



**BODWELL
HIGH SCHOOL**

955 Harbourside Drive
North Vancouver, BC
V7P3S4, Canada

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BODWELL

HANDBOOK



FALL 2024

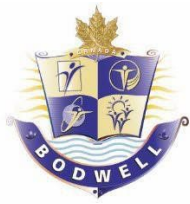


TABLE OF CONTENTS

WELCOME LETTER	3 - 4
SCHOOL PHILOSOPHY	5
HOUSE SYSTEM	6
STUDENT CODE OF CONDUCT	7
BODWELL PROGRAMS	8
COMMUNICATION BETWEEN PARENTS & BODWELL HIGH SCHOOL / BODWELL: MY CHILD	9-11
COURSE CHANGES & WITHDRAWAL POLICY/ ATTENDANCE POLICY	12-13
MAJOR SCHOOL RULES: UNACCEPTABLE BEHAVIOUR	14-18
PROBATION POLICIES	19
EXPULSION POLICY	19-20
APPEAL POLICY	21-22
CAFETERIA CODE OF CONDUCT / ENGLISH ONLY POLICY	23
ACADEMIC PROBATION/ ACADEMIC INTEGRITY & CHEATING	24-26
IT POLICY	27
COMMUNICABLE DISEASE PREVENTION	28-30
FIELD TRIP POLICY	31
UNIFORM & STUDENT APPEARANCE	32-34
SAFETY TIPS	35-38
BODWELL'S APPROVED PRIVATE TUTORING	39
SCHOOL SUPPLIES / REMINDERS ABOUT CLASSROOMS	40
GRADUATION / COURSE PLANNING	41-42
S BLOCK AND G BLOCK OFFERINGS	43-51
AROUND THE SCHOOL: TEXTBOOKS, YOUR LOCKER, RECYCLING	52-53
ABOUT THE LIBRARY	54
WEEKLY BELL SCHEDULE & BLOCK ORDER/ SCHOOL CALENDAR	55-56
BOARDING WEEKLY SCHEDULE	57-58
PUBLIC BUS AND BODWELL SHUTTLE SCHEDULE & MAP	59-60
NORTH SHORE SPIRIT TRAIL MAP	61
PERMISSION TO BE ABSENT IN DORMITORY OR HOMESTAY	62
LEAVE OF ABSENCE FORM	63
CAMPUS MAPS	64-66



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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, and orderly place for everyone.

MESSAGE FROM MR. PAUL YUEN, PRESIDENT & CEO

I started as a youth worker after university and have later engaged in education. 31 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 only 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, Bodwell truly is a “waterfront school that embraces the world.”



In the last few years, our IB Middle Years Program (covering grades 8, 9 and 10) and our Advanced Placement College Board courses have both achieved high acclaim. I encourage every student to do their best and be successful!

MESSAGE FROM MR. STEPHEN GOOBIE, HEAD OF SCHOOL

To our dear students and families: welcome to your learning and living community! Together with our committed staff, you will be our close partners in the many months and years ahead. Our goal: Help each student find the most success possible in all areas of school life, and to help one another make our collective Bodwell experience a truly memorable and magic one. We can do it!



Please don't hesitate to reach out to me with any ideas or suggestions, feedback, or questions. I can't wait to work, share and learn together. This will be my 20th year since joining Bodwell, and I look forward to each moment with you.



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MESSAGE FROM MR. HOUSAM HALLIS, PRINCIPAL

Welcome to our vibrant international boarding school. It is with great pride that I step into the role of Principal, following the inspiring leadership of Mr. Goobie. Our commitment to excellence in education and holistic development remains steadfast.



At Bodwell, we nurture well-rounded individuals from around the world excelling academically and in extracurricular pursuits. Our comprehensive care supports students' academic journeys, personal growth, and well-being. Our dedicated staff create an engaging, innovative learning environment, incorporating cutting-edge pedagogical techniques and advanced technology. This ongoing commitment to innovation is evident in our robust STEAM programs, which we are continuously elevating to new levels, as well as our athletic opportunities and diverse extracurricular activities.

We offer a unique blend of curricula, including the MYP IB, AP and Honour courses, and the BC Curriculum, ensuring a world-class education. Our counselling team oversees students' academic and personal development, using best practices to support their health, well-being, and academic goals. Thank you for being a part of our inclusive school community. Together, we will continue to inspire and support our students on their journey to success.

MESSAGE FROM MS. ROBYN FALLIS,

DIRECTOR OF BOARDING AND SHORT-TERM PROGRAMMS

When a student enters our Boarding program, they are welcomed into a safe and inclusive community that they can call their 'home' during their high school journey at Bodwell.



The individualized life skill and mentorship programming empowers students to explore their passions, actively engage within community and build habits that will guide them along their journey to becoming independent and successful global citizens.

The Boarding staff are compassionate professionals who strive to connect and support each student's needs as well as encourage their development into young adulthood. In Bodwell's Boarding program we provide a supportive environment for students to grow and succeed throughout their high school years.



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 5 "houses" (Courage, Spirit, Discovery, Harmony and Legacy), with all students being honorary members of Unity House.
2. Boarding halls take on the names of houses.
3. Each house is led by staff and a powerful team of student leaders.
4. Houses engage in fun competitions against each other to show their strength!
5. Students earn house points by participation hours – for joining boarding activities, completing career exploration hours (e.g. volunteering), and self-submitting student-initiated activities.



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 assignments, 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.



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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) International Baccalaureate (IB) Middle Years Program (MYP)

From September 2022, Bodwell offers MYP Years 3 to 5, formerly Grades 8 to 10 of the BC Ministry of Education Program. Selected Bodwell teachers are trained in the IB curriculum and instructional strategies to support students' inquiry-based approach to learning. The program adds rigor to the junior high program for students to continue with the BC curriculum, together with Advanced Placement courses in the senior program.

3) Academic English Preparation (*Academic English Preparation*)

The Academic English Preparation (AEP) program uses a content-based approach to help emergent English learners develop their language and academic skills in preparation for transitional and regular secondary courses. Classes cover academic reading and literacy development, writing and composition, spoken language, grammar, and sociocultural awareness. Students can expect to study in Foundations for one to four terms, while receiving ongoing feedback and support in each skill area. Evaluation is both formative and summative, with four progress periods per semester. Students then take Transitional courses to continue to provide English language support while tackling BC curricular content.

4) 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, Qwest University at Whistler, as well as on the campus of Bodwell High School.

5) 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.



COMMUNICATION BETWEEN PARENTS & BODWELL

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

HEAD OF SCHOOL	Mr. Stephen Goobie (sgoobie@bodwell.edu)
DIRECTOR OF SCHOOL DEVELOPMENT	Ms. Cathy Lee (cathylee@bodwell.edu)
SCHOOL ADMINISTRATORS	
<p>Mr. Paul Yuen (paulyuen@bodwell.edu) <i>President (CEO)</i></p> <p>Ms. Cathy Lee (cathy@bodwell.edu) <i>Director of School Development (IB Head of School)</i></p> <p>Ms. Janice Wong (janice.wong@bodwell.edu) <i>Head of Business Systems</i></p>	<p>Mr. Stephen Goobie (sgoobie@bodwell.edu) <i>Head of School (COO)</i></p> <p>Mr. Housam Hallis (hallis@bodwell.edu) <i>Principal</i></p> <p>Mr. Shane Chaffey (shane.chaffey@bodwell.edu) <i>Vice Principal</i></p> <p>Ms. Angela Jay (angela.jay@bodwell.edu) <i>Assistant Principal</i></p> <p>Ms. Jeri Canderan (j_canderan@bodwell.edu) <i>Assistant Principal</i></p>
BOARDING ADMINISTRATORS	
<p>Mr. Jordan Keller (jordan.keller@bodwell.edu) <i>Assistant Director of Boarding</i></p> <p>Mr. Ben Fowler (ben.fowler@bodwell.edu) <i>Program Coordinator</i></p>	<p>Ms. Robyn Fallis (r_fallis@bodwell.edu) <i>Director of Boarding and Short-Term Programs</i></p> <p>Ms. Danika Kelsch (danika.kelsch@bodwell.edu) <i>Assistant Director of Boarding</i></p> <p>Ms. Jamie Hillman (jamie.hillman@bodwell.edu) <i>Senior Program Coordinator</i></p>
COUNSELLORS	
<p>Ms. Meghan Dalziel (meghan@bodwell.edu) <i>Head Counselor</i></p> <p>Ms. Megumi Uehara (megumi@bodwell.edu) <i>Senior Counselor</i></p> <p>Ms. Marie Alemi (marie.alemi@bodwell.edu) <i>University Guidance Counselor</i></p>	<p>Mr. Alex Poshyvanyk (alex.poshyvanyk@bodwell.edu)</p> <p>Ms. Amanda Huang (amanda.huang@bodwell.edu)</p> <p>Ms. Arian Talwerdi (arian.talwerdi@bodwell.edu)</p> <p>Ms. Christy Chen (christy.chen@bodwell.edu)</p> <p>Mr. Gonzalo Pacheco (Gonzalo.pacheco@bodwell.edu)</p> <p>Ms. Stella Kim (stella.kim@bodwell.edu)</p>
COORDINATORS	
<p>Mr. Johnson Chiu (j_chiu@bodwell.edu) <i>Athletics Coordinator</i></p> <p>Ms. Michelle Melnicky (michelle.melnicky@bodwell.edu) <i>Arts Coordinator</i></p> <p>Ms. Lisa Lucking (lisa.lucking@bodwell.edu) <i>Assistant Director: Saturday Enrichment</i></p>	<p>Ms. Sugandha Chopra (sugandha.chopra@bodwell.edu) <i>Co-Curricular Program Coordinator</i></p> <p>Ms. Alexina Bacchus (alexina.bacchus@bodwell.edu) <i>Community Engagement Coordinator</i></p> <p>Ms. Patrice Mitchell (patrice@bodwell.edu) <i>Homestay Services</i></p>



COMMUNICATION BETWEEN PARENTS & BODWELL *(CONT'D)*

- Report Cards are prepared two times a term: after mid-term and final exams. You can access them on the 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 Boarding Life Skill 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
- 5) MyChild Portal and Mobile App: Parents are able to access their child’s academics (grades, etc.), our resource library, boarding information, educational articles & guides, and how to use videos through the MyChild website portal or mobile app. Instructions for how to access the Parent Portal and Mobile App will be emailed accordingly.
- 6) 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.
- 7) Newsletters to Parents are emailed every month 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.



HOW TO SIGN INTO BODWELL MYCHILD

1

Check for an email from Bodwell IT services.
It will contain your username and password

2

After receipt of the e-mail, you can EITHER...

A

Open your web browser on
your computer & visit
mychild.bodwell.edu

B

Download & install the
MyBodwell App using your
phone or tablet device

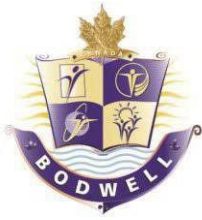
3

Enter your username & password from the previous e-mail to
log in



Scan for in-depth walkthrough

- Password will be reset each semester & sent to parents/guardians whose email addresses are verified with the school. Please expect an email within the first two weeks of each semester
- Please keep your user credentials secured to keep your child's data safe
- Forgot your password or need help signing in? Contact mychild.helpdesk@bodwell.edu



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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 two weeks of the semester, 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 Vice Principal or 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

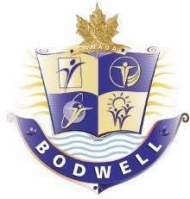
At Bodwell High School, we believe that all students must do their best in the classes in which they are enrolled. They can only do that if they attend all classes regularly and on time. To encourage punctuality and regular attendance, the following rules are in effect:

PUNCTUALITY

Teachers may ask students to make up missed instructional time due to tardiness in detention.

SKIPPING CLASSES

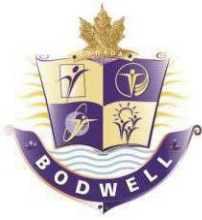
Students absent from classes without a valid reason or permission from school will be subject to progressive disciplinary steps that may lead to detention, suspension, and expulsion.



