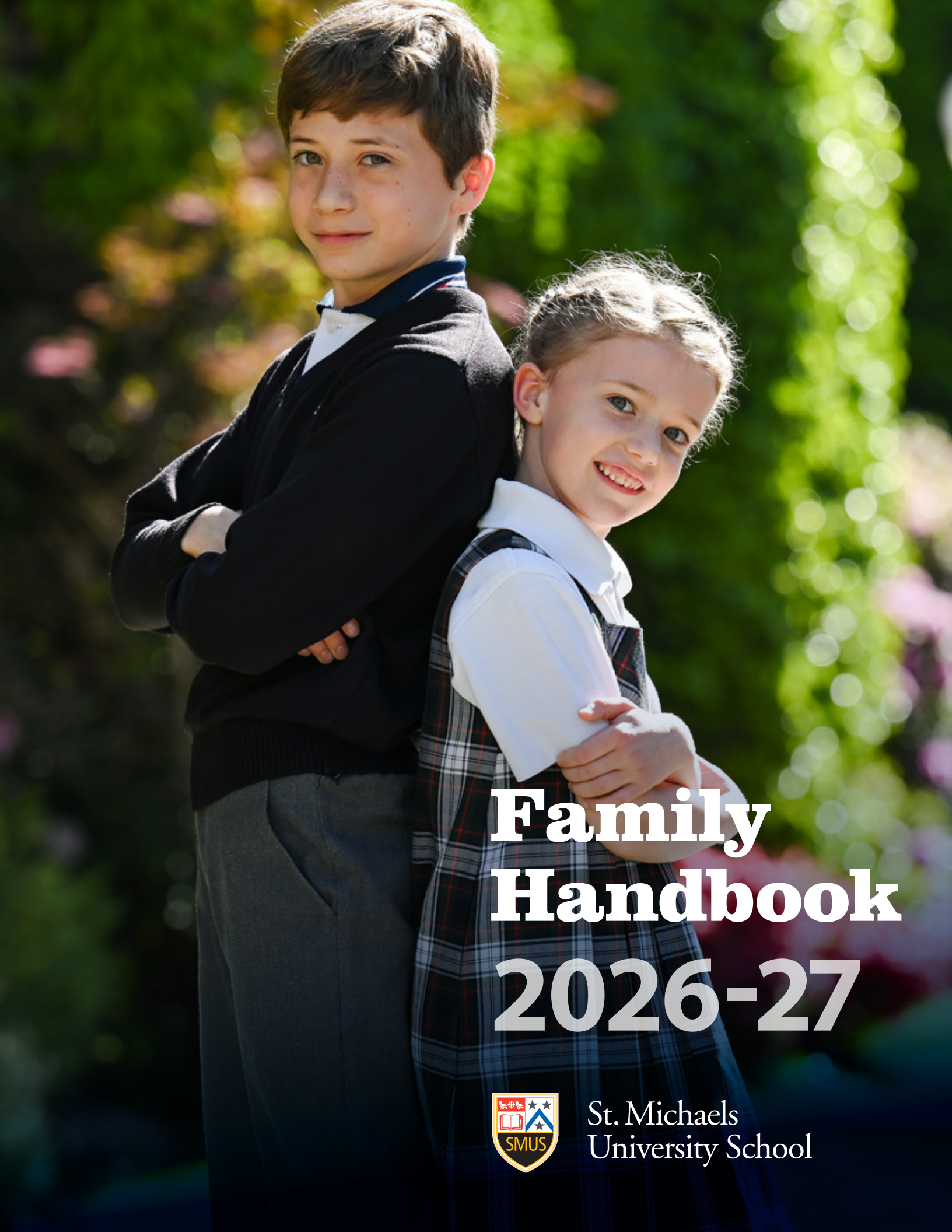


A young boy and girl in school uniforms are standing back-to-back outdoors. The boy, on the left, is wearing a dark sweater over a white collared shirt and grey trousers. The girl, on the right, is wearing a white collared shirt under a grey and red plaid dress. They are both smiling and looking towards the camera. The background is a soft-focus green garden with sunlight filtering through the leaves.

Family Handbook 2026-27



St. Michaels
University School

SCHOOL CONTACTS

Senior School Information Phone: 250-592-2411, Fax: 250-592-2812

Eliot Anderson	Director of Senior School, Deputy Head of School	eliot.anderson@smus.ca	
Richard Curry	Assistant Director, Administration	richard.curry@smus.ca	
Robyn Amiel	Assistant Director, Academics	robyn.amiel@smus.ca	
Richard Primrose	Assistant Director, Student Life and Leadership	richard.primrose@smus.ca	
Ally Lord	Assistant to the Director of Senior School	ally.lord@smus.ca	
Carole McMillan	Director of Personal Counselling (K-12)	carole.mcmillan@smus.ca	250-213-6524
Lauren Mavrikos	School Counsellor	lauren.mavrikos@smus.ca	
Chris Webster	School Counsellor	chris.webster@smus.ca	
Kyle Shaw	School Counsellor	kyle.shaw@smus.ca	
Attendance		sattendance@smus.ca	250-370-6133

Middle School Information Phone: 250-592-3549, Fax: 250-592-3942

Richard Brambley	Director of Middle School	richard.brambley@smus.ca	
Julie Harris	Assistant Director, Academics	julie.harris@smus.ca	
Cara Lee	Assistant Director, Student Life	cara.lee@smus.ca	
Tara Toller	Assistant to the Director of Middle School	tara.toller@smus.ca	
Allison Peace	School Counsellor	allison.peace@smus.ca	
Gabrielle Emmett	School Counsellor	gabrielle.emmett@smus.ca	
Attendance		tara.toller@smus.ca	250-592-3549

Junior School Information Phone: 250-598-3922, Fax: 250-592-0783

Becky Anderson	Director of Junior School	becky.anderson@smus.ca	
Nicole Tripp	Assistant Director of Junior School	nicole.tripp@smus.ca	
Delina Squire	Assistant to the Director of Junior School	delina.squire@smus.ca	
Marnie Caron	School Counsellor	marnie.caron@smus.ca	
Ashley Sangha	School Counsellor	ashley.sangha@smus.ca	

Other

Keith Driscoll	Director of Boarding and Student Life	keith.driscoll@smus.ca	250-886-4222
Lindsay Brooke	Director of Athletics	lindsay.brooke@smus.ca	250-370-6131
Anna Burton	Director of Advancement	anna.burton@smus.ca	250-889-0098
Ali Baggott	Director of Marketing & Communications	ali.baggott@smus.ca	250-370-6158
Finance Department		studentaccounts@smus.ca	250-370-6166
Privacy Office		privacy@smus.ca	
Transportation Department		jody.bright@smus.ca	250-370-6150
SMUS Parents' Auxiliary		paraux@smus.ca	
Campus Shop		sam.stewart@smus.ca	250-370-6152
After School Care			250-883-7414
SMUS Camps		camps@smus.ca	250-370-6117

House Staff

Tom Hollingworth	Barnacle House	tom.hollingworth@smus.ca	250-361-7406	250-370-6184
Wonjin Kim	Bolton House	wonjin.kim@smus.ca	250-893-1625	250-370-6185
Benson Young	Harvey House	benenson.young@smus.ca	250-508-5257	250-370-6186
Nikki Kaufmann	Symons House	nikki.kaufmann@smus.ca	250-516-6943	250-370-6186
Elisha Gardiner	Timmis House	elisha.gardiner@smus.ca	778-977-2004	250-370-6185
Riley Doland	Winslow House	riley.doland@smus.ca	250-514-3226	250-370-6184

SCHOOL YEAR DATES 2026-27

for Parents/Guardians

Dates are subject to change. For updated information, please refer to the [SMUS calendar](#).

