULE

Enrichment and Support Seminars, which are **mandatory** for students, occur every Tuesday and Thursday. All teachers will be available at this time to provide learning seminars and assistance to enhance student learning. Students may choose to go to a teacher OR a teacher may ask them to attend to provide specific instruction and support. Students are also encouraged to seek assistance from their classroom teacher whenever they feel uncertain or unclear about course material.

BLOCK SCHEDULES

MONDAY

Block 1	7:47 am – 9:00 am
Block 2	9:05 am – 10:21 am
Block 3	10:26 am – 11:42 am
<i>Lunch</i>	<i>11:42 am – 12:22 pm</i>
Block 4	12:22 pm – 1:38 pm
Block 5	1:43 pm – 3:00 pm

TUESDAY/THURSDAY

Block 1	7:45 am – 9:00 am
Block 2	9:05 am – 10:13 am
ESS	10:18 am – 11:06 am
Block 3	11:11 am – 12:19 pm
<i>Lunch</i>	<i>12:19 pm – 12:59 pm</i>
Block 4	12:59 pm – 2:07 pm
Block 5	2:12 pm – 3:20 pm

WEDNESDAY/FRIDAY

Block 1	7:45 am – 9:00 am
Block 2	9:05 am – 10:25 am
Block 3	10:30 am – 11:50 am
<i>Lunch</i>	<i>11:50 am – 12:35 pm</i>
Block 4	12:35 pm – 1:55 pm
Block 5	2:00 pm – 3:20 pm

ASSESSMENT AND LEARNING UPDATES

Pinetree's evaluation of students is based upon continuous assessment of student participation and progress.

Students in grade 9 will be assessed based on the BC Ministry of Education's Reporting Order which uses a proficiency scale to evaluate student learning outcomes.

Students in grades 10, 11, and 12 will receive a percentage and a letter grade in the learning evaluation from their teachers.

There are four formal learning updates (reports) each year. Additionally, interim reports will be sent out approximately five weeks into each term (October and March). These will be available through the student and parent portals. Parents/guardians are encouraged and advised to download and save a copy of their child's learning update (report card) as it is a legal document and may be required for future reference. Please note that learning updates are only accessible on the portal until mid-July.

GRADUATION

In order to participate in our Commencement Ceremony in June 2026, students must be within two courses of graduation (80 credits and, as well, have a meeting with their Vice Principal and Counsellor). Students who are three or more courses short of graduation will not be permitted to participate in the Commencement Ceremony. Graduation requirements can be found on the Ministry of Education website.

GRADING SCALE

86-100	A
73-85	B
67-72	C+
60-66	C
50-59	C-
0-49	F

On the final learning update of each semester, all IE (insufficient evidence) grades are converted to a Pass (C-) or Fail (F) grade.

ASSESSMENT PROCESS

EXAMINATIONS

Examinations are one aspect of students' education and are written during class time. Students may not be allowed to make up missed classroom exams without a valid reason that has been verified by a parent/guardian or doctor.

The entire assessment process is designed to ensure fair and just treatment of students. The evaluation model will help to clarify this process.

A. *Teacher*

- Will present a preview of the course and an explanation of the method of assessment of the student
- Will compile written evidence of student achievement and confer with the student on his/her progress

B. *Department*

- Will determine core content of the courses and the methods of assessment
- Staff members teaching the same courses will meet to discuss assessments

C. *School appeal*

- If a student or parent makes a special appeal, the principal and staff representatives will meet to ensure that extraordinary situations receive fair judgement prior to a final school decision

D. *District appeal*

- If a special appeal is made by a student or parent, the Assistant Superintendent or designated official will convene a meeting to ensure that a final district appeal is considered

PROVINCIAL ASSESSMENTS

All students currently enrolled in grades 9 - 12 MUST have completed the Numeracy and Literacy Assessment 10, and Literacy 12 as a part of their graduation requirements. These assessments do not make up a part of the students' mark. More information can be found on the Ministry website: <https://curriculum.gov.bc.ca/provincial/assessment>.

AWARDS

Pinetree has a tradition of honouring students who excel in a variety of areas.

Any student wishing to be considered for an award will need to be enrolled in a full course load and must be in good standing within the school. A full course load is defined as a minimum of seven courses, taken at Pinetree, in any given year, including grade 12.

GRADUATION

Gold Cord and Gold Stoll status is based upon students' combined grade 11 and 12 courses taken at Pinetree (not online courses).