ATTENDANCE

- Any student who is listed as an unexcused absence and/or late will meet with the Vice/Assistant Principal the following day and may be required to serve a detention.
- Students will serve one detention for every unexcused absence or 3 times late to class.
- If schoolwide tardiness becomes excessively problematic the Vice/Assistant Principal may issue detentions for only one late.
- Students with serious attendance/detention issues will be placed on progressive disciplinary steps as follows:
 - Students will receive a warning after seven detentions.
 - A serious warning letter after 10 detentions.
 - Students will be placed on attendance probation after 14 detentions and will have a meeting with their Counsellor and the Assistant/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 19th detention and will have a meeting with the Principal, the Assistant/Vice Principal and their counsellor. 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 may be asked to withdraw from school.
 - The above-stated steps will escalate quicker depending on the seriousness of absenteeism.
- 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.
- Serious absenteeism **includes excused absences** when more than 10 periods of a class have been missed.
- 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.



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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 behaviour described below. Direct involvement in any of these behaviors will result in disciplinary action from the school; indirect involvement in this behaviour 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, discriminatory language or any 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

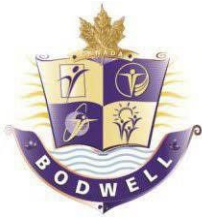
Weapons are expressly forbidden, including any object used to simulate a weapon or cause harm, such as but not limited to sharpened objects, projectiles, high-voltage electrical devices, blunt objects, objects used to choke, etc.

DEFIANCE

Students are expected to follow the lawful instructions of staff 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 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. 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.



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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.

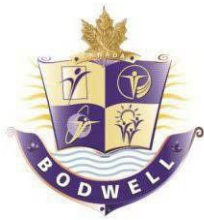
Grade 8 and 9 Physical Education teachers go through bullying/harassment in the first 2 days of the term. Through class discussions, videos, assignments and assessments, students are taught to understand reasons for bullying and types of bullying and harassment behaviour (e.g. cyberbullying, sharing 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 investigate the issues in a deeper level through the relationships that have been built.

Administration, boarding, and counseling staff have also completed training in 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.



BODWELL HIGH SCHOOL

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DRUGS

Using, possessing, or supplying drugs (including cannabis) or direct drug paraphernalia is extremely serious and will result in the student being expelled from school. As possession of drugs (such as cannabis 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 any *time (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 must see the school nurse. Any student who feels they need help to quit smoking or vaping should seek immediate assistance. 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.



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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 together/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:

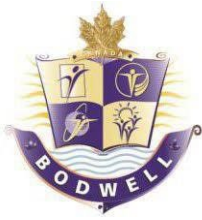
- Has been placed on behaviour, attendance or academic probation, and fails to adhere to the terms of the probation.
- Engages in major violent or abusive behaviour.
- Possesses, supplies or uses dangerous or illegal substances.
- Is responsible for major damage or serious theft.
- Engages in behaviour 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 counsellor 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 counsellor 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 accommodation 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 counsellor 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 - GUIDLINES 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:

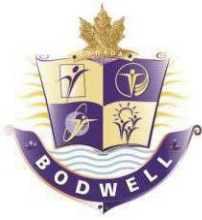
- If a decision-maker (e.g., a principal or authority) is intending to consider a matter which may affect a person's rights, that person should be informed of the matter;
- The person should be given a reasonable opportunity to make oral or written submissions to the decision-maker on the matter being 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 code 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.



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

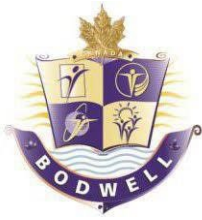
ENGLISH ONLY POLICY AND THE AREAS IN EFFECT

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

- Dedication to English Language Learning Awards
- Improved English proficiency



ACADEMIC PROBATION

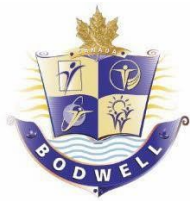
A student may be placed on academic probation under the following circumstances:

- 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.



ACADEMIC INTEGRITY POLICY & CHEATING

Promotion of Academic Integrity

It will be the responsibility of the student to be able to demonstrate their full process of creation of a written / produced work. Students suspected of plagiarism, including the using of AI, who cannot show their complete and detailed process will be found in violation of the academic integrity policy.

1. Bodwell strives to create a school culture of Academic Integrity. In order to create this culture, several steps are undertaken:
 - a. Students must write following the MLA format to ensure proper citations. Answers to questions about MLA can be found here:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
 - b. Students must include an MLA format Works Cited page on their research papers. Students can use EasyBib to do this: <https://www.easybib.com/mla/source>
2. All summative writing assignments are:
 - a. Handwritten in class under teacher supervision
OR
 - b. Submitted to a plagiarism detection service.
 - i. Bodwell currently uses Turnitin for this service. Turnitin can be accessed here:
<https://www.turnitin.com/>

Understanding Academic Misconduct

A student in breach of Bodwell's Academic Integrity policy is considered guilty of Academic Misconduct. The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. This can occur purposefully or accidentally. Academic Misconduct threatens the integrity of student assessment. It includes, but is not limited to, the following examples as defined by the IB:

1. Plagiarism — the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
2. Collusion — supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
3. Duplication of work — the presentation of the same work for different assessment components any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections)
4. Use of Artificial Intelligence

Bodwell encourages students to work and learn collaboratively; however, collusion is not acceptable at Bodwell, and students who collude are subject to discipline for Academic Misconduct.

The chart below can be referenced for examples of what is considered legitimate collaboration and what is unacceptable collusion. Collaboration and collusion are not limited to only these examples.

Legitimate Collaboration	Unacceptable Collusion
<ul style="list-style-type: none"> • Forming study groups • Discussing assignments in general terms • Asking a classmate if they need help with an assignment 	<ul style="list-style-type: none"> • Forming study groups with the intention of sharing answers • Using social media to share answers • Providing a classmate that is struggling with an assignment the answers to the assignment

Some examples of academic dishonesty:

- Inappropriate referencing from a book or a website
- Looking at another person’s answers during a test
- Showing someone your answers during a test
- Using cheat-notes or unauthorized technology to write an exam
- Copying your homework from someone else
- Lending your homework to a student so that he or she can copy it
- Copying answers written by someone else, such as a magazine, book or website
- Getting your tutor or friend or relative to do your work for you
- Using a cell phone, smart watch, or computer during an exam
- Using AI or an online translation tool to write for you

Academic Dishonesty is not tolerated at this school, and those caught will face consequences.

Procedure for Academic Misconduct

In the case that a student is suspected of academic misconduct, the following procedure is followed:

1. The teacher emails their team leader, the assistant principal, the principal, and the student’s counsellor. Details of this email include the assessment, and pertinent information concerning why the student is suspected of breaching the academic integrity policy.
 - a. If the incident occurs during an in-class exam, the student is to complete the exam before the incident is investigated.
2. The teacher does not issue a score for the assessment until the investigation is completed.
3. The student and their counselor meet with the assistant principal who investigates the incident.
 - a. If it is the third time the student has breached the Academic Integrity Policy, the principal meets with the student and counsellor instead of the assistant principal.
 - b. The student’s counsellor represents the students’ concerns during the meeting.
 - c. If the counsellor and assistant principal disagree about if the student is guilty of academic misconduct, the matter is brought to the vice principal or principal who makes the final decision.
4. The assistant principal (or principal) informs the teacher of the outcome of the investigation.
5. The teacher meets with the student to discuss the terms of re-assessment if the student is eligible to be re-assessed.

The consequences for Academic Misconduct are as follows:

1st Incident

- a. The student is reminded of the academic integrity policy
- b. The student is reminded of the consequences of breaching the academic integrity policy.
- c. The student receives a verbal warning.
- d. The student is given the opportunity to be re-assessed.

2nd Incident

- a. The student receives a written warning from the principal or assistant principal.
- b. The student receives a score of zero on the assessment.

3rd Incident

- a. The student is put on academic probation and can 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>

What to Expect from Healthcare in Canada



ARRIVAL TO CANADA

For the first 3 months, students are on private insurance. Private insurance coverage varies by case, but does not cover any pre-existing conditions before coming to Canada. Afterwards, their **Canadian Medical Service Plan** is activated which covers basic medical appointments and services. It does not cover medications, ambulance, dental care, counselling or physiotherapy.

WHAT DO THE SCHOOL NURSES DO?

As school nurses, we are here to make sure that every student has access to mental and physical health services during their stay at Bodwell. This includes providing assessments, creating care plans when needed, medication management, and collaborating with school staff and community resources.



SCHOOL NURSES

Students at Bodwell are fortunate to have access to two school nurses. The job of the school nurses is to assess students to determine the next steps. If they determine other resources need to be implemented, they will arrange for the student to see a physician. If not, care will be provided in school with check-ins as needed.



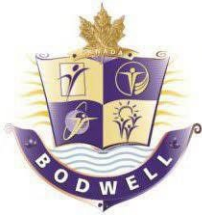
HOSPITAL OR CLINIC

In Canada, we go to a clinic to see a doctor, not the hospital. **We only go to the hospital if it is a life-threatening issue or requires immediate attention** when the clinic is closed.



SPECIALIST (IF REFERRED)

When a student sees a physician, the physician may determine if other services/specialists should be involved (i.e. a neurologist (brain doctor) or cardiologist (heart doctor)). You need a referral from a physician to access these resources.



COMMUNICABLE DISEASE PREVENTION PLAN

updated September 6, 2022

Bodwell High School is following the guidance of the BC Centre for Disease Control and the BC Ministry of Health to reduce the risk of communicable disease, including COVID-19. This guidance can be found in the [Public Health Communicable Disease Guidance for K-12 Schools](#).

Because Bodwell is a boarding school with students living onsite, and with a team of dedicated nursing staff, over many years we have practiced prevention and management of communicable diseases. Since the start of the pandemic, Bodwell has taken a science-based, pro-active and cautious approach to prevention of the spread of COVID-19. Staff and students take these safety measures seriously and role model behaviour for others. Communication with staff, students and parents is transparent and frequent regarding such health matters, and we maintain good relationships with our partners in public health.

VACCINES

Vaccines are important tools to protect against many serious communicable diseases. Vaccination protects from serious illness due to COVID-19 and is one of the most effective ways to reduce the impact of COVID-19. All COVID-19 vaccines approved for use in Canada protect against serious complications.

It is important to get all recommended vaccine doses for the most effective protection against serious cases of COVID-19. More information about COVID-19 vaccines is available from the [BCCDC](#) website. Especially given our students' overseas travel needs, staff and students are strongly encouraged to ensure they are up to date on all recommended vaccines for [communicable diseases](#), including COVID-19 vaccines. School nurses are available to assist students with planning their vaccinations.

MASKS

Bodwell is a mask-friendly school. Some students may be more accustomed to the use of masks in their home countries, and this is respected. Student, staff and visitors are welcome to wear masks as a layer of protection against the spread of respiratory illnesses such as COVID-19. If a student or staff member has symptoms, Bodwell may ask those individuals to wear a mask. Students or staff who are not comfortable to wear a mask can be excused upon communication of this issue.



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HAND HYGIENE

Rigorous handwashing with plain soap and water or using an effective hand sanitizer reduces the spread of illness. Everyone will practice diligent hand hygiene, and Bodwell will facilitate regular opportunities for students and staff to wash their hands.

HEALTH AWARENESS

Bodwell will ensure that staff, other adults entering the school, parents, visitors, and students are aware they should not come to school/class if they are sick and unable to participate fully in routine activities. We will support this practice by communicating the importance of everyone doing a health check and monitoring for symptoms. A health check means a person regularly checking to ensure they are not experiencing symptoms of illness (including but not limited to COVID-19 symptoms) that would limit their ability to participate fully in regular activities and prevent spread of communicable diseases within school settings.

Prevention measures are in place to reduce the spread of communicable diseases. These include effective personal practices like health awareness, staying home when sick, wearing a mask and regular hand cleaning.

ILLNESS PRACTICES

Students are to see a school nurse when they do not feel well, and to follow the nurse's instructions. If needed, a student will isolate either in their boarding room or a special quarantine room until released by a nurse.

Homestay parents and parents of day students are required to phone the nursing office to report their child's sickness. The nursing team can be reached at 604-998-5139. Please leave a voicemail.

If a staff member develops symptoms of illness at school and is unable to participate in regular activities, they should go home until their symptoms improve.



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 the school's online 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 3:30pm, including students that live in the dormitory. Students will be issued detention if they are not properly dressed in their school uniform unless they have a note from the Vice Principal or Assistant Principal.