Monday, September 7	Labour Day Holiday; Returning Grade 12 boarders arrive
Monday - Tuesday, September 7-8	New Boarder Orientation
Tuesday, September 8	New Boarders Move in; JS New Student Orientation
Wednesday, September 9	Returning Boarders arrive; MS/SS New Student Orientation JS All Student Orientation
Thursday, September 10	First Full Day of classes (Gr. 2-12); Staggered schedule (JK-1)
Monday, September 14	First Full Day of classes (JK - Gr. 1)
Wednesday, September 30	National Day for Truth and Reconciliation (School Closed)
Thursday, October 8	School closes at the end of the day for the Thanksgiving Holiday
Friday - Monday, October 9-12	School closed; Boarders return by dinner on Monday, October 12
Tuesday, October 13	Classes resume
Friday, October 23	Non-Instructional Day, Professional Development
Thursday, November 5	JS Remembrance Day Service
Friday, November 6	MS/SS Remembrance Day Service; School closes at lunch
Saturday - Wednesday, November 7-11	School closed; Boarders return by dinner on November 11
Thursday, November 12	Classes resume
Friday, December 11	School closes at the end of the day for Winter Break
Monday, January 4	Boarders return by dinner time Non-Instructional Day, Professional Development Day
Tuesday, January 5	Classes resume
Thursday, February 11	School closes at lunch; professional development afternoon
Friday - Monday, February 12-15	School closed; Boarders return by dinner on February 15
Tuesday, February 16	Classes resume
Friday, March 12	School closes at the end of the day for Spring Break
Monday, March 29	Boarders return from Spring Break by dinner time
Tuesday, March 30	Classes resume
Thursday, May 20	School closes at the end of the day for the Victoria Day Holiday
Friday - Monday, May 21-24	School closed; Boarders return by dinner on May 24
Tuesday, May 25	Classes resume
Wednesday, June 16	Last Day of Classes (JK-12)
Thursday, June 17	JS Closing Ceremonies (morning) MS Closing Ceremonies (afternoon) Gr. 12 Graduation Ceremonies (evening)
Friday, June 18	Gr. 12 Graduation Gala (evening)
Saturday, June 19	Closing of Boarding Houses

JK - Junior Kindergarten, JS - Junior School, MS - Middle School, SS - Senior School

Please note that all Senior School students must be available until all their exams are completed.
Travel arrangements should be made well in advance so students can attend important school time.

ABSENCES AND LATENESS

Report absences before 8 am

Junior School

Call 250-598-3922

Email: christine.shewchuk@smus.ca
(page 13)

Middle School

Call 250-592-3549

Email: tara.toller@smus.ca
(page 16)

Senior School

Call 250-370-6133

Email: srattendance@smus.ca
(page 20)



This publication was last updated: August 24, 2026. All information is subject to change, and parents and students should continue to stay in contact with school directors and ensure their contact information is up to date.

Billing, Tuition and Enrolment

Student Accounts

Parents will receive an email each month notifying them that the monthly statements are available. The detailed statements are located on the [Parent Portal](#). Payments are due 30 days from the statement date, with the exception of tuition due dates, which can be found on the Tuition Fee Schedule on the Parent Portal. We thank you in advance for keeping accounts paid on time. Please note that Finance Charges will be applied monthly to overdue balances. Student Account payments can be remitted by the following methods:

- Personal Cheque (drawn on Canadian or US bank)
- Bank Draft or Money Order
- Bank Wire Transfer
- Internet Banking Online Bill Payment (Canadian banks only)
- Credit Card Payments (Visa, Mastercard and American Express)
- Pre-Authorized Payments – forms available on the Parent Portal

If you have questions regarding student accounts, please feel welcome to contact the Finance department at studentaccounts@smus.ca or 250-370-6166.

Continuous Enrolment

We are confident that once a student joins SMUS, they will remain until graduation. Families are required to remit a non-refundable tuition deposit annually for a following school year. Families who wish to withdraw are asked to provide notice as early as possible and no later than mid-February. Late notice of withdrawal will be subject to the Student Withdrawal Policy.

Student Withdrawal Policy (Summary)

Your financial obligation to the school is for the full annual tuition and boarding fees as stated in the Tuition Fee Schedule and Enrolment Contract. In the event of withdrawal from the school (voluntary or requested) only a portion of the tuition fees will be refunded as follows:

Withdrawal Prior to the Start of the School Year

- A student that is withdrawn between the Registration deadline and August 31 will receive a 60% refund/reduction of the full annual tuition and boarding fees.

Withdrawal During the School Year

- A student that is withdrawn between September 1 and December 31 will receive a 50% refund/reduction of the current year's full annual tuition and boarding fees.
- A student that is withdrawn between January 1 and March 31 will receive a 30% refund/reduction of the current year's full tuition and boarding fees.
- A student that is withdrawn between April 1 and June 30 will receive no refund/reduction of the current year's full annual tuition and boarding fees.

Please note that the calculation of tuition and boarding fees is net of financial aid. Amounts owing will be due and payable within 14 days of the date of withdrawal.

The full Student Withdrawal Policy is available on the [Parent Portal](#).

Tuition Fees

Tuition Fees for the 2027-28 school year will be available in January 2027. A full schedule of your current fees can be found on the [Parent Portal](#).

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Introduction

ST. MICHAELS UNIVERSITY SCHOOL (SMUS) sets high standards for its staff and students. We offer a very active, enjoyable and rewarding life for those who appreciate the opportunity to stretch themselves academically, artistically, athletically and culturally. A great deal of personal freedom and responsibility abounds, which satisfies the needs of our developing leaders of the future. Being part of such a dynamic and successful institution is a privilege, and we expect everyone to contribute positively to the school.

The school does not have a long list of rules, regulations or restrictions. Our underlying philosophy is one that will develop courteous, responsible and caring young adults. A basic rule of good manners is to never make personal remarks, unless complimentary, about other people. Having gone through a door, students should look behind and hold the door if someone is following. On meeting adults in a doorway or a staircase, it is customary for a student to step aside and allow the adults to pass. On noticing visitors to the school, students are expected to ask if they need help and to take them to the appropriate place or person.

St. Michaels University School is not for those who need the security of rules backed by harsh sanctions or those who need discipline. We expect our students to treat others as they would wish to be treated, to do nothing against the dictates of conscience and good sense, and to act at all times in a way that will do credit to themselves and the good name and reputation of the school.

Our Mission

Our school seeks the excellence in all of us, with passion and compassion. We are a community shaped by the pursuit of truth and goodness, providing outstanding preparation for life.

Our Vision

To learn, to lead, to serve.

Our Values

Respect | Courage | Honesty | Service

Territorial Acknowledgement

One of the four Values of St. Michaels University School is respect. With this in mind, we acknowledge that our school rests in the heart of Straits Salish territory, a living culture with its own rites, ceremonies and unfolding history. We honour the Esquimalt, Songhees and W̱SÁNEĆ peoples, whose homelands we share and whom we recognize as our neighbours.

Learn more about how our school continues to honour our Indigenous Connections by visiting smus.ca/discover/our-school/indigenous-connections.

Equity, Diversity and Inclusion

Our commitment to Equity, Diversity, and Inclusion (EDI) is grounded in our core values and embraces the full spectrum of identity. Read more about EDI at SMUS at smus.ca/discover/equity-diversity-and-inclusion.



St. Michaels
University School

Communications and Information Resources

There are many places for families to access information about what's happening at the school. We have gathered the key resources here to help you quickly find what's most important to you.

In addition to the resources below, there may be school-specific or grade-specific resources used by teachers to communicate with parents, including student agendas.

Official Communications Channels

Families should be aware that official communications from St. Michaels University School will occur only through the following channels:

- Any communication from a faculty or staff member from a smus.ca email address
- The [SMUS Weekly](#) e-newsletter
- The SMUS website: [smus.ca](#)
- Official social media accounts (@yoursmus on Instagram, Facebook, TikTok and the school page on LinkedIn).

Any other communication from staff or faculty outside of these channels should be regarded as unofficial and not representative of SMUS as a whole.

Additional Information for Students

Students are not permitted to create websites or social media accounts with the SMUS name or crest, or any other identifier that may reasonably lead to a misunderstanding that the account or page is official or authorized. This includes social media accounts for sports teams, clubs and councils. Students should work with the SMUS Marketing and Communications department before creating social media accounts at communications@smus.ca.

Website Links for Parents and Students

Parents and students are encouraged to bookmark and regularly review the [Links for Current Parents](#) and [Links for Current Students](#) pages on the school website. Here you will find timely information, as well as a link directory to key webpages and resources referenced in this handbook.

Personalized SMUS Calendar

You are also encouraged to create and subscribe to a personalized school calendar in order to receive important and timely updates on the SMUS events that are important to you. Visit smus.ca/news/calendar for instructions on creating your SMUS calendar.

SMUS Weekly and Newsletters

Parents and Senior School students will receive the SMUS Weekly on Friday afternoons throughout the school year. This newsletter highlights important school updates and stories from the community, as well as upcoming events and resources. Please ensure that you add theweekly@smus.ca to your safe senders list. If you do not receive the SMUS Weekly, please contact communications@smus.ca.

