



BODWELL
HIGH SCHOOL

955 Harbourside Drive
North Vancouver, BC
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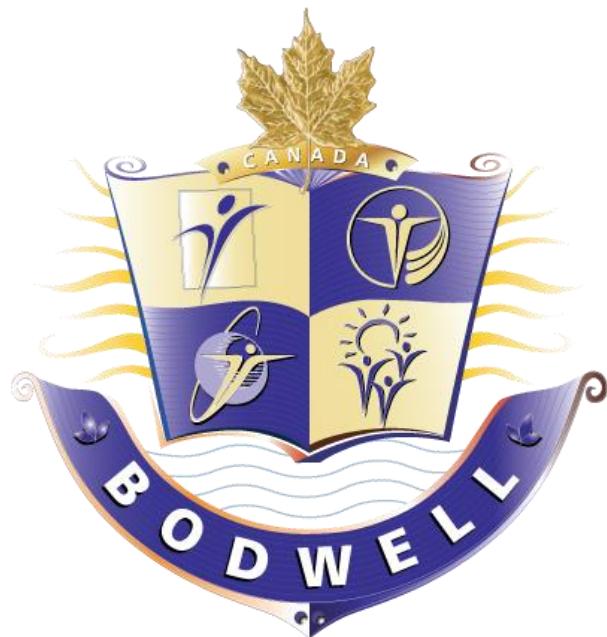
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BODWELL

HANDBOOK



SPRING TERM - 2020



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WELCOME TO BODWELL!

We hope your child's time with us will be happy and successful. You will find that the staff here are friendly and approachable, and are always willing to help you and your child. You will also find that the more your child becomes involved in the activities of the school, the more rewarding his/her experience will be.

The materials in this booklet are intended to help you and your child adjust to life at Bodwell. They provide important information and tell you about some of our expectations.

We hope that this booklet will help ensure that Bodwell is a safe, happy, clean, orderly place for everyone.

MESSAGE FROM MR. PAUL YUEN, PRESIDENT & CEO

I started as a youth worker after university some 46 years ago. 29 years ago, I co-founded Bodwell and have since seen thousands of students moving through adolescence to young adulthood.



I have learned so much from the students what secondary education is about. Other than learning English and liberating the academic mind, they also need to develop self-care and social skills, self-awareness and -confidence, and the love of the earth and other people.

Although I do not work directly with students anymore, I often enjoy watching them in a distance and thinking about their fulfilled and happy life in future. This keeps me going – to make Bodwell a real home and nurturing place for them even for a few years.

MESSAGE FROM MS. CATHY LEE, DIRECTOR OF SCHOOL DEVELOPMENT



Bodwell is a school of which everyone – students, staff, parents, and community – can feel proud. It is a school that seeks to promote in its students those qualities of character that will help them be successful in life: respect, kindness, dedication, hard work, cross-cultural sensitivity, and global thinking. It provides opportunities for students to become actively involved in their learning, and to pursue interests in academics, athletics, the fine arts, and many other areas. With its unique location and cosmopolitan student body, it truly is a "waterfront school that embraces the world."

MESSAGE FROM MR. STEPHEN GOOBIE, PRINCIPAL



A successful student at Bodwell is a highly-motivated young person. Being motivated means combining a deep sense of purpose, clear goals for growth as gradual steps in learning, and the practical habits and routines necessary to work toward progress. Through our professional staff and unique programs, it is my hope that Bodwell students are energized to find inner purpose both for themselves and to serve others, that they benefit from expert guidance in setting effective learning goals, and that they sharpen all of their habits and skills to directly pursue these goals with the utmost passion and determination.



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MESSAGE FROM MR. HOUSAM HALLIS, VICE PRINCIPAL OF ACADEMICS

I am very fortunate to be working with outstanding, caring and pioneering staff and parents to enable our students to reach our high academic standards while striving to achieve their goals of higher education. Our dedicated teachers are constantly collaborating and seeking to incorporate the most innovative pedagogical techniques in teaching and assessment into their lesson plans. Our counselling team utilizes best practices in overseeing the academic and personal development of our students; managing the health and wellbeing of each individual. Through different support strategies, our counselling team offers academic guidance to students that reflect understanding of the student's and family's goals.



MESSAGE FROM MR. JENS NISSEN, VICE PRINCIPAL OF BOARDING

A Bodwell students journey towards independence begins during their time in the Boarding program. Through this program, we hope to instill values and develop students life skills. Through our mentorship programming, exciting activities that are offered, and academic support that is given during our Boarding program hours, we have experienced that students are able to learn important lessons about themselves and what it means to live in a community with others.





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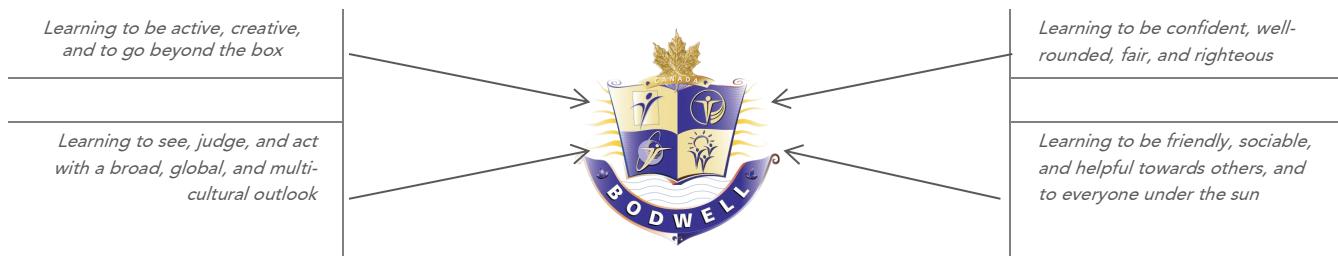
SCHOOL PHILOSOPHY

The goal of Bodwell High School is to offer students a secondary education of high quality and to create a positive learning environment. Students are encouraged to achieve their best in their personal lives as well as in academic studies.

Bodwell High School has drawn students from Asia, North America, Europe, the Middle East, Africa and South America, becoming truly international in outlook and achievement. In a world of constant economic, political and social challenges, we have set a firm goal of educating young people to have a global perspective as well as personal responsibility.

THE BODWELL CREST

The Bodwell Crest symbolizes what Bodwell education is all about? It shows our view that education should consist of the following:



A Bodwell education, symbolized in the crest, is enlightened and guided by Canadian values, radiating through the universe and embracing all lands and waters.

OUR MISSION

At Bodwell High School, we provide a culturally diverse environment for students from around the globe, and enable them to become active learners and well-rounded citizens who contribute positively to the world.

OUR 6 L'S

BODWELL STUDENTS...

- LEARN to excel through English
- LIBERATE the academic mind
- LIVE an active and healthy lifestyle
- LEAD for positive change
- LOOK inward and forward
- LOVE the Earth and one another



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HOUSE SYSTEM

Our House System started in 2005. Students were grouped into 4 houses, named after world leaders who have inspired others through their life examples: Mahatma Gandhi, Martin Luther King Jr., Nelson Mandela and Pierre Trudeau.

Our House System evolved in 2016, taking on a new structure and new names:

1. All students are divided into 6 "houses".
2. Each house is made up of two boarding halls (east and west) and a squad of homestay & day students.
3. Students stay connected to the same house. Boarding students stay with the same hall.
4. Each house is led by a pair of Youth Advisors, along with teachers and other staff, and a powerful team of student leaders.
5. Houses engage in fun competitions against each other to show their strength!



Courage House

LEARN to Excel through English

It takes COURAGE to come to another country & learn a new language. It is essential to push past fears of failure and to demonstrate resilience and persistence. "Courage" is a positive, active concept necessary to succeed.

Discovery House

LIBERATE the Academic Mind

The process of DISCOVERY is at the heart of the exciting adventure of learning. One discovers new ideas, new passions, and new "lands" and pursuits. "Discovery" is a bold, active term signifying exploration and liberation.

Spirit House

LIVE and Active and Healthy Lifestyle

SPIRIT is considered to be that which breathes power and life into us. School spirit, team spirit and teen spirit are all ways to describe a passion for being alive. "Spirit" is a lively, energetic concept encouraging an active way of being and thriving.

Unity House

LEAD for Positive Change

UNITY signifies oneness and wholeness. Leaders need to bring people together as a single connected group in order to bring about advancement and progress. "Unity" is a powerful concept challenging us to look past divisions and boundaries between people.

Legacy House

LOOK Inward and Forward

LEGACY describes what we decide to accomplish in life, our core goals, to leave something positive for the benefit of others. We wish students to reflect on who they are and who they wish to become. "Legacy" is a mature concept and a call to thought, action and meaning.

Harmony House

LOVE the Earth and One another

HARMONY is not just a state of peace or balance - it is the active interaction between different groups to continually work together and manage these differences. Harmony is a hard, ongoing balancing act of compromise and care. "Harmony" is what makes diversity work, with time and effort.



STUDENT CODE OF CONDUCT REQUIREMENTS FOR STUDENT SUCCESS

- 1) Attend every class every day, and be on time.
- 2) Respect the instruction and authority of teachers and staff, and follow all rules and expectations.
- 3) Stay focused in classes, participate fully, complete all assigned work and practice regular home study.
- 4) Have a system for keeping track of assignment, grades, and organized notes.
- 5) Respect the rights and property of others including our facility, neighbors and natural environment.
- 6) Respect the health and safety of others, including you.
- 7) Respect the learning environment and the right of others to participate fully in the learning process.
- 8) Display proper conduct, wear the school uniform with pride and demonstrate respectful behavior toward all staff and students.
- 9) Tell the truth, take responsibility for misconduct and accept consequences as a result of wrongful behavior.
- 10) Seek help from staff whenever a dangerous, unhealthy or concerning situation occurs.



BODWELL PROGRAMS

1) Secondary Program

Completion of our program will result in students obtaining a Dogwood Diploma in British Columbia and prepare for university admission in North America. Admissions to the school are allowed in September and February.

2) Academic and English Preparation(AEP)

The program is designed to prepare students in ESL and study skills to proceed onto the regular secondary program. Students are carefully placed at an appropriate level; their progress is regularly evaluated, and they are continuously given feedback. Depending on their English levels, students are expected to study in AEP for one or four terms.

3) University Summer Programs

These 2 - 5 week short-term programs (from July to mid-August) are for primary, junior and high school students to study English and enjoy a cultural exchange in beautiful Western Canada while meeting friends from Canada and other countries. The programs are offered on the campuses of University of British Columbia, University of Victoria, Quest University at Whistler, as well as on the campus of Bodwell High School.

4) Academic Preparation Program(APP)

We offer a 3-week academic head start program for our new September students. They get to experience boarding and academic study earlier in August, before school commencement in the fall. Students have classes in English, Math, Sciences, Social Studies and Fine Arts and are engaged in different projects to develop their leadership skills.



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COMMUNICATION BETWEEN PARENTS & BODWELL

Regular contact (*via email and phone*) is always welcome between parents and the school:

SCHOOL PRINCIPAL	Mr. Stephen Goobie (sgoobie@bodwell.edu)
DIRECTOR OF SCHOOL DEVELOPMENT	Ms. Cathy Lee (cathylee@bodwell.edu)
SCHOOL ADMINISTRATORS	Mr. Housam Hallis (hallis@bodwell.edu) <i>Vice Principal - Academics</i> Ms. Jeri Canderan (j_canderan@bodwell.edu) <i>Assistant Principal - Academic & English Preparation - AEP</i> Mr. Shane Chaffey (shane.chaffey@bodwell.edu) <i>Assistant Principal - Humanities</i>
BOARDING ADMINISTRATORS	Mr. Jens Nissen (j_nissen@bodwell.edu) <i>Vice Principal: Boarding</i> Mr. Kieran Reynolds (kieran.reynolds@bodwell.edu) <i>Assistant Director of Boarding</i> Mr. Graeme Davies (g_davies@bodwell.edu) <i>Assistant Director of Boarding</i> Ms. Natalie Robinson (natalie.robinson@bodwell.edu) <i>Assistant Director of Boarding</i> Ms. Stephanie White (stephanie.white@bodwell.edu) <i>Assistant Director of Boarding</i>
COUNSELORS	Ms. Meghan Dalziel (meghan@bodwell.edu) <i>Senior Counselor</i> Ms. Mirye Kim (m_kim@bodwell.edu) <i>Senior Counselor & Coordinator of University Guidance</i> Ms. Luchy Tejero (luchy.tejero@bodwell.edu) Ms. Christy Chen (christy.chen@bodwell.edu) Ms. Ayano Kaneko (ayano.kaneko@bodwell.edu) Mr. Alex Poshyvanyk (alex.poshyvanyk@bodwell.edu) Ms. Pearl Lau (pearl.lau@bodwell.edu) Ms. Vivian Wang (vivian.wang@bodwell.edu) Ms. Arian Talwerdi (arian.talwerdi@bodwell.edu) Ms. Thuy-Chau Phan (thuychan.phan@bodwell.edu)

COORDINATORS

Mr. Johnson Chiu (j_chiu@bodwell.edu) <i>Athletics Coordinator</i>	Ms. Daniella Gentile (daniella.gentile@bodwell.edu) <i>Coordinator for Career-Life</i>
Ms. Patrice Mitchell (patrice@bodwell.edu) <i>Homestay Coordinator</i>	Ms. Sara Frankenberger (sfrankenberger@bodwell.edu) <i>Enrichment Logistics Coordinator</i>
Mr. Greg Griffin (g_griffin@bodwell.edu) <i>Extracurricular Clubs & A/V Integration Coordinator</i>	Ms. Deborah Moore (deborah.moore@bodwell.edu) <i>Program Coordinator - Grade 8 & 9</i> <i>Saturday Instructional Coach</i>
Ms. Shannon Hare (shannon.hare@bodwell.edu) <i>Assistant Director of Saturday Enrichment</i>	



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COMMUNICATION BETWEEN PARENTS & BODWELL (CONT'D)

- **Report Cards** are prepared two times a term: after mid-term and final exams. You can access them by Internet. Please go to: <https://report.bodwell.edu>

At the e-Report section of the website, you can choose:

- View Attendance (*with daily updates*)
- View Progress Report (*two times per term*)
- View Dorm Report (*with monthly updates*)

Please follow these steps:

- 1) Enter student number as login ID and the password is "bodwell"
- 2) After login, you have to enter your son/daughter's date of birth for verification
- 3) After verification, you will be asked to change the password
- 4) Please note that if you make three wrong attempts with the password, your access will be denied and you will need to contact the school to re-set the account

- **MyChild:** Parents are able to access their child's academics (grades, etc.), our resource library, boarding information, and educational articles & guides, and how to use videos, please go to: <https://mychild.bodwell.edu/>. Instructions for how to access the Parent Portal will be emailed accordingly.
Here are some samples of Videos to explain and guide you through the Bodwell journey, for a complete list please refer to the link: https://bodwell.edu/helpful_videos/

- **Checking the school calendar:** please visit the school's website (www.bodwell.edu) under "Community" regularly for both day program and dormitory program dates. It is very important to be aware of semester break duration and arrangements.

