

JOHNSTON HEIGHTS

— *Secondary School* —



STUDENT HANDBOOK

2025 - 2026



JOHNSTON HEIGHTS SECONDARY

HOME OF THE EAGLES

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Our Mission

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



The Surrey School District is proud to offer the International Baccalaureate Middle Years Programme and Diploma Programme at Johnston Heights Secondary. These programs prepare our students to embrace their futures and develop the competencies and understanding necessary to create a thriving global society. These programs support the district vision of preparing our learners to think creatively and critically, communicate skillfully, and demonstrate care for self and others.

Sincerely,

Perry Smith ~ Kᵂanilqᵂa?
Assistant Superintendent

Welcome to Johnston Heights Secondary, an authorized IB (International Baccalaureate) Middle Years Programme (2017) and Diploma Programme (2021) World School. We believe that students and their learning are at the centre of all we do, and we strive to engage students deeply in inquiry learning. We work hard to build strong reflective skills through this process. The IB framework for learning has given our community a solid foundation for developing students into being knowledgeable and caring young people, who co-create a more peaceful environment through intercultural understanding and respect.

Sincerely,
Susan Beyer
Principal/Head of School

IB Mission Statement

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

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

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

IB Policies

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

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

The IB Learner Profile

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

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

As IB Learners we strive to be:

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

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

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

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

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

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

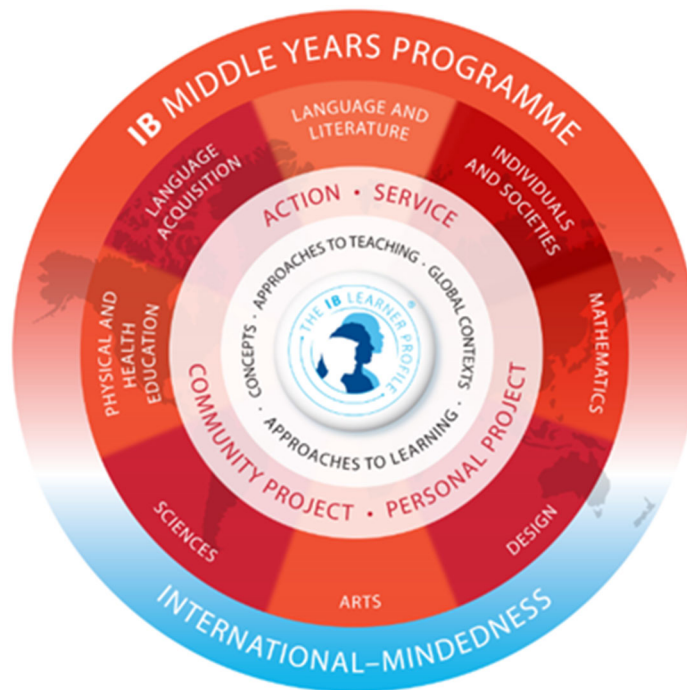
CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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

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

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





The Middle Years Programme (MYP)

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

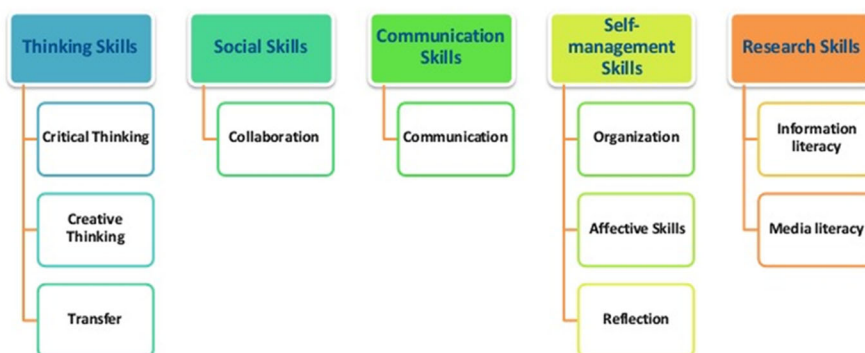
The MYP addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding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

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

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

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

Learning Skills in the MYP – ATL Skills



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

Grade 10 Personal Project

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

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

Admissions Policy

Johnston Heights Secondary School is a public school in Surrey and welcomes all students. Admission acceptance is based on catchment, and we accept students from our feeder elementary schools. We as a learning community believe all students can find success within the MYP and support the holistic nature of the IB.

This is not a choice-based programme as all students enrolled at Johnston Heights Secondary school are enrolled in MYP from Grade 8 through 10. There is no admission test or fee to complete this programme.

The language of instruction is English, and students within the MYP enroll in either French or Spanish as a second language of study for all three years of the programme.