Parents can also expect to receive regular emails from school directors on information specific to their child's school and grade, as well as a monthly newsletter from the Parents' Auxiliary.

SMUS Gallery

The SMUS Parent Photo Gallery gives current families, students and staff access to photos captured throughout the school year.. Parents and guardians receive an invitation from SMUS via noreply@canto.com to make their account and can browse, search and download high-resolution photos. The gallery is intended for personal use; please respect the privacy of others and avoid sharing photos that include other students or community members.

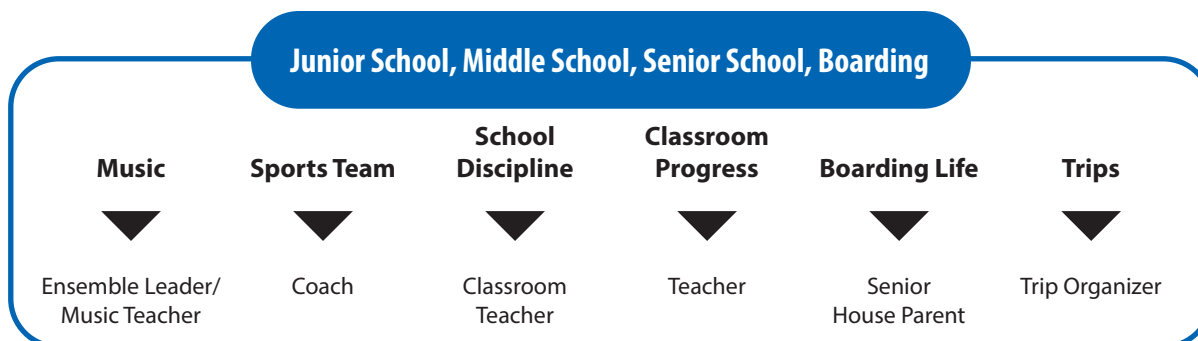
Visit the [SMUS Parent Photo Gallery](#).
Questions: communications@smus.ca



St. Michaels University School Concerns and Complaints Policy

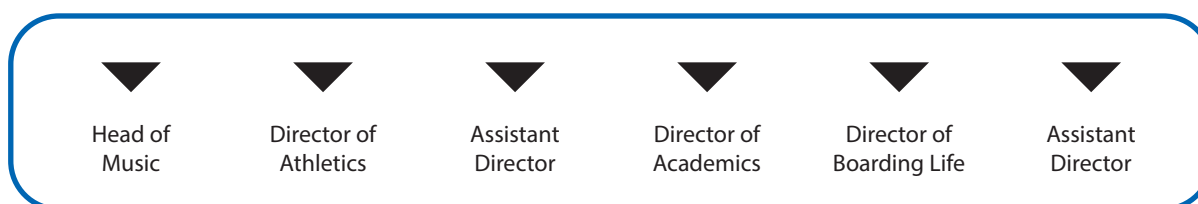
INFORMAL

STEP 1



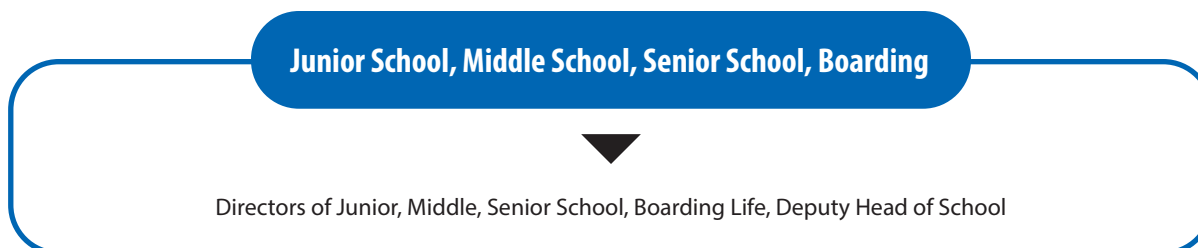
Most concerns or complaints can be discussed verbally at point of contact or through email. Acknowledgment will be provided in a timely manner. If after dialog there is no agreed upon resolution, the concern/complaint should be presented in writing to:

STEP 2



The appropriate SMUS faculty leader responsible will aim to promptly address your concern. Often a meeting or phone conversation will be arranged. If there is no agreed upon resolution, the concern/complaint should be presented to the appropriate Director.

STEP 3



The concern or complaint will now be reviewed by the Director of Junior, or Middle, or Senior School, or Boarding Life, or Deputy Head of School. It will be designated informal or formal.

An informal concern will be conducted through meetings, discussions with faculty and staff as arranged by the Director of Junior School, or Middle School, or Senior School, or Boarding Life, or Deputy Head of School.

A formal complaint will include details of the facts asserted and relied upon, and a statement of desired outcome. Acknowledgment will be provided in a timely manner. The complaint will be formally recorded and documented.

- Normally an interview will be arranged, sometimes including other appropriate staff.
- The complaint will be researched and reviewed, and we will aim to provide a prompt response.

If there is still no agreed upon resolution, the formal complaint will be presented to: (see next page)

FORMAL

St. Michaels University School Concerns and Complaints Policy

FORMAL

STEP
4

No Agreed Resolution



Head of School and/or Deputy Head of School...

- ...will be briefed on formal complaint. Supporting documentation will be presented, including a statement of preferred outcome.
- ...will offer a meeting with the complainant.
- ...will commission appropriate research by e.g. conducting interviews with named faculty and/or students.
- ...may delegate an enquiry either internally or externally.
- ...may consult with school's legal counsel.

The formal complaint will be acknowledged as received within three (3) working days. We will strive to provide a progress report or conclusions in prompt manner.

STEP
5

End of the Formal Complaints Process



After the conclusion to the formal complaints process (Step 3 & 4), the Head of School's conclusion will represent the end of the formal complaints process. To be further escalated, the complaint would then be referred to the SMUS Board of Governors.



Board of Governors

After the conclusion of the formal complaints process (Steps 3 & 4), if the complaint has not been resolved to the reasonable satisfaction of the complainant and the complainant believes on reasonable grounds that the formal complaints process was not conducted fairly, the complaint can be referred to the SMUS Board of Governors at board@smus.ca.

- A detailed written account of the complaint including date and specific details must be provided.
- There should be a statement of desired outcome.

The Board will acknowledge receipt of the official complaint within three (3) working days. The Board will aim to reach and communicate a decision as promptly as possible. The conclusions of the Board are final. Thereafter, any person wishing to pursue an issue can use any of the following external channels:

- ISABC ombudsperson contact - elizabeth.moore@isabc.ca
- BC Professional Conduct Unit, about teacher professionalism - 778-572-3758
- Legal channels

OFFICIAL

Anonymous



While the level of detail and reporting back may be necessarily more limited with Anonymous complaints, they will be researched and acted upon as deemed necessary and in line with the nature of the complaint. If a complaint is related to an employee, a record will be maintained with Human Resources.

Social Media

If you are a social media user, you are encouraged to follow and engage with the official SMUS social media accounts:

- Instagram – [@yoursmus](#)
- TikTok – [@yoursmus](#)
- Facebook – [@yoursmus](#)
- YouTube – [smustube.ca](#)
- LinkedIn – [linkedin.com/school/yoursmus/](#)

Parent Portal

The [SMUS Parent Portal](#) provides parents with customized and secure access to our [School Data System](#) (SDS). Once logged in, you can access your child's report cards, student account statements, your child's health information, course selection information, and international trip information.

You can also change your child's or your family's personal information through the Parent Portal (e.g. a change of address).

Change of Address

To maintain school records, parents are required to immediately update any changes to their contact information. You can do this by logging into the [Parent Portal of SDS](#) and clicking on "Update My Information." Once you click on "Submit the Data Update Request," the system automatically notifies the school's Data and Finance departments of your new information, and the changes will be processed shortly afterward. The school must also have current emergency names and contact numbers for each student. Please contact the Data Centre at 250-370-6156 or datacentre@smus.ca if you have questions.

Photography and Video at SMUS

Photos and video help the school document and celebrate the student experience and share the story of life at SMUS. Throughout the year, photography and video are a normal part of school activities, events, performances and athletics, both on and off campus. Images may be used on the SMUS website, social media, SMUS Weekly and school publications. We are thoughtful about student privacy and how students are identified when images are shared. Families who wish to completely opt their child out of photography and videography should contact their School Director.