How to sign in to Bodwell My Child website

1. Open a **web browser** from your computer. (Google Chrome or Mozilla Firefox recommended)



2. Type **mychild.bodwell.edu** in the address bar then press **Enter** key.



3. Enter **Username** and **Password** sent to parent's email address, then click **Log In** button.

User Name
123456789
Password
Remember Me Log In

- Password will be reset each term and will be sent to parents/guardians whose email addresses have been verified with the school.
- Please keep your user credentials secured to keep your child's data safe from unauthorized access.
- Forgot password or trouble signing in? Please contact mychild.helpdesk@bodwell.edu

*Additional languages will be emailed by counselors.

- **Newsletters to Parents** are emailed every term to all parents and student custodians about school policies, procedures, programs and personnel matters. Please check that you receive them and give us your feedback.



COURSE CHANGES AND WITHDRAWAL POLICY

At Bodwell high school, we have established an academic support system to ensure that students receive the academic support they need to succeed in their courses. We believe that through determination, perseverance and hard work students can overcome challenges.

Course changes are permitted only in the first three instructional days of each term, before the add/drop deadline. Courses dropped in this period will not appear on the student's permanent record.

If a student wishes to withdraw from a course after the add/drop deadline of the term, he/she will need permission from the Principal. If permission is granted:

- a) Up to the midterm exam, the student will receive a W on his/her permanent record.
- b) After the midterm exam, the student will receive an F on his/her permanent record.

ATTENDANCE POLICY

At Bodwell High School, we believe that all students must do their best in the classes in which they are enrolled. They can only do that if they attend all classes regularly and on time. To encourage punctuality and regular attendance, the following rules are in effect:

PUNCTUALITY

Teachers may ask students to make up missed instructional time due to tardiness in the Learning Center or in detention.

SKIPPING CLASSES

Students absent from classes without a valid reason or permission from school will be subject to progressive disciplinary steps that may lead to detention, suspension and expulsion.

ATTENDANCE

- Any student who is listed as an unexcused absence and/or late will meet with the Assistant Principal at the end of the day or the following day and may be required to serve a detention
- Students will serve one detention for every unexcused absence or 3 lates
- Students with serious attendance/detention issues will be placed on a progressive disciplinary steps as follows:
 - Students will receive a warning after six detentions and a serious warning after nine detentions. A letter will be sent to Parents or guardians informing them of each escalation.
 - Students will be placed on attendance probation after 13 detentions and will have a meeting with their Counselor and the Vice Principal. A letter will be sent to their parents or guardian informing them that if the student continues not to adhere to our attendance policy, he/she may be asked to withdraw from the school.
 - Students will receive their final warning after their 17th detention and will have a meeting with the Principal, the Vice Principal and their counselor. The student who is not already in boarding could be asked to move into our boarding program. A letter will be sent to their parents or guardians informing them that if the student receives any more detentions or misses any classes, he/she will be asked to withdraw from school.
 - The above stated steps will escalate quicker depending on the seriousness of the absenteeism.



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- Students who are away from class while participating in a school related activity (sports teams, field trips, etc.) will be an excused absence.
- Students who miss activity days without a valid excuse that is submitted prior to the activity will be counted as unexcused absence and will serve a detention(s) the following day(s) of school.
- Students who miss a detention will have to serve two detentions in lieu of the missed one.
- In the event of serious absenteeism, the Principal may withdraw a student from a course or expel the student.
- The school discourages parents from taking their child/children out of school. Parents wishing to take their child/children out of school for any class(es) must fill out and submit the "Request for Leave of Absence from School" form to the Principal.

If the student is asked to withdraw from school, the remaining tuition fees will not be refunded.

Remember: Punctuality and regular attendance in classes are critical to improve your academic performance.



MAJOR SCHOOL RULES: UNACCEPTABLE BEHAVIOUR

To ensure a safe learning and living environment, all students need to know that the school cannot and will not tolerate any of the actions and behaviours described below. Direct involvement in any of these behaviors will result in disciplinary action from the school; indirect involvement in these behaviours may also result in consequences when required.

It is a student's responsibility to know, understand and follow these rules to the best of their ability. If students have questions or are unsure about a particular rule, they need to ask a school staff for more information. If students have concerns about their own safety or the safety of others as it relates to these rules, they need to inform a staff member as soon as possible.

VIOLENCE & FIGHTING

Students are expected to refrain from acts of violence toward their peers, which include: anything meant to cause physical harm (*punching, slapping, kicking and the like*); intimidation (*making someone afraid*); verbal abuse (*including using sexual, racial, homophobic or other offensive slurs*); and hazing (*an activity expected of someone that abuses, shames, or puts them in danger*). If a student is physically violent toward a staff member, the student may be expelled immediately.

Students are not to resort to fighting with one another to solve problems. Students should be willing to participate in mediation to resolve conflict between both parties. Factors important to decisions include: the level of physical violence, degree of harm, damage to property, timely resolution of the conflict, etc.

WEAPONS

Weapons are expressly forbidden, including any object used to simulate a weapon or cause harm, such as but not limited to: sharpened objects, projectiles, high-voltage electrical devices, blunt objects, objects used to choke, etc.

DEFIANCE

Students are expected to follow the lawful instructions of staff in order to best ensure the safety and well-being of the school community. If students are defiant, they will be given consequences. Defiance includes refusing to listen to staff, arguing angrily and consistently ignoring the recommendations of staff. Repeated defiance will result in more serious consequences. Intimidation or threatening behaviour toward any staff member will be treated very seriously.

OBSCENE BEHAVIOUR

Students are not to engage with one another in sexual activity on campus. Possession or viewing of pornography is not allowed. Sustained and inappropriate public displays of affection (e.g. kissing, sitting on each other's laps, etc.) will result in consequences depending on the nature and frequency of the behaviour. Students are not to access the halls of students of the opposite gender, and should not seek to isolate themselves in out-of-bounds areas of campus.



HARASSMENT & BULLYING PREVENTION POLICY

Policy Statement: Bodwell High School Community is committed to creating and maintaining safe and inclusive learning environments that are free of harassment and bullying. At Bodwell, we believe that every child deserves an education free from discrimination, intimidation and other forms of violence, harassment and bullying based on gender identity, racial or language background, sexual orientation or expression, and so on. Student safety is paramount and can only be realized through ongoing focus on fostering safe and a caring school community.

Harassment is seen as troubling, bothering and/or annoying someone continually. It is any type of behaviour that is not wanted, offensive or intrusive. Bullying can be defined as using strength and/or power to frighten or hurt others. It is usually aggressive, intimidating, and used to gain advantage over someone else. Sexual Harassment can be defined as unwelcome sexual advances (i.e. gestures and/or touching), unwelcome requests for sexual activities, and other unwelcome verbal or physical conduct of a sexual nature.

Some examples of bullying and harassment are as follows:

- Demanding favours (through pressure or force), exercising verbal threats and excessive play fights, or intimidation by physical proximity, circling or pushing;
- Ignoring, isolating, or excluding from what is going on;
- Cyber-bullying on all social media platforms;
- Teasing; constantly criticizing others' differences such as gender identity, racial or language background, sexual orientation and expression, body shape and so on.

Consequences of bullying and harassment will be an immediate one day in-school suspension, a severe warning, probation, final warning or expulsion letter (depending on the severity of the harassment, abuse or bullying) sent home to parents. A re-occurrence of bullying or harassment will result in a probation, final warning or expulsion. The school might also include a 3 day in-school suspension or more serious consequences. In the case of an overseas student being expelled from Bodwell High School, Immigration Canada may be notified.

Students who experience or witness bullying or harassment need to seek help from a staff member as soon as possible. If there is a fear of retaliation from the bully, another person can report the incident. Strict confidentiality will be kept. The school will make sure that the information will be treated cautiously and privately. The school will take all the necessary steps to prevent retaliation against the victims.

Taking or sharing of sexual images of any student is not tolerated at the school. It is important to note that the Canadian Criminal Code views the following as "child pornography", an illegal offense: possession of any image that shows a person who is under the age of 18 years and is engaged in explicit sexual activity, the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of 18 years, and so on.



HOW HARASSMENT & BULLYING PREVENTION IS INTEGRATED WITHIN THE REDESIGNED B.C CURRICULUM IN GRADES 8-12 AT BODWELL

At our new student orientation, at the beginning of each term, we emphasize the importance of creating a safe and respectful environment. Counselors and Mentor Teachers discuss in group settings the definition of bullying and harassment and provide examples of how it may look within our school setting. Counselors also work with students one-on-one to build rapport, develop empathy, and foster students' acceptance and understanding of those around them. Students are supported to recognize the diversity within the school community.

Each term, the Principal and Vice Principal review Bodwell's major school policies around behaviour with all new and returning students in the school's opening assembly. In addition to welcoming new students from different parts of the world, students are reminded that differences are to be celebrated and that harassment and bullying will not be tolerated.

Grade 8 and 9 Physical Education teachers go through bullying/harassment in the first 2 days of the term. Through class discussions, videos, assignments and assessments, students are taught to understand reasons for bullying and types of bullying and harassment behaviours (eg., cyberbullying, sharing inappropriate pictures, content or information online). Students are also able to learn ways to prevent bullying and harassment, and how to support those who may have gone through this experience.

In Career Life Education and Career Life Connections, which are offered to students from grades 10 to 12, we incorporate anti-bullying strategies throughout the structure and expectations of the course. We distinguish between peer conflict, mean behaviour, and bullying and harassment. At the beginning of the course we create a community agreement that students make together and sign. This agreement addresses respect and creating a safe space for everyone to take part in. As part of this agreement we discuss diversity, respect and open-mindedness as well as how to create a non-judgmental space for this. This course also discusses conflict-resolution and communication which looks at different ways of respectful communication, the cycle of conflict and how to resolve conflict through positive means. At the end of each test or assessment, the teacher includes a private section that gives students a chance to share any concerns, worries or information in a secure way. All students should be able to define bullying and the types and know who to speak to if they are in a situation where they feel they are being bullied. Through these lessons and classroom routine structures we create a pro-active space against bullying. The teachers also promote rights of marginalized individuals including LGBTQ members of the student population and visible minorities.

In English and Social Studies courses, students examine themes of bullying and harassment as they appear in the different forms of literature and historical events covered by the curriculum.

What has been taught in our school curriculum is then transferred into our boarding program where harassment and bullying prevention is integrated into our life skill programming. Through workshops on how to treat where people and focusing on conflict resolutions skills, we give students the opportunity to learn the skills needed to positively interact with one another. Our focus on diversity and community building also give students opportunities to communicate with students that are different than them and learn how to treat them with kindness and respect. Finally, our robust mentoring system give opportunities for staff and students to come together to help them through even the most challenging situations. This dedicated 1-on-1 mentorship program allows students to explore with staff how they are feeling. This allows us to not only detect when bullying and harassment is occurring, but also to look into the issues in a deeper level through the relationships that have been built.

Administration, boarding, and counseling staff have also completed training into anti-bullying practices through workshops that were presented to them. This training has allowed them to better understand what bullying really is, detect it, and help stop it when it occurs.



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DRUGS

Using, possessing, or supplying drugs (including marijuana) or direct drug paraphernalia is extremely serious and will result in the student being expelled from school. As possession of drugs (such as marijuana for minors) is illegal in BC, the school police liaison may be involved or contacted to advise in the matter. Students found abusing pharmaceutical drugs or other potentially dangerous substances will also face serious consequences. Students attending events in which drugs are present will be given serious consequences based on the circumstances.

ALCOHOL

The legal drinking age in B.C. is 19 and anyone under that age is considered a 'minor' under the law; however, for safety reasons Bodwell students of any age should not consume alcohol at *anytime (including for students aged 19 or older)*. Students found using, possessing or supplying alcohol will be put on behaviour probation and given appropriate consequences. Students attending events in which alcohol is present will also be given serious consequences based on the circumstances. For safety reasons, students will be subject to a breathalyzer test if they are suspected of being under the influence.

It is important to know that according to BC laws, it is illegal for minors to be caught with liquor, buy liquor, or try to buy liquor using false ID. Minors must also not go to establishments that sell liquor for consumption unless with a parent or guardian.

SMOKING AND VAPING

Bodwell High School recognizes that smoking, vaping and the use of tobacco products present a significant health and safety hazard that can have serious consequences for smokers, non-smokers, the safety of the school and our community. Based on these essential facts, Bodwell takes a firm stance as a smoke-and-vape-free school. Students are admitted to the school with the understanding that they are not in the habit in smoking and that they will not start smoking. It is important to know that, according to BC laws, a person must not smoke, vape or use tobacco in or on school property. It is also illegal to sell or give tobacco, vaporizers and their products to anyone under 19.

Students must not be found by staff to be smoking. This includes smoking or vaping off-campus, possessing direct smoking items (e.g. cigarettes, e-cigarette components, any form of tobacco, etc.) on their person or associated property (e.g. locker, dormitory room, etc.), smelling strongly like smoke (as confirmed by at least two staff), buying/selling/distributing smoking items, and similar situations. If found, the student will receive a letter of warning and be placed in the Smoking Cessation Group (SCG) for a minimum period of three months. Students assigned to the SCG must attend and fully participate in all group activities or face additional consequences. Any student who feels they need help to quit smoking or vaping should opt into the SCG as soon as possible to seek immediate assistance. Upon successful completion of the program, students' disciplinary status may be reviewed. Students found smoking at any additional times after their initial violation will have further consequences in line with our disciplinary sequence.