- Students must have 15 courses (English 12 must be one of these courses) within the regular school day (blocks 1 – 5), and be enrolled at Pinetree
- Gold cord – combined average of 86%+
- Gold stole – top 5%

SCHOOL AWARDS

Department award recipients have their name on a school plaque and will receive a small plaque to keep:

- Students are chosen by each department
- The top female and male athletes (one from each category)
 - Selected by coaches and the athletic director
- Courage of Spirit Award (1)
 - One student who best represents the ideals of perseverance
 - Nominated by staff, and selected by the awards committee

ACHIEVEMENT WITH HONOURS – MINISTRY OF EDUCATION

A graduating student with an outstanding level of achievement will have the phrase "Achievement with Honours" included on their transcript. In order to be eligible to receive this designation on their transcript, a student must:

- Satisfy provincial graduation requirements
- Obtain better than a B average in their best 80 credits for required and elective courses

COUNSELLING SERVICES

Counselling/Administrator assignments are alphabetical according to the student's last name:

Counsellors

A – I	Ms. Bishop
J – O	Mr. Nelson
P – Z	Ms. Dhillon
Int'l Ed Coordinator	Mr. Sharma

Need help? Drop by the counselling department or book an appointment via email with your counsellor. Counsellors can help with:

- Success at school
- Course planning
- Career planning
- Post-secondary information, planning, registration

- Academic, personal, emotional, social or family problems
- Provision of student peer mentors/mediators
- Prevention and awareness education
- Crisis intervention and referral to community resources
- Provision of support services such as career resource facilitator and drug/alcohol worker

INDIGENOUS STUDENT SUPPORT

Students of indigenous ancestry are offered support throughout the district. For information on these support services, please speak to Ms. Masi, or contact the District's Indigenous Education Department (604-945-7386).

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

For students new to Canada whose first language is not English and whose English reading and writing is below grade level, EAL classroom and tutorial assistance is provided. The EAL teachers prepare students for entry into regular classes. EAL instruction is available if the student, teacher, and a counsellor agree it is necessary.

LEARNING SERVICES

Learning Services is comprised of a variety of personnel: Learning Support Teachers (LSTs), counsellors, education assistants (EAs), learning inclusion support workers (LISWs) and a youth worker. In addition, District personnel can be involved.

Students who have been designated through the Ministry as requiring educational support, i.e. Individualized Education Plan (IEP) will be assigned a LST. This teacher is a case manager and will make direct contact with the student and their family early in the school year. IEP meetings with students, families, counsellors, and other support personnel will be set early in the year as well as later in the year for IEP updates. The IEP may include universal/essential supports, and/or replacement curriculum goals, to be able to assist the student in achieving their learning potential.

Pinetree's model for supporting students:

Students may have a scheduled block of support or may be assisted in their class. All students are entitled to universal supports to support them in accessing the curriculum as well as in demonstrating their knowledge. If you have a concern about your child's program, please contact the appropriate alpha Vice-Principal or Counsellor.

How can I get help with my coursework?

Always see your teachers first for assistance! ESS block is an excellent opportunity to see your teachers. ESS is held every Tuesday and Thursday between block 2 and block 3. All teachers are available for support and all students must attend one of their classes during ESS.

The Homework Club is available for drop-in support after school on Mondays, Wednesdays and Thursdays. The library and multi-purpose room are open throughout day as areas to complete work. Should you have any questions or concerns about available supports, contact your teacher, counsellor, or vice-principal.

ENRICHMENT OPPORTUNITIES

Pinetree offers highly motivated students a variety of individual and group enrichment opportunities designed to enhance their experience. Enrichment opportunities include Honours Program and Advanced Placement Seminars and Testing. Teachers can also provide extension opportunities.

SCHOLARSHIP MEETINGS

Students can work with their counsellor and the career resource facilitator to explore academic competitions, leadership opportunities, resume writing and a wide range of scholarship opportunities.

LIBRARY PROGRAMS

The school library is available to students for research, the completion of homework, studying, and recreational reading from 7:50 am to 4:00 pm. The library is an integral part of Pinetree's instructional program and may be closed during certain blocks for teacher collaborations and special presentations.

THE 'HOWL' & PINETREE TV

The "HOWL" and Pinetree TV are Pinetree's daily bulletin used to publicize all school events. The HOWL is available on our school website, on the My School Day App, and is posted outside the office on the bulletin board.