SMUS Connect

SMUS Connect is an internal hub for our community. Current parents are encouraged to register at [smusconnect.com](#) in order to find and communicate with other parents in their child's graduation year. SMUS Connect also offers students mentorship opportunities with our alumni network, and additional resources from our Parents' Auxiliary.

REACH

REACH is an electronic scheduling system that is used by our boarding community to manage leave requests when boarding students will be off-campus for overnight leave, or during long weekends and major school breaks. Boarding parents can read more about this system on [page 34](#).

School Closures Policy

Decision making for a school closure is made by the Deputy Head of School or designate(s) in their absence. A school closure would typically be for both the Richmond Road and Victoria Avenue campuses but some essential operations/services may still be required to run.

With respect to closures due to extreme weather, such as snowfall, the school will aim to provide an update if the school is open or closed by 6:30 a.m. or earlier. In the event of snow or extreme weather, check the below sites for current information and updates:

- The front page of the school website ([smus.ca](#))
- SMUS social media channels ([Instagram](#) and [Facebook](#)).

Transportation

Respecting Our Neighbours

Teaching students to respect the rights of others is a SMUS objective. We ask students to be mindful of the privacy and rights of neighbours who live close to the school grounds. We also expect parents to model this behaviour for their children. In this way, we can maintain amicable relationships with our local community.

Like most schools, SMUS generates large volumes of non-resident traffic that can adversely impact local residents in many ways, especially at peak times such as pick-up and drop-off.

When you are dropping off or picking up your child, you must obey local bylaws and provincial traffic laws. Violations of the following traffic laws and bylaws can be ticketed:

- Do not park closer than one metre from the edge of a residential driveway.
- Do not park in neighbours' driveways, even for very short periods.
- Do not make U-turns, three-point turns, or use driveways to turn around during pick-up and drop-off when it interferes with the flow and access of other traffic.
- Do not idle your car engine while you are stopped at a curb.
- Do not exceed the posted speed limit and, when traffic is heavy or conditions are wet or icy, please drive slower than the posted speed limit.
- Do not stop or park where curbs are painted yellow.

Do your part to minimize the impact of vehicles on our neighbourhood:

- Use alternative modes of transportation such as walking, cycling, and school or city buses.
- If you are walking, use sidewalks wherever they are available.
- If you are driving, park further away from the school and enjoy the walk.
- Plan your route so that you can avoid making unsafe reverses and U-turns.

Respect our neighbours' privacy and property:

- Do not allow your children to run on lawns or play on swings in front yards.
- Students using public transit near the school shall not loiter on lawns, be excessively noisy or litter near the bus stations.

Bicycles and Skateboards

On arrival at school, students, staff and visitors must lock their bicycles in the racks provided. The law requires helmets for all SMUS students riding bicycles. Boarding students must keep their bicycles locked in the appropriate storage area. SMUS takes no responsibility for loss or damage.

Students using skateboards, scooters or other transportation 'vehicles' are also required to wear safety equipment.

School Bus

If you plan to ride the school bus this year, you are required to fill out the school bus registration.

[School bus registration 2026-27](#)

The school offers morning and afternoon school bus pick-up and drop-off daily, starting Thursday, September 10 for Grades 2 to 12 and Monday, September 14 for Kindergarten and Grade 1. The routes are provided for your convenience at a very reasonable cost and cover a wide range of areas, from Langford to North Saanich and points in between. Students can ride the bus using their student cards, which are scanned each time they board the bus. The cost for each ride is then automatically charged to their student account.

You may access our up-to-date bus information, including schedule, route and pricing information, at smus.ca/campus-services/bus-transportation. We try to accommodate all of our ridership, so changes in the route structure may be made during the summer, according to demand. If you have routes you would like us to consider or if you have questions or comments, please contact our transportation department at 250-370-6150, or email jody.bright@smus.ca.

Please note that all bus route times are subject to change due to road and weather conditions.

Academic Information

Our Learning Approach

St. Michaels University School offers an academic program that is demanding, stimulating and engaging. It challenges students intellectually and encourages them to reach their full academic potential as it provides them with rich learning experiences in a wide variety of subject areas.

The SMUS JK–12 program is an intentionally designed journey where meeting the personal needs of each individual learner is paramount. The objective at each level of education in the school is to strengthen foundational skills in literacy and numeracy, and foster creativity, critical thinking skills, and personal and social responsibility through inquiry, experiential, and project-based learning.

Our academic program strives to combine relevant knowledge, steadfast rigour and a love of learning. These experiences are enriched through purposeful, and age-appropriate connections to digital learning and emerging tools—including artificial intelligence—that help personalize learning and engage students with immersive technologies.

The Portrait of a Learner

Throughout the learning experience at SMUS, we embed the seven characteristics of our Portrait of a Learner: *curiosity, resilience, integrity, initiative, collaboration, empathy and well-being*. These characteristics are reflected upon throughout the learning process, including during Chapel and Community Time. Our goal is to foster these characteristics in our learners so that they are well set up for success in life beyond SMUS.

Highlights of the BC Curriculum within the SMUS Academic Context

- **An Individualized Learning Environment:** Our program is a student-centered approach that addresses and responds to the diverse needs and interests of our students
- **Core Competencies:** Learning experiences are designed to support the development of students as critical thinkers and effective communicators who are personally and socially competent in all areas of their lives.
- **Interdisciplinary Learning Opportunities:** The curriculum offers cross-discipline learning experiences that are project-based and focused on developing transferable skills.
- **Flexible Learning Environments:** Our teachers embrace flexibility in creating learning environments that are relevant, engaging and responsive. Place-based and service-based learning are some examples of embedding authentic learning experiences into the curriculum.

- **Indigenous Knowledge and Perspectives:** Indigenous culture and perspectives are intentionally integrated throughout all areas of learning. Place-based learning, Indigenous ways of knowing reflecting the First Peoples Principles of Learning, and Indigenous resources and community connections are thoughtfully embedded into the curriculum.

Assessment Philosophy at SMUS

The Ministry of Education organizes courses around common learning standards. At SMUS, our curriculum, pedagogy, assessment and reporting are all centred around these learning standards. The standards make it clear what every student is expected to know, understand and be able to do.

- Assessment practices are age and stage appropriate and allow students to demonstrate their learning in a variety of different ways. From Kindergarten to Grade 8, feedback about learning is provided using proficiency indicators in relation to learning standards. Percentage grades, in addition to proficiency indicators, begin in Grade 9 in the Senior School. Some assignments and assessments may be formative and will not include any specific achievement score but they provide great feedback in helping students and teachers guide further learning.
- Learners strive for improved performance over time across all grades. In the Senior School, report card marks and comments reflect the most recent and most consistent evaluation in the learning process.
- Feedback on learning is timely and ongoing, in addition to parent-student-teacher conferences.
- For more detailed assessment information, please contact the appropriate Assistant Director at each division.

Communication of Student Learning

Our goal is to provide parents with timely and consistent feedback on learning that is easily understood.

Parents can expect to receive written descriptive feedback in a formal report three times per year, which includes proficiency and percentage grades (9-12). Parents will also be able to read their child's self-reflection of the Portrait of a Learner characteristics and goal setting on the formal reports and in various learning tasks. Further, parents will be invited to demonstrations of learning and student-led conferences in the Junior and Middle schools.

For any questions around communication of student learning, please contact the appropriate Assistant Director at each division.

Learning Resource

The Learning Resource team works with students, faculty, and parents to ensure educational equity and accessibility for all students. They support students with exceptionalities and/or significant struggles with learning. In addition, they work with gifted and talented students who require enrichment.

We strive to meet the needs of our learners by offering:

- programming and supports for students with Individual Education Plans (IEPs)
- collaboration with teachers in curriculum, assessment, adaptations, differentiation, and learning strategies
- training in and access to assistive technology
- a balanced approach between remediation and in-class assistance, with an increased focus on compensatory strategies and self-advocacy as students progress through the school
- school-wide outreach, including seminars on learning strategies and supports for learning and organizational skills
- close collaboration with teachers, administrators, counsellors, and psychologists to support students in academics, executive functioning, and social-emotional well-being
- assistance during key transitions, including Senior School to post-secondary

Social and Emotional Wellness

St. Michaels University School supports the social and emotional well-being of students through a variety of programs that address harassment, mean behaviour, social cruelty and bullying, while promoting ethical behaviour and our school Values of respect, courage, honesty and service. The school's Social and Emotional Development policy can be found on the [Links for Current Parents](#) section of our website.