Johnston Heights is committed to creating an active learning community that embodies the IB learner profile.

Johnston Heights is a caring school that embraces inclusion and seeks to ensure students can be accommodated comfortably within the school. The school respects and supports diversity as part of its mission. We welcome students with learning differences with support provided by our Inclusion, BASES and counselling team.

International Mindedness Policy

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

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

It is important to have a clear perspective on how and why we engage in various cultures both within our school and the world. It is a piece of self-reflection that we should all strive to do as professionals. The BC Ed Plan's Core Competencies stress student understanding of a personal and positive cultural identity that includes the awareness, understanding and appreciation of one's own ancestry, culture, language, beliefs, and perspectives in a multicultural society. The aim of the Middle Years Programme is to develop internationally minded people. In order for our students to become internationally minded, they need to see us modeling these values on a daily basis with each other and them. At Johnston Heights Secondary School, we strive through our curriculum, our extra-curricular activities, our School Code of Conduct, and our personal service and daily interaction with others, to embody a disposition of International Mindedness in order to foster a school and greater community that is equitable for all people. Taking into account the beliefs, customs, practices, languages and differences of individuals and groups, the Johnston Heights Secondary community will:

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

Language Policy

The purpose of the language policy is to inform and guide teaching and learning in the Middle Years Programme. It also provides a framework for the curriculum and outlines our goal of fostering an international-minded community of learners. This document is an outline of the philosophy and practices surrounding language acquisition and the maintenance of mother tongue at Johnston Heights Secondary School. Johnston Heights is a diverse community of learners. We value multiculturalism and believe that our students' cultural backgrounds and identities should be valued and shared. The opportunities to learn a new language and to develop one's first language are equally important. Multilingualism opens doors to opportunities and relationships and facilitates global communication.

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

Language Policy Objectives

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

School Language Profile

In the 2024-2025 school year Johnston Heights has a population of approximately 1500 students. It is a multicultural environment in which 78 different languages are spoken by students. Some of these languages include:

- Arabic—78
- Bengali—10
- Cantonese—34
- Chinese—34
- English—470
- Farsi—22
- Hindi—56
- Mandarin—83
- Punjabi—116
- Spanish—32
- Swahili—4
- Tagalog—191

Language of Instruction

The language of instruction at Johnston Heights is English.

Second Language

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

Mother Tongue Support

We recognize that many of our students speak another language at home and we are committed to supporting their mother tongue at school. How we support our learners is through a support structure with multiple interventions.

Teachers

All teachers are language teachers and committed to supporting students both in English and their mother tongue through classroom differentiation, and integration of mother tongue language learning opportunities.

ELL (English Language Learner) Teachers

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

Multicultural support workers

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

Learning Commons

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

Community

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

Inclusion Policy

At Johnston Heights, we place great value on our inclusive community. Learners have a variety of abilities, aptitudes, talents and challenges. Students with special educational needs as identified in their Individual Education Plans (IEPs) may be able to meet the Middle Years Programme requirements.

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

display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education

have the aptitude to meet all curriculum and assessment requirements but require support to meet their full potential in learning and assessment

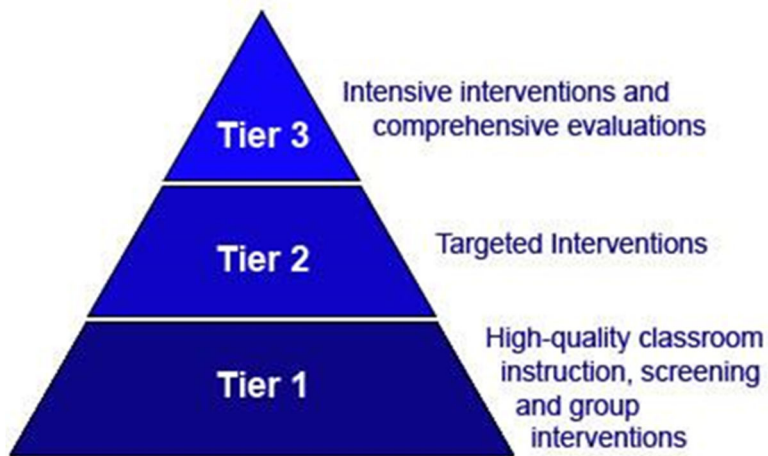
require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

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

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

At Johnston Heights, all students are expected to be enrolled in a full timetable of regular classes. Our model of full inclusion in MYP grades 8-10 is designed to foster a culture whereby all students are accepted into any class. This assists in building a culture of belonging for all students. All students are provided with the support necessary to access learning in a fully inclusive setting. Specialist Support teachers work with classroom teachers to differentiate learning and teaching strategies to provide students with multiple entry points to conceptual learning. Support is flexible and fluid as determined by student need using a Response to Intervention (RTI) model.