ATHLETICS: SCHOOL TEAMS, INTRAMURAL SPORTS, SCHOOL FUNCTIONS, AND CLUBS

Pinetree offers a wide variety of activities, clubs and events. We hope students will get involved in a number of extracurricular activities as we believe they contribute to the total education of each individual. The offering of any teams, intramural or school events during the year depends on student interest and the availability of teachers, coaches or sponsors. Possible activities:

TEAMS

Fall

Senior Boys' Soccer, Volleyball, Cross Country

Winter

Boys' and Girls' Basketball, Wrestling, Ski and Snowboard

Spring

Track and Field, Girls' Soccer, Golf, Tennis, Badminton, Ultimate Frisbee, Mountain Biking

INTRAMURALS

Intramural sports operate during the lunch break, with a wide variety of sport activities available for all students.

CLUBS

There is a Clubs Day in the fall, please listen for the announcements or check the My School Day App. Anyone who wishes to set up a club must go through the appropriate process which will be publicized in September.

FUNDRAISING

Fundraising and special event information will be circulated in the fall.

LEARNING HONESTY POLICY

Pinetree aspires to develop honest, ethical, and accomplished students capable of being responsible citizens in Canadian society.

Since educational achievement should reflect an individual student's honestly acquired skill, knowledge, and ability, students who participate in any activities that undermine the integrity of their educational achievement at Pinetree are serving neither their own nor society's best interests. Any form of cheating or school learning dishonesty will not be tolerated at Pinetree. All incidents must be reported to a student's counsellor and/or vice principal. See Code of Conduct found later in the agenda.

Cheating is defined as any attempt by a student to complete an examination, assignment, or assessment by unfair means. Unfair means may include any one or more of the following:

- plagiarism – the unacknowledged use of another person's work and the presentation of that work, in whole or in part, as one's own or assisting in the act of plagiarism by allowing one's work to be used in this manner. This may include presenting the words or ideas of another as one's own or submission of the same work to more than one teacher without the teacher's consent
- obtaining or providing unauthorized information concerning all or part of an assignment or examination prior to or during the examination, taking an examination for another student, or arranging for another person to take an exam in one's place
- altering or changing test answers after submission for grading, altering, or changing grades after grades have been awarded, or altering, or changing other academic records
- making any other attempt to alter grades using means that have not been or would not be approved by your teacher
- using unauthorized materials including the use of unauthorized electronic devices or information during an exam or assignment

Cheating could include a student getting editing "help" which results in a finished product not reflective of the student's ability to.

NOTE: If a student is not sure about any assignment, they should check with the teacher before submitting it for marking. This is a place where it is "better to be safe than sorry".

Progressive Discipline - when the school learning honesty policy is broken, the following actions will be taken:

- a referral will be made to the student counsellor
- counsellor will meet with the student and put a note in student's file, if warranted, or, if it is a second referral, counsellor will refer to the appropriate vice principal.

For all referrals to a vice principal, the following may occur on a first or subsequent infraction:

- parent contact and a formal letter to the parent from the vice principal
- a letter to all the student's teachers informing them of the incident
- a directive by the administration will be given to teachers

and counsellors that no letters of reference or recommendation be written for the student for the current year, a note of the infraction on the student's computer discipline record and disqualification from all school awards for the year

- Vice Principal has discretion to apply the school and district code of conduct

At the discretion of the teacher, the following may occur on a first or subsequent infraction:

- an obligatory final exam and/or additional assignments to assure the validity of the student's achievement

At the discretion of the administration, the following may occur on a first or subsequent infraction:

- suspension
- administrative transfer or any additional consequence the administration deems fit

CODE OF CONDUCT

I. INTRODUCTION

Pinetree Secondary is committed to promoting and maintaining a safe, caring and orderly school environment, as outlined in the *Safe Caring and Orderly Schools Guide* [A Guide for Safe, Caring and Orderly Schools](#). The following document is comprised of the guiding process utilized to create Pinetree Secondary's Code of Conduct, and the expectations for all members of the Pinetree Community. These guidelines adhere to District, Ministry and School Act Standards and reflect provincial standards for "Codes of Conduct", as stated below:

School Boards and schools are entrusted, through the School Act, with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards (Safe, Caring and Orderly Guide, page 15).

II. CODE OF CONDUCT: KEY ELEMENTS

The expectations outlined in Pinetree's Code of Conduct apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including online behaviour) that negatively impacts the safe, caring, orderly environment of the school, and/or student learning.

1. Process

Our Code of Conduct is reviewed with students at assemblies, with staff at staff meetings, and with parents at Parent Advisory Council (PAC) meetings. Questions, discussions, and suggestions are equally valued, and all stakeholders are given an opportunity to provide feedback and make recommendations for improvement.