You will also be given a uniform for your physical education class. You cannot wear your P.E. uniform for other classes. Your P.E. uniform must be worn during P.E. class. Other athletic clothing or your school uniform are not allowed.

Any alteration to school uniform is prohibited. This includes alterations to school uniforms not done under Bodwell supervision. i.e., hemming of pants and kilts. Students are required to purchase new items if their uniform is found to have been altered.

Males 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 (*April 15th-September 30th*)
- Optional long-sleeved navy polo shirt

Females 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 (*April 15th-September 30th*)
- Optional long-sleeved navy polo shirt

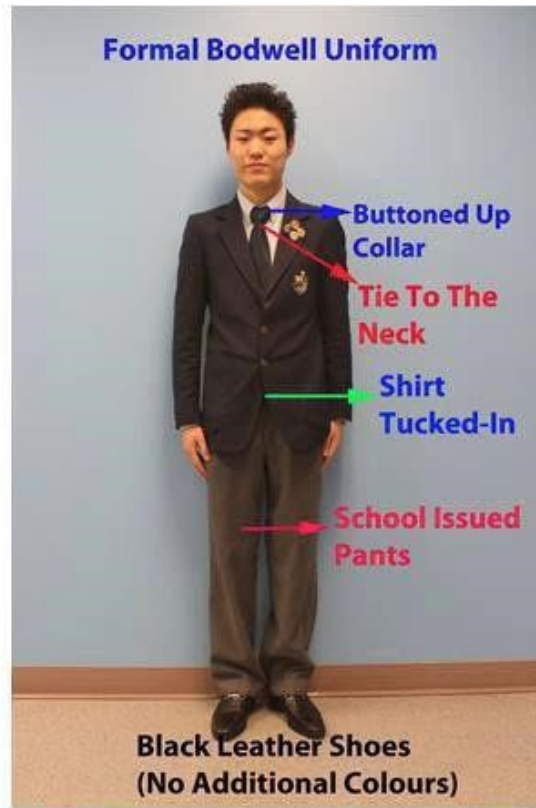


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ASSEMBLIES

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. Students should go to the washroom before the assembly, not during.

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 detention from an administrator.

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!



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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 old
- 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 cannabis, are often mixed with other dangerous substances. Do not use or possess drugs at any time. Possession of cannabis 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*)

Be careful of “sextortion” (sex extortion)

As a community that values your safety and well-being, we want to ensure you have the knowledge and tools to navigate the digital world responsibly. One significant concern we must address is the danger of sextortion. Sextortion is a form of online exploitation where individuals may use intimate or compromising content to manipulate and extort others. Your safety is of utmost importance to us, so we urge you to be vigilant and cautious when interacting online. Never share personal, intimate, or compromising content with anyone, even if you trust them. Once shared, you lose control over that content, and it could be used against your will.

To safeguard yourself against such threats, follow these essential guidelines:

5. **Protect Your Privacy:** Keep your personal information and social media accounts secure. Limit access to your profiles and be cautious when accepting friend requests or messages from unknown individuals.
6. **Think Before You Share:** Pause and consider the potential consequences before sharing any content online, especially intimate images or videos.
7. **Be mindful of video calls:** Refrain from engaging in video calls with strangers or sharing explicit content during video conversations.
8. **Report Suspicious Behavior:** If you encounter any suspicious activity or feel uncomfortable online, report it immediately to a teacher, counselor, or any member of our school's staff.
9. **Educate Yourself and Others:** Stay informed about online safety and raise awareness among your peers. Knowledge is a powerful tool in preventing potential threats.



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Remember, we are here to support and guide you. If you have any concerns or questions about online safety or any other matter, please don't hesitate to reach out to our staff (counsellors, teachers, advisors, administrators, nursing, etc.). Together, we can create a safe and respectful digital environment for everyone.

Your safety is our priority, and we trust that with awareness and responsible online behavior, we can foster a positive and secure online community within our boarding international high school.

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

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 (*e.g. 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

BODWELL'S APPROVED PRIVATE TUTORING SYSTEM

Students may sign up using the teams subchannel labelled "tutoring" and by filling out the relevant information into the google form. Any questions can be directed to Ms. Su, or a counsellor can assist students. Once students sign up online, Ms. Su will contact them with a tutor in mind and will schedule their first couple of sessions. After this point, students should reach out to their tutors directly to create a regular session. Students should note that they need to agree to Bodwell's tutoring policy to proceed.

PURPOSE: To help in pairing students with reputable, professional tutors, but allow students some autonomy in organizing their sessions. While Bodwell can facilitate the introduction of a tutor to a student, and tutoring may happen on campus, private tutors are third parties and are not employees of Bodwell High School. Students (and their parent/guardians) are responsible for the tutoring service arrangement Details including payment, commitment, and so on.

- A) Students are to pay their tutors directly (some options include e-transfer/cash). Please be aware that tutors typically charge anything ranging from \$40 to 65 an hour.
- B) Students are to organize their schedule with their tutor (with Mr. Konrad's help for the first session).
- C) In order to respect professional tutor's time, certain policies are in place for absences/lateness:
 - i) **ABSENCE** If students do not show up for their session, they are to pay the tutor's full hour rate. Students may cancel with their tutor, but they must give them 24-hour notice (please send them an email). With Covid-19 in mind, tutors have discretionary control over whether they want to waive the cancellation fee (for instance, if a student becomes ill within the 24 hours leading to a tutor session, and the student contacts the tutor in the meantime, the tutor can opt to reschedule). What does this mean? Students must contact tutors if they are feeling ill AND it is up to the tutor as to whether they charge for the session (if after the 24-hour point).
 - ii) **LATENESS** if students are late for their session, they will pay the full hour amount rate to tutors (with the same end time as previously discussed). Example: if a student arrives 10 minutes late, their hour session will only be 50 minutes at the original rate.
 - iii) Tutors may assume students are **ABSENT** after 15 minutes.
 - iv) If students **LEAVE** their session at any point, they will pay their tutor the full amount.
- D) All tutors need an up-to-date criminal record check.
- E) Organizing an in-person space: The library and some classrooms may be available to students (discuss with Mr. Konrad for in-person sessions); boarding staff have access to the tutor list and will allow tutors into the school
- F) Mr. Konrad will reach out to students to see how their sessions go (with counsellors copied) with more involvement in the first/second sessions, and periodic check-ins every month after that.
- G) Teachers will be involved (receiving notice of the original request and can comment) and tutors should be updating teachers on student progress (cc'ing the counsellors) after each session.
- H) Issues in student behaviour should be communicated to Ms. Marie, who will contact principals depending on the severity.

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.
- Always lock your bike frame and wheel 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.



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SCHOOL SUPPLIES

REQUIRED

- 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, English Dictionary (ex. Oxford, Collins), 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 placed in the cellular phone pockets at the start of class in accordance with BC legislation
- 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 2024

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

REQUIRED COURSES (52 CREDITS)

Course	Credits	When	When	When	2024-2025 Planned Prov. Assessment		Student Initial	
					Date	Time		
1	Literary Studies 10 (Lit 10) Composition 10 (Comp 10)	2 2				Lit. Assessment 10 TBA	9:00am – 12:00pm	
2	Mathematics (FMP)10 Numeracy Assessment 10	4				TBA	9:00am – 12:00pm	
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 (One of) Life Science 11 (LS 11) Chemistry 11 Environmental Science 11 (ES 11) Physics 11	4						
8	Literary Studies 11	4						
9	OR Pre-Calculus 11 Foundations of Mathematics 11	4						
10	Social Studies 11 OR 12	4						
11	English Studies 12 Literacy Assessment 12	4				TBA	9:00am – 12:00pm	
12	Arts Education or Applied Skills 10, 11, or 12	4						
13	Indigenous-Focused 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) and CLC course. 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 CARRER LIFE CONNECTIONS: 4 CREDITS