Equity, Diversity and Inclusion

We are committed to establishing a safe, inclusive, and equitable learning environment for all members of the community, including those who identify as lesbian, gay, bisexual, transgender, intersex, queer, two-spirit, and those who may be questioning their sexual orientation and/or gender identity.

St. Michaels University School defines Equity, Diversity and Inclusion (EDI) in the broadest sense, including but not limited to sexual orientation, gender, gender identity, ability, appearance, ethnicity, culture, race, beliefs, and socio-economic background. In addressing equity, diversity and inclusion at SMUS, we are guided by our core Values: respect, courage, honesty, and service.

An Equity, Diversity and Inclusion Plan is more than a document—it is a clear statement of values and purpose at a particular moment in time. Learn more and read the EDI plan at: smus.ca/discover/equity-diversity-and-inclusion

Chapel

If chapel didn't exist at the school, we would need to invent it. Every community that strives to be intentional in its work requires a time and place to gather as a whole. Especially in the context of cultural, economic and geographical diversity, we need regular reminders of our common aspirations and foibles, along with the Values that hold us together. Each time we give these ideas voice through a wisdom story, a nuanced question or a student reflection, we further strengthen our ability to discover our individual and collective promise – which is exactly what chapel is about.

The program mirrors the students who attend our school, some of whom are devout, some of whom identify with faith communities but aren't active, and some of whom are non-religious. Our approach does not centre on a single world view or tradition. Rather, we base our gatherings on Values that are true to the school's aspirations and upheld within most cultures: respect, courage, honesty and service. While chapel at the Junior School is largely driven by staff, more than half of the Senior School gatherings are led entirely by students. Everyone attends chapel once a week, with additional gatherings for boarders being held twice a month.

Our school overflows with the stuff of life: academic, artistic and physical opportunities. In the midst of all this activity, chapel offers an intentional pause, encouraging our community to consider what a meaningful life entails.

Personal Counselling Program

Our team of highly trained and certified school counsellors is available to provide confidential counselling to individual students and in small groups. Counsellors make presentations in classrooms, participate in grade programs, and co-teach with teachers to deliver curricular competencies in social-emotional learning.

Personal counsellors help students develop skills and strategies to deal effectively with challenges that interfere with their achievement and well-being. Examples of issues addressed by counsellors include problem solving, conflict resolution, stress management, anxiety and maintaining life balance.

When appropriate, counsellors also consult with faculty, parents and medical staff. If more extensive therapeutic intervention is required, referrals are made to certified professionals in the community.

Please don't hesitate to contact the counsellors at the Junior, Middle or Senior Schools.

Contact information

Senior School:

Carole McMillan, Director of Personal Counselling (K-12)
250-213-6524 or carole.mcmillan@smus.ca

Lauren Mavrikos lauren.mavrikos@smus.ca

Chris Webster chris.webster@smus.ca

Kyle Shaw kyle.shaw@smus.ca

Middle School:

Allison Peace allison.peace@smus.ca

Gabrielle Emmett gabrielle.emmett@smus.ca

Junior School:

Marnie Caron marnie.caron@smus.ca

Ashley Sangha ashley.sangha@smus.ca

Student Life

Uniform dress codes are now available in the SMUS Uniform Handbook. [Download it here.](#)

Campus Shop

The Campus Shop is located on the ground floor of School House Building and is open every school day during the year and offers everything necessary for the school uniform including blazers, pants, shirts, kilts, sweaters, fleeces, polos, ties and athletic clothing. Also available are some school supplies, and a variety of other SMUS-crested gift and alumni-related items. Items can be charged to a student's account or paid for by credit or debit card.

The Campus Shop has an online store (campusshop.smus.ca) where you can purchase any uniform items that you need. Size guides are available on the website and families are strongly encouraged to use them before choosing sizes while ordering. You will be contacted when your order is ready to be picked up.

During the school year, orders for Junior School uniforms can be placed by phoning the Campus Shop at 250-370-6152, online at campusshop.smus.ca, or by sending an email to sam.stewart@smus.ca. Orders will be delivered to the student at the Junior School.

The Campus Shop is open for drop-in shopping from 9 am to 1 pm and 2 pm to 4 pm every school day. It is possible to make an appointment for in-person consultations and shopping. To schedule an appointment please visit the Campus Shop page at smus.ca/campus-services/campus-shop and use the online scheduler.

School Uniform

All school uniform items must be bought from the Campus Shop on the Richmond Road campus or through the Parents' Auxiliary used uniform sales. We expect all students to feel pride in being members of St. Michaels University School and to wear their uniforms proudly.

Used Uniform Sales

As a service to all parents and students, the SMUS Parents' Auxiliary offers a used uniform sale at the beginning of the school year. Please check the calendar for dates, times and locations.

The Parents' Auxiliary also operates a used uniform shop at the Derby facility on Shelbourne Street (3410 Shelbourne St.) on the first Tuesday of every month when school is in attendance (please check the calendar). Hours are 2-5 pm.

Clothing Labels

It is very important that each clothing item be labelled. Name labels for clothing can be ordered through the Campus Shop. Expect a delivery time of six to eight weeks. We recommend that you order labels in June for the following September to ensure they will be ready for pick-up at the start of the school year.

Name labels for all boarding students are automatically ordered and can be sewn on by the school's seamstress. Alterations can also be arranged with the seamstress through the school laundry. For the correct sizing of uniforms, please bring your child into the shop for fitting.

Lost, Misplaced and Stolen Items

Students are expected to lock all belongings in lockers or their boarding rooms. The school will not be held responsible for items that go missing. There are lost and found locations at each campus. Small, valuable items (watches, cellphones, glasses, etc.) are held in the school office. All other found items are sent to the lost and found bins.

These lost and found bins are emptied periodically, and the contents are donated. Students are notified in advance of this process. SMUS will not be responsible for lost or stolen items.

Lunches and Snacks

To encourage good nutrition, we ask that your child's lunch include healthy foods instead of junk foods, pop or candy. A high-energy snack such as fruit may be brought from home to be eaten at recess. Lunches should be sent to school in reusable containers. We encourage that garbage be kept to a minimum.

Junior School students eat their lunches in their homeroom class, where they are supervised by a teacher.

At the Richmond Road campus, students have access to Graves Hall and The Howard Café. At the Middle School, students should eat their snacks outside during morning recess and dispose of their garbage in the containers around the school.

At lunch time, students can either bring food and eat in Graves Hall or the student commons where microwaves are available, or they may use their student card to charge meals to their student account. Please determine with your child how often they have permission to charge lunch.

The Parents' Auxiliary also organizes Pizza Days during the year. Parents will receive an email at the start of each term about this program.

Responsible Network Use

SMUS is pleased to offer access to its network facilities to all students. Access to the internet and email is a privilege and, because we have a limited number of network resources, we have implemented responsibilities and policies. All students are expected to respect and sign the rules included in our Technology Use Policy Agreement.

Social Media Code of Conduct

All students are expected to follow these personal statements related to social media conduct:

Privacy and Security:

- I will keep my password private.
- I will protect my personal information, such as my name, address, and telephone number.
- I will inform my teacher right away if I come across any information that makes me feel uncomfortable.
- I will report any messages sent directly to me that are mean or make me feel uncomfortable.

Responsible Posting:

- I will always post to social media sites using my own account – I will not impersonate a friend or peer.
- I will use appropriate language.
- I will post appropriate content that reflects well upon myself and the school.
- I understand that I am accountable for my postings and electronic communications.
- I will respect copyright laws.

Prohibited Content and Behaviour:

- I will avoid discussions involving hateful, racially offensive, or obscene topics or images.
- I will not engage in cyberbullying or harassment of any kind, including but not limited to posting or sharing derogatory, offensive, or harmful content about others.
- I will not post or share any content that promotes violence, discrimination, illegal activities, or unethical behaviour.
- I will not disclose any confidential or sensitive information about the school, its staff, or fellow students on social media without proper authorization.
- I will not use social media to spread false information, rumours, or gossip that may harm the reputation of the school or its community members.
- I will not engage in any activities on social media that may compromise the privacy, security, or integrity of the school's network or systems.
- I will not engage in any activities on social media that violate any local, provincial, or federal laws, including but not limited to cyberstalking, cyberbullying, or identity theft.
- I will not share AI-generated content that is hateful, offensive, or targets other members of the school community.

Responsible Social Media Use:

- I will not use social media during class hours or in a way that disrupts my studies or the learning environment of others.
- I will not use social media to engage in excessive or addictive behaviours that interfere with my academic or personal responsibilities.