* Response to Intervention / Integrated Service Delivery



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

For students with special needs, Individual Education Plans (IEP), a ministry legal requirement, provide the classroom teacher with an outline of the student's specific learning difficulties and suggest ways of addressing these (adaptations, scaffolding techniques, differentiation of instruction and assessment, etc.). IEP's draw recommendations for support from psycho-educational testing reports, which are generated from registered psychologists. On a yearly basis the team updates the IEP to reflect changes in the student's status.

"Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them." (Access and Inclusion Policy, IBO, 2018.)

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

Assessment Policy

"Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment." (SD36, Learning by Design)

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

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

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

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

We believe that all members of the school community should take responsibility for student achievement. The rights and responsibilities associated with assessment lie with:

Teachers:

- Design engaging and rigorous lessons and assessments
- Align assessments with MYP objectives/criteria, Ministry of BC's course-specific big ideas, and approaches to learning skills
- Work collaboratively to maintain consistent assessment practices through team alignment and standardization to ensure reliable results
- Receive support from colleagues, IB coordinators, and administration regarding assessment
- Provide students with clear task specific clarifications for summative assessments
- Provide students with timely and meaningful feedback about formative and summative tasks
- Provide opportunities for students to reflect on their course performance
- Use professional judgment to determine students' levels of achievement

Students:

- Actively participate in classroom learning
- Work with peers and teachers to develop knowledge and skills
- Perform their best efforts to demonstrate their skills and growth
- Ensure work is of their own creation and they use academic honesty
- Understand the Criterion and Learning Objectives for each subject
- Ask for assistance when needed
- Stay informed about their progress
- Reflect on their learning to foster growth

Administration:

- Provide time and resources for teachers to maintain the school's assessment policies
- Provide time for teachers to collaborate
- Support a collaborative learning atmosphere for the entire school community
- Trust teachers' professional judgment for determining levels of achievement.
- Observe the teacher's progress and provide feedback
- Conduct MYP meetings and subject group meetings
- Provide opportunities for IB professional development workshops
- Arrange parent-teacher conferences

Parents and Guardians:

- Support their children's growth during their learning in the MYP program
- Understand the learning objectives and Criterion rubrics for each course
- Use the rubrics as a point of reference for discussing assessment with teachers, administrators, and their children
- Contact teachers with questions they may have regarding assessment or their child's progress in MYP
- Attend MYP parent night information sessions to stay informed about the MYP

Academic Integrity Policy

Johnston Heights sets high standards for its students and expects that all students maintain a high standard of integrity and honesty in their academic performance and overall behavior at school and beyond.

At Johnston Heights Secondary School, the Learner Profile is a key cornerstone of what IB learners strive to be. One of the 10 aspects of the Learner Profile is being "principled" which is defined as acting "with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them."

Purpose

Johnston Heights Secondary is committed to the highest standards of academic honesty and intellectual integrity. Our students are challenged to develop strong moral and ethical practices in their studies, research, writing, presentations, testing procedures and examinations. The Academic Integrity Policy at Johnston Heights clearly outlines the expectations for proper academic conduct, the faculty and administration's role in promoting academic honesty and the consequences of academic misconduct.

By maintaining academic integrity, IB's goal is to award "reliable, fair and recognized outcomes to our students through valid assessments... Results cannot be fair if some students have had an unreasonable advantage over others." (IB Academic Integrity, 2019)

Procedures

When students are accepted into the Johnson Heights, they are provided with copies of IB publications on Academic Integrity and Johnston Heights' IB Academic Integrity Policy. The policy applies to all academic work completed by students during their 5 years at Johnston Heights Secondary. This includes homework and class assignments, individual and group projects and presentations, research/field studies/lab work conducted for assessment.

Students and parents are required to acquaint themselves with these materials and sign the Declaration that acknowledges their understanding of the policy in grade 11. The signed declaration is kept on file until the student graduates from the programme.

Why Do We Need Academic Integrity?

- **To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement.
- **To maintain trust and credibility.**
- **To develop respect for others.**

What is Academic Integrity?