THEFT, VANDALISM, OR PROPERTY DAMAGE

Students who damage, vandalize or steal the property of the school, their homestay or others must pay for replacements or repairs and will be given serious consequences depending on the circumstances. Anyone who accidentally damages something around the school should tell a staff member immediately.



AWOL (AWAY-WITH-OUT-LEAVE/PERMISSION)

It is very important for boarding students to inform the school of their destination and whereabouts when leaving campus. Homestay students should likewise inform their homestay parents. When in the community, students need to ensure they are staying safe, following school expectations and Canadian laws. Students who do not return to the dormitory or their homestay at night without permission, or who stay at an unauthorized off-campus location, may be placed on probation. It is ESSENTIAL that any student who does not return by curfew to phone their dormitory or homestay to explain their whereabouts.

CONSEQUENCES & DISCIPLINE PROCEDURES

The school has the definitive authority to determine consequences for students who refuse to comply with the rules and policies set out by the school. Important factors in making final decisions include:

- Students being honest and forthright,
- Students showing genuine remorse/regret,
- Students actively taking full responsibility for their actions to resolve wrongdoing, and,
- Students' previous behaviour record.

Depending on the severity of the offense, parents, guardians, the police or other authorities (*Canada Immigration*) may be notified and involved. Less severe disciplinary action may be a verbal warning, detention, or service work. Compensation and/or payment will be required for property damage; theft, loss or external service required helping the student. If the violation warrants, or if multiple violations occur, the student may face expulsion.

Note that for safety reasons, searches of student belongings (*rooms in both the dormitory and homestay, lockers, bags, person, etc.*) may be conducted when reasonable concerns arise. Our campus is equipped with a security camera system; footage of student activity in common areas is monitored and may be reviewed to gather/confirm information about any situations of concern.

Communication with parents is essential whenever unacceptable behaviour is observed. Parents are expected to provide a timely response and to work together with the school on confirming and implementing consequences, reforming student behaviour and resolving wrongdoing. Formal letters home are sent according to the following system, in which each letter indicates an escalation of seriousness above the previous. Students may advance more quickly through these levels depending on the seriousness and frequency of the violation. When factors allow, an "Update to" letter may be issued as a mid-point between each disciplinary level. However, a "final warning" is indeed final, meaning the single final opportunity before dismissal.

- Letter of warning
- Letter of serious warning
- Letter of probation
- Letter of final warning
- Letter of expulsion



PROBATION POLICIES RATIONALE

In order to ensure a positive learning environment, students are encouraged to achieve their best in their personal lives as well as in academic studies. To ensure this positive learning environment, the school has established guidelines that will:

- Ensure the safety of all Bodwell students
- Ensure students attend class and other commitments on a consistent basis
- Ensure students reach their full academic and social potential.

When students fail to follow these guidelines, the following consequences take effect:

BEHAVIOURAL PROBATION

A student may be placed on behavioural probation if they break any major school rule, depending on the degree of the offense.

If a student is placed on behavioural probation, the student will remain on probation until further notice. A serious breach of the student's probation may result in expulsion. At the end of each term, the school administration will review each student's probationary status and the student's continued acceptance at Bodwell.

The performance of students who are on behavioral probation will be closely monitored by the school administration. An administrator will meet with the students on a regular basis with feedback on their progress, and will communicate the same feedback in writing to the students' parents or guardians.

EXPULSION POLICY

All students are expected to fulfill their responsibilities as Bodwell students, and abide by the rules and expectations of the school. This is necessary in order to keep students safe and ensure they are the right fit to study at Bodwell (*i.e. living in another country, away from family, etc.*). Students who fail to do this have a severe negative impact on the school community, and may therefore be asked to leave.



GUIDELINES

A student may be expelled for breaking any of the above rules, depending on the degree and frequency of the offense. In particular, a student may be expelled if he/she:

- Has been placed on behaviour, attendance or academic probation, and fails to adhere to the terms of the probation.
- Engages in major violent or abusive behaviour.
- Possesses, supplies or uses dangerous or illegal substances.
- Is responsible for major damage or serious theft.
- Engages in behaviour that seriously damages the reputation of Bodwell High School (*e.g. violence in the community, etc.*).

In most cases, the school will make every reasonable effort to identify potential problems at an early stage, to inform the student and his/her parents or guardians of the reason for concern, to give the student an opportunity to improve his/her behaviour, and to provide a reasonable level of support with the active cooperation of parents. However, in cases where the continued presence of the student at the school threatens the safety and well-being of fellow students and staff, expulsion will be immediate.

PROCEDURES

1. The student's counselor and school administrators will meet to establish the course of action to be followed. At this meeting, the facts of the case updated will be presented in writing, updated, and verified.
2. The student will meet with his/her counselor and a Principal to be informed of their expulsion.
3. A Principal will write a letter to the parents/guardians and, where necessary, the student's agent, informing them of the notice of expulsion and the reasons for it. The letter will also inform them of the school's refund and appeal policies, if applicable. Counselors will ensure that the letter is translated (*if necessary*) and sent to the parents/guardians and agent immediately.
4. Parents/guardians will have a one-week period in which to appeal an expulsion. Meanwhile, arrangements will be urgently made for the expulsion of the student by the parents or their designates (*e.g. flight bookings, interim accommodation arrangements, communications regarding visas, etc.*). Arrangements to leave Bodwell accommodations should be made as soon as possible.
5. Until the student's departure, he or she will be provided a space to wait during class time. Outside of the class time, boarding students may be grounded to campus.
6. If the parents/guardians have not appealed, or have appealed the decision and the appeal is rejected, and all arrangements are in place, the student will be informed of his/her expulsion from school.
7. The counselor will help the student to follow the arrangements agreed upon, together with dormitory staff or the homestay coordinator, and expedite the student's timely removal from school.
8. Once the student has left the school, he/she will not be allowed back into the school building without the prior consent of a Principal.



APPEAL POLICY - GUIDELINES FOR PROCEDURAL FAIRNESS

RATIONALE FOR THIS POLICY

This principle applies equally to any process for appeal involving decisions of Bodwell's school officials. Increasingly, parents of both public and private schools, who feel they and their children have been unfairly treated as a result of a decision of a school official or authority, are seeking recourse to the court system or a statutory tribunal, e.g., the Human Rights Commission. The following guidelines explain the principles which are the basis of "procedural fairness."

REQUIREMENTS OF "PROCEDURAL FAIRNESS"

The principles of "procedural fairness" and "natural justice" encompass the following elements:

- If a decision-maker (e.g., a principal or authority) is intending to consider a matter which may affect a person's rights, that person should be informed of the matter;
- The person should be given a reasonable opportunity to make oral or written submissions to the decision-maker on the matter being considered;
- The person is entitled to know and answer the case against them, that is to say, be informed of and be given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made;
- The person should be told the reasons for the decision;
- The decision-maker should act in a manner which is unbiased, fair and open-minded.

PROCEDURAL FAIRNESS AND STUDENTS

The following paragraphs A and B are adapted from Keeping Students Safe: A Practical Guide for Principals and Vice-Principals (June 1999).

A. Basic elements of procedural fairness when dealing with student discipline include:

1. Students need to be treated with respect and dignity and to know what is expected of them. Bodwell enacted codes of conduct and rules that are clear and well communicated. Bodwell High School has students provide written acknowledgment that they have received a copy of and agree to comply with the school's rules of student conduct. Parents will be given copies of the school's rules and regulations (that students acknowledge and sign) by email and/or when they attend new students and parents orientation at the start of each term. If parents have any questions and objections, they should bring them up with the school. The Bodwell handbook of policies and procedures is also available to students and parents on our website.
2. In accordance with school policy, a student who is accused of breaching a rule should be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done.
3. An accused student should be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.
4. The student and parent should be informed of any appeal or review procedure in accordance with school policy. Some form of appeal, e.g., to the principal, or appeal committee, depending on the severity of the discipline.
5. There should be an assurance of no retribution for pursuing an appeal or review.



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B. How can Bodwell ensure that the school is unbiased?

Bodwell will follow the following guidelines to avoid bias or the appearance of bias:

1. Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters.
2. When selecting persons to hear a case or an appeal of a decision, avoid those who have a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
3. If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.
4. An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.
5. The school will act to ensure that an Ombudsperson, external to Bodwell, takes part in the appeal process, if the student is dissatisfied with the final decision of the appeal.

C. What are appropriate procedural protections?

A decision respecting the possible suspension or expulsion of a student would be at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing involving the following:

- an impartial (unbiased) decision-maker;
- reasonable notice of the proposed suspension or expulsion which clearly sets out the grounds being relied on; this gives the student and his/her parents an opportunity to prepare a response;
- a hearing at which the student has an opportunity to present reasons why the proposed action should not be taken. Oral and/or written submissions will usually be appropriate with respect to expulsions or lengthy suspensions;
- the opportunity for the student to present witnesses;
- a fair and unbiased decision based upon the evidence presented;
- a timely decision with written reasons



CAFETERIA CODE-OF-CONDUCT

As COMMUNITY MEMBERS OF Bodwell, we as students pledge to do the following in the cafeteria spaces:

- 1) Line up in order and wait patiently in line for our food, without cutting the line.
- 2) Being polite (saying hello, being kind, not demanding things) towards the cafeteria staff, using please and thank you when asking for things.
- 3) Play music only through the school sound system, ensuring it's appropriate for all community members and played at a comfortable volume.
- 4) Clean up our trays after eating, taking them back to the designated cleaning station and separating garbage from recycling.
- 5) Take our belongings with us when we leave the cafeteria.
- 6) Be respectful to other community members (staff, students, teachers, etc.), inviting others of different cultures to sit together.

ENGLISH ONLY POLICY

REASONS FOR THE ENGLISH ONLY POLICY

- Students come to Bodwell High School to learn English
- Students must acquire the ability to communicate well in English so as to be able to function in an international community
- Many students during the student evaluation process complain of students speaking non-English in the classroom
- It is polite to speak a common language so that everyone can understand one another

ENGLISH ONLY POLICY AND THE AREAS IN EFFECT

There are "English Only Zones" located in the following areas at specific times:

- All classes and field trip learning situations
- Front lobby at all times
- During Study Time in the dormitory

Incentives for Abiding By the English Only Policy

- "English Only Policy" Student of the Month Awards
- Improved English proficiency



ACADEMIC PROBATION

A student may be placed on academic probation under the following circumstances:

- If he/she fails 50% of his/her courses or his/her overall GPA is 1.0 or under
- If he/she does not complete assignments on a regular basis
- If a student is re-taking a course and his/her marks indicate that no progress has been made since the previous semester.

Students on academic probation are expected to bring their GPA above 1.0 and pass more than 50% of their courses by the next report card.

Students on academic probation who are re-taking a course must raise their average mark by the next report card. Students who do not meet those objectives or are placed on academic probation more than once will have to meet with the Principal, their counselor and/or Assistant Principal to present their case as to why their acceptance at Bodwell should continue.

Time of Review: Academic probation meetings will take place one week after the midterm report cards and in the first 2 weeks of the following term to review the final report card.

CHEATING

Students suspected of cheating on exams or handing in assignments done by other individuals without appropriate acknowledgement in a bibliography will be disciplined. This also includes plagiarism, defined by dictionary.com as "an act of instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author." Incidences of cheating will be recorded in the student's discipline file.

Examples of cheating:

- CHEATING is inappropriate referencing from a book or a website
- CHEATING is looking at another person's answers during a test
- CHEATING is showing someone your answers during a test
- CHEATING is using cheat-notes or unauthorized technology to write an exam
- CHEATING is copying your homework from someone else
- CHEATING is lending your homework to a student so that he or she can copy it
- CHEATING is copying answers written by someone else, such as a magazine, book or website
- CHEATING is getting your tutor or friend or relative to do your work for you

CHEATING is not tolerated at this school, and those caught will be severely punished.

Consequences:

- 1st cheating incident: student will receive a mark of zero.
- 2nd cheating incident: student will receive a written warning from the Principal or Assistant Principal.
- 3rd cheating incident: student will be put on probation or could face expulsion.



INFORMATION TECHNOLOGY (IT) POLICY

THINGS TO REMEMBER

- BHSD is a school computer and its main purpose is to support student learning and educational goals. Students should use their own device (*e.g. other computer, tablet or smartphone*) for personal use such as entertainment or gaming.
- All school related software and applications in BHSD would be either pre-installed or distributed by school's IT Department. Student users cannot install any programs by themselves. If there is any missing software or application they should contact IT Help Desk.
- All users are responsible for using school devices and networks appropriately in a manner that is consistent with the Acceptable Use of School IT Policy. Any prohibited use may lead to disciplinary action and/or suspension or limitation of school IT resources.
- Students may contact IT Help Desk if any problems occur with their BHSDs or school IT resources during their stay with the school. Office is located on the 2nd floor in Room 242, open between 9am to 5pm, Monday to Friday. Email and IM service are also available via helpdesk@bodwell.edu.
- BHSD and its accessories are school assets and should be handled with care. Any existing attachments such as sticker labels should not be removed or altered.
- Student users need to return the device to school in a good working condition when they leave Bodwell. Any damages to the hardware or missing parts will be settled against the damage deposit

A complete version of the Bodwell IT Policy can be downloaded by following this link:

<https://bodw.info/IT-Policy>



FIELD TRIP POLICY

Policy Statement: Bodwell High School supports sponsoring educational day and overnight field trips to a various locations in the province.

These trips help to enrich students' educational experiences by:

1. Helping foster a deeper cultural awareness of Canada
2. Helping students improve their interpersonal skills and introducing them to different types of outdoor activities enjoyed in British Columbia
3. Allowing students to see and experience as much of Canada as possible during their stay at Bodwell, as sometimes it is difficult to visit these places on their own
4. Providing students the opportunity to explore educational sites that are covered in the B.C. Ministry Curriculum

Educational trips are considered an integral part of the students' education. For a complete list of all school events and activities please visit:

<http://www.bodwell.edu/highschool/calendar/>

The costs for these events are included in the activities fee unless specified in a separate letter, as would be the case for the Victoria trip and other overnight trips that will be partially subsidized by the school.

Students (and parents in case of overnight trip) will be given an itinerary that outlines the activities in which they will be participating. It also includes the expectations and responsibilities that they must abide by. Participating students will be expected to comply with all safety guidelines and precautionary measures covered in the program orientation.