2. Communication

The Code of Conduct is communicated to students, parents, and staff, as well as to visitors and other district staff. The Code of Conduct is explicitly 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. Our Code of Conduct is communicated through the agenda book/app, on my43, in newsletters and is discussed with students in September at grade-wide assemblies. Ongoing communication with parents happens in PAC and at parent meetings throughout the year.

3. Implementation

Our school Code of Conduct has been, and continues to be, embedded in the teachings of our staff members. They make every effort to teach, model, and encourage socially responsible behaviours. Expectations in Pinetree Secondary's Code of Conduct are also reinforced through numerous structures such as:

- Restorative process when possible *
- PACK classes (9-12)
- Newsletters
- Staff meetings/PAC meetings/Pro-D settings
- My43 website
- Grade-wide assemblies

* Our role in our school community is to teach positive social behaviour, and we work with our students to help them be proactive in situations where may conflicts may arise. When conflicts or miscommunications do arise, we aim to use a restorative approach in attaining resolutions and we work on teaching students the skills needed to work through these types of situations. As part of the restorative process, students learn how to recognize the harm caused as well as how to repair the harm that has been caused. As a result, students learn how to engage positively with the members in our community and return to the school community after the incident better equipped with tools to positively interact with others. Note that while every effort is made to ensure that all students are supported, ongoing conduct issues may need to be addressed through more traditional approaches to discipline. These may be implemented along with restorative approaches or on their own. The disciplinary process implemented, and the decisions made are specific to each student and their circumstances.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review.

If school staff, students or parents recognize behaviour not covered by the Code of Conduct, they can bring this forward to the school administration for potential inclusion in the Code. Each year, additions or revisions 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

Pinetree Secondary's Code of Conduct is aligned with the *Safe, Caring and Orderly Schools* document and is compatible between schools in the community and across elementary, middle and secondary levels.

6. Standards

Pinetree Secondary School promotes the values expressed in the BC Human Rights Code to respect the rights of all individuals in accordance with the law and prohibit discrimination based on race, colour, Indigenous ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation. As well as through discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

Statement of Purpose

- To establish and maintain a safe, caring and orderly environment within which to teach and learn
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location
- To ensure a positive environment that values diversity, fairness, and equity
- To encourage thoughtful and reflective citizenship

Conduct Expectations

“As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. 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.”

Acceptable conduct is demonstrated by:

- respecting self, others and the school
- engaging in responsible behaviour in all learning and school activities (attending classes regularly, being prepared for class, completing all assignments, and being a respectful community member)
- helping to ensure the school environment is a safe, caring place for all to learn
- informing a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- modeling respectful and responsible behaviour at school, in the community, (including online) while acting as a school ambassador
- practicing ‘Ethics of Information Use’ (see ‘Intellectual Dishonesty’) by always citing research sources: text, sound, graphics, video, etc.
- Using washrooms and changing rooms for their intended purpose, not as a gathering space
- Dressing appropriately for the school learning environment that is respectful of self and others

Personal digital devices in school:

- Any use of personal digital devices at school is subject to all expectations for conduct and use of technology, including AP 140.2 Digital Responsibility for Students: Appropriate and responsible use of network and internet on or off campus
- 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 the teacher when identified as appropriate for students' learning environment or because of unique circumstances
- Students shall not discriminate against others on the basis of any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds; 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.

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment of any school community member
- create an unsafe or dangerous learning environment
- demonstrate a lack of caring for self, others and/or the school community
- negatively impact the school environment
- demonstrate bullying; harassment; intimidation or exclusion; physical or verbal bullying such as putdowns, name calling, gestures or actions; and 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.

Cyber-Bullying or transmitting or posting threatening, abusive, obscene, or harassing material:

- All types of cyberbullying and posting of inappropriate material is subject to disciplinary action. Do not post comments or imagery on social media that are negative, derogatory, or inappropriate.

All people have the right to not be touched, teased, humiliated or to be made uncomfortable or unsafe through or by means of:

- physical violence or assault
- physical violence or any form of harassment as retribution towards someone who reported unsafe or violent incidents

- participating in a physical fight as a combatant or contributing to the fight by recording it using a cell phone camera
- swearing and use of inappropriate language
- acts of unkind words or hurtful behaviours; bullying, harassment, or intimidation
- inappropriate or misuse of network or internet (Facebook, 'X' (formerly Twitter), Instagram, Snapchat, Tik Tok, WeChat, and/or other social media sites) in a hurtful manner on or off campus; duplicating, storing, or transferring pornographic materials
- use of banned substances, including all tobacco products (cigarettes, electronic cigarettes, vaporizers, chewing tobacco) and alcohol on campus
- 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; extortion
- illegal acts, such as gambling for money, goods, services, or any other items (note: playing card games or other activities are acceptable without gambling for money, goods or services, etc.)