20	Work Experience (Minimum of 30 hrs.)	30 hrs						
	CLC	4						

UNIVERSITY PLAN & REQUIREMENT NOTES

Trans SC10/11A & Trans SS10/11A are non-credit courses

Block	FALL 2024: SEPTEMBER 2024 – JANUARY 2025	PREDICTED: SPRING 2025: FEBRUARY 2025 – JUNE 2025
A Trans B2&3	<input type="checkbox"/> Acc 11A <input type="checkbox"/> AP Art (1-term) <input type="checkbox"/> AP Calc12AB-1 or <input type="checkbox"/> Calc 12A (1-term) <input type="checkbox"/> CLE A <input type="checkbox"/> Lit&Writing 10A <input type="checkbox"/> Eng 12A <input type="checkbox"/> Eng 12F <input type="checkbox"/> F&C 11/12A <input type="checkbox"/> LitS 11A <input type="checkbox"/> Math10A <input type="checkbox"/> Phys 11A <input type="checkbox"/> PHE10A <input type="checkbox"/> PreCalc 11B <input type="checkbox"/> PreCalc 12A <input type="checkbox"/> Trans EFP Spoken&W 10A1 <input type="checkbox"/> Trans EFP Spoken&W 10A2 <input type="checkbox"/> Trans ELA (Comp/NM)10B4 <input type="checkbox"/> Trans SC10B1 <input type="checkbox"/> IB SC 10	<input type="checkbox"/> Acc 11 <input type="checkbox"/> Art 11/12A1 <input type="checkbox"/> Art 11/12A2 <input type="checkbox"/> Calc12A <input type="checkbox"/> CLE A1 <input type="checkbox"/> CLE A2 <input type="checkbox"/> CW&Lit 10 <input type="checkbox"/> Eng 12A1 <input type="checkbox"/> Eng 12A2 <input type="checkbox"/> F&C 11/12A <input type="checkbox"/> LitS 11A <input type="checkbox"/> Phys 11A <input type="checkbox"/> PHE10A <input type="checkbox"/> PreCalc 11B <input type="checkbox"/> PreCalc 12A1 <input type="checkbox"/> PreCalc 12A2 <input type="checkbox"/> GEOL 12 <input type="checkbox"/> Trans Spoken & EFP W 10A1 <input type="checkbox"/> Trans Spoken & EFP W 10A2 <input type="checkbox"/> Trans ELA (Comp/NM)10B4 <input type="checkbox"/> Trans SC10B1 <input type="checkbox"/> IB IS 10
B Trans B1&4	<input type="checkbox"/> CLC A <input type="checkbox"/> CLE B <input type="checkbox"/> Lit&Writing 10B <input type="checkbox"/> Eng 12B <input type="checkbox"/> EFP Lit&W 11B <input type="checkbox"/> Eng 12C <input type="checkbox"/> FOM 11 <input type="checkbox"/> Hist 12 <input type="checkbox"/> LitS 11B <input type="checkbox"/> LitS 11C <input type="checkbox"/> LS 11 <input type="checkbox"/> Math10D <input type="checkbox"/> PreCalc 11D <input type="checkbox"/> PreCalc 12C <input type="checkbox"/> PreCalc 12D <input type="checkbox"/> IB P Proj 10 <input type="checkbox"/> AP PHC (PH 11, 12, AP Phys I & II) (2-terms) <input type="checkbox"/> SC 10A <input type="checkbox"/> Trans SS10/11A1 <input type="checkbox"/> Trans SS10/11A2 <input type="checkbox"/> Trans SS 11B2 <input type="checkbox"/> Trans SC10B3	<input type="checkbox"/> AP PHC (PH 11, PH 12, AP Phys I & II) (2-terms) <input type="checkbox"/> CLC A <input type="checkbox"/> EFP Lit&W 11A1 <input type="checkbox"/> EFP Lit&W 11A2 <input type="checkbox"/> EFP Lit&W 11A3 <input type="checkbox"/> Engineering 11 <input type="checkbox"/> Eng 12B <input type="checkbox"/> ES 11 <input type="checkbox"/> Food Studies 10/11A <input type="checkbox"/> Trans B Comp 11A <input type="checkbox"/> Hist 12 <input type="checkbox"/> LS 11 <input type="checkbox"/> Law 12 <input type="checkbox"/> M&P 11 <input type="checkbox"/> PreCalc 11A <input type="checkbox"/> PreCalc 12C <input type="checkbox"/> SC 10A <input type="checkbox"/> SS 10A <input type="checkbox"/> Trans SS10/11A1 <input type="checkbox"/> Trans SS10/11A2 <input type="checkbox"/> Trans SS 11B2 <input type="checkbox"/> Trans SC10B3
C Foundations, TransA1&2 Trans B1&4	<input type="checkbox"/> AP Man*12 or <input type="checkbox"/> Man 12 (1-term) <input type="checkbox"/> Art11/12A <input type="checkbox"/> Band10/11/12A <input type="checkbox"/> IB MA10 <input type="checkbox"/> Chem 12C <input type="checkbox"/> CLE D <input type="checkbox"/> CC 12 <input type="checkbox"/> Drama 10/11/12 <input type="checkbox"/> F&C 11/12B1 <input type="checkbox"/> F&C 11/12B2 <input type="checkbox"/> M&P 11 <input type="checkbox"/> French 11 <input type="checkbox"/> Political Studies 12 <input type="checkbox"/> LitS 11D <input type="checkbox"/> PHE 10B1 <input type="checkbox"/> PHE 10B2 <input type="checkbox"/> Phys 11B <input type="checkbox"/> Phys 12C <input type="checkbox"/> SC 10C <input type="checkbox"/> SS 10B <input type="checkbox"/> Stats 12 <input type="checkbox"/> Trans B Comp 11B <input type="checkbox"/> Trans ELA (Comp/NM)10B2 <input type="checkbox"/> Trans ELA (Comp/NM)10B3	<input type="checkbox"/> A&P 12 <input type="checkbox"/> Art 11/12B <input type="checkbox"/> AS 12 <input type="checkbox"/> Band 10/11/12A <input type="checkbox"/> CLC B <input type="checkbox"/> CLE C <input type="checkbox"/> Chem 11A <input type="checkbox"/> Chem 12A <input type="checkbox"/> Trans B Comp 11B <input type="checkbox"/> Trans B Comp 11C <input type="checkbox"/> F&C 11/12B <input type="checkbox"/> Food Studies 10/11B <input type="checkbox"/> FOM 11 <input type="checkbox"/> Econ 12B <input type="checkbox"/> Man 12 <input type="checkbox"/> PHE 10B <input type="checkbox"/> PreCalc 11D <input type="checkbox"/> SS 10B <input type="checkbox"/> Stats 12 <input type="checkbox"/> Trans ELA (Comp/NM)10B2 <input type="checkbox"/> Trans ELA (Comp/NM)10B3
D Trans B3	<input type="checkbox"/> AP CSHC (CP 11, CS 12 & AP CSP 12) (2-terms) <input type="checkbox"/> Art 11/12B <input type="checkbox"/> CLC B <input type="checkbox"/> Chem 11B <input type="checkbox"/> AP Chem or <input type="checkbox"/> Chem 12B (1-term) <input type="checkbox"/> EFP Lit&W 11A <input type="checkbox"/> Econ 12A <input type="checkbox"/> ES 11 <input type="checkbox"/> Law 12 <input type="checkbox"/> Math 10B <input type="checkbox"/> PreCalc 11C <input type="checkbox"/> SC 10B <input type="checkbox"/> Trans SC 10/11A1 <input type="checkbox"/> Trans SC 10/11A2 <input type="checkbox"/> Trans B Comp 11A <input type="checkbox"/> Trans SS 10B1&4 <input type="checkbox"/> Trans SS 11B1&4 <input type="checkbox"/> Trans SC 10B2 <input type="checkbox"/> IB PHE 10 <input type="checkbox"/> Acc 11B <input type="checkbox"/> A&P 12 or <input type="checkbox"/> AP Bio 12 (1-term) <input type="checkbox"/> Band 10/11/12B	<input type="checkbox"/> AP CSHC (CP 11, CS 12 & AP CSP 12) (2-terms) <input type="checkbox"/> CLE B <input type="checkbox"/> Chem 11B <input type="checkbox"/> Chem 11C <input type="checkbox"/> Chem 12B <input type="checkbox"/> Econ 12A <input type="checkbox"/> EFP Lit&W 11C <input type="checkbox"/> ES 12 <input type="checkbox"/> F&C11/12C <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 12 <input type="checkbox"/> PreCalc 11C <input type="checkbox"/> PreCalc 12D <input type="checkbox"/> Trans SC10/11A1 <input type="checkbox"/> Trans SC 10/11A2 <input type="checkbox"/> Trans SS 10B1&4 <input type="checkbox"/> Trans SS 11B1&4 <input type="checkbox"/> Trans SC 10B2 <input type="checkbox"/> IB PHE 10
E Trans A1&2 Trans B2	<input type="checkbox"/> AP MHC (PreCalc 12E, AP Calc12AB-2 & Geom 12) (2-terms) <input type="checkbox"/> Econ 12B <input type="checkbox"/> Eng 12E <input type="checkbox"/> Math10C <input type="checkbox"/> Media Arts 11/12 <input type="checkbox"/> PreCalc 11A <input type="checkbox"/> SS 10A <input type="checkbox"/> Trans ELA (Comp/NM)10B1 <input type="checkbox"/> Trans SC 10B4 <input type="checkbox"/> Trans SS 10B3 <input type="checkbox"/> Trans SS 11B3	<input type="checkbox"/> AP MHC (PreCalc 12E, AP Calc12AB-2 & Geom 12) (2-terms) <input type="checkbox"/> Band 10/11/12B <input type="checkbox"/> Econ 12C <input type="checkbox"/> Eng 12E <input type="checkbox"/> EFP Lit&W 11D <input type="checkbox"/> F&C 11/12D <input type="checkbox"/> FOM 12 <input type="checkbox"/> Geog 12 <input type="checkbox"/> Graphic Arts 11/12 <input type="checkbox"/> LitS 11E1 <input type="checkbox"/> LitS 11E2 <input type="checkbox"/> Math 10B <input type="checkbox"/> Media Arts 11/12 <input type="checkbox"/> PHE 10D <input type="checkbox"/> PreCalc 11E <input type="checkbox"/> Trans ELA (Comp/NM)10B1 <input type="checkbox"/> Trans SC 10B4 <input type="checkbox"/> Trans SS 10B3 <input type="checkbox"/> Trans SS 11B3 <input type="checkbox"/> IB LA 10

COMPLETED ON:

STUDENT SIGNATURE

Updated Friday, May 17th, 2024

* AP Exams/Portfolios (cost approximately \$200-\$225 extra) are scheduled for May 2025. AP Calc AB (TBA); AP Man (TBA); AP Phys I&II (TBA); AP Chem (TBA); AP CSP (TBA). Students who skip them will NOT receive credits for the courses.

	Block A	Block B	Block C	Block D	Block E
IB 8	Language & Literature 8	Science 8	Composition 8	Language Acquisition (French) & Band 8/9 (For non-Mandarin Speakers)	PHE, Design & Art 8
IB 9 A&B	Language & Literature 9 Science 9 Composition 9			OR Language Acquisition ("Intro to" Mandarin) & Band 8/9 (For non-Mandarin Speakers)	PHE, Design & Art 9
IB 10*	<input type="checkbox"/> IB SC 10	<input type="checkbox"/> IB Personal Project 10	<input type="checkbox"/> IB Math 10	<input type="checkbox"/> IB PHE 10	<input type="checkbox"/> IB LL 10

FALL 2024

Co-Curricular

Students will take the survey to make their choices for co-curricular on the 9th of September. They will be contacted through MS Teams to request their offerings ONLINE. **The choices are not guaranteed and will be confirmed by the counselors (by the 18th of September 2024).**

G **G Blocks (Co-curricular offerings after-school from Mon-Thu) start from 23rd of September 2024.**

S **S Blocks (Experiential co-curricular offerings on Saturdays) dates for Spring 2024:**

- o September 21st - session 1
- o October 5th - session 2
- o October 19th - session 3
- o October 26th - session 4
- o November 2nd - session 5
- o November 16th - session 6
- o November 23rd - session 7
- o November 30th - session 8
- o December 7th - session 9
- o December 14th - session 10
- o January 11th - session 11
- o January 18th - session 12 (Showcase)

How many G and S blocks will you take?

G **Each student will take between 1-4 Gs depending on their grade and *pathway design*:**

- **Grade 8:** 1-2 G blocks are predetermined. You will be enrolled in a Science/Math Support G block and one English Support G block. You must choose *2 more Gs*. Some students may be exempted from the English Support G block (approval by the IB coordinator). **Students exempted will take 3 Gs in total. Non-exempted will take 4 in total.**
- **Grade 9:** 2-3 G blocks are predetermined depending on the term.

Term 1- You will be enrolled in a Science/Math Support G block and an English Support. Students get the choice of *2 more Gs*. **Students exempted from Eng support will take 3 Gs. Non-exempted students will take 4.**

Term 2- You will be enrolled in a Science/Math Support G block, an English Support, and a Community Project G block. You get to choose *1 more G*. Some students may be exempted from the English Support G block (approval by the IB coordinator). **Students exempted will take 3 Gs. Non-exempted students will take 4.**

- **Grade 10 (IB):** 1 G block is predetermined. You will be enrolled in a Science/Math Support G block. You must choose *2 more Gs*. **Total Gs- 3**
- **Transitional 10/11 A, B; Grade 10/ 11:** 1 G is predetermined LAP- Trans A, B (for students in transitional courses) and you must choose *2 more Gs*. If you are not enrolled in transitional Eng support, then you must choose **3 G blocks in total.**

Some students will be enrolled in 2 LAP Gs. They will still take 3 Gs in total (2 LAP + 1).

- **Grade 12:** In their final two semesters before graduation, students must take LAP (if in transitional) or **1 G only**, if not in transitional.

S

- Each student will take either one 180-minute or two 80-minute S Blocks each Saturday.

- Student Parliament members: Participation in Student Parliament counts as one G.
- Student-athletes who are a part of a team can count it as one G (number of practices per week do not count).
- Students part of other teams for competitions- will be a part of a practice G club (counted as one G).
- Student-led club members (counted as a G requirement).
- Grade 10-12 students only at Bodwell for 1 or 2 semesters (not graduates) may have different pathways to be determined in consultation with their counselor. Students who change their pathwayplan at the midpoint will be required to adjust with their counselors.
- G block exemptions are available for students with high academic standing, or who participate in recreation or volunteering programming at the same time as G blocks in the community. Students must be approved through an application process through their counselors and Co-curricular Coordinator.
- S block exemptions are available for students who participate in at least 3 hours of structured alternate programs in the community. Students must be approved through an application process through their counselors and Co-curricular Coordinator.

Questions?

Please contact Ms. Sugandha Chopra (G and S block), Ms. Lisa Lucking (S block), or Mr. Housam Hallis.

G Block Offerings & Daily Schedule **(YET TO BE UPDATED)**

All offerings below are TENTATIVE dependent on student numbers and are subject to change.