Johnston Heights, an IB World School, acknowledges, supports and endorses the IB Academic Integrity Policy. "Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work" (IB Academic Integrity, 2019). An ethical culture should be part of any educational institution, established and nurtured by the entire school community. "It is expected that students will understand:

- Their responsibility for producing authentic and genuine individual and group work
- How to correctly attribute sources, acknowledging the work and ideas of others
- The responsible use of information technology and social media
- How to observe and adhere to ethical and honest practice during examinations" (IB Academic Integrity, 2019)

Student Expectations

Students at Johnston Heights Secondary School are expected to put forth the best of their academic abilities and effort towards all their courses throughout their schooling, from Grades 8 to Grade 12. Academic honesty and integrity means respecting and ascribing to the principles of learning that honour the intrinsic value of education and the importance of rigorous curricula and authentic assessment practices. Maintaining academic integrity means that students are expected to be responsible learners who complete all in-class and out-of-class assignments/assessment pieces in an honest manner that most accurately and authentically represent their best level of learning and understanding.

Teachers are a key component of academic honesty. Teachers at Johnston Heights commit to the action of instructing students what academic integrity is, and ensuring that it is grounded in honesty, trust, fairness, mutual respect and collective responsibility.

What is Academic Misconduct?

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Categories of Academic Misconduct in IB

- **Plagiarism** is defined as the representation, **intentionally or unwittingly**, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour that disrupts the examination and communicating with others during the examination.
- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Middle Years Programme requirements.
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking an unauthorized material into an examination room, misconduct during an examination, falsifying a record; **not submitting major assignments (for example, thus gaining advantage.)**)

All efforts must be made to hand in major assignments on the due date even if students have an excused absence (for example, submit an electronic copy or drop off a paper copy to the office.) Extensions may be granted in extenuating circumstances, on a case-by-case basis, provided that teachers are consulted in advance for consideration. In some cases, a medical note will be required.

Examples of Misconduct during Classroom Testing Procedures

- copying another person's test answers
- exchanging information during the test
- copying answers from illicit notes or recorded on electronic devices
- obtaining a copy of a test paper ahead of time
- cooperation on class assignments when prohibited by the teacher

To avoid misconduct, teachers may ask students to leave all books, bags, electronic devices and other materials at the front of the room or in other areas not accessible to students during tests. Sharing of any tools necessary for testing, such as computers, erasers, calculators, rulers, etc., is not allowed. Other steps may be necessary to ensure the integrity of test-taking and assessment environments.

Consequences of Academic Misconduct

In addition to refraining from participating in academic dishonesty, students are expected to understand that if they partake in it, there are consequences for their actions. According to the IB Organization, being principled means, "We take responsibility for our actions and their consequences."

Level One: Violations will be dealt by the teacher with the student and will be reported to the appropriate Department Head and Vice Principal. Student's name will be added to an excel file for record keeping and sharing with all staff. Students who are caught cheating or plagiarizing may receive a zero on the suspect assignment. Parents will be notified in these situations.

Level one violation includes, but is not limited to:

- copying homework or providing your homework to another students
- looking on another's test or quiz
- allowing another student look on a test or a quiz
- using other secretive methods of receiving or giving answers on a test or quiz
- taking information from another source that is not properly cited, including Artificial Intelligence (AI) such as ChatGPT
- sharing answers with others on an assignment that was meant to be done individually.

Level Two: Repeated level one violations and severe violations and will be dealt with by the teacher, the MYP Coordinator, and the Head of School. Parents will be contacted in these situations. Level two violations include, but are not limited to:

- multiple level one violations
- copying papers from the Internet, use of Artificial Intelligence (AI) such as ChatGPT to write a paper, other publications, or other students papers
- resubmission of a previous assignment from another course
- taking any part of a test to use or give to others
- submitting as their own any material that has been developed or written by another

These violations can be considered theft; therefore, any student who is guilty of a level two violation may receive a zero or no credit on the suspect assignment. The student must still meet the minimum requirements of the course by demonstrating the skills, by rewriting the assignment or on a future assignment, according to teacher specifications. Further consequences may include suspension from the class and school activities and/or suspension from the school. The recording of this information will be included in the student's school file.

Expectations of Parents

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- Support their children's understanding of IB policies, procedures and subject guidelines
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children

IB Coordinator and School Administration are expected to:

- know the IB Academic Integrity Policy, General Rules and Regulations, and regulations and instructions, concerning, for example, the conduct of examinations
- know what constitutes academic honesty and malpractice
- establish a school culture that actively encourages academic honesty
- support the IB in the prevention, detection and investigation of malpractice
- Inform parents about the standards the school is trying to uphold

Teachers are expected to:

- act as role models for the candidates and make sure all shared materials (handouts/presentations/etc.) are correctly referenced
- post Academic Integrity Flyer in their classrooms
- be fully aware of the IB and school policy on Academic Integrity
- to make clear what the expectations are regarding academic policy in the context of their own subject areas in their course outlines and during their instruction time.
- support and encourage students to comply with the guidelines of these policies in the preparation of their work for assessment
- teach students how to properly cite, paraphrase, and reference material by providing specific examples of printed and non-printed sources
- help students with early detection of unintentional plagiarism
- give students specific guidelines that encourage students to develop their own ideas through different class practices
- clearly explain the distinction between collusion and collaboration
- provide students with constructive feedback on their drafts
- confirm, to the best of his/her knowledge, that all candidates' work accepted or submitted for assessment is the authentic work of each candidate