****Behaviours cited above are only some examples and not an all-inclusive list.**

Rising Expectations

- As students progress through grades 9-12, and become more mature, it is expected that they will show increasing personal responsibility and self-discipline
- There will be a system of increasing consequences for inappropriate behaviour as students' progress in grade level as older students are expected to model positive behaviours for their peers and younger students

Consequences

- 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
- The consequence will be implemented based on the severity and frequency of the behaviour.
- Progressive discipline methods will be implemented to alter inappropriate and/or unsafe behaviour and consequences, and support will be preventative and restorative in nature.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint regarding a breach of code of conduct.

Examples/strategies could include one or more of the following:

- students participating in a meaningful consequence for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies including Restorative Practices

- small group mediation
- informal suspension (at school or at home)
- partial day school program
- behaviour plan and/or safety plan
- formal suspension (as per District Code of Conduct)

****Strategies cited above are only some examples and not an all-inclusive list.**

Suspension Process

Level I, II or III (Level III: serious or dangerous behaviours)

- Responses to unacceptable conduct are pre-planned, consistent and fair.
- Disciplinary action, wherever possible, is preventative as well as restorative, rather than merely punitive.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.
- Special considerations may apply to the implementation of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability that is intellectual, physical, sensory, emotional, or behavioural in nature.

Search and seizure

A 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 any prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purpose 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 the Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

Notification

Depending on the nature of unacceptable behaviour, the school staff will contact the following people:

- parents or guardians of the student offender(s)
- parents or guardians 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
- staff and school community, as deemed appropriate by the school and/or district administration

Resolution of Student or Parent School Concern – 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. 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.

The *Pinetree Secondary School Code of Conduct* has used the structural set up, designated passages and terminology from the BC Ministry of Education Standards Department Safe, Caring and Orderly Schools Document: The Guide Publisher: National Library of Canada Cataloguing in Publication Data Victoria, British Columbia ISBN 0-7726- 5120-5

The *Safe, Caring and Orderly Schools* Document can be found on the internet at www.bced.gov.bc.ca

ACTION PLAN FOR LEARNING 2025 – 2026

The Action Plan for Learning is posted on our school website. Visit or click [here](#).

EMERGENCY EVACUATION ROUTES 2025-2026

Rooms & Areas	Exit Route	Pinetree Crossing
A100, A101, A102, A103, A104, Library, A200, A201, A202, A203, A204	Foyer Doors (Douglas side) Centre Stairs to foyer doors	Overpass
A215, A216, A217, A218, A219	South exit to Douglas College side	Overpass
A105, A106, A107, A108, A117, A118, A119, Office, Counselling, Staff Room	Southeast exit into courtyard	North Crosswalk
A109, A110, A111, A112, A113, A114, A115	Northeast Staircase into staff parking lot	North Crosswalk
A208, A209, A210, A211, A212, A213, A214	Northeast Staircase into staff parking lot	North Crosswalk
B204, B205, B207	Northwest Staircase into staff parking lot	North Crosswalk
A116, B100, B101, B102, B103, B104, B105, B106, B107, B108, Port A, Port C, Port D	Exterior classroom doors	North Crosswalk
A205, A206, A207, A220, A221, A222	Southeast Staircase out to sidewalk on Pinetree Way	North Crosswalk
B200, B201, B202, B203	Southwest Staircase to main South exit (by caf)	South Crosswalk
Drama, Music, Band	Southeast hall exit doors	South Crosswalk
Gymnasium	Southwest rear exterior doors	South Crosswalk
Cafeteria	South exterior doors	South Crosswalk
CC Weight room, ASLA, Mat room	Exit closest to mat room (to school patio)	Overpass

1. Students are led out of the building using the designated exit route listed
2. Students are led across Pinetree Way to Cunnings Field via the assigned crosswalk for the classroom they were in.
3. Attendance is taken and provided to the Command Centre in the center of the field
4. An Administrator will give the "All-Clear". At this time, an orderly return to the school building will begin, following the protocol indicated below:

ASSEMBLY AREAS AT CUNNINGS FIELD

A – G – Northwest quadrant

Leong, S – M – Northeast quadrant

H – Leong, H – Southwest quadrant

O – Z – Southeast quadrant

RETURN ROUTES

O – Z – 1st dismissal – return via overpass

H – Leong, H – 2nd dismissal – return via north crosswalks

Leong, S – M – 3rd dismissal – return via overpass

A – G – 4th dismissal – return via north crosswalks



Pinetree Secondary School

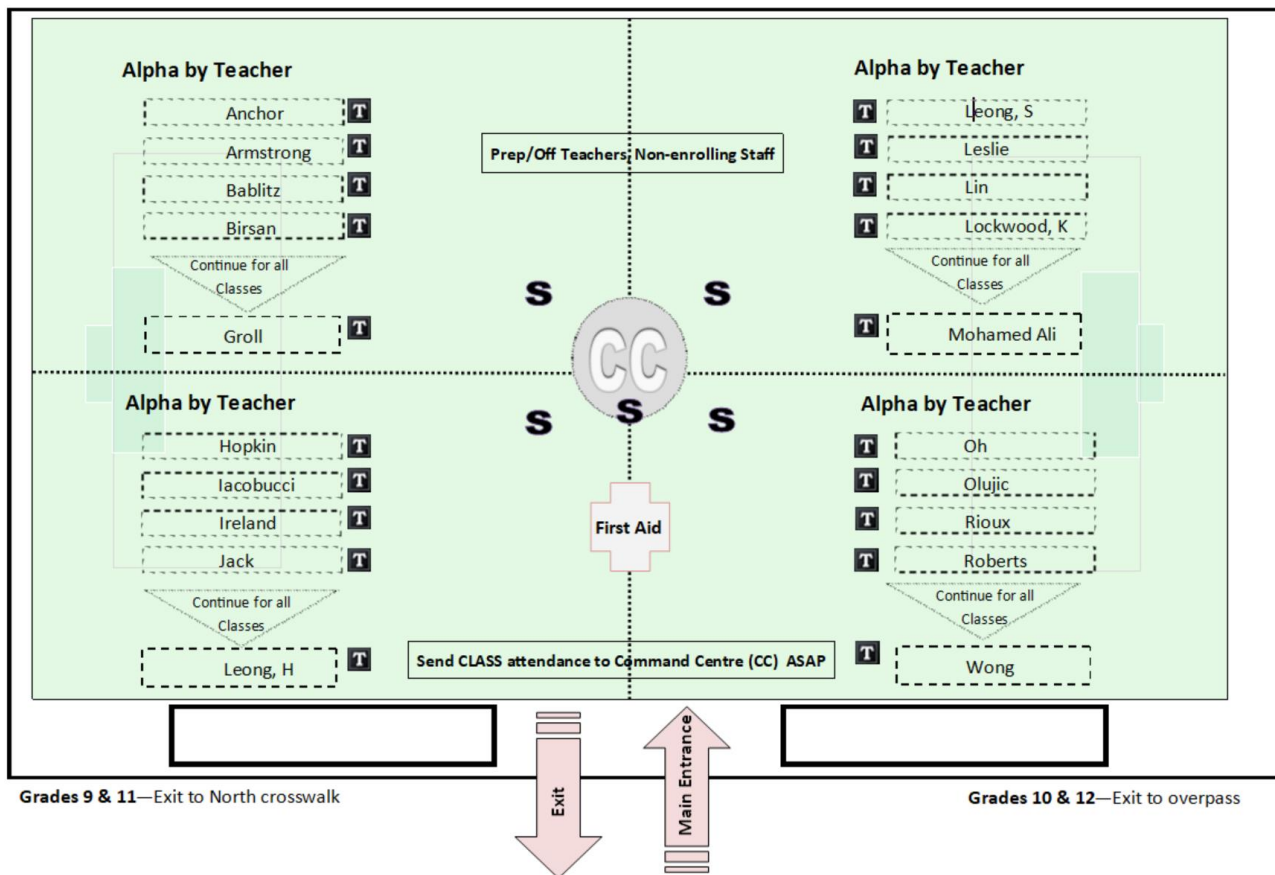
Cunnings Field Evacuation Map—Sept. 2024

Bleachers

T = Teacher **S** = Secretary

North

Pinetree Way



PINETREE SECONDARY SCHOOL

- TA = Teacher Area
- W = Washrooms
- = Lower Level
- ➔ = Enter/Exit