Monday	Tuesday	Wednesday	Thursday
Co-ed Track & Field Jay, Angela (Track)	AP Calculus Szigeti, Zsofia (226)	Co-ed Track & Field Crowley, Simon (Track)	Chem 12 Eroglu, Erdem (314)
Sr. Co-ed Badminton Team Prazak, Mica (E.Gym)	Media Club Zhang, Sarah (219)	Sr. Co-ed Badminton Team Prazak, Mica (E.Gym)	Physics 11 Vandervelde, David (315)
Boys Basketball Team Chiu, Johnson (W.Gym)	Chem 11 B Sheldon, Tobin (329)	Boys Basketball Team Chiu, Johnson (W.Gym)	Robotics Club Griffin, Greg (310)
Jr. Co-ed Badminton Team Van Strien, Nathan (Field)	Chem 11 A/C Chan, Irene (327)	Jr. Co-ed Badminton Team Van Strien, Nathan (Field)	LAP: Trans B3 Torre, Beatrice (221)
Swim Club Walker, Tom (pool)	Sr. Boys Soccer Club Naismith, Paul (School Field)	Swim Club Walker, Tom (pool)	Sr. Boys Volleyball Club Macintosh, Chris (W. Gym)

Painting Club Canderan, Jeri (322)		Swim Team (Morning) Walker, Tom (pool)	Honor Band Club Melnicky, Michelle (161)	G Volleyball Team (April) Chiu, Johnson (W.Gym)
IB 8 Eng Support Torre, Beatrice (221)		English Drop-in McMurray, Paul (217)	Swim Club Schoenfeld (pool)	LAP: Trans B- 11A Chung, Gordon (375)
IB 9 Math/Sci Support- A Gosal, Happy (319)		Jazz Band Club Melnicky, Michelle (161)	IB 9 Math/Sci Support- B Gosal, Happy (319)	LAP: Trans A1 Yatsuda, Susan (236)
		LAP: Trans B-11B Torre, Beatrice (221)	IB 9A Eng Support Torre, Beatrice (221)	LAP: Trans A2 1 Mehin, Armity (311)
		University Applications Parkinson, Aishah (310)		Printmaking Club Mennigke, Jane (322)
		Team Sports Club Oghalaie, Kasra (W.Gym)		Pre cal 12 Gosal, Happy (319)
		LAP: Trans B2 Bacon, Harley (224)		IB Comm Project Bacchus, Alexina (202)
		Dance Club Guo, Weilin (148)		LAP: Trans B- 11C Kortschak, Eric (215)
		Pre cal 12 Graham, Doug (238)		LAP: Trans B4 Rafael, Andrew (224)
		Pre cal 11 Gosal, Happy (319)		Physics Cohort Prep Baker, Kevin (324)
		LAP: Trans B1 Subramaniam, Jyotsna (236)		SC 10 Tsirkin, Mimi (313)

G2

IB 9B Eng Support Torre, Beatrice (221)	Math 10-A Gosal, Happy (319)	Toastmaster Club Gosal, Happy (319)	Math 10-B Gosal, Happy (319)
IB 10 Math/Sci Support Gosal, Happy (319)	World Food Club- A Cabrera, Sabrina (232)		World Food Club- B Cabrera, Sabrina (232)
	Wellness Club- A Gardiner, Chloe (239)		Wellness Club- B Gardiner, Chloe (239)
	Crafting & DIY Club- A Sidhu, Amie (322)		Crafting & DIY Club- B Sidhu, Amie (322)
	Criminology Club- A Paw, Karanee (211)		Criminology Club- B Paw, Karanee (211)
	Documentary Club- B Danbrook, Karli (329)		Documentary Club- B Danbrook, Karli (329)
	Chess Club- A Mariategui, Andres (224)		Chess Club- B Mariategui, Andres (224)
	Coding & Game Design Club- A Karimi, Kayvon (220)		Coding & Game Design Club- B Karimi, Kayvon (220)
	Debate MUN Club- A Khalegi, Erfan (202)		Debate MUN Club- B Khalegi, Erfan (202)
	Book Club- B TBA (314)		Book Club- B TBA (314)

G Block Offerings Descriptions

Academic	
AP Calculus	Improve the understanding of the core concepts in AP Calculus including continuity, limits, derivatives, related rates, curve sketching, antiderivatives, integrals, Riemann sums, numerical integrations techniques, and others. The goal is to improve students' mathematical athleticism so that they can be more confident moving forward in their studies at university and prepare for the AP Cal Exam. Mandatory for AP Cal students.
AP Physics	Help students improve their understanding of the core concepts in AP Physics, including mechanics, electricity and magnetism, waves and optics, and thermodynamics. The goal is to enhance students' scientific reasoning and problem-solving skills, enabling them to confidently pursue further studies in physics at the university level and prepare for the AP Physics Exam. This course is mandatory for AP Physics students.
Chemistry 11	The purpose of the G-Block is to help students enhance their knowledge and skills related to topics within the curriculum of Chemistry 11. Supplemental topics will be covered to further increase students' knowledge.
Chemistry 12	Students will be given ample instruction and assistance on all major aspects of Chemistry 12 including guidance on how to write effective lab reports and the key ideas in the five major units of Chemistry 12 including Reaction Kinetics, Equilibrium, Solubility Equilibrium, Acids and Bases, and Electrochemistry.
IB Math/ Science Support	Math/ Science Skills for grades 8 and 9 will be skills targeted for academic support to prepare students for future science and math courses. Each week core concepts will be taught and applied at a level appropriate for the student. This thematic approach means that each student will be challenged to improve their skills in preparation for the math or science course they will next be enrolled in. Some IB 8/9 students may be exempted from the Math/Science Support G block (approval by the IB coordinator).
Math 10	Provide students with the foundational and supplementary skills and knowledge to be successful in Mathematics 10. Students will practice basic and abstract problems. Careful dissection and analysis of word problems will be explored to strengthen problem-solving skills.
Pre-Calculus 11	Provide students with nurture and support in their mathematical studies. We will focus on learning strategies and the core/main ideas and themes necessary for students to succeed in the course. Core topics covered will include quadratic functions and equations (graphing techniques and solving), radical functions/inequalities, linear inequalities in one and two variables, solving linear and nonlinear systems of equations, trigonometry, and finance (mortgages, annuities, future value, etc.).
Pre-Calculus 12	Assist and enhance skills that will benefit students when taking Precalculus 12 and Calculus 12. Some basic skills that students will work on will include solving different types of equations (i.e., polynomial, radical, trigonometric, logarithmic, and rational). Other topics introduced will include domain, range, limits, intervals, transformations, graphing, and trigonometry.
Physics 11	Physics 11 is to help students succeed in Physics 11 course. The G block also covers: Solving problems that involve several theories and concepts in Physics 11 (e.g., kinematics, forces, and energy); Analysis of experimental data (e.g., using Excel); and report writing (i.e., how to write different sections of a report).
Engineering 11	The goal is to develop students' problem-solving abilities, technical skills, and understanding of engineering principles, preparing them for advanced studies in engineering at the university level and potential careers in the field.
University Writing Club	This G block will be sponsored by our career counselor to help students prepare for writing their university essays for various countries like the USA, Asia, etc. including Canada. The sponsor decides the enrollment.
World Scholar's Cup Club	This G will be sponsored by the co-curricular coordinator to prepare students for the regional competition in Vancouver in April. The sponsor decides the enrollment.
Tutoring - (Transitional (A, B), Grade 8/9)	
IB English Support (8,9)	G block tutoring sessions will focus mainly on students' weaknesses in writing. Teachers may cover grammar, writing strategies, and vocabulary development. The sessions will include support for their grade 8/9 classes of difficult content and instructions, oral and written practice, and individual 1-1 help. <u>Some IB 8/9 students will be exempted from the English/ Tutoring Support G block (approval by the IB Coordinator).</u>
Academic English Language Development	
LAP- Language	This program gives extra support to students who are in the transitional program. Academic English is much more challenging than conversational English. Students who may excel in English

Acceleration Program-Trans	conversations often struggle on the IELTS exam, in English 12, and in university. LAP Trans will provide more focus on students' academic reading, writing, listening, speaking, vocabulary, and grammar to strengthen these skills and prepare them for post-secondary success in English.
English Drop-in	Need help from an English teacher? They are available to help you in G1. <u>This is Drop-in ONLY and is not recorded as aG block on student schedules.</u>
Active Learning	
Swimming Team	This team is only for athletes who are selected to be a part of the school team.
Boys Basketball Team	This team is only for athletes who are selected to be a part of the school team.
Girls Basketball Team	This team is only for athletes who are selected to be a part of the school team.
Boys Soccer Team	This team is only for athletes who are selected to be a part of the school team.
Girls Volleyball Team	This team is only for athletes who are selected to be a part of the school team.
Boys Volleyball Team	This team is only for athletes who are selected to be a part of the school team.
AP Art	The goal is to develop students' artistic skills, critical thinking, and ability to articulate their creative process, enabling them to confidently pursue further studies in art at the university level and prepare for the AP Art Exam. This course is mandatory for AP Art students.
Girls Soccer Club	This G club is open to all; recommended for students who can be a part of the team in the fall.
Swim Club	This G club is open to all; must be able to swim 25 m length.
Jazz Band Club	Jazz Band Club is a small ensemble group, specializing in jazz. The instruments played in this club are saxophone, trumpet, trombone, piano, bass, and percussion. The jazz band club will perform at concerts, assemblies, and festivals. Experience is required. The teacher decides the enrollment.
Robotics Club	The Robotics Club is a place for students with an interest in learning about and building robots.
IB Community Project	<u>This G block is mandatory for MYP 9 students (2nd term) completing their Community Projects this term.</u> This project is about serving the community. Over the course of the semester, students will reflect on their interests, find a need in the community, and develop a plan for action. Student work will be showcased to the Bodwell community at the end of the semester. Good luck MYP 9 students!
Toastmasters Club	Elevate your public speaking and leadership skills at Toastmasters Club! Join our supportive community for constructive feedback, engaging speeches, and a platform to enhance your communication prowess.
World Food Club	Students will explore the art of Linocut Printmaking, Monoprint, and Collagraphy in this G Block. This will be a hands-on G block with a variety of food experiences. On some weeks you will be participating in a workshop to celebrate different food traditions of many cultures, and some weeks we will explore the history of food groups of various countries. Some sessions will include hands-on cooking for traditional foods. It will focus on developing an empathic global perspective and appreciating/embracing diversity.
Crafting & DIY Club	The group is a place where students can practice the arts of crafting things and hone their individual skills. Creating artwork based on various themes and with materials of their choice, students can use this time to start their portfolios for university or begin learning a new skill that can help them find where their unique talents lie and explore new avenues of enrichment and expression. This will be focused on doing DIY (Do it yourself) activities and Pinterest-worthy art!
Coding & Game Design Club	A g-block exploring the basic building blocks of programming and coding theories with hands-on lessons in the form of game design, such as modding for games like Minecraft, or AI creation for simple games like Chess or Tic-Tac-Toe. By the end of the semester, students will have a solid foundation of coding to use in everyday life, such as setting up a website, or exploring more in-depth programming if they so choose.
Documentary Club	Do you enjoy discussing documentaries in English? This club will allow students to explore different themes relating to our social, cultural, or scientific world through various documentaries. Students will watch clips together and then engage in discussion and group reflection.
Chess Club	This group will focus on chess and explore various rules and tricks of the game. The class will involve learning patterns of popular and successful chess players. Members will be a part of chess tournaments with a chance to form a school team!

Criminology Club	Are you an aspiring detective? Are you looking for a career in law or law enforcement? This club provides a general introduction to the study of criminal behavior from an interdisciplinary perspective. Grab your magnifying glass and enjoy!
Debate MUN Club	This club will focus on debating styles and techniques. It will explore various speaking styles of popular leaders and speakers across the globe and develop skills to become an empathic and confident speaker. Focus is MUN style debating and forming a team.
Wellness Club	Welcome to a sanctuary devoted to your well-being. Immerse yourself in the tranquility of meditation, discover the rejuvenating power of yoga, and explore self-reflection through guided journaling. Our club is a haven for stress management and a place to nurture your mental health. So, join us to learn how to value your self-care and the skills to find peace every day.
Book Club	This club consists of reading books of genres that you choose, followed by circle time discussions, characterization and sharing ideas and opinions.
Team Sports Club	This is a recreational sports club wherein you will play soccer, basketball, volleyball, and other team sports. It is open for all students.

S Block Offerings & Descriptions

Please note that the morning schedule is divided into two blocks, S1 and S2. **S1 Timing:** 9:25 – 10:45; **S2 Timing:** 10:55 – 12:15.

Offerings marked with a 🕒 run for both the blocks (S1+S2).