Teacher-Librarian is expected to:

- provide his/her expertise on plagiarism and copyright to students and staff
- provide research guidelines and help students locate, evaluate and use information in accordance with good academic practice

How to Avoid Misconduct

- **To avoid plagiarism**, provide
 - sources for all verbatim quotations of two or more consecutive words which must be enclosed within quotation marks
 - sources from which you paraphrased and/or used ideas and facts
 - sources for non-printed materials such as maps, photographs, illustrations, data, graphs and so on. The addresses of websites (URL) and the date when they were accessed must be provided. E-mail messages, online databases, DVDs and any other electronic media must be treated in the same way as the Internet, books and journals.
- **To avoid Collusion**, be aware of collusion versus collaboration
 - Collaboration with other students is permitted and encouraged; for example, in the requirements for internal assessment in some subjects; however, the final work must be produced independently, despite the fact that it may be based on similar data.
 - During their collaboration, students should take their own notes and should not share them with their partner and/or other members of the group.
 - The introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words.
 - Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates

Citing and Acknowledgement of Sources

- Johnston Heights uses the MLA or APA citation styles.
- Individual subjects/teachers might provide their own specific requirements and guidelines.
- Students are provided with examples on referencing materials and resources.

BC Graduation Program



The Government of British Columbia curriculum website states:

“The B.C. Graduation Program ensures that students graduate from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into higher education, training and the workforce... Students must earn at least 80 course credits and complete the Provincial Graduation Assessments in numeracy and literacy to graduate.” (<https://curriculum.gov.bc.ca/graduation>)

Grade 10:

- English (two 2 credit courses)
- Math
- Science
- Social Studies
- PE
- Career Life Exploration (Personal Project)
- Language (MYP requirement)
- Fine Art or Applied Skill
- Literacy 10 and Numeracy 10 Assessments

Grades 11 and 12:

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

*Graduation requirements also indicate one of the above courses to be an Indigenous-focused course

“[Provincial assessments] provide a snapshot of student performance in key areas and, over time, can help to monitor key outcomes of B.C.’s education system. B.C.’s provincial assessments remain rigorous and based on learning standards to evaluate student achievement, Core Competencies, and literacy and numeracy skills... students in the B.C. Graduation Program will complete three provincial assessments. These assessments focus on the demonstration and application of numeracy and literacy.” (<https://curriculum.gov.bc.ca/provincial/assessment>) Results will appear on the student’s official transcript.

For current MYP, DP and graduation assessment information, as well as the grade 8-12 BC curriculum, please refer to:

- our school website
- The MYP and DP Assessment Policy in the BC Graduation Program
- The BC Ministry of Education and Child Care website

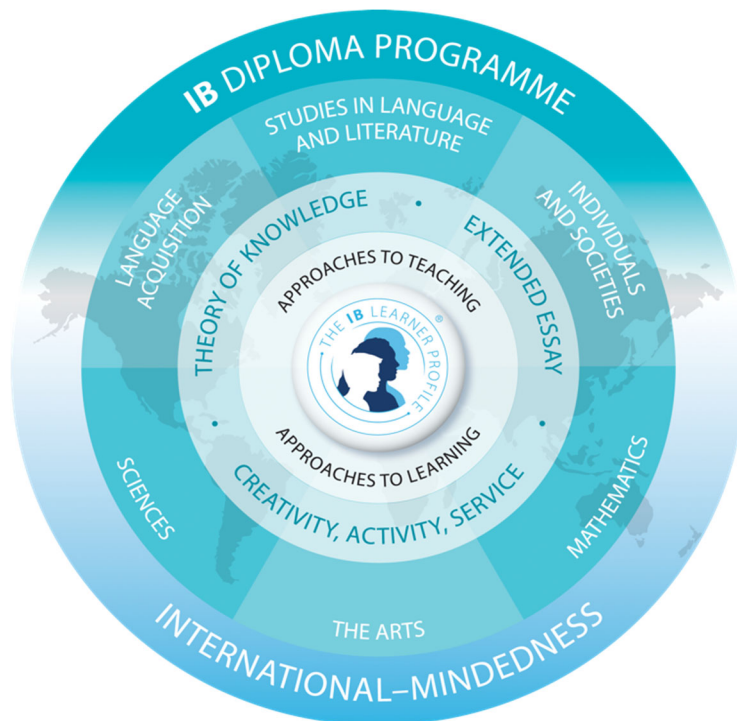
Career Planning at Johnston Heights

The goal of the **Johnston Heights Career Centre** is to enable students to succeed in career exploration and to gain the necessary knowledge, skills and attitudes appropriate for their career success—essential when planning for post-secondary education and work.

