



High School Handbook
Maplewood Alternative High School
420 Seymour River Place
North Vancouver BC V7H 1S8

Maplewood Alternative High School is an inclusive environment designed for high school students of all abilities with specific learning differences that combines academics, social interactions, work experience, personal advocacy and life skills. This is accomplished through engaging, supporting and empowering students. We focus on using state of the art learning tools, learning theories and research-based strategies that meet the needs within the classroom and in the workplace.

WELCOME TO MAHS

Administration:

Head of School Dr. Jim Christopher

Deputy Head of School/Director of High School Kirsten White

Vice Principal of Student Services Jennifer Alexander

Counsellors:

Lead Counsellor-Neil Pinkerton

Grade 8-12-Alicia MacDonald

Grade 8-12-Piers Sampson

High School Teachers:

Carl Cloak - **Science Support**

Blair Yochim - **Senior Math Teacher**

Lia Festila - **Senior Math Resource**

Tyler Gilowski - **Science 8-12 Teacher** Shaun

Ahluwalia - **Math 8-12 Teacher** Jessica Hanna
- **English/Humanities 8-12 Teacher**

Marisa Pahl - **Senior Arts and Independent
Directed Studies Teacher**

Heath Pierson - **Senior Physical/Outdoor
Education/Art Teacher**

Eric Hanson - **School For Life/Senior Science
Teacher**

Krista Carlberg - **School For Life Teacher**

Sara Ferguson - **School For Life Coordinator**

Victoria Hindley - **School For Life/8-12
Resource Teacher**

Dasha Gritsaenko - **Grade 9 Core Teacher**

David Ytsma - **Grade 9 Core Teacher**

Matthew Gridley - **Grade 8 Core Teacher**

Stella Tsiknis - **Grades 8-12 Careers
Teacher/Senior Math Teacher**

Stanislava Cermakova - **Grades 8-12 Arts
Teacher**

Jeremy Tomlinson - **Woodworking Teacher**

Rafe Haines - **Senior Music Teacher**

Anna Dubinski - **Grades 8-12 English/
Humanities Teacher**

For a complete list of staff emails please see the School's Website under the **Contact** top tab.

QUICK LINKS & COMMUNICATION

School Website <http://maplewoodhigh.ca/>

The website is our first line of up to date information for students and parents. Daily announcements, student achievements, and special events are also highlighted. We encourage students and parents to bookmark it and check it often.

Curriculum Mapping <https://kgms.rubiconatlas.org/>

Access to the scope and sequence of our high school course and unit plans.

Google Classroom <https://classroom.google.com/>

Consistent assignment tracking and teacher feedback for students and parents.

MyEducation BC <https://www.myeducation.gov.bc.ca/aspen/logon.do>

Secure access to a single educational record for students no matter where they learn in British Columbia. Teachers, students and parents can use features in MyEducation BC to collaborate and plan a more personalized learning experience for students.

Pathway to Graduation Resources <https://curriculum.gov.bc.ca/graduation-info>

Resources for students and parents about the new curriculum as well as updated graduation requirements and pathway options.

School Connects

Important messages from the school and district are regularly sent via email and phone. Please ensure that your contact information is up to date so that you will receive important updates.

HIGH SCHOOL BLOCK SCHEDULE

Time	Block
8:15 am-9:00 am	1
9:00 am- 9:45 am	2
9:45 am- 10:00 am	Recess
10:00 am - 10:45 am	3
10:45 am- 11:30 am	4
11:30 am- 12:15 pm	5
12:15 am- 1:00 pm	Lunch
1:00 -1:45 pm	6
1:45 - 2:30 pm	7
2: 30 - 3:15 pm	8

REPORTING TO PARENTS

Report Cards for All Students

For grade 8 and 9s, Report Cards are issued 3 times each year: November, March, and June.
For grade 10-12s, Report Cards are issued 4 times each year: November, January, April, and June.

Grading

Grades 8-9:

Beginning, Developing, Practicing, Extending Expectations

10-12:

Grades

A- 86%-93%

B- 73%-79%

C- 60%- 63%

C+ 67%-69%

C- 50%-55%

F- 0%- 49%

The symbol "I" (Incomplete) may be assigned at any time if a teacher considers the student at risk of failure. The teacher will at that time indicate what learning outcomes the student must meet and how to meet them, i.e. a list of specific assignments, exercises, and assessments. The student will be given a specific time frame within which to complete the required tasks to a passing standard. At the deadline, the teacher will assign credit for work done or an "F" to indicate failure. If an "I" has been assigned on an interim report, and the student has failed to complete the specified work by the deadline, an "F" will be assigned on the next term report card.

Work Habits- Excellent, Good, Satisfactory, Needs Improvement

Terms

8-9 run on trimesters with three reporting periods (T1, T2, T3)

10-12 run quarterly with four reporting periods (Q1, Q2, Q3, Q4)

Parent-Teacher/Tutor Interviews

Parent-Teacher/Tutor interviews are held twice a year in late November and mid March. Information about the request process will be provided to families in October. From these requests, a computer schedule is produced for students to take home. This appointment system minimizes lineups and conflicts when booking to see teachers.