Transitional English Support	Improve your English language skills through practice and games. We will explore public speaking styles like Ted Talks, speeches by famous leaders, etc. to build on confidence and learn from real-life patterns.
Adventurous Learning 🕒	Focus on hiking, teamwork, leadership, survival, and more while working through a program in physical recreation & skill building. This class will mostly take place OUTSIDE so be prepared for all weather conditions in the great outdoors and for active learning fun! We will always be prepared to go out for a hike with proper attire and physical and mental readiness. Need a reasonable level of physical health to be able to go for hikes.
Arts from Around the World	Nurture your inner artist as you learn about different cultural arts and practices around the world. In this hands-on course, you will get creative by making various arts and crafts projects with simple and colorful materials. No previous art experience is necessary.
Volunteering for a Better World 🕒	This course will focus on how to combine your own interests and goals with volunteering. This class will explore the different layers of service and society, the local neighborhood, and beyond. Think globally, act locally.
Design & Photography 🕒	Explore creative photography and design in this interactive course. Learn phone photography, play with light, and design your own tote bag. Express your style and uncover your creative self through visual storytelling. Join us to capture moments, light, and imagination while discovering your unique artistic personality!
Electronic Music Production	Explore the composition of music using digital instruments on our computers . We will learn the basics of Ableton, writing music for visual media, and the technical skills behind using virtual orchestras.
Community Engagement and Exploration 🕒	Focus on bridging your individual interests and English skills with work that is meaningful. You will get out in the community to gain an understanding of the importance of contribution. Be prepared to be OUTDOORS and to make a difference in your local community! We will learn how to research and build connections/relationships with people/organizations and help make a difference. Student-led projects will be given life. We will always be prepared to be outdoors with proper attire and physical and mental readiness.
Jiu Jitsu	The focus of this class is on learning to protect yourself and others through Brazilian Jiu-Jitsu; a predominantly ground based, martial art using the principles of leverage, angles, pressure, and timing, as well as knowledge of the human anatomy, to achieve a non-violent submission of one's opponent. Be prepared to engage in exercise and drills, both solo and with a partner; this class has

	close physical proximity with others as you engage in activities. All skill and athletic abilities are welcome.
MasterChef 🕒	Are you 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!- booked for grade 12 students.
Guitar for Beginners	Grasp the essentials needed to begin playing acoustic or electric guitar. You'll learn an easy approach to get you playing quickly, through a combination of exploring the instrument, performance technique, and basic music theory. For students who have long thought about picking up the acoustic or electric guitar, this course will provide an easy-access foundation that will get you playing!
Music Rock Stars	A basic command of an instrument and/or vocal talent is required for this class. Express yourself creatively and bring your artistic musical vision to life! This class allows you to collaborate with your fellow musicians. Bring your talent to the masses with spine-tingling live performances!
Physical Conditioning	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. This course will include weekly "circuit training" in the East gym. Get ready to sweat!
Programming Fundamentals: Power of Coding	Unlock the world of coding in our Programming Fundamentals course. Whether you're aiming for further academic pursuits or a rewarding career, understanding computer coding is paramount. As a former AI university researcher, I'm excited to guide you through coding's exciting features and demonstrate its fun aspects. Join us to embark on a journey of learning, creativity, and logical thinking, no prior experience is required.
Team Sports	It is designed to help students improve their everyday fundamental movement patterns, explore different sports, and learn how to play cooperatively. The focus is more than just on the technical aspect of sports such as learning the rules, movements, and techniques but also on the development of social skills like how to work together with teammates, sportsmanship, and leadership skills.
Digital Explorers 🕒	Prepare to become a Digital Dynamo in this offering! Let's explore the awesome world of Computers and Apps! This aims to provide students with up-to-date knowledge and computer skills to succeed in their future professional lives. The focus will be on hands-on and interactive activities, where you will explore the limitless potential of Cloud Computing and Microsoft Office 365 Apps. Also, you will harness the power of Microsoft Excel, PowerPoint, Basic to Advanced levels, will dive into the world of Data Analysis, VBA, AI, and Data Visualization with stunning and persuasive Dashboards, and will master the art of creating captivating, dynamic, and impactful presentations with PowerPoint.
Criminology Club	The Criminology Club offers a dynamic platform for students and enthusiasts to delve into the fascinating realm of criminal justice, forensic science, and societal issues. Through engaging discussions, guest speakers, and hands-on activities, members gain valuable insights into crime analysis, law enforcement, and the complexities of the criminal justice system.
Intro to Modern Dance	Focusing on creative expression and freedom of movement, this offering will teach you to develop your own personal style of performative art! Core dance styles highlighted in this one includes various forms of hip hop, modern dance, and contemporary ballet; all forms of dance with loose rules, as expression in these dance styles are interpreted by the individual. Work on your balance, strength, and creativity in this free-flowing class, and tell YOUR story through performative art!

GRADES 10-12 ONLY

<p>Business & Entrepreneurship</p>	<p>Ignite your business prowess in this dynamic offering. From crafting business plans that captivate to mastering market analysis, delving into financial literacy, branding, and resource management. Real-world simulations and collaboration foster leadership and communication skills. Pitch to industry experts, refining your entrepreneurial path. Join us to navigate the ever-evolving business world with creativity and confidence. Your journey to business success starts here.</p>
<p>University Writing</p>	<p>Individual support is offered in learning literary devices that are university-level bound. The Focus will be on introducing academic writing that will be aligned with the expectations of Canadian universities which will include concepts of plagiarism, citations, formatting, essay types, and so on. It will also include support for Literacy 10 examinations.</p>
<p>IELTS Exam Prep 🕒</p>	<p>This comprehensive IELTS Test Preparation course is designed to enhance students' skills in all four essential bands (Listening, Speaking, Reading, and Writing). Through numerous in-class activities and assessments, students will be able to familiarize themselves with the exam and employ appropriate strategies to achieve a better score. Another important focus of this course will be to lower students' inhibitions and help them gain confidence and swagger in using the English language.</p>
<p>Intro to Med School</p>	<p>Are you considering a career in medicine or health sciences? Do you have an interest in health and the human body? Are you curious about exactly what doctors and other healthcare professionals do? This exploration course will give you a taste of the world of health care.</p>
<p>Intro to Psychology</p>	<p>Intro to Psychology, including cognitive processes, developmental psychology, biological bases of behavior, social psychology, and mental health. The goal is to develop students' critical thinking, research skills, and understanding of human behavior, preparing them for further studies in psychology at the university level.</p>



AROUND THE SCHOOL

- Do not leave your items in the hallway or cafeteria. Please use your locker. Anything left lying around maybe 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 contact them on Teams.
- 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 safely, you can request a locker by filling out the request form on Microsoft Teams, clicking on link here: <https://forms.office.com/r/UUwiJ065Qj> or scanning this QR code:



- Remember to keep your locker safely always locked 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 you must dispose of all garbage/ recycling. If you lose your school-issued padlock, you will be charged a \$10 lost padlock fee
- 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*)

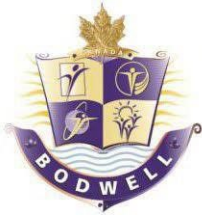
- When empty, these items can be placed in the blue bins found in each classroom, and in the front lobby. **Please do not place any garbage in the blue bins!**
- If you are in the cafeteria, these empty containers can be placed in the two rectangular black bins marked with “Aluminum Cans”, “Plastic Bottles”,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



ABOUT THE LIBRARY

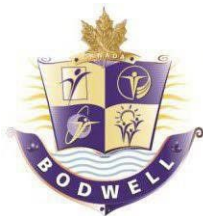


- If you want to borrow a book, you must take it to the counter in the library and have it signed out by the librarian or student volunteer.
- When you return a book, you must bring it back to the library and hand it in at the counter. DO NOT put the book back on the shelf by yourself; the book must 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.
- 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.



WEEKLY BELL SCHEDULE & BLOCK ORDER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:15 - 9:30	A	E	D	C	8:05-9:15 Embedded Team Times	
					B 9:25 - 10:26	S1 9:25 - 10:45
9:35 - 10:50	B	A	E	D	C 10:31 - 11:32	
						S2
10:55 - 12:10	C	B	A	E	D 11:37 - 12:39	11:05 - 12:25
	Lunch				Lunch	
	12:10 - 12:55				12:39 - 1:23	
12:55 - 2:10	D	C	B	A	E 1:23 - 2:24	
2:15 - 3:30	E	D	C	B	A 2:29 - 3:30	
3:40-4:40	G	G	G	G	G	



SCHOOL CALENDAR (FALL 2024 TO JULY 2025)

Fall 2024 (September 2024 – February 2025)	
AUG 26 (MON)	Dormitory Opens for New Students (No Arrivals Prior)
AUG 28 (WED) – AUG 30 (FRI)	Orientation, Placement Test & Course Selection (New Students Only)
AUG 31 (SAT)	First day for returning students to report to dormitory (no early arrival will be accepted)
SEP 2 (MON)	No School (Labour Day Holiday)
SEP 3 (TUE) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
SEP 17 (TUE)	Final Day for Regular Academic Courses Enrolment
SEP 30 (MON)	No School (Truth & Reconciliation Day)
OCT 14 (MON)	No School (Thanksgiving Day Holiday)
NOV 4 (MON) – NOV 8 (FRI)	Midterm Evaluations (Classes as Usual)
NOV 11 (MON)	No School (Remembrance Day Holiday)
NOV 12 (TUE)	November In-Take & New Student Orientation
DEC 23 (MON) – JAN 3 (SUN)	Winter Holidays (No Classes/Teachers, Office Open)
JAN 1 (WED)	No School (in lieu of New Year's Day Holiday)
JAN 23 (THURS) – 24 (FRI)	Final Examinations
JAN 26 (SUN)	Last day to depart dormitory for non-returning students
JAN 27 (MON)	Last day of semester (Assessment as Learning*)
JAN 28 (TUE) – FEB 4 (TUE)	Semester Break
Spring 2025 (February 2025– June 2025)	
FEB 3 (MON)	Dormitory Opens for New Students (No Arrivals Prior)
FEB 4 (TUE) @ 8:15AM	Orientation, Placement Test & Course Selection (New Students Only)
FEB 5 (WED) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
FEB 19 (WED)	Final Day for Regular Academic Courses Enrolment
FEB 17 (MON)	No School (Family Day Holiday)
APR 7 (MON) – 9 (WED)	Midterm Evaluations (Classes as Usual)
APR 14 (MON) – APR 21 (MON)	Spring Holiday (No Classes/Teachers, Office Open)
APR 19 (SAT)	Dormitory Opens for April In-Take Students (No Arrivals Prior)
APR 22 (TUE)	April In-Take & New Student Orientation
MAY 19 (MON)	No School (Victoria Day Holiday)
JUN 18 (WED) – 19 (THURS)	Final Examinations
JUN 20 (FRI)	Graduation Ceremony (All Graduates)
JUN 22 (SUN)	Last day to depart dormitory except for July students
JUN 23 (MON)	Last day of semester (Assessment as Learning*)
JUL 1 (TUE)	School Main Office Closes (Canada Day Holiday)
JUN 24 (TUE) – JUL 1 (TUE)	Semester Break
Summer Courses (July 2025)	
JUN 28 (SAT)	Dormitory Opens for New Students (No Arrivals Prior)
JULY 2 (WED) @ 8:15AM	Orientation, Placement Test & Course Selection (New Students Only)
JULY 2 (WED) @ 8:15AM	Classes Begin & Opening Assembly (All Students)
JULY 31 (THURS)	Final Examinations & Last Day of July Courses
AUG 1 (FRI)	Last Day to Depart from Boarding (not returning students)
AUG 1 (FRI) – SEP 1 (MON)	Semester Break

* Students are not required to attend classes on that day

**Dates in this calendar are subject to change. Please consult <http://bodwell.edu/blog/calendar/> for up-to-date information.



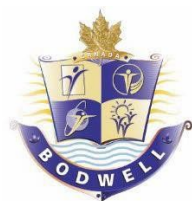
BODWELL BOARDING SCHEDULE

MONDAY to THURSDAY - REGULAR SCHOOL DAY SCHEDULE	
Time	Activity
7:25 AM	Breakfast is served
8:00 AM	Halls close and alarm. No re-entry to halls.
8:05 AM	Breakfast ends
8:15 AM	Classes start
3:30 PM	Classes finish. Boarding halls open. Students not taking G courses can leave campus with approval.
3:45 PM	G1 Begins.
4:30 PM	G1 Ends.
4:40 PM	G2 Begins.
5:30 PM	G2 Ends and Dinner is served.

FRIDAY SCHOOL DAY SCHEDULE	
Time	Activity
8:20 AM	Wake Up begins
8:45 AM	Breakfast is served
9:20 AM	Halls close. No re-entry to halls.
9:20 AM	Breakfast ends
9:25 AM	Classes start
3:30 PM	Classes finish. Boarding halls open. Students can begin to leave at 3:30 with approval.
No G-Block on Fridays	

SATURDAY ENRICHMENT MORNINGS SCHEDULE	
Time	Activity
8:20 AM	Wake up begins
8:45 AM	Breakfast is served
9:20 AM	Halls close
9:20 AM	Breakfast ends
9:25 AM	Classes start
12:15 PM	Classes end

Students found upstairs in boarding spaces during class time (including S-Block) will have their Leave Pass revoked for the day. This includes sleeping-in late on a school day or an Enrichment Day, as well as going upstairs in boarding spaces anytime boarding is closed.