The Career Centre provides students with resources to explore different career options, labour market information, resume support, work experience, and participation in various career field trips and career programs.

There are a variety of Career Programs at Johnston Heights Secondary School, such as Take Our Kids To Work, Career Cruising, Career Fairs such as Guest Speakers, WorkSafeBC, World of Choices, Mock Interviews, and the RCMP Academy.

We also offer one and two semester-long District Partnership Programs at various Career Technical Centres (CTC) throughout the Surrey School District. CTC programs include welding, steel fabrication, plumbing, outdoor power equipment, millwright, masonry, hairdressing, electrical and industrial electronics, drafting and CADD, carpentry, automotive parts and service, light warehousing, applied business technology, baking and pastry arts, CISCO networking, horticulture, and Woodlinks! Participating students can also gain a Secondary School Apprenticeship.



IB Diploma Programme Framework

The IB Diploma Programme

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

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

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

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

Application Process & Fees

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

Admissions Criteria

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

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

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

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

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

IB Course Candidate Option

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

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

Students electing to take an IB DP course must complete the internal and external (exam) assessments outlined by the IB. Without completing these, the student will not earn credit for the course. Students will have to pay the examination fee in year two of the course. It is approximately \$183 per exam.

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



Johnston Heights Student Code of Conduct

This Student Code of Conduct is consistent with District expectations in all Surrey schools and the IB program. This code is designed to provide guidelines for appropriate student conduct while under the jurisdiction of the school, either during the school day or at school-sponsored functions and activities. It has been designed to ensure a safe and caring environment, while simultaneously supporting students in developing the attributes of the Learner Profile. Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own academic learning and social growth. Become knowledgeable and responsible for conducting yourself within the school's Code of Conduct. Students involved in incidents which take place off of the school grounds may be held accountable to the school Code of Conduct if the events impact the school in a negative manner.

Each student has the responsibility to:

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

Each student has the right to:

- Receive responsible and competent instruction
- Receive a clear statement, in advance, in writing, of what is expected of students in each course.
- Select courses best suited to personal needs (based on consultation with parents and staff).
- Be free of discrimination based on race, religion, sex, nationality, economic status or political belief.

Students are expected to:

Develop positive attitudes and behaviours by:

- Allowing others to work without distraction or undue noise.
- Moving around hallways and grounds without causing harm to others.
- Caring for and treating lockers, textbooks, and other school property as if they were your own, as well as asking for permission before using others' belongings
- Using language free from profanity, offense and racism.
- Dressing in clean, appropriate clothing.
- Ensuring that litter is placed in designated containers and that our community and neighbouring properties are respected and cared for

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

- Attending each class regularly and punctually with appropriate equipment and materials
- Having a parent or guardian telephone the school for each absence or late arrival.
- Working to achieve the objectives set forth for each class session.
- Being thorough and prompt in completing and handing in assignments.
- Asking for assistance when information is not understood.

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

- Refraining from physical violence, verbal threats, or harassment in and around the school.
- Keeping the school and nearby property free from weapons or imitation weapons.
- Refraining from inviting or encouraging intruders to the school for any purpose.

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

Participate in appropriate decision-making processes by:

- Being involved with the student leadership and its committees and activities
- Communicating with teacher, counsellors and administration to express ideas.

Bullying / Intimidation (in person or online)

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

Our Commitment to Racial Equity

The Surrey School District is committed to upholding human rights, advancing racial equity, Truth and Reconciliation and creating safe and caring working and learning environments in all schools and district sites.

Together, through clear and widely understood policies, practices, and resources, we strive to ensure that Indigenous, Black and racialized members of school communities, along with their families, are welcomed, accepted and included in all aspects of education and school life.

Cell Phones and other electronic devices

Personal Digital Devices are defined as any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, tablet, laptop, or smartwatch. These devices are important tools which can be used to enhance learning and prepare children for the world in which they will work and live. Personal digital devices provide support for children who rely on these tools to access learning through services such as translation, adaptations for Individual Education Plans, medical support, health needs, or to provide equity of access to resources. The classroom teacher is responsible for the learning environment in the classroom, for guiding children to use personal digital devices appropriately, and for determining when personal digital devices should be used.