Winter, Spring and Summer Camps

SMUS Camps' mission is to support the school in fulfilling its mission of providing outstanding preparation for life with an array of courses and programs for all students, including those outside the SMUS community. These include day camps in winter, spring and summer, and overnight camps in summer for students to develop new skills, meet new friends and have fun. Registration dates for winter, spring and summer programs, as well as descriptions of camps, is shared in the SMUS Weekly throughout the school year.

Our hands-on, skill-based programs offer learners the opportunity to Learn, Discover, and Create in a safe, engaging and fun environment.

SMUS Camps delivers a variety of exceptional overnight summer camps for students ages 13-17 such as leadership, engineering, game development, basketball, squash, rugby and volleyball.

SMUS Camps is known for consistently delivering high-quality programming in a safe, nurturing environment where campers can be themselves. At the core of every program is the emotional, mental and physical safety of our campers.

For information about these programs, please visit smus.ca/camps.

Parent Involvement

Parent involvement is an important part of a successful school, and we hope that you will continue to invest in your child's education through volunteer and fundraising activities. We hope your connection to SMUS will last a lifetime, so please contact us if you have any questions or comments.

All interested parents are welcome to attend PA meetings throughout the school year. Watch for the emailed newsletter for details on events, volunteer opportunities, and other important news. Volunteers are always welcome! For more information, visit smus.ca/community/pa or email paraux@smus.ca.

Volunteering and Fundraising

SMUS Parents' Auxiliary

Parents Working Together to Support Excellence in Education

The SMUS Parents' Auxiliary (PA) is a volunteer organization dedicated to supporting and enhancing SMUS and its community. As an independent non-profit society and registered charity, the PA is governed by an elected executive, with membership comprising all SMUS parents and caregivers. The PA president sits as a representative on the SMUS Board of Governors.

The PA is an integral part of SMUS. It organizes events and raises funds for the school. A formal allocations process is used to decide which annual projects are funded. Other activities include used uniform sales, Halloween campus fireworks, parent education events, weekly pizza lunches, birthday cakes for boarders, the Boarders Without Borders dinner, teacher appreciation lunches, PA scholarship fund, Quiz Night, coffee mornings, parent socials and more.

The 2026-27 executive includes:

John Ellis, President
Gabriele Howard, 1st Vice President
Francis Leung 2nd Vice President
Scarlet Williamson, Secretary
Girish Chhatwani, Treasurer
Jennifer Patterson, Member at Large
Margaret McKeown, Member at Large
John MacKay, Past President

Annual Fund

Gifts to the Annual Fund are used for immediate needs in and out of the classroom that directly benefit all students. St. Michaels University School is recognized nationally and internationally for the quality of our academic program, but tuition alone does not cover the total cost of educating each student. We rely on the generosity of our school community, who each year raises more than \$1 million in support of student financial aid and a wide variety of programs that enrich your child's educational experience.

Philanthropic support from current families is vital to the success of all students at SMUS. As a parent, you will be invited to contribute to enhancement opportunities and critical needs. Remember, every donation matters, and no gift is too small.

To make your family's annual donation today, visit smus.ca/support/annual-fund.

Transformational Giving Opportunities

Transformational gifts invest in the school's future, supporting strategic priorities that will benefit generations of students.

Current priorities include the renovation of our boarding houses, the Middle School playground, and the development of a new STEAM Centre.

To learn more about philanthropic opportunities at SMUS, please contact Anna Burton, Director of Advancement, at anna.burton@smus.ca.

St. Michaels University School Society

Our school is owned by the St. Michaels School Society, operating within the *Societies Act of British Columbia*, and is governed by a Board comprising 14 governors, 12 of which are elected by members of the Society, as well as an elected faculty representative and the presidents of the SMUS Alumni Association and the Parents' Auxiliary.

All current parents are eligible to become members of the SMUS Society. To register for membership, visit smus.ca/discover/governance-and-community/smus-society/membership.

For information about the Board, visit smus.ca/discover/governance-and-community/board-of-governors. Here you will find contact information for the Board Chair, profiles of Board members, a list of Board committees and their membership, the nominations process, and recent communications from the Board.

Junior School Information

820 Victoria Avenue, Victoria, BC, V8S 4N3
Phone: 250-598-3922, Fax: 250-592-0783

Becky Anderson, Director of Junior School
Nicole Tripp, Assistant Director of Junior School
Delina Squire, Assistant to the Director of Junior School

A strong start to school sets an ideal foundation for the future at SMUS and beyond. Our focus on an intentional, rigorous and engaging curriculum, an inquiry-based approach to learning, and an ideal environment encourages children to learn, grow and thrive in a joyful setting.

We have been inspired by the key principles of the Reggio Emilia approach: seeing each child as capable and full of ideas, recognizing the importance of partnering with parents/guardians, and creating inspiring environments for learning, in and out of the classroom.

Academic Information

The Junior School provides a program that includes homeroom teachers who teach the core subjects. Specialist teachers provide instruction in other areas of learning.

Drop-Off, Dismissal and Pick-Up

We ask that all parents/guardians read the section titled “Respecting Our Neighbours” on page 6 of this handbook, as the Junior School drop-off and pick-up area is in a residential neighbourhood.

At morning drop-off and afternoon pick-up times, duty teachers supervise this process to ensure student safety. Families can park and walk with their children onto campus, or older children can come onto campus independently. If there is space in the “loading zone” in front of the school, parents can drop off their child (Kindergarten to Grade 5). If you are using the loading zone between 8:00 - 8:30 or after school, **do not leave your vehicle unattended** and follow the rules of the road.

All children traveling to and from school should use the crosswalk in front of the Junior School. Due to safety concerns, children and parents/guardians are asked to not cross the street in other areas.

Morning Routine

- All Kindergarten to Grade 5 children are expected to arrive at school in time for the 8:15 am bell. Junior Kindergarten children arrive by 9:00. This allows us to start our day peacefully together without interruptions
- All Kindergarten to Grade 5 children enter the school through the side gate anytime between 8:00 and 8:15am. A duty teacher is outside before school and children are supervised. The school day begins at 8:20 am so we expect all children to arrive by 8:15 am.
- Junior Kindergarten children arrive through the front door between 8:15 and 9:00 am.

After-School Routine

- Classes are dismissed at 3:10 pm.
- At dismissal time, parents/guardians come onto campus through the side gate.
- Students must exit through the side gate with their parent/guardian so that they are seen by the gate duty teacher.
- Children are not able to leave the school with anyone other than a person authorized by the family.
- Children should be picked up between 3:10 pm and 3:20 pm.
- A bell sounds at 3:20 pm when the bus arrives.
- Students are not permitted to exit through the front doors except when they are signing out during the school day or if they are leaving school after the gates have been locked.
- Families are encouraged to make their after-school arrangements (sports, clubs, play dates, etc.) in advance, as students may only use the phone during the school day if an urgent issue arises.

Transportation

- Students who travel to school by the SMUS bus are given a student card that the bus driver scans each time the student boards the bus. Cards can also be used in the Campus Shop. For complete details regarding buses, please visit smus.ca/campus-services/bus-transportation.

Parent/Guardian Pick-Up

- Students must inform their teacher each morning how they will be getting home that afternoon: taking the bus, regular pick-up, clubs, or attending the After-School Care Program. It is important that the after-school plan is communicated to the teacher at the beginning of the day because it is sent with the attendance form and recorded in the school office.

After-School Routine – Junior Kindergarten

- A parent or designated adult must come to the classroom to pick up their Junior Kindergarten child between 2:00 - 3:00 pm. Children are not able to leave the school with anyone, other than a person authorized by the family on the forms.

After-School Program

The After-School Care Program is a welcoming, diverse and inclusive drop-in program that offers care to Kindergarten to Grade 5 students between 3:15 and 5:30 pm. SMUS is committed to ensuring all Health Authority Licensing requirements are followed, including child ratios. All facilities used are licensed by Island Health and inspected by the health authority's licensing officer on a regular basis. Parents/guardians can contact the Junior School office when their child needs After-School Care services.

Junior School Information

Junior School information is posted on the SMUS Calendar for parents/guardians to review. A monthly information/event letter is emailed to Junior School families from the Junior School Director each month.

Absences and Lateness

We expect all students arrive by 8:15 am. If a student arrives late, they must report to the school office or use the sign-in/sign-out sheet located there.

Parents/guardians are asked to phone 250-598-3922 or email christine.shewchuk@smus.ca before 8 am if your child is going to be late or absent on a school day. If students are late, you must sign your child in at the office on arrival.