JUNIOR BOARDING SCHEDULE (Courage House)

SENIOR BOARDING SCHEDULE

MONDAY to THURSDAY - BOARDING JUNIOR

Time	Activity
5:30pm	Dinner is Served
6:30pm	Evening Programming Free Time
7:00pm	Study Time from 7:00pm-8:00pm.
8:00pm	Continued Free Time Students are not permitted to leave campus. Optional: Group Work Study Time
9:30pm	Curfew: All Students in Halls, General Quiet Begins
10:00pm	Students in Own Room
10:30pm	Internet Cut-Off and Cellphone Collection Lights Out Grand Silence

MONDAY to THURSDAY - BOARDING SENIOR

Time	Activity
5:30pm	Dinner is Served
6:30pm	Evening Programming Free Time
8:00pm	Study Time from 8:00pm-9:00pm. Students are not permitted to leave campus.
9:00pm	Optional: Group Work Study Time
9:30pm	Curfew: All students in Halls
10:00pm	General Quiet Begins
10:30pm	Students in Own Room
11:00pm	Internet Cut-Off Lights Out Grand Silence

FRIDAY & SATURDAY - BOARDING JUNIOR SCHEDULE

Time	Activity
10:00pm	All Students on Campus
11:00pm	Curfew: All students in Halls
11:30pm	Students in Own Room Grand Silence Lights Out

FRIDAY & SATURDAY - BOARDING SENIOR SCHEDULE

Time	Activity
10:00pm	All Students on Campus
11:00pm	Curfew: All students in Halls
12:00am	General Quiet Begins Students in Own Room
12:30am	Lights Out, Grand Silence

SUNDAY - BOARDING JUNIOR SCHEDULE

Time	Activity
8:00pm	All students on Campus
9:00pm	Curfew: All students in Halls Soji Time Begins Internet Cut-Off
9:30pm	Soji Ends General Quiet Begins
10:00pm	Students in Own Room
10:30pm	Cellphone Collection Lights Out, Grand Silence

SUNDAY - BOARDING SENIOR SCHEDULE

Time	Activity
8:00pm	All students on Campus
9:00pm	Curfew: All students in Halls Soji Check
10:00pm	General Quiet Begins
10:30pm	Students in Own Room
11:00pm	Lights Out Grand Silence

Internet Cut-Off Times:

Sunday-Thursday 11:00pm
Friday & Saturday 12:45am

Weekend Mealtimes (Non-School Days)

Breakfast is served 9:00-10:00am
Brunch is 11:00am-12:00pm.



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PUBLIC BUS SCHEDULE

EFFECTIVE – JUN 2021

BUS #231 HARBOURSIDE / LONSDALE QUAY

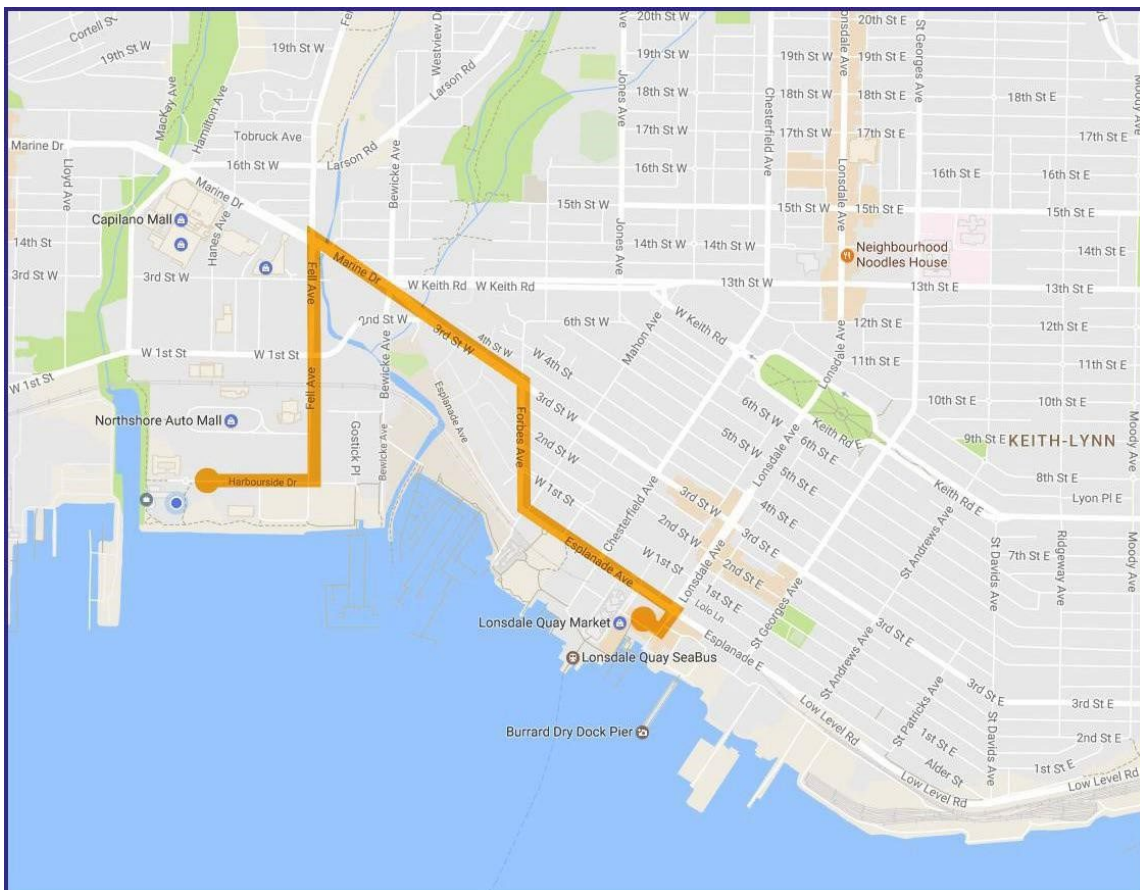
From Lonsdale Quay via Carrie Cates Court, Rogers, W Esplanade, Lonsdale, Forbes, 3 St, 2 St, 1 St, Fell, Harbourside Dr to terminus at 900 Block.

From Harbourside Dr at 900 Block via Harbourside Dr, Fell, 1 St, 2 St, 3 St, Forbes, Esplanade, Rogers, Carrie Cates Court to Lonsdale Quay.

MONDAY TO FRIDAY

MONDAY TO FRIDAY

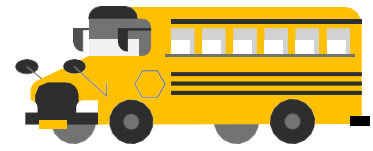
Lonsdale Quay – Bay 4	Harbourside Drive (E)	Harbourside Drive #58736	Lonsdale Quay (E)
7:21	7:29	3:46	3:55
7:51	8:01	4:15	4:25
8:22	8:31	4:45	4:54
8:35	8:44	5:13	5:23
4:31	4:40	5:47	5:56



DISCLAIMER:

Morning shuttles are unable to wait for students who are late, and sometimes run ahead of schedule. Please

Morning Shuttle

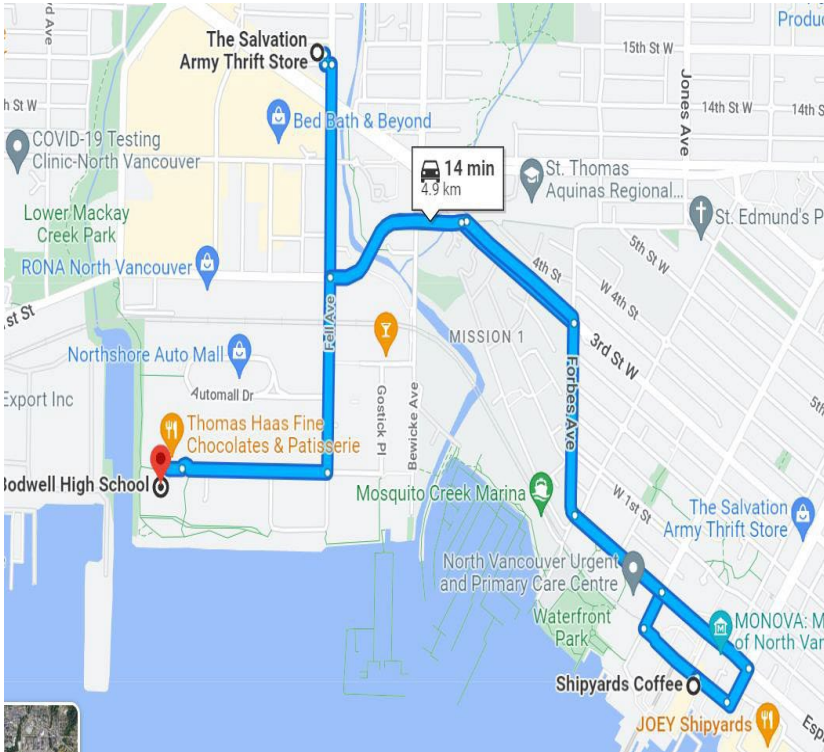


Monday – Thursday: Classes start @ 8:15am

- Pick-up spot #1: 7:30am
Shipyards Coffee – 123 Carrie Cates Crt, North Vancouver
- Pick-up spot #2: 7:40am
Salvation Army – Fell Ave, North Vancouver
- Drop off #1: 7:50am
Bodwell Highschool
- Pick-up #3: 8:00am
Salvation Army – Fell Ave, North Vancouver
- Drop off #2: 8:10am
Bodwell Highschool

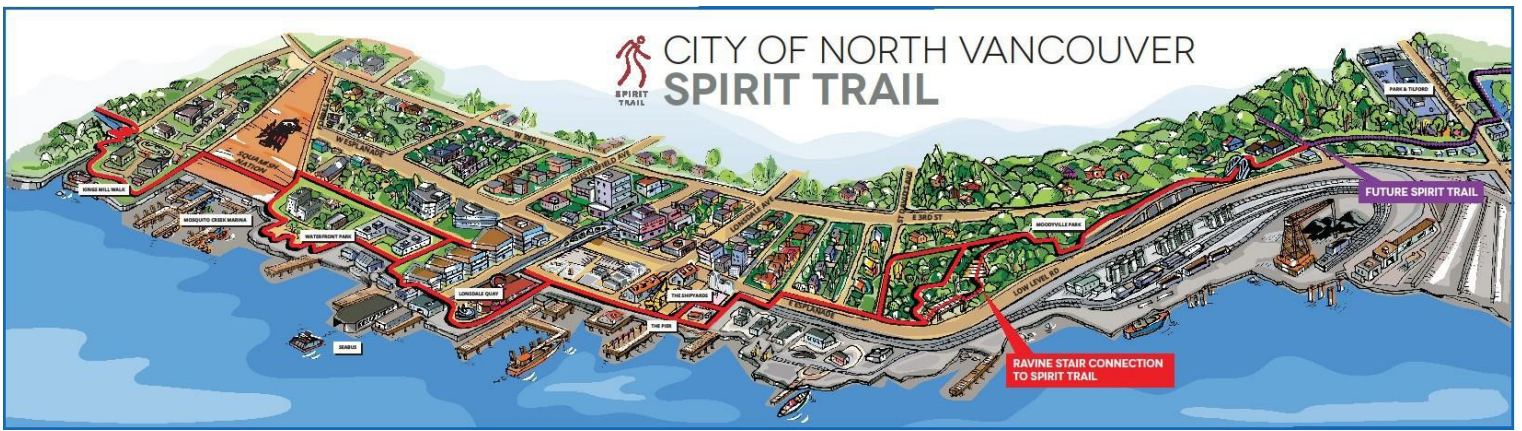
Friday - Saturday: Classes start @ 9:25

- Pick-up spot #1: 8:35am
Shipyards Coffee – 123 Carrie Cates Crt, North Vancouver
- Pick-up spot #2: 8:45am
Salvation Army – Fell Ave, North Vancouver
- Drop off #1: 8:55am
Bodwell Highschool
- Pick-up #3: 9:05am
Salvation Army – Fell Ave, North Vancouver
- Drop off #2: 9:15am
Bodwell Highschool



Morning Shuttle schedules may change due to schedule conflicts or holidays. You will know about these changes through Teams, morning announcements, or through Bodwell's Homestay Coordinator (Patrice Mitchell).