The safe and responsible use of personal digital devices is expected by all Surrey School District students, employees, volunteers, parents, guardians, and community members who are on school district property or interacting with students or staff. This includes the following:

- Those using personal digital devices need to abide by the school code of conduct as well as all Provincial and Federal laws and the British Columbia Human Rights Code. This includes not using personal digital devices to engage or participate in bullying or harassment, discrimination, or defamation of character.
- At both elementary and secondary schools, personal digital devices can be used during class time to enhance learning at the direction of the classroom teacher. These devices should be used in a way that is respectful of other's learning and does not distract others in terms of light, sound, or by other means.
- At elementary schools, it is expected that personal digital devices are to be put away during non-class time such as recess and lunch. Exceptions to this are for students who need digital devices for medical or health reasons, translation, accessibility, or other student-specific reasons.
- Personal Digital Devices should not be used during lock down procedures or drills. The use of personal digital devices during this time may impact the emergency safety response.
- Surrey School District staff and students should not be recorded, visually or audibly, for any reason without their prior consent.
- The Surrey School District is not responsible for lost, missing, or damaged personal digital devices that students choose to bring to school.

Clothing

Students of Johnston Heights Secondary must dress in a manner that is appropriate for a public school. Writing, pictures, logos and content on clothing items must not include drug, alcohol, violence or gang representation. Footwear is essential for hygiene and safety. The school may request that students cover up with additional clothing, or go home to change if the attire is not appropriate, based on the criteria above.

Smoking/Vaping

In the interest of the health of students, staff and all others who use or visit schools and school district facilities, it is against School District Policy to use tobacco or tobacco products on school property or on any School District site. This policy applies to all students, employees, and visitors. In addition, products such as e-cigarettes and vapes will not be permitted in school or on school property.

Suspension

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

Food Delivery

We do not accept food delivery via third party apps at Johnston Heights Secondary.

Student Fees and Optional Program Enhancement Costs

- Basic Student Activity Fee—\$25 (Mandatory. Includes student/parent Eagletime app, Managebac, Go card, locker maintenance, Grade 8 agendas, school-sponsored events such as clubs, athletics, intramurals, BBQs, awards, etc.)

Optional enhancements and extracurricular activities:

- Athletics:

Gr. 8 Volleyball	\$75	Gr. 8 & 9 Basketball	\$120	Sr Flag Football	\$50
Jr Volleyball	\$100	Jr & Sr Basketball	\$150	Jr & Sr Track & Field	\$40
Sr Volleyball	\$120	Jr & Sr Ultimate	\$80	Tennis	\$40
Swimming	\$40	Jr and Sr Badminton	\$75	Golf	\$35
Jr & Sr Boys Soccer	\$120	Gr. 8 Badminton	\$60	Rugby 7's	\$120
Jr & Sr Cross Country	\$40	Jr & Sr Girls Soccer	\$120	Dance Company 10-12	\$35

Please note: Fees are based on a per-sport basis; there will be no reduced rate for playing multiple sports. Athletes will pay fees for each sport they choose to participate in. The above listed fees are minimums. There may be subsequent fees based on cost per season for field rentals, officials, or tournaments. Athletic fees go towards facilities, equipment, replacements and new equipment, rental of fields if needed, athletic banquet, league costs, tournament costs, officials/referees, BC School Sports registration, the Joe Morello Scholarship fund, etc.

Grad Ceremony	\$50	IB Fees (Camp, Buses)	\$200
Grad Dinner and Dance (optional)	\$125	Textbook Deposit (fully refundable upon return)	\$100
Graphing Calculator Rental Deposit	\$100	Workbooks (Math11/12)	\$37
IB Exam (Per Exam)	\$200	Yearbook Early Bird	\$55
		Yearbook after Jan. 1 st	\$60

Textbooks

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

Johnston Heights General Information

Athletics

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

Badminton	Rugby	Tennis
Basketball	Soccer	Volleyball
Cross Country	Swimming	Ultimate Frisbee
Football	Track and Field	

Counselling Services

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

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

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

Ms. Tifenbach
Ms. Khaila
Mr. McLean
Ms. Peterson

A – Deol
Dep – K
L – Rol
Ron – Z

- **Mediation**

Counsellors coordinate a mediation service to help students and parents deal with disagreements, arguments or misunderstandings. Mediation is a safe place for individuals in conflict to talk and to listen to one another and to create agreements to end the conflict. We are committed to the process of people working out their conflicts in a constructive way.

- **Course Change Policy**

Timetable changes will only be considered under extenuating circumstances. Course changes during the year and after the first week, are only permitted with the permission of the course teachers, counsellors, parents and administration. Students who cannot access an academic course that is necessary for graduation will be wait-listed or offered other options to complete the course. Students who have completed an academic course once (either at Summer School or Johnston Heights) will not be permitted to retake that course at Johnston Heights.