Regular Parent-Teacher Contact

Teachers may contact parents by phone and will always try to return parent calls promptly. During the day messages for teachers may be left at 604-985-5224 or through email. Staff emails are listed on the School's Website under the top tab **Contact**.

Careers 10 & Graduation Transition Planning 12

All students are Required Career Life Education 10 (4 credits). In grade 12, students are required to complete Graduation Transitions 12 (4 credits). Students in grades 10-12 must complete the following mandatory standards to receive credit:

- 80 hours of physical activity (in addition to PE 10)
- A graduation transition plan that will help students set goals for post-secondary education or career pursuits (see Ms. White's "What's Next Guide")
- 30 hours of work experience or community service.

Work Experience

There are several types of work experience opportunities available and students may choose a variety of experiences to meet the 30-hour requirement. Work experience can be started at age 15. Hours can be recorded and tracked through Ms. White. The following activities qualify as work experience activities:

- A work experience placement
- A job shadow placement
- Mentoring
- Student employment
- Community service
- Student Entrepreneurship

Independent Directed Studies Program (Name and Description from Marisa)

_____ is a highly personalized course for senior students who want to dedicate time to a creative passion project in grade eleven or twelve, while earning elective credits. Students propose a meaningful, ongoing project or inquiry that expands their knowledge, skills and experience in a creative discipline. This is a seated class and each cohort of _____ students work together out of a purpose built arts space and media lab designed by students. The course includes relevant mentorship, volunteer hours and service projects.

Counselling Services at MAHS

The goal of counseling services at MAHS is to have students in their “desk” and as functional as possible for as much time as possible each day. Should students require additional social and emotional support they can access our counselling team. Our primary focus is to provide students with social emotional skills that will enable the student to manage themselves in their classrooms, and throughout the day. As a counseling team we acknowledge that emotional needs can come in waves, and may not be predictable. Students may need more counseling during different times, and less at others.

Referral Process:

Student Self-Referral: Student should meet with a counsellor, or their Case Manager to have a referral form filled out

Parent referral: Contact the students Case Manager, or the School Admin team to have a referral form filled out

Teacher / Admin referral:

1. A referral form requesting additional services needs to be filled out, in conjunction with the Case Manager
2. This form will be turned into School Admin
3. Counselling team lead will begin a file and talk to the Case Manager / observe the student in their learning environment. Parents will be contacted
4. Parent permission form will be sent home for a signature and approval
5. Counselling team will meet and will assign student to an individual counsellors caseload to begin scheduled counselling sessions and follow ups

When Seeing a Counsellor:

1. If a student is on a counsellors caseload they will be scheduled to meet with a counsellor at set times. Counsellor will meet the student at the class at the appointed time for counselling, and will walk the student back to class when finished.
2. If a student wishes to have a drop in touch base with a counsellor they should drop in at recess and lunch. Counsellors are not available at other times.

Counsellors are also available to see students should they require crisis management. Crisis management is dependent on individual counselling team members availability.

What is a crisis?

- *A crisis is when a student is experiencing a strong emotional reaction to an event that has occurred in their life, and this is affecting their ability to function at the school.*
- *Should a student see a counsellor for crisis management, this will be communicated with their teachers as soon as feasible.*

STUDENT CODE OF CONDUCT

At Maplewood, we believe:

That all students should have the opportunity to maximize their individual potential; that education is a journey and that students should have the power to follow their own individual paths to success; and, that school should strive to adapt to the needs of students, not students to the needs and structures of school.

Our school should be a place where students and staff feel safe, comfortable and confident, thereby creating a climate conducive to optimal learning. In order to ensure that our standards for behaviour are upheld, all members of the school community should be aware of expectations for behaviour and the consequences for inappropriate activities.

While we strive to encourage positive behaviours and attitudes through proactive SEL initiatives, we must also maintain fair and consistent responses to inappropriate behaviour as necessary.

A caring and respectful school environment is essential to successful teaching, learning and understanding. In fostering a positive climate, that supports learning, we have identified appropriate standards and expectations to guide behaviour. These expectations take into consideration the importance for each student to be an active participant in a safe and caring school community. As such, there is a focus on personal development, social interactions, and community responsibility.

Rights and Responsibilities:

Underlying the Code of Conduct are rights and responsibilities that include the following:

- You have the **right** to learn. You have the **responsibility** to actively participate and be a responsible learner.
- You have the **right** to be respected. You have the **responsibility** to respect others.
- You have the **right** to be safe. You have the **responsibility** to behave in a safe manner and to protect the safety of others.

- You have the **right** to privacy and security of personal space. You have the **responsibility** to respect the property and privacy of others.
- You have the **right** to use school equipment and property. You have the **responsibility** to use the equipment and property in accordance with school rules and with care and respect.