BODWELL UNIFORM & STUDENT APPEARANCE

You have just received your Bodwell School uniform. This identifies you as a Bodwell student. You should wear your uniform proudly!

Please write your name clearly on each item, especially your tie. There are special white nametags on each item. If you lose part of your uniform, you will be expected to pay to replace it.

All students are expected to be dressed in Bodwell School issued uniform until 3:40pm, including students that live in the dormitory. Students will not be allowed into class if they are not properly dressed in their school uniform unless they have a note from the Vice Principal or the Coordinator for the Interdisciplinary Team.

You will also be given a uniform for your physical education class. You cannot wear your P.E. uniform for other classes. Consequently, you cannot wear your school uniform for P.E class.

Any alteration to school uniform is prohibited.

Boys must wear school issued:

- Blue long-sleeved shirt (*tucked in*) with the tie and the school issued grey pants
- Grey pants (the waist of the pants must be above the hip bones)
- Tie (*tied properly, under the collar of the buttoned blue shirt*)
- Black leather shoes (*no other colours may be on the shoe. Black or grey socks must be worn with the shoes. No short socks are allowed*)
- Blazer or sweater on formal occasions (*note: sweaters may not be worn without a dress shirt underneath*)
- Short-sleeved white polo shirt should only be worn during summer session (*May-August*)
- Optional long-sleeved navy polo shirt

Girls must wear school issued:

- White long-sleeved blouse with the tie and kilt
- Kilt/skirt (*that is appropriate and conservative in length*). Optional grey pants are available.
- Tie (*tied properly, under the collar of the buttoned white blouse*)
- Black leather shoes (no sandals, no boots, and no heels higher than 5cm)
- Bodwell black or grey knee-high socks or tights, worn with the kilt and black leather shoes (*No short socks or leg warmers allowed*). No leggings or fishnets are allowed.
- Blazer or sweater on formal occasions (*note: sweaters may not be worn without a dress shirt underneath*)
- A short-sleeved white polo shirt should only be worn during summer session (*May-August*)
- Optional long-sleeved navy polo shirt



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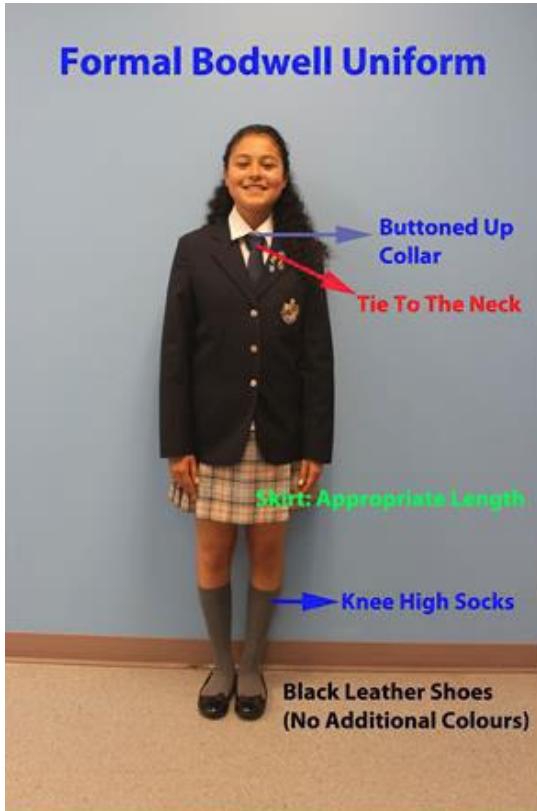
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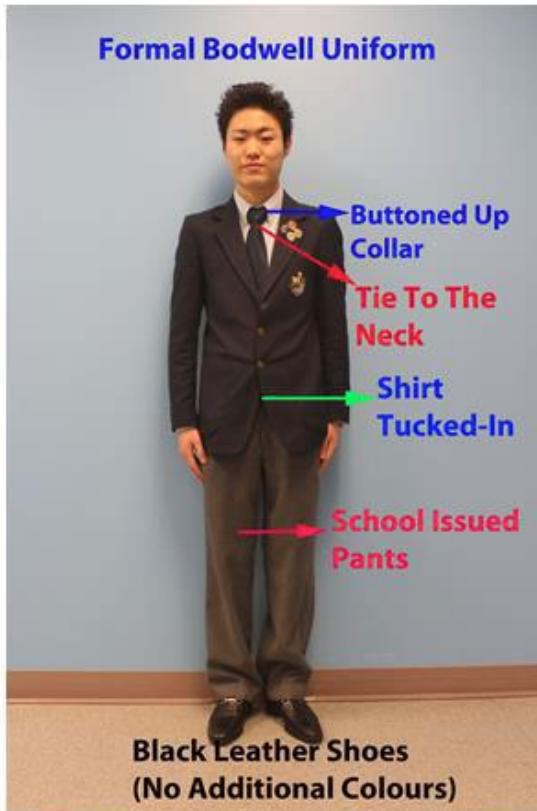
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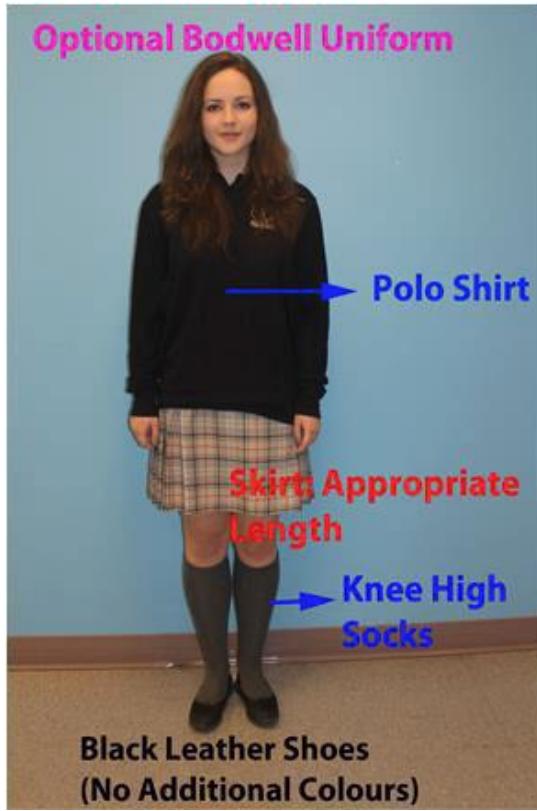
Formal Bodwell Uniform



Formal Bodwell Uniform



Optional Bodwell Uniform



Optional Bodwell Uniform





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ASSEMBLIES

Assembly days are formal days. On these days, all students must wear their blazers and ties. Assemblies and other formal events will be announced ahead of time. Students will not be allowed into the class or to assembly without their full uniforms. No polo shirts, sweaters or grad sweaters on formal days.

GENERAL APPEARANCE

- Inappropriate and offensive clothing items are prohibited and will be confiscated.
- Hair Colour: your hair colour should be natural colour.
- New tattoos and facial piercings are not allowed once you start attending Bodwell.
- Non-issued school clothing items (coats, sweaters, hats, scarves, etc.) cannot be worn while in school.
- Hoodies cannot be worn over your head during the school day.
- Bodwell School uniform must be worn under any Bodwell issued sports gear.

CONSEQUENCES

Students should not come into class or assemblies without their uniforms worn properly. Students without proper uniforms will face consequences.

- 1st uniform violation: student will receive a verbal warning from the teacher/staff.
- 2nd uniform violation: student will receive a detention from the Vice Principal or the Coordinator for the Interdisciplinary Team.

Students who arrive at the assembly without their proper uniforms will have to assist in clearing the chairs at the end of the assembly and possible other consequences such as detention, cleanup duty, etc.

CARE OF YOUR BODWELL UNIFORM

Most items can be washed in the washing machine and dryer. The blazer must be dry-cleaned. The kilt (*skirt*) should be washed on a gentle cycle in cold water. It should be hung up to dry. Do not put the kilt in the dryer!



SAFETY TIPS

Vancouver is a safe city, and violent crime is not common and not very likely to occur to a resident or student. As in any other big city, however, thefts, pick-pocketing, and small crimes do happen. This material was produced to educate students on crime prevention so that they can have a safe and enjoyable stay in Vancouver. The most common type of crime is theft. DO NOT leave your purse, backpack, or other property unattended in public.

ON THE STREET

Be alert. Walk with confidence. Walk with your head up. Be aware of who is and what is around you and be careful when someone approaches you with a simple question. Leave strange or uncomfortable situations. Trust your instincts. Always tell your roommate or host family where you are going and when you will be back

- Before going out ask advice for the best routes to events, restaurants or shopping
- Change direction if you feel you are being followed; go to the nearest store, restaurant, or call someone on your cellphone
- Don't carry large amounts of money (*cash*), and don't show it in public; use bank / debit cards instead
- Never share your PIN number or let others see it
- Keep your passport in a safe place at home; instead carry a photocopy of your passport and other ID
- Don't go out alone or accept rides with strangers; do not hitchhike
- Don't use headphones when walking / jogging; they make it difficult to hear an approaching car or stranger
- Don't carry weapons; they are illegal and can be used against you
- Don't argue or fight if robbed – yell loudly
- Fight back to protect yourself if you are attacked; try to stop or distract the attacker so that you can escape and call 9-1-1

OUT AT NIGHT

At night, walk on well-lit, busy streets. Try to be with someone. Walk in the middle of the sidewalk. Avoid isolated areas such as parks where there are no other people around. Carry a whistle or other personal safety device. Scream or yell loudly if attacked.

- Taxis are a good way to get home - know the taxi company and their number case you have any problem
- The drinking age in B.C. is 19 years
- Drinking in public places such as parks, beaches, cars, or on the street is illegal
- Drugs such as cocaine, heroin, and nightclub drugs such as Ecstasy, love drugs and GHB are illegal (*and people do on occasion die from rave party drugs*). Drugs, including marijuana, are often mixed with other dangerous substances. Do not use or possess drugs at any time. Possession of marijuana remains illegal for minors.



STRANGERS & STREET PEOPLE

Street people who ask you for money are sometimes called "panhandlers." Many of them suffer from drug and alcohol addictions. If you give them money you will be encouraging their addictions.

There are many social agencies in the community that help street people by giving free meals, shelter, and counseling. If you want to help street people please contribute to a good charity.

Please ignore panhandlers. If they continue to bother you, talk to your local Community Policing Centre.

BUSES & SKYTRAIN

- Know your route and bus schedule before you leave; choose busy, well-lit bus stops after dark
- Sit at the front of the bus near the driver
- After 9:00 p.m. you can ask the bus driver to stop at the street closest to your destination (*between bus stops*); you must exit from the front door (*not available on express buses*)
- When on SkyTrain sit in a car with lots of people; move to another seat if someone bothers you
- All SkyTrain platforms have a yellow safety area monitored by cameras
- If you are harassed, use the emergency phones on the SkyTrain platform or emergency button on the train

SCAMS & FRAUD

Never give or loan money to a person who approaches you on the street, and never give cash for a cheque. People will take advantage of your trust. Some examples are:

- "I need money for a hotel / bus."
- "I lost my wallet; I need money for gas for my car; I'll pay you back tomorrow."
- "I don't have a bank account in the city, can you cash my \$1,000 cheque in your ATM?"
- It is fraud to have a fake identification card according to the RCMP

*Be Aware of a Re-emerging Scam Targeting International Students

International students in Canadian cities including Ottawa and London have recently reported receiving phone calls from individuals claiming to be employees of Immigration, Refugees and Citizenship Canada (IRCC). The caller tells the student that to avoid deportation, they must send prepaid credit and gift cards, money wires or e-transfers as payment to avoid arrest or deportation.

It appears that the calls are coming from local phone numbers, but it is believed that the calls are coming from outside Canada. IRCC wants international students to know that these phone calls are a scam. It is important not to respond to the caller or transfer any money to them.

In these calls, the caller identifies themselves as an IRCC officer and tells the student that they are subject to an immigration investigation, or that they have been charged with a crime in their home country. The student is told to provide personal/financial information or send payment, or face deportation if they do not.

While this scam has emerged most recently in Ottawa and London, international students across Canada should be aware of these types of phone calls.

The Government of Canada is committed to protecting immigrants and Canadians alike from this type of fraud. IRCC wants to remind everyone that if someone posing as an immigration official threatens to arrest or deport you, suspend your account if you don't pay money or give your personal information, or tells you that your visa or immigration status is in jeopardy, it is a scam.

IRCC will never contact you in person, online, or by telephone to collect fees or fines and say it's to avoid deportation or face other consequences.



RELATIONSHIPS / SEXUAL ASSAULT

If you want to stop a friendship, be very clear that you don't want to see the person anymore. If they continue to bother you, tell a teacher or friend about the situation.

If someone is bothering you, tell him or her to stop. For example, "GO AWAY", or "STOP BOTHERING ME!" Do not worry about hurting their feelings or being nice. If you are not clear, they might not stop. If they continue to bother you then tell somebody nearby.

Assault is illegal in Canada. A husband cannot hit his wife, a boyfriend cannot hit a girlfriend, and a roommate cannot hit another roommate.

SEXUAL ASSAULT

Sexual assault or rape is when someone forces or pressures you to have sex or touch you in a sexual way when you do not want to be touched. When we think about sexual assault, many of us think about a stranger attacking in a dark alley. But most sexual assaults occur with someone we know (*a date, a friend, a housemate, a tutor etc.*).

You may feel embarrassed or ashamed, but rape is never your fault. Get medical treatment immediately and report it to police or a rape counselor.

- Remember, NO means NO – you have the right to say NO, no matter what has happened – be direct and assertive, and let your date know your limits clearly and firmly
- Learn how to stop an unwanted sexual advance or any behaviour that makes you uncomfortable
- If you don't know your date well, stay in public places with other people nearby
- Tell your host family or a friend where you are going
- Be prepared to find your own way home (*carry money for a taxi or transit, or call someone for a ride*)

PURCHASES / SHOPPING

When you buy something, make sure that you get a receipt and are charged the right amount.