- **Study Blocks**

Grade 12 students may request a study block through their counselor. Students with a full academic load are given first consideration and then we look at individual circumstances. Studies require the permission of the counselor, parent and administration. Study blocks are only allowed for Grade 12 students and the expectation is that they use this time wisely. Students on a study block should be in the Learning Commons or at home. If in the building, students require a study pass to be picked up at the office each block.

Learning Commons

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

Clubs and Activities

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

Promotional Policy

All students will be provided with every opportunity to be successful. Grade placement will be made on an individual basis with the following considerations:

- Multiple measures of achievement
- Readiness and age
- Prospects for successfully meeting requirements of the next level

These considerations will be in consultation between teachers, administration, parents and students.

If a student is unsuccessful in a course they will be asked to:

- Repeat the course or
- Attend summer learning

At times a student may be promoted given consultation has taken place in special circumstances.

Student Recognition

In our effort to encourage excellence in many areas, Johnston Heights wishes to celebrate outstanding learning and citizenship. Exemplary achievements are recognized in Learning, Athletics, Service and Citizenship.

MYP Learner Profile Recognition

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

Bursaries and Scholarships

Students should make themselves aware of all scholarship and bursary opportunities throughout the school year. Please refer to our school website for current opportunities.

Technology Use and Policy

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

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

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

School Functions

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

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

During an emergency drill, students should demonstrate their ability to react immediately and appropriately. Teachers will provide instructions and review the procedure for evacuating the classroom and the building. Students should understand and respect the importance of emergency drills. Involvement in any threat, genuine or imitation, to the health, safety or well-being of the school property and/or those within, will result in disciplinary consequences and/or referral to legal authorities.

Attendance

Regular school attendance is a major factor contributing to student success in school. A student's absenteeism is considered excessive when it causes the student's performance to fall below a satisfactory level. It is always the responsibility of the student to complete any class work missed. Parents, students and staff will work together to encourage regular student attendance in order to ensure student success.

- **Truancy**

Truancy is an absence from class or school without a valid reason. If a student is found to be truant, an email and phone notification will be sent home and the student may be required to make up the time missed. Excessive truancy can result in a student being referred to the Vice Principal. In extreme cases, a student may be withdrawn from school. Johnston Heights appreciates a phone call prior to the start of the day advising when a student will be absent for the day.

- **Extended Absences**

If a student is going to be absent from school for a period longer than five school days, parents are requested to complete an "Extended Absence Form". These forms are available from the main office. Students are responsible for all missed assignments, activities and tests during their absence; however, it is not required that teachers provide work for students on vacation. Students missing 25 consecutive school days face the risk of being withdrawn from school.

- **Late to School**

Students who have been excused by a parent/guardian for being late must sign in at the office upon arrival and will be provided with a late slip before proceeding to class. Students who arrive late to school, without a parent-excused absence, should proceed directly to class. Johnston Heights appreciates a phone call prior to the start of the day advising when a student will be late for the day.

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

In order to dismiss a student before the end of the school day, the school office must have received verbal parental permission in the form of a phone call or phone message. Office staff will not dismiss any student without verbal permission from a parent/guardian.

- **Student Illness**

A student who feels ill while at school should report to the office. The office staff will contact a parent or guardian in cases where a student should be sent home. The school is not permitted to provide medication to students.. All medical alert information (potentially life threatening medical conditions) must be reported to the office at the time of registration each year (allergies, diabetes, etc.).

Withdrawal from School

Students planning to withdraw from school are asked to see your Counsellor or alpha Vice Principal well in advance of departure. Students MUST request a withdraw form from the office to be signed by all of their teachers, the teacher librarian and the accounts office. Students will be asked to clean out their locker and return all materials before departure from the school.

Lockers

Students are able to sign up online and choose a locker using our online locker management system. It is recommended that items of value, not be brought to school and left in lockers. For health reasons, no food matter is to be left in lockers overnight. Lockers are the property of the Surrey School District and may be subject to search by the administration. Change room lockers can be used for PE class periods only, and for these lockers, personal locks must be used. These lockers are available on a first-come, first-served basis. The school cannot be held responsible for any loss or theft of articles stored in a locker.

Personal Property at Owner's Risk (Valuables)

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

Transportation (personal)

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

Parking

It is a requirement that all vehicles be registered with the school office. The parking lots located at the south and west ends of the school are available for student parking. Students must use safe and respectful behaviour when driving on school property. The maximum speed limit on all school driveways and parking lots is 10km/hr. The school is not responsible for any vandalism or damage incurred to any vehicle while on Johnston Heights' property.