Parent/Guardian Visitors and Student Sign-In/Sign-Out

All parents/guardians visiting the school during the school day are asked to sign in at the office for security purposes. If your child arrives late or is picked up early for an appointment, you must sign them in or out at the office.

Parents/Guardians as Partners

Parents/guardians play an important role at our school, especially in the Junior School, as you are viewed as partners in your child's educational journey. You are invited to attend regularly scheduled meetings such as the Curriculum Evening and Parent/Guardian-Teacher Conferences. You are also invited to attend Monday morning Community Time, be present at special events during the year, and volunteer in the Junior School community. We encourage you to communicate regularly with your child's teacher and you are most welcome in the Junior School.

Adult Volunteers

The Junior School environment is enriched by the many parents/guardians who share their time and talents. Many opportunities are available for you to become involved at the Junior School on a formal or informal basis. Working in the Library Learning Commons, accompanying classes on trips, giving career talks, and serving as a grade representative or on the welcome committee are some of the ways in which you can contribute to the school and gain satisfaction and enjoyment from working with the children.

Requests for Additional Leave From School

SMUS school dates are published in advance and it is our expectation that families book travel during school holidays to limit disruption to learning and school life. If an extended absence from school is required, a request should be made to the Director of the Junior School in advance. School work will not be provided for students to do while absent, as curriculum is taught in an immersive way with instruction, class engagement and process time. Teachers may have suggestions for independent learning while the child is away but this will not be assessed.

First Aid Room

The Junior School has a supply of first-aid products, sufficient to take care of minor scrapes, cuts, aches and pains. Medication is administered with written permission only. If children do not feel well during the school day, they can rest in the first aid room, and we will call you to come pick up your child.

Allergy Aware School

There are many students with severe allergies and therefore the Junior School provides an allergy aware environment for students with life-threatening allergies. Specific information will be communicated as needed to ensure the safety of all students.

Cellphones

Students are not permitted to carry cellphones or wear smartwatches at the Junior School.

Communication of Student Learning

Effective communication between home and school is essential for student success. We provide and maintain ongoing, regular communication about your child's progress. In order to do this most effectively, we have scheduled numerous meetings, reports and other communications with parents/guardians through the school year. In addition, teachers are available to meet with parents/guardians at any time.

September: Junior School Curriculum Evening

October: Personal communication for new students

November: Parent/Guardian-Teacher Conferences

December: Formal written report

February: Ongoing sharing of learning

March: Parent/Guardian-Teacher Conferences

May: Student Demonstrations of Learning

June: Formal written report

**Uniform dress codes are now available
in the SMUS Uniform Handbook.
[Download it here.](#)**

Student Agendas

All students in Grades 1-5 are given a student agenda for use throughout the school year. The agenda is to go between home and school and is a useful tool for helping students with their homework organization and communication. Parents/guardians are encouraged to check this agenda regularly for notes from school.

Home Learning Policy

The Junior School teachers promote the practice of a reasonable amount of daily home learning on Monday to Thursday evenings. Home learning will not be assigned on the weekend or during school holidays. Children are encouraged to read, practise their instruments, and complete some type of other home learning as assigned by teacher. As a general guideline, children receive 10 minutes of home learning per grade (for example, Grade 2 students would have about 20 minutes of learning that includes reading and another task). Junior School teachers believe that family time in the evenings and on weekends is a priority. A good balance of work and play is always encouraged.

Extracurricular Clubs, Activities and Sports

A variety of clubs, activities, and sports is offered throughout the year on a term by term basis. The office sends out information regarding what is being offered and how to sign up at the beginning of each term. More information on extracurricular offerings is available on the school's website.

Middle School Information

3400 Richmond Road, Victoria, BC, V8P 4P5
Phone: 250-592-3549, Fax: 250-592-3942

Richard Brambley, Director of Middle School
Julie Harris, Assistant Director, Academics
Cara Lee, Assistant Director, Student Life
Tara Toller, Assistant to the Director of Middle School

Welcome

On behalf of the staff at the Middle School, we welcome students and parents to the new school year. We also extend a special welcome to all students who are either new to SMUS or who are transitioning from the Junior School. We are committed to working with you and your child to make this a successful school year.

School Values

We set high standards for staff and students, and we expect everyone to contribute positively to the school. The school Values of respect, courage, honesty and service guide our expectations for student behaviour and are at the heart of all discussions and support.

Behaviour and Discipline

When students make a mistake, we strive to help them align with our Values, which are the basis of all discipline discussions. The school believes in helping to change thoughtless or irresponsible behaviour with guidance and support. However, in cases where warnings are not heeded or where there has been a serious breach of school rules, students may be suspended or expelled.

Uniform dress codes are now available in the SMUS Uniform Handbook. [Download it here.](#)

Middle School Schedule

Monday		Tuesday (TAG 8:20 - 8:25 am)		Wednesday		Thursday		Friday	
TAG	8:20-8:30 am	Chapel	8:25-8:55 am	TAG	8:20-8:30 am	TAG	8:20-8:30 am	TAG	8:20-8:30 am
Period 1	8:32-9:22 am	TAG	8:55-9:20 am	Period 1	8:32-9:22 am	Period 1	8:32-9:22 am	Period 1	8:32-9:22 am
Period 2	9:26-10:16 am	Period 2	9:24-10:14 am	Period 2	9:26-10:16 am	Period 2	9:26-10:16 am	Period 2	9:26-10:16 am
Recess	10:16-10:36 am	Recess	10:14-10:34 am	Recess	10:16-10:36 am	Recess	10:16-10:36 am	Recess	10:16-10:36 am
Period 3	10:36-11:26 am	Period 3	10:34-11:24 am	Period 3	10:36-11:26 am	Period 3	10:36-11:26 am	Period 3	10:36-11:26 am
Lunch	11:26 am -12:16 pm	Lunch	11:24 am -12:14 pm	Lunch	11:26 am -12:16 pm	Lunch	11:26 am -12:16 pm	Lunch	11:26 am -12:16 pm
Period 4	12:16-1:06 pm	Period 4	12:14-1:04 pm	Period 4	12:16-1:06 pm	Period 4	12:16-1:06 pm	Period 4	12:16-1:06 pm
Period 5	1:10-2:00 pm	Period 5	1:08-1:58 pm	Period 5	1:10-2:00 pm	Period 5	1:10-2:00 pm	Period 5	1:10-2:00 pm
Recess	2:00-2:15 pm	Recess	1:58-2:13 pm	Recess	2:00-2:15 pm	Recess	2:00-2:15 pm	Recess	2:00-2:15 pm
Period 6	2:15-3:05 pm	Period 6	2:13-3:03 pm	Period 6	2:15-3:05 pm	Period 6	2:15-3:05 pm	TAG	2:15-2:30 pm
TAG	3:07-3:15 pm	TAG	3:07-3:15 pm	TAG	3:07-3:15 pm	TAG	3:05-3:15 pm	Community Time	2:30-3:15 pm

School Year Start-Up

The new school year begins on Wednesday, September 9 for all Grade 6 students, and for all new Grade 7 and 8 students. This is an orientation day that is led by students and staff that will help welcome students to Middle School.

Returning students begin school on Thursday, September 10.

For further information on events at the beginning of the school year, please refer to the details in the SMUS Calendar at smus.ca/news/calendar.

Timetables

Students will receive their timetable on the first day of school. A good deal of thought is given to class formation. Students are grouped in a variety of ways throughout the school day. Many different timetabling factors are at play when assigning students to classes. At the Middle School, a parent request for a specific teacher or class is difficult to accommodate and limits our ability to build balanced classes in which the needs of all students are considered.

We reserve the right to make the final decision with respect to class placement. Unless there is a serious conflict that merits consideration for a change, please trust our judgment.

Drop-Off and Pick-Up

Traffic becomes congested at the Richmond Road campus during peak drop-off and pick-up times for Middle and Senior School students. Two entrances to campus exist: one on McRae Avenue and one on Knight Avenue. We encourage Middle School parents to consider arriving from Knight Avenue and, keeping right, travel around the Monkman Athletic Complex. Please avoid stopping in the middle of the roadway or driveway, as this impedes traffic flow. We also encourage parents to drop off on Knight Avenue with children walking through the campus to the Middle School.

Absences and Lateness

Parents are asked to call the Middle School office at 250-592-3549 or email at tara.toller@smus.ca before 8:20 am if your child is going to be absent or late that day. Students must report to the main office on arrival so that we can maintain accurate records. Students who are medically absent for more than five consecutive school days must submit a doctor's note on their first day back to school.