- Make sure that your card is returned promptly
- Never give your credit card information or copies of your card unless you are ready to buy something

TUTORS

- Use only tutors authorized from your school
- Use caution when contacting tutors through advertisements and at the library, and watch for persons who claim to be tutors or conversation partners but are not qualified (*some tutors are seeking inappropriate relationships*)



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BICYCLING

- Traffic rules for bikes are the same as for cars; observe signs, and traffic signals.
- Don't ride on the sidewalk or in crosswalks.
- You must wear a helmet.
- Front and rear light are required at night.
- Lock your bike frame and wheel at all times to a solid bike rack (*a u-lock is recommended*).
- Currently we have 10 bicycles that students will be able to borrow from the school for brief trips. They can use them to get exercise, visit local shops, or explore nearby bike trails and places such as Ambleside Beach. We are lucky to be in a bike-friendly community! In order to borrow a bike, each student must first pass two safety tests run by our boarding staff, and review and sign a borrowing agreement. The test and agreement review our expectations of students in terms of safety and responsibility (e.g. wearing a helmet, locking up the bike, obeying traffic laws, etc.). We need students to show that they are reasonably comfortable and confident in riding a bike and can follow safety rules. Cycling brings many benefits, but we need you to be aware of the safety risks, particularly when riding on the roads alongside cars.

BANK MACHINES (ATMS)

- DO NOT share your PIN (*personal identification number*) with anyone
- Use different PINs for each debit and credit card
- Memorize your PIN – DO NOT write down your PIN and carry it with you
- DO NOT deposit an unfamiliar cheque and then give cash to a stranger
- DO NOT use personal information (*i.e. date of birth, social insurance number or SIN, B.C. driver's license number, or your address*) as your PIN; if you lose your ID, these may be the first numbers a crook will try to access your bank account
- DO be aware of suspicious activity and overly friendly individuals loitering at ATM machines –
- DO NOT talk to them while banking



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SCHOOL SUPPLIES REQUIRED

- English Dictionary (*ex. Oxford, Collins*) for Academic and English Preparation Program and Regular Program
- English / Foreign language dictionary for Academic and English Preparation Program (*most available through Chapters on-line store*)
- 3-ring binders with organizers
- A scientific calculator or graphing calculator (*ask your math teacher for details*)
- Pens, pencils, ruler, eraser, highlighters, scissors, coloured pencils
- 3-hole punched ruled and grid paper

RECOMMENDED

Thesaurus, glue stick, scissors, pencil crayons, coloured felt pens, scotch tape

School Supplies can be found in the following stores: *Staples, Real Canadian Superstore, London Drugs, and Walmart.*

REMINDERS ABOUT CLASSROOMS

- Music players of any kind are NOT to be used during class time
- All cellular phones or other communication devices must be turned OFF and submitted to the teacher at the start of class
- DO NOT bring any food or drinks into any classrooms, computer rooms, the library, the music room, the theatre, or the gymnasium. Only bottled water is allowed
- Remember to treat all people with kindness and respect and they will treat you the same way in return

GRADUATION PROGRAM PLAN: SPRING 2020

Student Name:		Actual Graduation Date:	
Appointment:		Counselor Name:	
Mentor:		Grade:	

REQUIRED COURSES (48 CREDITS)

Course	Credits	When	When	When	2019-2020 Planned Prov. Assessment		Student Initial
					Date	Time	
1 Literary Studies 10 (Lit 10) Creative Writing 10 (CW 10)	2 2				Mon., Jan. 20 th , 2020 Mon., Apr. 20 th , 2020	9:00am – 12:00pm	
					Tue. Jan. 21 st , 2020 Mon, Apr. 20 th , 2020	9:00am – 12:00pm	
2 Mathematics (FMP) 10 Numeracy Assessment	4						
3 Career Life Education (CLE)	4						
4 Social Studies 10 (SS 10)	4						
5 Physical & Health Education 10 (PHE 10)	4						
6 Science 10 (Sc 10)	4						
7 Science 11 <i>(One of)</i>	4	Life Science 11 (LS 11) Chemistry 11 Environmental Science 11 (ES 11) Physics 11					
8 Literary Studies 11	4						
9 OR	4	Pre-Calculus 11					
		Foundations of Mathematics 11					
10 Social Studies 11 OR 12	4						
11 English Studies 12	4						
12 Fine Arts or Applied Skills 10, 11, or 12	4						

ELECTIVE COURSES: A Minimum of 28 credits

Of the 80 credits for graduation, *at least 16 credits (4 courses) must be at the Grade 12 level*, including a Grade 12 Language Arts course (English Stud 12). Others may be required courses or elective credits.

13	Grade 10 / 11 / 12 Elective	4					
14	Grade 10 / 11 / 12 Elective	4					
15	Grade 10 / 11 / 12 Elective	4					
16	Grade 10 / 11 / 12 Elective	4					
17	Grade 12 Elective	4					
18	Grade 12 Elective	4					
19	Grade 12 Elective	4					

REQUIRED GRADUATION TRANSITIONS: 4 CREDITS

20	Work Experience (<i>Minimum of 30 hrs.</i>)	30 hrs					
	CLC	4					

UNIVERSITY PLAN & REQUIREMENT NOTES

C&NM: Composition & New Media Lit&CW: Literary Studies & Creative Writing LitS: Literary Studies 11 (Formerly English 11) AS: Asian Studies

SJ: Social Justice CC: Comparative Cultures LS 11: Life Science 11 (Formerly Biology 11) A&P 12: Anatomy & Physiology 12 (Formerly Biology 12)

ES: Environmental Science PHE: Physical & Health Education (Formerly PE 10) F&C: Fitness & Conditioning M&P 11: Marketing and Promotion 11

GEOM 12: Geometry 12

LA 12: Linear Algebra 12

Block	SPRING 2020: FEBRUARY 2020 – JUNE 2020	PREDICTED: JULY 2020
A 3B	<input type="checkbox"/> Art 11/12 <input checked="" type="checkbox"/> AP Calc 12BC* & GEOM 12 <input type="checkbox"/> C&NM 10C18& <input type="checkbox"/> C&NM/Lit&CW 10A <input type="checkbox"/> Calc 12A <input type="checkbox"/> CLE A <input type="checkbox"/> Comp 12A <input type="checkbox"/> Eng 12A <input type="checkbox"/> Eng 12D <input type="checkbox"/> F&C 11/12A <input type="checkbox"/> LS 11A <input type="checkbox"/> LitS 11A <input type="checkbox"/> LitS 11B <input type="checkbox"/> M&P 11 <input type="checkbox"/> PHE10A <input type="checkbox"/> Phys 11A <input type="checkbox"/> PreCalc 11B <input type="checkbox"/> PreCalc 12A <input type="checkbox"/> PreCalc 12B	<input type="checkbox"/> AEP Cultural Literacy Intermediate (Level 3 AEP) <input type="checkbox"/> AEP Cultural Literacy Advanced (Level 4 AEP)
B 4A1,	<input checked="" type="checkbox"/> AP Phys I* & LA 12 <input type="checkbox"/> AS 12 <input type="checkbox"/> Calc 12C <input type="checkbox"/> CLC A1&2 <input type="checkbox"/> Comp 11A <input type="checkbox"/> Econ 12C <input type="checkbox"/> Eng/Comp 12B <input type="checkbox"/> Eng 12C <input type="checkbox"/> LS 11B <input type="checkbox"/> Law 12A <input type="checkbox"/> LitS 11C <input type="checkbox"/> Lit&CW 10B <input type="checkbox"/> Lit&CW 10C <input type="checkbox"/> PreCalc 11A <input type="checkbox"/> PreCalc 12C <input type="checkbox"/> SC 10A <input type="checkbox"/> SS 10A	<input type="checkbox"/> ELA 10: Creative Writing & Literary Studies 10 <input type="checkbox"/> Social Studies 10 <input type="checkbox"/> Math 10 <input type="checkbox"/> Pre-Calculus 11 <input type="checkbox"/> CLE <input type="checkbox"/> PHE 10 <input type="checkbox"/> F&C 11/12 <input type="checkbox"/> Outdoor Ed 8, 9, 11 <input type="checkbox"/> Work Experience <input type="checkbox"/> Arts 11/12 <input type="checkbox"/> Foods 11/12 <input type="checkbox"/> Environmental Science 11
C 2, 3A, 4B1	<input type="checkbox"/> A&P 12A <input type="checkbox"/> Art 11/12A <input type="checkbox"/> CC 12A <input type="checkbox"/> CLC B <input type="checkbox"/> CLE C <input type="checkbox"/> C&NM 10B <input type="checkbox"/> Chem 11A <input type="checkbox"/> Chem 12A <input type="checkbox"/> Comp 11B <input type="checkbox"/> F&C 11/12C <input type="checkbox"/> Food Studies 10/11A <input type="checkbox"/> Hist 12 <input type="checkbox"/> Law 12B <input type="checkbox"/> PHE 10B <input type="checkbox"/> Phys 12A <input type="checkbox"/> PreCalc 11D <input type="checkbox"/> SS 10B <input type="checkbox"/> Stats 12	<input type="checkbox"/> English 8 <input type="checkbox"/> English 9
D 4C1, 4B2	<input type="checkbox"/> Art 11/12B <input type="checkbox"/> CLE B <input type="checkbox"/> Chem 11B <input type="checkbox"/> Chem 12B <input type="checkbox"/> Chem 12C <input type="checkbox"/> Drama 10/11/12 <input type="checkbox"/> Econ 12A <input type="checkbox"/> F&C11/12C <input type="checkbox"/> F&C 11/12C <input type="checkbox"/> French 11 <input type="checkbox"/> LitS 11D <input type="checkbox"/> Math 10A <input type="checkbox"/> PHE 10C <input type="checkbox"/> Phys 11B <input type="checkbox"/> Phys 12B <input type="checkbox"/> Political Studies 12B <input type="checkbox"/> PreCalc 11C <input type="checkbox"/> PreCalc 12D <input type="checkbox"/> SC 10B	<input type="checkbox"/> STUDENT SIGNATURE
E 4A2, 4C2,	<input type="checkbox"/> A&P 12B <input type="checkbox"/> CC 12B <input type="checkbox"/> CLC C <input type="checkbox"/> Calc 12B <input type="checkbox"/> Comp Sci 12 <input type="checkbox"/> ES 12 <input type="checkbox"/> Econ 12B <input type="checkbox"/> Eng 12E <input type="checkbox"/> FOM 11 <input type="checkbox"/> Food Studies 10/11B <input type="checkbox"/> Geog 12 <input type="checkbox"/> Lit&CW 10E <input type="checkbox"/> LitS 11E <input type="checkbox"/> Man 12 <input type="checkbox"/> Math 10B <input type="checkbox"/> Media Arts 11/12 <input type="checkbox"/> Political Studies 12A <input type="checkbox"/> PreCalc 11E <input type="checkbox"/> SC 10C	
COMPLETED ON:		

Updated on: Friday, January 24th, 2020

* AP Exams/Portfolios (cost approximately \$200 extra) are scheduled for May 2020. AP Calc AB (May 5); AP Calc BC (TBA), AP Man (May 11); AP Phys I (May 7); Students who skip them will NOT receive credits for the courses.



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Block	SPRING 2020 FEBRUARY 2020 – JUNE 2020			
A	<input type="checkbox"/> AP Art*/Art 12 <input type="checkbox"/> AP Calculus 12 AB&BC* <input type="checkbox"/> Calc 12A <input type="checkbox"/> C&NM 10C	<input type="checkbox"/> C&NM/Lit&CW 10A <input type="checkbox"/> Lit&CW 10D <input type="checkbox"/> CLE A <input type="checkbox"/> Comp 12A <input type="checkbox"/> Eng 12A	<input type="checkbox"/> Eng 12D <input type="checkbox"/> Eng 12G <input type="checkbox"/> F&C 11/12A <input type="checkbox"/> LS 11 <input type="checkbox"/> Lit Studies 11A	<input type="checkbox"/> Lit Studies 11B <input type="checkbox"/> M&P 11 <input type="checkbox"/> PHE10A <input type="checkbox"/> PreCalc 12A <input type="checkbox"/> PreCalc 12B
B	<input type="checkbox"/> AP Phys I* <input type="checkbox"/> CLC A <input type="checkbox"/> CLE B <input type="checkbox"/> Comp 11A <input type="checkbox"/> Eng/Comp 12B	<input type="checkbox"/> Eng 12C <input type="checkbox"/> Eng 12F <input type="checkbox"/> Law 12A <input type="checkbox"/> Lit&CW 10C <input type="checkbox"/> Lit&CW 10B	<input type="checkbox"/> Lit Studies 11C <input type="checkbox"/> Man 12A <input type="checkbox"/> Math 10A <input type="checkbox"/> PreCalc 11D <input type="checkbox"/> PreCalc 12C	<input type="checkbox"/> PreCalc 12D <input type="checkbox"/> PreCalc 12E <input type="checkbox"/> SC 10A <input type="checkbox"/> SS 10A
C	<input type="checkbox"/> Art 11/12A <input type="checkbox"/> CC 12A <input type="checkbox"/> C&NM 10B <input type="checkbox"/> C&NM 10D	<input type="checkbox"/> Chem 11A <input type="checkbox"/> Chem 12A <input type="checkbox"/> Comp 11B <input type="checkbox"/> Drama 10/11/12	<input type="checkbox"/> Econ 12C <input type="checkbox"/> F&C 11/12B <input type="checkbox"/> Hist 12 <input type="checkbox"/> Law 12B <input type="checkbox"/> Lit Studies 11D	<input type="checkbox"/> PHE 10B <input type="checkbox"/> Phys 11A <input type="checkbox"/> Phys 12A <input type="checkbox"/> SS 10B <input type="checkbox"/> SS 10C
D	<input type="checkbox"/> Art 11/12B <input type="checkbox"/> CLC B <input type="checkbox"/> CLC D <input type="checkbox"/> CLE C	<input type="checkbox"/> CLE E <input type="checkbox"/> Chem 11B <input type="checkbox"/> Chem 12B <input type="checkbox"/> Econ 12A <input type="checkbox"/> ES 11	<input type="checkbox"/> Law 12C <input type="checkbox"/> Math 10B <input type="checkbox"/> PHE 10C <input type="checkbox"/> F&C 11/12C	<input type="checkbox"/> Phys 12HnrB <input type="checkbox"/> PreCalc 11C <input type="checkbox"/> Robotics 11/12 <input type="checkbox"/> SC 10B
E	<input type="checkbox"/> A&P 12 <input type="checkbox"/> AP Man* 12/Man 12B <input type="checkbox"/> CC 12B <input type="checkbox"/> Calc 12B	<input type="checkbox"/> Chem 11C <input type="checkbox"/> CLE D <input type="checkbox"/> Comp Sci 11 <input type="checkbox"/> Econ 12B <input type="checkbox"/> Eng 12E	<input type="checkbox"/> Food Studies 10/11 <input type="checkbox"/> Geog 12 <input type="checkbox"/> Math10C <input type="checkbox"/> Political Studies 12	<input type="checkbox"/> PreCalc 11A <input type="checkbox"/> PreCalc 11E <input type="checkbox"/> SC 10C <input type="checkbox"/> Statistics 12
COMPLETED ON:				

* AP Exams/Portfolios (cost approximately \$200 extra) are scheduled for May 2020. AP Calc (TBA); AP Man (TBA); AP Phys I (TBA); AP Phys II (TBA). Students who skip them will NOT receive credits for the courses.