For any questions or concerns – Please ask Ms. Hailey on Teams, or through email at hailey.spearn@bodwell.edu



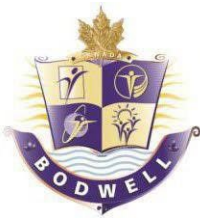
NORTH SHORE SPIRIT TRAIL

"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 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*, 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	



REQUEST FOR LEAVE ABSENCE FROM SCHOOL

This request must be submitted 10 school days ahead of time to the principal/vice 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:		
<i>(specify exact dates)</i>		
During this time he will be staying at _____ and he is supervised by:		
<i>(location of stay)</i>		
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	
HOUSAM HALLIS, <i>Principal</i>	DATE
SHANE CHAFFEY, <i>Vice Principal</i>	DATE

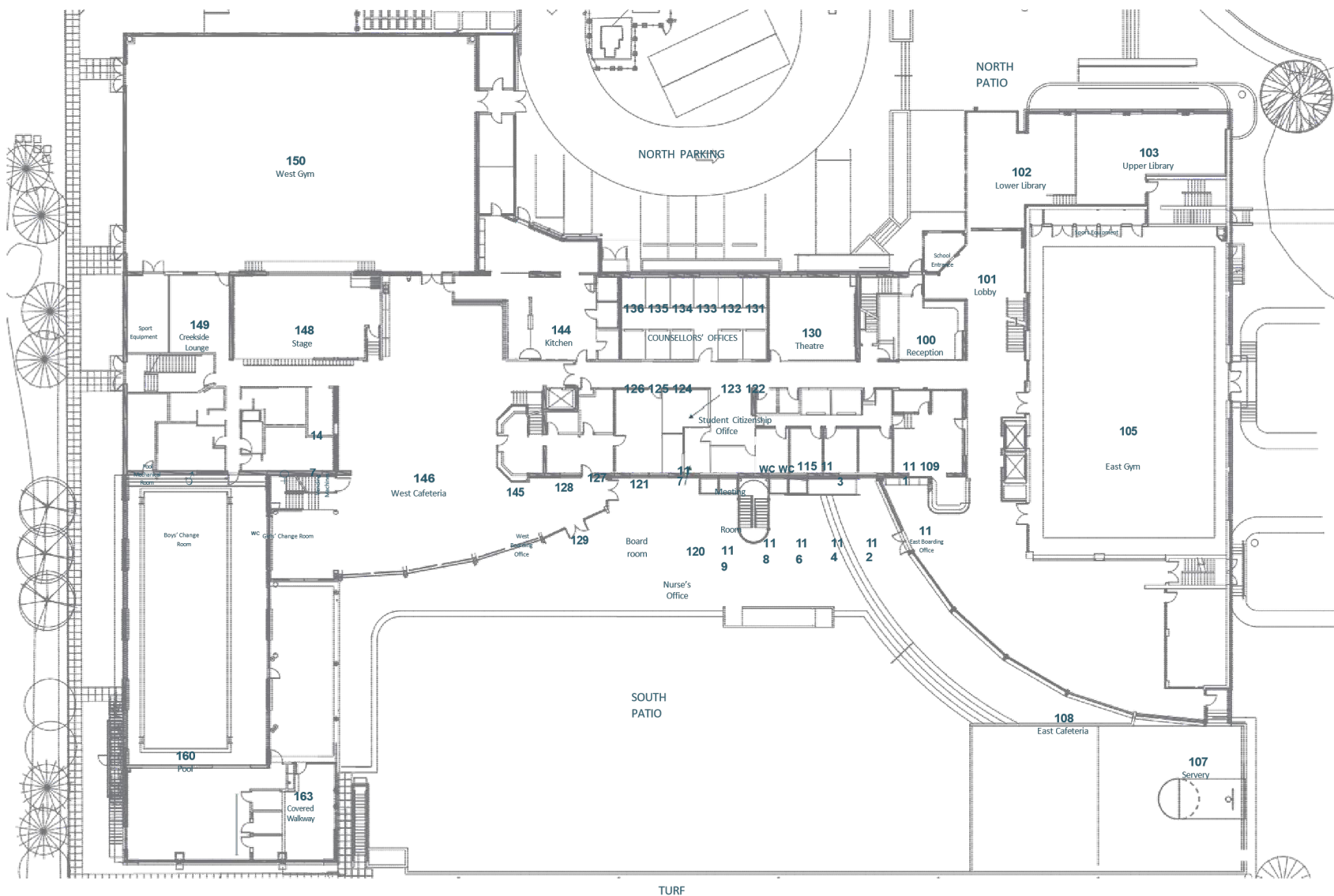


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16
Music Room

Practice Rooms

162

TURF

HARD COURT

1ST FLOOR PLAN

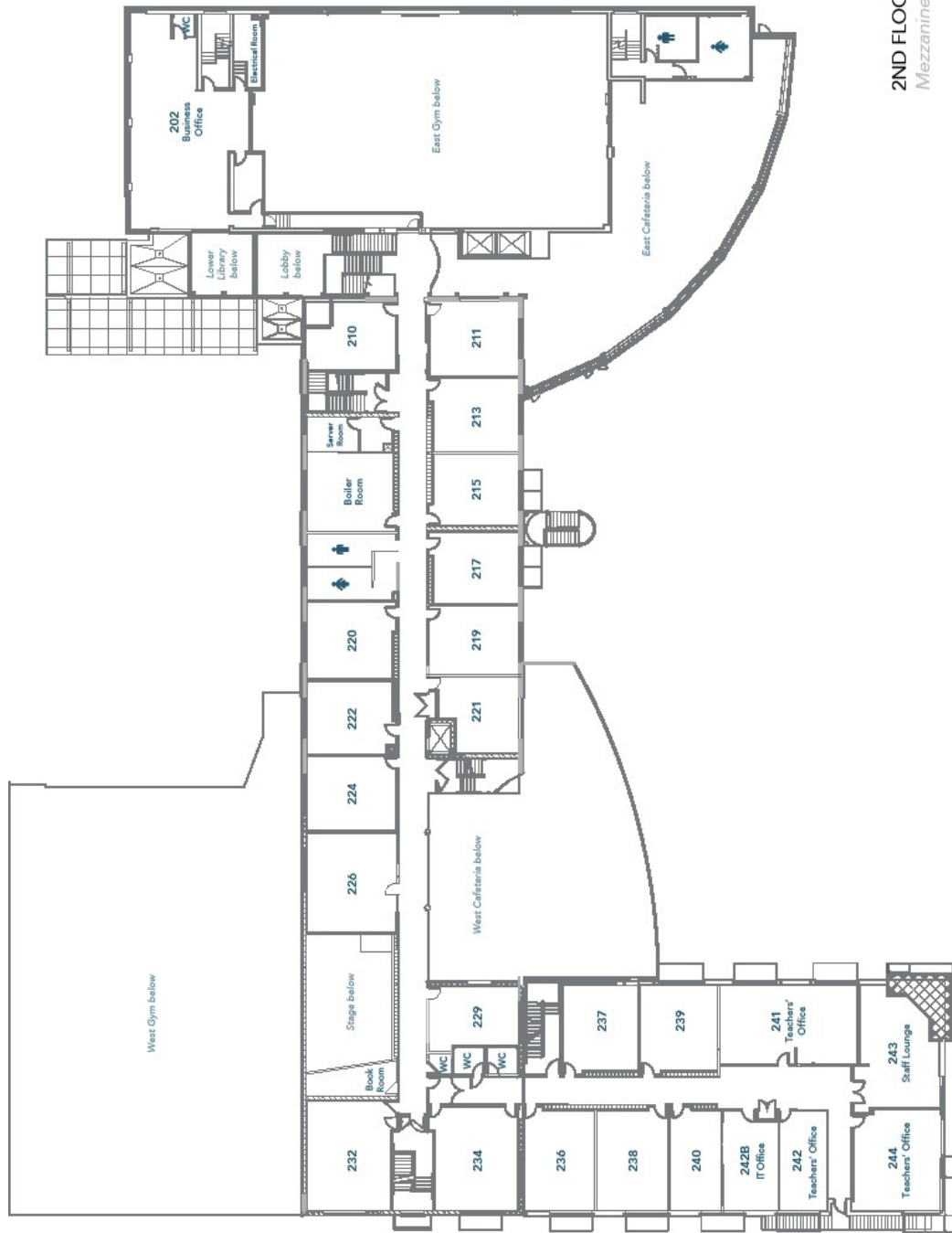


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2ND FLOOR PLAN
Mezzanine

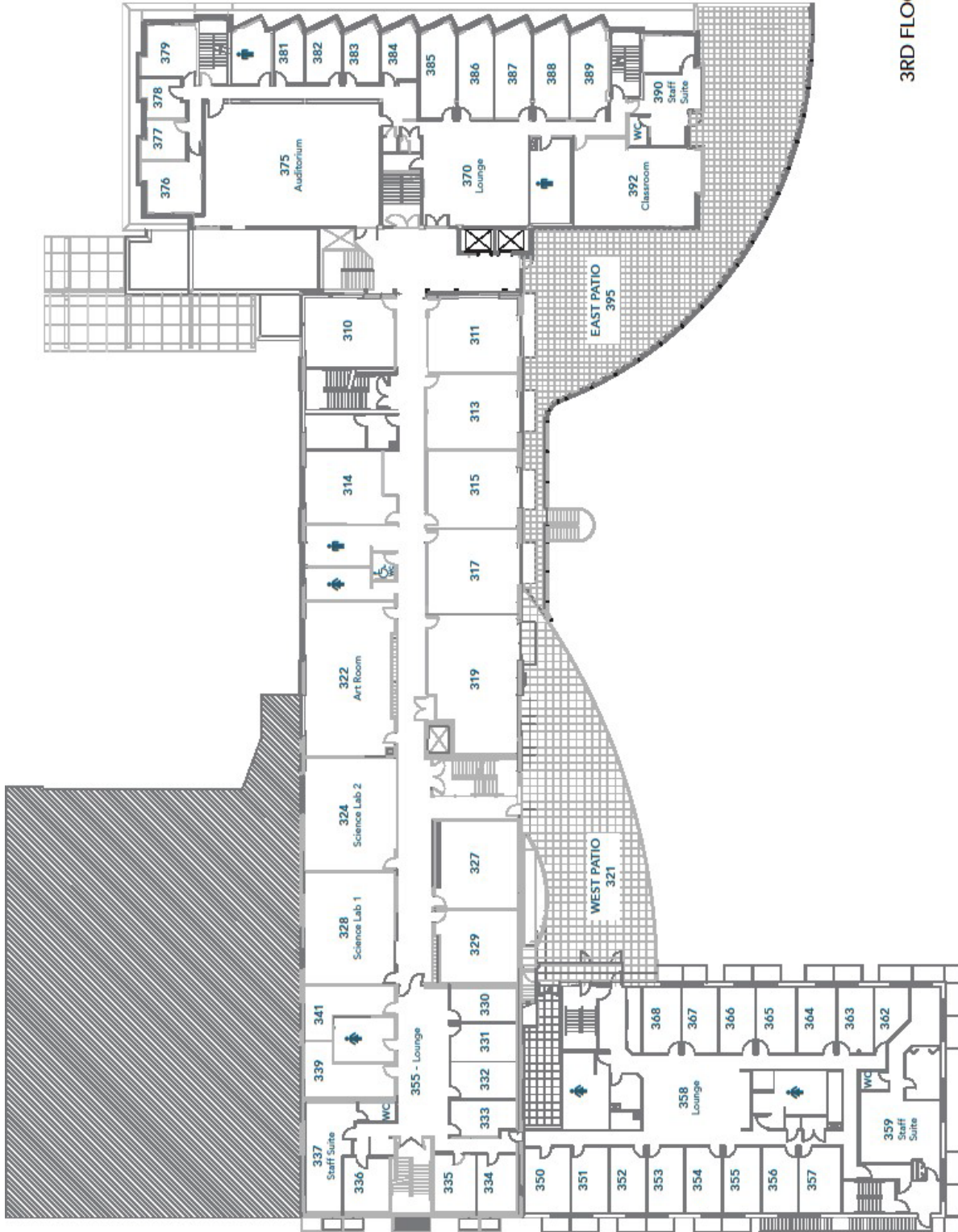


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3RD FLOOR PLAN