General Expectations:

It is expected the entire MAHS school community work together to create a healthy, safe, and positive climate. The intent of the Code of Conduct is to:

- Encourage socially responsible behaviour resulting in a positive reputation for students and the school community;
- Foster a safe and welcoming learning environment for all members of the school community;
- Communicate behaviour expectations to the school community.

Responses to Code of Conduct Violations:

- Responses to unacceptable conduct will be judicious, thoughtful, consistent and fair.
- The focus of any intervention will be preventative and restorative in nature, rather than merely punitive.
- Wherever possible, students will be encouraged to participate in the development of meaningful interventions through discussion and mediation.
- Decisions will be made with respect to the individual, while considering age, profile, maturity and past conduct.
- Every effort will be made to support students.
- School officials may inform the parents of all students involved, the police, other agencies or the parents of all students when the whole school community needs to be reassured that a serious situation is being addressed.
- Reasonable steps will be taken to prevent retaliation against the person who reported a Code of Conduct issue.

Attendance

Regular attendance is essential for maximizing student learning. Students who are unavoidably absent because of illness or some other reason are still responsible for missed class work or assignments. When they return to school, students should meet with their teachers and/or counsellors to arrange to catch up. Students who will be away from school for an extended period should notify their teachers in advance so appropriate arrangements can be made.

SIGN IN / SIGN OUT POLICY

When leaving or arriving during the school day students must sign in and out at the office. This must be accompanied by a note from a parent/guardian. This ensures accurate attendance.

LATE POLICY

Students are expected to be on time for all classes unless they have a written excuse from a staff member or an acceptable excuse from a parent or guardian. We define an acceptable excuse as a medical or a family emergency.

Procedures to follow when late:

1. Students who are late to class with a note or message from a staff member go directly to class and are not marked late.
2. Students who are late to school with a note or message from a parent are to report to the office. The student must present the note or message to the office outside of instructional time; the excused late will be recorded in MyEdBC.
3. Students who are late to class without an acceptable excuse will be admitted to class and marked late.

Code of Student Conduct

While the following list is not exhaustive, when in school, on school property, during a school-sponsored activity, while under the school's jurisdiction, students are expected to:

1. Accept responsibility for their conduct.
2. Behave with due respect toward their fellow students, staff, school personnel and other adults.
3. Respect the property of their fellow students, staff and the community.
4. Never engage in an inappropriate activity, which may, in any way, lead to either physical or mental injury, or cause financial loss to anyone.
5. Attend school regularly and be punctual for all classes.
6. Dress appropriately for school.
7. Participate, to the best of their ability, in school academic activities and should, to the best of their ability, participate in other school and community activities.
8. Demonstrate honesty in their academic work.
9. Refrain from the use of inappropriate language.
10. Refrain from use of alcohol, tobacco products including e-cigarettes and drugs.
11. Allow learning and teaching to proceed in an orderly manner; no student has the right to disrupt or interfere with the conduct of classes or other school activities.

VIOLENCE

Incidents of fighting, bullying, sexual or racial harassment, intimidation, homophobic comments, verbal abuse, swearing, hazing, taunting or inappropriate physical touching will not be tolerated. Students involved directly or indirectly in any of these behaviours can

expect strong disciplinary action from the school, and such actions may include police involvement.

WEAPONS

Weapons of all kinds including any object used to simulate a weapon are expressly forbidden.

DRUGS AND ALCOHOL

Students must refrain from use of such substances at all times and in all places. Bringing drugs or alcohol onto any school property or to school-related events at other locations or appearing on school property while under the influence is forbidden.

THEFT, VANDALISM OR PROPERTY DAMAGE

Damage or theft of school property or the property of others is not tolerated.

SMOKING

In accordance with Section 2.2 of the Tobacco and Vapour Products Control Act, in effect September 1, 2016, the use of tobacco and vapour products is banned on all public and private kindergarten to Grade 12 schools in British Columbia. A person must not smoke or use tobacco/e-cigarettes, or hold lighted tobacco/activated e-cigarettes in or on school property. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

RESPECT FOR THE COMMUNITY

Please be respectful of our neighbours in the community by not leaving garbage behind or loitering in areas close to residences. It is expected that students will use respectful and appropriate language in their interactions with all members of the public.

ACADEMIC DISHONESTY – CHEATING or PLAGIARISM

Teachers who suspect students of cheating on tests, exams or handing in assignments done by other individuals without appropriate acknowledgement in a bibliography will inform the administration and the incident will be investigated.

ELECTRONIC COMMUNICATION DEVICES

The safety and privacy of all staff and students at MAHS is of paramount importance. While cell phones are a routine part of safety and communication in students' lives, operation of such items cannot disrupt the learning environment of the school. Electronic devices (cell phones, iPads, laptops) can be used in class with explicit teacher permission to help meet the course learning outcomes and permission must be obtained prior to use. Texting and gaming during class time are not appropriate use of electronic devices. Recording a class

without permission is not acceptable. Explicit consent is required for any and all photography and audio/video recording.