- C&NM: Composition & New Media
- Lit&W: Literary Studies & Creative Writing
- CLE: Career Life Education
- CLC: Career Life Connections
- CC: Comparative Cultures
- LS 11: Life Science 11 (formerly Biology 11)
- A&P 12: Anatomy & Physiology 12 (formerly Biology 12)
- PHE: Physical & Health Education (formerly PE 10)
- F&C: Fitness & Conditioning
- FOM: Foundations of Math

EC Clubs & Teams

Name	Sponsor	Day	Place	Capacity	Category
Art Club A	Ms Weiss	Tuesday	322	20	ACLE
Art Club C Painting	Ms Canderan	Thursday	322	20	ACLE
Boys Soccer	Mr Naismith	Tuesdays	Turf	16	PORE
Chess A Tuesday	Ms Mitchell	Tuesday	310	24	AISD
Yukon	Ms Mehin	Thursday	311	30	PORE
Fitness C Wednesday	Mr Wang	Wednesday	Genesis	30	PORE
Flag Football	Mr Ng	Monday	Turf	20	PORE
Golf Team	Mr Engel	Tuesday	Stage	10	PORE
Guitar Club	Mr Liebman	Monday	163	20	ACLE
Hiking Club	Ms Coyle	Monday	Outside	20	PORE
Historic Movie Club	Mr Stefaniuk	Tuesday	375	30	AISD
Junior Leaders (8-9)	Ms Moore	Tuesday	Conference	15	PORE
Literary Movie club	MS Keller	Monday	375	30	AISD
Mandarin Club	Ms Liu	Tuesday	215	20	AISD
Math club	Ms Chun	Tuesday	238	20	AISD
Math/Calculus Club	Ms Szigeti	Tuesday	226	20	AISD
Mindfullness	Ms Rajan	Tuesday	239	20	AISD
Model United Nations	TBA	Wednesday	215	20	AISD
Photography Club	TBA	Tuesday Lunch	130	10	CILE
Calculus/Physics club	Mr Baker	Tuesday	327	10	AISD
Reading skills	Ms Parkinson	Tuesday	237	24	AISD
Robotics Team	Mr Griffin	Monday	310	20	AISD
Rock Band	Mr Liebman	Wednesday	163	20	ACLE
Running club	Mr Kortschak	Tuesday	outside	20	PORE
Scientific Literacy	Ms Wong	Tuesday	228	10	ACLE
Student Parliament	Mr Chaffey	Friday	314	24	CILE
Swimming advanced	Ms Tam	Tuesday Thursday	pool	15	PORE
Swimming Beginner	Ms Tam	Tuesday Thursday First	pool	20	PORE
Yearbook Club	Mr Loo	Monday Lunch	130	24	CILE
Yoga	Ms Gentille	Thursday	202	20	AISD

Spring 2020 SATURDAY ENRICHMENT COURSES

You MUST choose a course from your grade/level category below. Please read the course descriptions carefully and ask questions to your counsellor, Ms. Shannon, Ms. Sara or Ms. Moore if unsure. Course change deadline for Spring is February 27th, 2020.

Please note that the morning schedule is divided into two blocks "S1" and "S2." Classes highlighted in yellow below run through both blocks. **S1:** 9:25 – 10:45 **S2:** 11:05 – 12:25

Dates for Spring 2020:

February 22 nd	February 29 th	March 7 th	March 14 th (No classes--Instructor Pro-D)	March 21 st
March 28 th	April 4 th	April 25 th	May 2 nd	May 9 th
May 23rd	June 6 th	June 13 th	June 20 th	

↓ REQUIRED FOR AEP Grades 8-11 LEVELS 2 & 3(A) ↓

Explore Vancouver: English Around Town Emma Li	Explore beautiful Vancouver while improving your English. Students will engage in discussions and activities both inside and outside the classroom. Get ready for an active English experience!
Speaking with Confidence Beatrice Torre	Improve your speaking skills through pronunciation practice alongside projects such as podcasts and drama activities. Build your confidence so you can be ready for tests, interviews and socializing with others.
Acting and Improv Troy Terpstra	Acting is a great way to gain confidence and practice your speaking and listening in English. Experience unique warm-up activities, games and interactive exercises, and build the skill of speaking "on the fly"!

↓ OPEN TO ALL EXCEPT AEP 2 & 3 (A) ↓

Adventurous Learning James Roche	Focus on hiking, teamwork, leadership, survival, knowing yourself, exploring, volunteering, & much more. Working through the four sections of the Duke of Edinburgh program: physical recreation, volunteering, skill building, & an overnight adventurous journey. NOTE: Participation in an overnight camping excursion is an expectation for this class.
Beyond Volunteering Chanel Stanley	This service learning course will act to introduce students to social justice issues in a safe and intentional way. It will seek to raise student awareness around local and global social justice issues, while supporting students to gain understanding and insight into their personal worldviews.
Electronic Music Making David Lugo and James Moore	Learn to compose & perform digital music for use in various media. Explore a variety of musical genres & ways to express yourself through creating your own songs. No experience necessary!
Explorations in Wellness Nathan Rehorik	Do you want to know more about mindfulness? Are you curious about how to best take care of your emotional health? This class is all about learning to better connect with yourself and your community. You will learn about various approaches to self-care and develop the skills to better manage stress and relationships.
Intro to Volunteering Kathryn Stewart	We will focus on bridging student's individual passions and use of English with work that is meaningful in our community. Students will get out in the community and gain an understanding of the importance of contribution, plus focus on how volunteering can enhance personal and professional growth and career exploration.
Intro to French Mahshid Noori	Bonjour! Begin to learn to speak, listen, read and write in Canada's other official language, while learning through French global culture. Speaking French can open a lot of opportunities both in Canada and around the world.

Intro to Korean Judy Lee	Anyoung haseyo! Begin to learn to speak, listen, read and write in the Korean language, while learning through Korean culture. Speaking Korean can open a lot of opportunities academically and it can lead to a lot of friends and connections.
Intro to Programming Aiden Synkova	Computer programming, or coding, is an essential skill for the future. Jump into the language of logic by learning a coding language!
Marketing, Design & Photography Gilberto Martinez	Discover creative photography and new media skills by taking a hands-on approach in the world of design. Learn how to express yourself and find your own style in original ways.
Masterchef Bodwell Janelle Claudio	Passionate about food & exploring healthy and delicious ingredients? Then MasterChef is a fit for you! Through this hands-on cooking course, you'll be able to cook up some stunning looking, nourishing and tasty meals in addition to developing your life skills!
Physical Conditioning Trevor Yip	Ready to learn how successful athletes train and get their bodies and minds prepared? Your own body will be the focus as you gain insights into nutrition, exercise and attitude.
Team Sports & Beyond Ira Thomson	Improve your knowledge as a player & leader through a sport education approach. Students will join unique games & activities promoting leadership, fitness, health & English, with a special focus on volleyball.
Travel & Hospitality Daniel Peak	Get to know popular tourist sites around the world and in Vancouver. Explore different types of special interest tourism and discuss the latest breaking news in Tourism. Be ready to go outside into the community!
Volunteering for a Better World Virginia Duivenvoorden	Explore your sense of self and your understanding of societal issues in this social justice focused course. This is a safe space for self-exploration and artistic expression to build on your understanding of self-expression, inclusion and service learning.

↓ REGULAR GR. 10 – 12 ONLY ↓

Digital Career Skills Robert Sanzalone	Skills in digital technology are essential for every career and field of study. Power up your ability to be productive and effective using software via creative projects. You will learn to impress!
English 10 Support Natalie Wai	Priority for students taking English 10 in Fall 2019 or soon. Students will focus on reading & writing in a variety of formats. Individual support offered in learning literary devices & grammar skills. Expect interactive activities.
English 11 Support Natalie Wai	Priority for students taking English 11 in Fall 2019 or soon. Students will focus on reading & writing in a variety of formats. Individual support offered in learning literary devices & grammar skills. Expect interactive activities.
English 12 Support Lisa Lucking	Priority for students taking English 12 in Summer 2019 or soon. Students will focus on reading & writing in a variety of formats. Individual support offered in learning literary devices & grammar skills. Expect interactive activities.
G.I.V.E. (Guided Independent Volunteering Experience) Andrei Mandzuk	Find support and guidance as you seek a volunteer/work experience placement in the community. Note: Instructor communication is partly online and via appointment, with only a few class meetings. Volunteer hours are not guaranteed – it depends on you!
IELTS Exam Prep Happy Gosal	You will not only be given the chance to prepare for the challenging IELTS exam, but you will also be provided with the necessary tools to develop your confidence and fluency in the English language. Through various interactive activities, you will be able to practice your verbal, reading, listening and writing skills and hopefully develop a positive feel and love for the English language.
Intro to Health Sciences Dr. Stephen Fok	Are you considering a career in medicine or health sciences? Do you have an interest in health and the human body? This exploration course will give you a taste of the world of health care.
Intro to Psychology Arian Talwerdi	Are you interested in the world of human psychology? This general survey course is designed to provide students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science.

Politics & Debate Dave Skrzypinski	Politics & Debate will involve having classroom debates on political issues ranging from local issues to global ones. Class will have weekly debates revolving around political issues that are of personal interest to students' interests.
SAT Test Prep Nishant Kalia	Are you planning to take the SAT exam? The SAT is intended to measure literacy, numeracy and writing skills that are needed for academic success in university. The SAT assesses how well the test-takers analyze and solve problems. Curious to learn more? Need guidance on how to succeed on this challenging test? Consider taking Bodwell's Saturday SAT Prep class!
↓ FOR STUDENT PARLIAMENT MEMBERS ↓	
Global Leadership Jim Burnett	Global Leadership equips Bodwell's Student Parliament with the skills necessary to become a critical thinker, active bystander and effective leader in global or multicultural contexts. Course participants develop various aspects of personal growth and achievement throughout the term. Together, we critically explore leadership theories, examples, scenarios, case studies and history.



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AROUND THE SCHOOL

- Do not leave your items in the hallway or cafeteria. Please use your locker. Anything left lying around may be given to charity
- If you have lost something, check to see if it is in the large wooden box marked "Lost and Found" in the cafeteria. If you lost something valuable like electronics or jewelry, please at the front office to see if it has been turned in
- Students are not allowed in the teacher's area. If you need to see your teacher, please use the WHITE phone near the offices to contact him/her
- Be considerate! Clean up after yourself by putting garbage in the waste cans, cans and bottles in the recycling bins, paper in recycling boxes, and dirty dishes in the collection area

PUBLIC ANNOUNCEMENTS

Every day, the Daily Announcements are posted on two televisions: in the lobby and in the cafeteria. There is also a printed copy on the bulletin board in the cafeteria. All other information can be found on Bodwell's online calendar. Go to www.bodwell.edu and click on the calendar for a list of events.

TEXTBOOKS

Your teachers may loan you textbooks to use during the term. Students must return their textbooks on the day of their final exam. Failure to return textbooks to the respective teacher who loaned them will result in deductions from the individual's textbook deposit. Books are expensive in Canada, so make sure you take care of your books and do not lose them.

YOUR LOCKER

To keep your belongings safe, you will receive your very own locker and combination lock to use for the year.

Having a locker comes with great responsibility:

- Remember to keep your locker safely locked at all times and to keep your combination number a secret
- The locks are the property of Bodwell High School. **Do not switch locks with your own lock or another student's lock as you will face the consequences of getting that lock cut which will cost you a \$50 fine**
- The lock is on loan to you while you attend the school. When you are finished studying at the school (or at the end of the spring semester, whichever comes first), your locker must be emptied of all personal belongings and your textbooks must be returned to your teachers
- Students may not change lockers without permission from the front office



HOW TO OPERATE YOUR LOCK

- Turn the knob right two whole turns and stop at your first combination number
- Turn left one whole turn past the first combination number and stop at your second number
- Turn right and stop at your third number
- Pull on lock to open



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RECYCLING



The school is concerned about environmental issues locally and globally; consequently, the school actively participates in processes and activities that help to sustain our local environment and to keep natural habitats clean. Students are required to participate in maintaining our school and in helping our local environment, specifically by recycling paper products and beverage containers.

PAPER PRODUCTS

To recycle used paper and cardboard, they can be placed in boxes marked with "Paper Recycling" found in each Classroom as well as in the main lobby.

BEVERAGE CONTAINERS

Beverage containers refer to aluminum cans, tin cans, plastic bottles, glass bottles, pouches, and drink boxes that contain either pop (carbonated drinks), juice, or water. (**Milk products and soy products are not included in this system*)

- When empty, these items can be placed in the blue bins found in each classroom, and in the front lobby.
Please do not place any garbage in the blue bins!
- If you are in the cafeteria, these empty containers can be placed in the two rectangular black bins marked with "Aluminum Cans", "Plastic Bottles", and "Drink Boxes". These are located near the gym door and the entry to the music room.



ABOUT THE LIBRARY



- If you want to borrow a book, you must take it to the counter in the library and have it signed out by the librarian or student volunteer.
- When you return a book, you must bring it back to the library and hand it in at the counter. DO NOT put the book back on the shelf by yourself; the book must be entered into the computer as "returned" by the librarian or student volunteer.
- You may keep a book for up to 2 weeks; the due date is indicated on the slip inside the cover of the book.
- If you would like to keep a book for more than 2 weeks, bring the book back to the library and have it renewed by the librarian or student volunteer.
- You will receive an overdue notice by email when your books are late. You must follow up immediately, as late fees will be applied weekly (\$0.25 per week with a \$1.00 maximum).
- All library books will be collected a week before final exams.
- Students who have not returned all their library books before the end of term will be charged for the cost of the book and applicable fees. This money will be deducted from your textbook deposit.
- Reading books is a good way to improve your English. If you need help choosing a book that is a good level for you, ask your teacher or the librarian for suggestions.
- Food is not allowed in the Library.
- Please help to keep the Library tidy by pushing in your chairs, leaving tabletops and floors clean, and using the garbage and recycling receptacles accordingly.
- The library is meant to be a quiet place for studying and reading. Any conversations must be quiet and kept to a minimum. The "English Only Policy" must be observed.



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WEEKLY BELL SCHEDULE & BLOCK ORDER SPRING 2020

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:15 - 9:29	A	E	D	C	8:05 - 9:15 Embedded Team Times B 9:25 - 10:25	S1 9:25 - 10:45
9:36 - 10:50	B	A	E	D	C 10:32 - 11:32	S2
10:57 - 12:11	C	B	A	E	D 11:39 - 12:39	11:05 – 12:25
Lunch	12:11 – 12:55				Lunch 12:39 - 1:23	
12:55 - 2:09	D	C	B	A	E 1:23 - 2:23	
2:16 - 3:30	E	D	C	B	A 2:30 – 3:30	
3:40-4:40	G	G	G	G	G	



BODWELL HIGH SCHOOL

955 Harbourside Drive
North Vancouver, BC
V7P3S4, Canada

604-998-1000

604-998-1150

office@bodwell.edu

bodwell.edu

BOARDING WEEKLY SCHEDULE: SPRING 2020

Monday – Thursday ("Regular class days")		Friday & Saturday Enrichment mornings			
7:00 am	Wake up begins.	8:20 am	Wake up begins.		
7:25 am	Breakfast begins.	8:45 am	Breakfast begins. Caf West for boarding students only. Caf East & library open for non-boarders.		
8:00 am	Halls close. No re-entry to halls.	9:10 am	Halls close.		
8:05 am	Breakfast ends.	9:20 am	Breakfast ends. Caf West opens to all.		
8:15 am	Classes start.	9:25 am	Classes start (on Enrichment days).		
3:30 pm	Classes finish. Boarding halls & offices open. Snack & Juice bar opens in Caf East until 6 pm.				
4:50 pm	Extracurricular groups & detentions finish. Flex time begins.				
5:30 pm	Dinner served until 6:15pm.				
6:00 pm	Drop-in STUDY HALL available.				
7:00 pm	Evening programming: Activities, outings, open/drop-in spaces	Junior STUDY HALL.			
8:00 pm		Junior STUDY HALL ends.			
8:15 pm		Senior STUDY HALL begins.			
9:15 pm	Senior STUDY HALL ends. Non-boarding students depart.				
9:30 pm	Snack served in cafeteria.				
9:45 pm	Gyms closed. Students begin to move up to halls. Focus on wrap-up.				
Monday to Thursday night (before regular class days)		Friday night (before Saturday Enrichment days)			
10:00 pm	Cafeterias closed. Wrap-up finishes.	10:00 pm	Check-in for ages 16 & under. Snack in caf. Gyms closed. Wrap-up begins. Non-boarding students depart.		
10:15 pm	Curfew: All students back in hall.	10:45 pm	Cafeterias closed. Wrap-up finishes.		
11:00 pm	Internet cutoff. All students in own room.	11:00 pm	Curfew: All students back in hall.		
11:15 pm	General quiet begins.	11:45 pm	Internet cutoff. All students in own room.		
11:30 pm	Grand silence. All students in bed. Lights out.	12:00 am	General quiet begins.		
12:15 am	Grand silence. Students in bed. Lights out.				
Enrichment Saturday PM (& before holidays)		Sunday (& holidays)			
(Saturday Enrichment in morning)		9:00 am	Light breakfast begins.		
		10:00 am	Detention for curfew violations.		
12:35 pm	Lunch served in Caf West.	11:00 am	Brunch served in Caf West. All non-boarding students leave Caf West.		
1:15 pm	Lunch ends. East Wing opens.	AFTERNOON ACTIVITY OPTIONS			
AFTERNOON ACTIVITY OPTIONS		3:30 pm	Snack served.		
6:00 pm	Dinner served in Caf West. All non-boarding students leave Caf West.	6:00 pm	Dinner served in Caf West. All non-boarding students leave Caf West.		
EVENING ACTIVITY OPTIONS					
10:00 pm	Check-in for ages 16 & under.	EVENING ACTIVITY OPTIONS			
10:30 pm	Gyms closed. Snack in caf. Wrap-up begins. Non-boarding students depart.				
11:00 pm	Field wrap-up begins.	9:00 pm	Gyms closed. Wrap-up begins. Non-boarding students depart campus. Snack in caf.		
11:15 pm	Cafeterias closed. Wrap-up finishes.	9:45 pm	Cafeterias closed. Wrap-up finishes.		
11:30 pm	Curfew: All students back in hall.	10:00 pm	Curfew: All students back in hall. SOJI Time.		
12:15 am	All students in own bedroom & general quiet begins.	10:45 pm	Internet cutoff. All students in own bedroom.		
12:45 am	Internet cutoff.	11:00 pm	General quiet begins.		
1:00 am	Grand silence. All students in bed. Lights out.	11:15 pm	Grand silence. All students in bed. Lights out.		



SCHOOL CALENDAR

Spring 2020 (*February 2020 – June 2020*)

FEB 7 (FRI) @ 8:15AM	Orientation, Placement Test & Course Selection (New Students Only)
FEB 10 (MON) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
FEB 12 (WED)	Final Day for Regular Academic Courses Enrolment
FEB 17 (MON)	No School (Family Day Holiday)
WEEK OF APR 6	Midterm Evaluations (Classes as Usual)
APR 10 (FRI) – APR 19 (SUN)	Spring Holiday (No Classes/Teachers, Office Open)
MAY 18 (MON)	No School (Victoria Day Holiday)
JUN 29 (MON) – 30 (TUE)	Final Examinations
JULY 1 (WED) – 5 (SUN)	Term Break

Summer Courses (*July 2020*)

JUL 3 (FRI) @ 8:15AM	Orientation, Placement Test & Course Selection (New Students Only)
JULY 6 (MON) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
JUL 30 (THURS) – 31 (FRI)	Final Examinations
AUG 1 (SAT) – SEP 7 (MON)	Term Break

Fall 2020 (*September 2020 – February 2021*)

AUG. 30 (SUN)	Dormitory Opens for New Students (No Arrivals Prior)
SEP 2 (WED) – 4 (FRI) @ 8:15AM	Orientation, Placement Test & Course Selection (New Students Only)
SEP 8 (TUE) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
SEP 18 (FRI)	Final Day for Regular Academic Courses Enrolment
OCT 12 (MON)	No School (Thanksgiving Day Holiday)
NOV 11 (WED)	No School (Remembrance Day Holiday)
WEEK OF NOV 2	Midterm Evaluations (Classes as Usual)
DEC 19 (SAT) – JAN 3 (SUN)	Winter Holidays (No Classes/Teachers, Office Open)
FEB 2 (TUE) – 3 (WED)	Final Examinations
FEB 4 (THUR) – 7 (SUN)	Term Break



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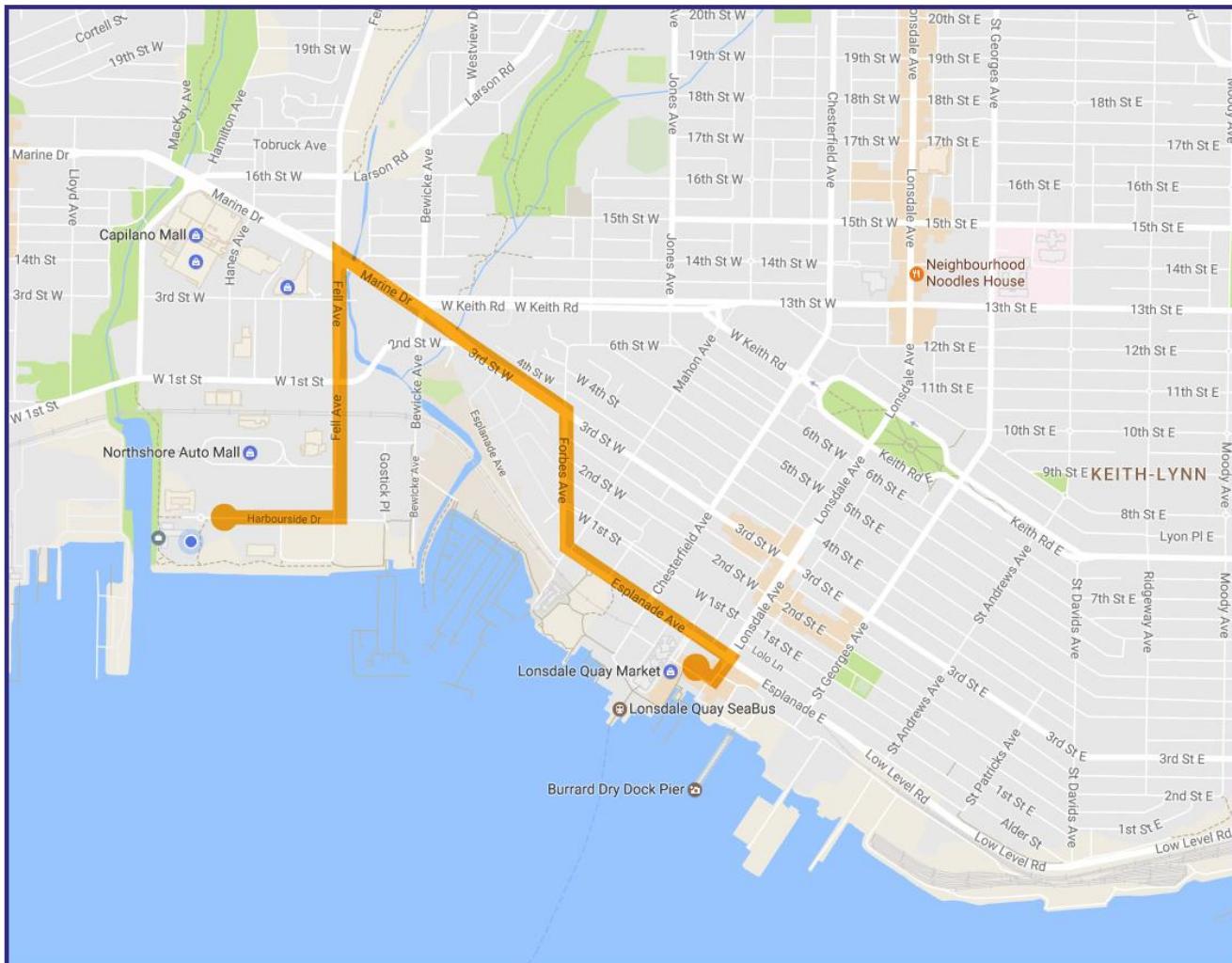
 office@bodwell.edu

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EFFECTIVE – DECEMBER 31, 2018

BUS #231 HARBOURSIDE / LONSDALE QUAY

From Lonsdale Quay via Carrie Cates Court, Lonsdale Ave, Esplanade, Forbes, 3 St, 2 St, 1 St, Fell, Harbourside Dr to terminus at 900 Block.	From Harbourside Dr at 900 Block via Harbourside Dr, Fell, 1 St, 2 St, 3 St, Forbes, Esplanade, Lonsdale Ave, Carrie Cates Court to Lonsdale Quay.
MONDAY TO FRIDAY	MONDAY TO FRIDAY
Lonsdale Quay – Bay 9	Harbourside Drive (E)
7:17	7:27
7:49	8:00
8:19	8:28
8:34	8:45
4:32	4:42





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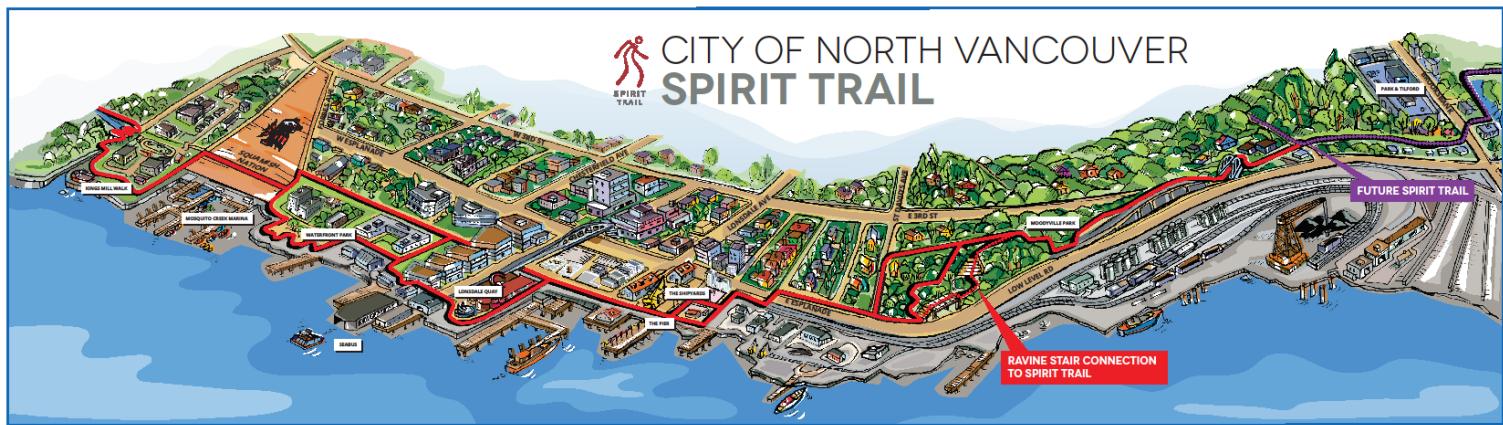
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NORTH SHORE SPIRIT TRAIL



"Winding its way along our scenic waterfront, the Spirit Trail is a true City treasure, a fully accessible greenway that will extend from Horseshoe Bay all the way to Deep Cove.

The City, together with the federal and provincial governments, North Shore municipalities, First Nations, and other agencies are working together to create the North Shore Spirit Trail. This unique, waterfront-oriented, multi-use and fully accessible greenway will provide pedestrians, cyclists, inline skaters and people with wheeled mobility aids access across the entire North Shore."

Cited from the *City of North Vancouver* website (<https://www.cnv.org/parks-recreation-and-culture/parks-and-greenways/greenways/north-shore-spirit-trail>), August 2018.





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AWAY WITH PERMISSION

[Email](#)

[Print](#)

This form is to be completed and submitted to school counsellors **by Wednesday 12pm LATEST** in advance of any overnight stay. Overnight stays must be overseen by an adult 25+ years old.

PROFILE INFORMATION					
STUDENT NAME		DATE OF ABSENCE			
ACCOMMODATION TYPE					
	Boarding (Enter Room #) ➔			Homestay (Enter host name) ➔	
DESTINATION					
ADDRESS			TELEPHONE		
			CO. Code	Area Code	Phone Number
ADULT CONTACT'S NAME			RELATIONSHIP TO STUDENT		
REASON FOR ABSENCE					
WAIVER					
I understand that in the case of overnight stays away from school, my child will not be under the supervision of Bodwell School personnel or designate and I agree to hold the school faultless in any injury, mishap, or event that might occur during, or as a result of, the period of absence.					
PARENT / GUARDIAN SIGNATURE			EMAIL ADDRESS		

BODWELL STAFF APPROVAL			
COUNSELLOR'S APPROVAL			DATE
YOUTH ADVISOR'S APPROVAL			DATE



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REQUEST FOR LEAVE ABSENCE FROM SCHOOL

This request must be submitted 10 school days ahead of time to the Principal. A reply to parents will be made within 3 days after the request is received. When a reply is given, the status of the leave being excused or not excused will be described, and the consequences including ways to make up work will be included. If your child has any unusual reasons to be absent from school, this form must be properly completed. A verbal message or an informal note from your child, or a short email from you will not be sufficient.

PROFILE INFORMATION		
STUDENT NAME	DATE OF BIRTH	
Please note that my child needs to be away from school on _____ due to the following reasons: (specify exact dates) _____ _____ _____		
During this time he will be staying at _____ and he is supervised by: (location of stay) _____ _____ _____		
NAME OF PARENT / GUARDIAN / HOST	PHONE NUMBER	E-MAIL
HOW MANY TIMES HAS THIS STUDENT SUBMITTED A REQUEST FOR LEAVE OF ABSENCE?		

PARENT AUTHORIZATION				
NAME OF PARENT / GUARDIAN		PARENT / GUARDIAN SIGNATURE	DATE	
REPLY GIVEN BY SCHOOL				
STEPHEN GOOBIE, Principal		DATE		



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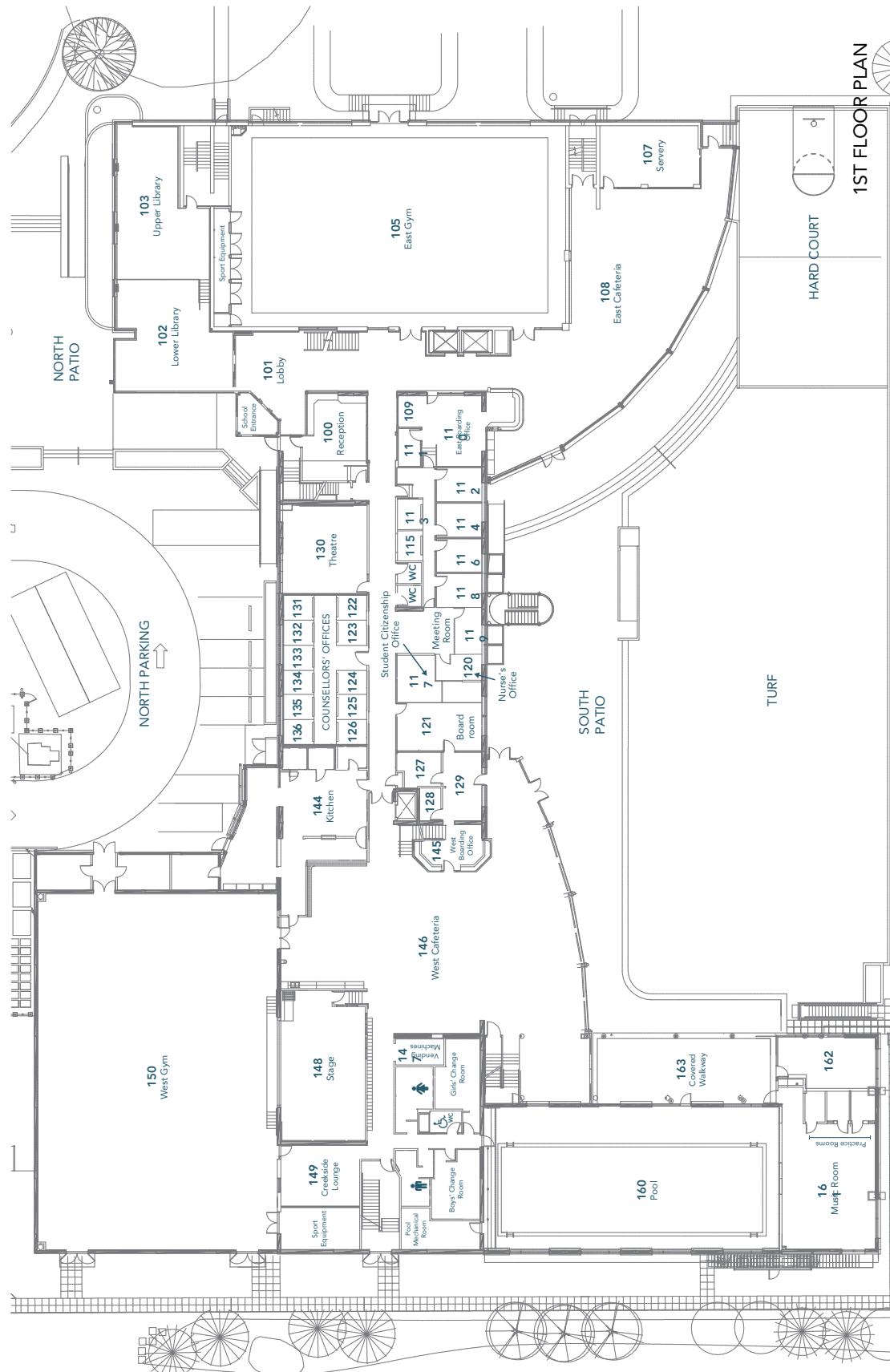
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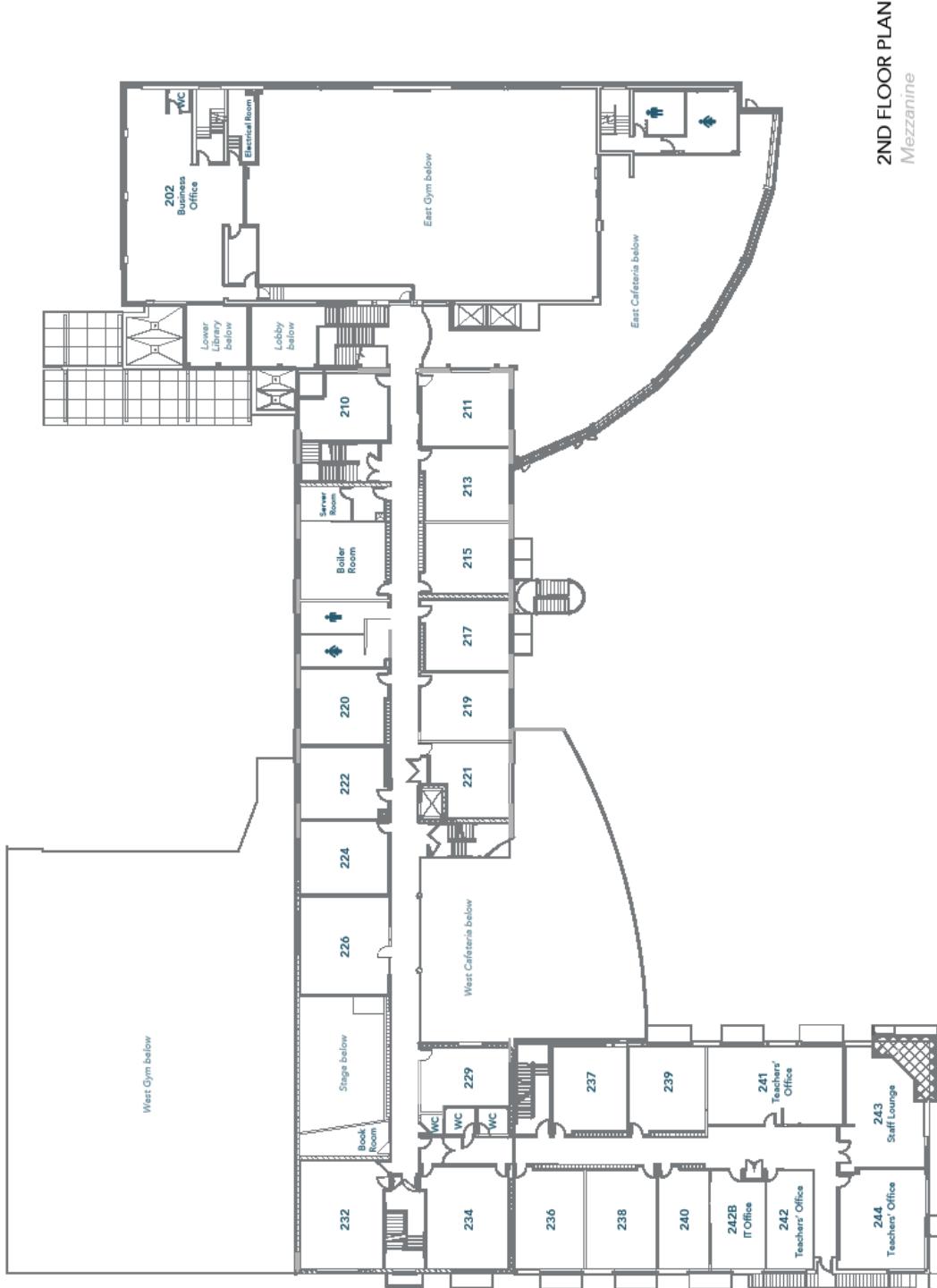
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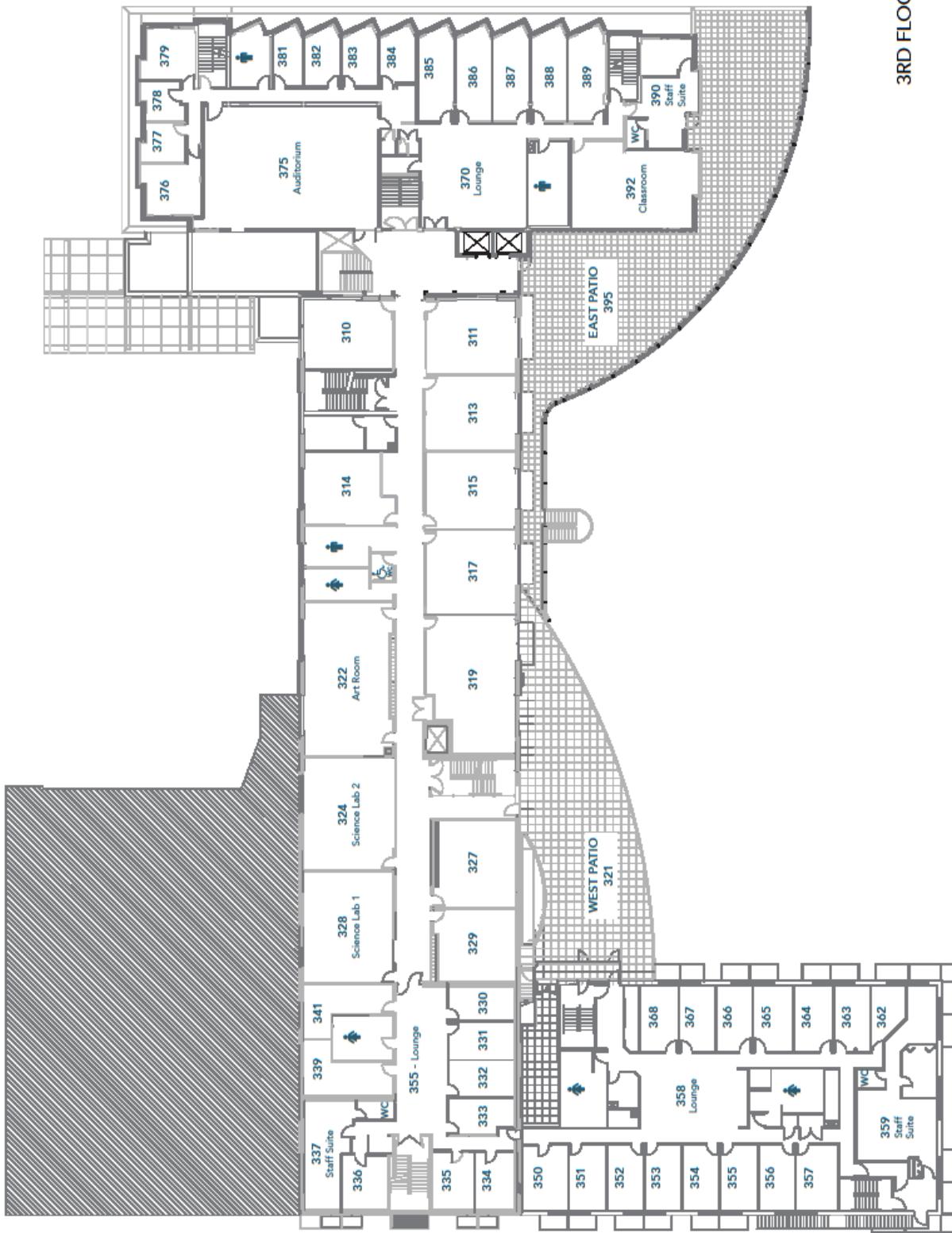


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3RD FLOOR PLAN