Family Holidays

School holidays are generous, and we appreciate adherence to the specified dates. **Families must request holiday extensions in writing and submit them to the Director of Middle School well in advance.**

Peer Conflict, Mean Behaviour and Bullying

The school has a comprehensive policy, "Supporting the Social and Emotional Development of our Students," that details our response to situations involving peer conflict, mean behaviour, and bullying. The school's [Social and Emotional Development policy](#) can be found on the Links for Current Parents section of our website.

We use language that includes peer conflict, mean behaviour, and bullying to educate our students on the topic of social conflict, as well as to help guide us towards an appropriate response. As each situation is unique, the school has a variety of responses that it uses to help resolve conflicts. These responses seek to rebuild relationships first; only if a situation warrants it is a more punitive approach considered.

These actions may include:

- restorative techniques including restorative circles
- guidance, with a warning of consequences should the behaviour continue
- student behaviour contracts
- suspension (in-school or out-of-school)
- expulsion

The school may involve experts from the community and, if necessary, the local police. Additionally, should students want to report an incident of bullying anonymously, the school works cooperatively with the Ministry of Education and is a partner with erasebullying.ca.

Smartphones and Wearable Technology

We are committed to developing and expecting a high level of digital citizenship from all students. At the Middle School, cellphones, smartphones, smartwatches and wearable technology (such as Meta glasses) are not allowed during the day. Our goal is for students to learn to use technology appropriately and avoid the use of technology in ways that negatively impact learning, socialization, health and safety. These devices, for Middle School students, undermine focus and productivity. If families allow students to bring this technology to school, they are not to be used on school property until after 5:30 pm. There are situations that require flexibility that will be considered on an individual basis. We have a telephone for student use.

Charges to Student Accounts

Students may charge items, such as purchases from the Campus Shop, to their student accounts. Student cards are scanned for day students who eat in Graves Hall, and meal charges are invoiced monthly to the student's account. Students are not allowed to use their student card to charge meals for other people. If a student needs a replacement student card, there is a charge of \$5.

Occasionally, we require that students have certain consumable items such as math exercise books, music books, or science workbooks, which are billed to student accounts. Generally, the cost of school activities, including most sports and field trips, are included as part of student fees. If there is an additional fee involved, we notify you as part of the activity or trip information sent home. Some sports and activities, such as rowing and any overnight trips, have some type of fee to help offset the costs.

Outdoor education trips are generally excluded from additional fees; however, some outtrips have a fee due to transportation and other costs associated with that activity.

Communication of Student Learning

Effective communication between home and school is essential for student success. We provide and maintain ongoing, regular communication about your child's progress. In order to do this most effectively, we have scheduled numerous meetings with parents/guardians and reports through the school year.

September: Middle School Curriculum Evening

October: Parent/Guardian-Teacher Conferences

December: Written report with comments and performance levels

March: Written report with performance levels

April: Parent/Guardian-Teacher Conferences

June: Written report with comments and performance levels.

Teacher Advisor Group (TAG)

Each student is assigned to a Teacher Advisor Group. Grouping students in this way is consistent with good middle-year practice and provides students with the consistency and structure that enhances their learning. The Teacher Advisor plays a critical role in your child's life at the school. They are responsible for the overall well-being of each student in their TAG. The TAG teacher is a good first point of contact in the school for questions related to student life.

Homework Purpose and Policy

The purpose of homework at the Middle School level, based in current research, is threefold: to reinforce learning, to practise skills and develop academic habits of mind, and to deepen understanding. Assignments and home study are an integral part of the academic program at SMUS, and Middle School teachers promote the practice of a reasonable amount of daily homework.

A guiding principle for teachers and for students should be: up to 60 minutes in Grade 6, up to 70 minutes in Grade 7 and up to 80 minutes in Grade 8 per evening for homework. A homework schedule will be sent home in early September. Students are encouraged to read and/or practise their instruments on a regular basis as part of this homework routine. If you feel your child has too much homework on a regular basis, it is important that you notify your child's TAG teacher, so that we can best support your child to balance their school commitments with those outside of school and free time. Homework will not be assigned over long weekends or school holidays. A good balance of work and play is always encouraged.

Student Agenda

To assist students in organizing their study time and materials, each student is given a Middle School agenda. Students are expected to use their agenda on a daily basis; tasks, reminders, due dates and homework assigned by subject teachers should be entered after each class. The agenda can also further communication between school staff and parents; it contains useful information for students and parents about the Middle School. If used properly, the agenda can be an invaluable asset for the student. We encourage parents to engage in discussions with your child about the agenda as a tool for organization and learning, and to check-in regularly regarding their agenda usage.

SMUS Student Email and Digital Learning Platforms Use Policy

Students are expected to use their SMUS email only for school-related communications and activities. The circulation of non-academic content is not permitted as this activity is distracting and interferes with the teaching and learning for both students and teachers. We support students to develop a sense of pride and accountability related to their communications and to help them to understand the difference between personal and school communication. Gmail, chat, etc. are also not permitted at school. With parent permission, we encourage students to create a personal email account to use for personal exchanges.

Homework Club

The Middle School library is usually open after school until 4 pm, Monday to Thursday. Students are welcome to use this facility to complete homework, receive assistance or conduct research.

Lockers

Each student is loaned a book locker and PE locker for the year. Students are responsible for taking of their lockers and are strongly encouraged to keep them locked. Students may bring their own combination locks or have one charged to their student account.

Library and Life Skills

The Middle School provides a comprehensive library research skills curriculum integrated directly into the Grades 6-8 Humanities program. To support all aspects of literacy, our teacher-librarian collaborates closely with Humanities teachers. Additionally, all Grade 6 students participate in a Life Skills class designed to ease the transition from Junior to Middle School by supporting their executive functioning and social-emotional learning. Students continue to consolidate and practice these vital skills during Grades 7 and 8 through TAG (Teacher Advisory Group), Rotation, and subject-area classes.

Music

A charge of approximately \$35 covers the purchase of music, method books and a folder with the student's name and instrument engraved on it. This initial charge is reduced in subsequent years when folder purchase is not required. Band students who do not own an instrument should rent or purchase one from a music store in September. In some cases, the school can lend an instrument. Information about instrument rental and purchase is made available in September.

Outdoor Education

Outdoor education trips and activities are offered throughout the school year to Middle School students. Please see the online calendar for specific dates. Ski/snowboard day are also offered, depending on the season.

Co-curricular Athletic Program

The Middle School belongs to the Lower Island Middle School Sports Association (LIMSSA). This association was formed in 2003 to create athletic opportunities for middle schools in Victoria, Saanich and Sooke. With the reconfiguration of the Victoria School District from elementary to middle schools, it was crucial that an association be created specifically aimed at the Grade 6-8 levels to encourage athletic participation among those member schools.

The purpose/philosophy of LIMSSA is:

- to encourage athletics among the schools within the confines of the association and to maintain a high level of participation, sportsmanship and citizenship;
- to legislate and to adopt uniform participation, regulations, schedules, tournaments and special events for all school sports – these shall provide for qualification of all players, teams and coaches, and the rules and regulations of all activities in which the association sponsors or approves;
- to honour the code of desirable practices as set down by the LIMSSA Code of Ethics.

We anticipate being able to offer the following sports this school year: badminton, basketball, cross country, field hockey, rugby, sailing, soccer, squash, swimming, touch rugby, track and field, and volleyball.

When possible, coaches are given the same practice day(s) during the week. However, because we share facilities with the Senior School, this is not always feasible. Practice time is generally after school but, for some teams, it may also occur during the cross-grade physical education classes. Occasionally, a team may practise in the morning before school starts.

A sports schedule is posted each week outside the Physical Education office, on the student notice board, and a copy is also left in the office. It is also emailed home to parents every Friday. We encourage students and parents to check the schedule regularly for practice and game times.

Some teams will be issued a uniform for their playing season. It is the player's responsibility to maintain their uniform and return it to the coach at the end of the season. Physical education strip will be used for practices or, in the case of the rugby teams, the students may wear the school rugby jersey and black shorts.

A jamboree, festival, tournament and/or playoff usually takes place at the end of the sporting season. This format can involve either a half day or full day where schools are invited to participate. If it is a playoff, games will often occur after school over a period of several days.

With our main emphasis on participation, skill building, sportsmanship, citizenship and a qualified coaching staff, we strive to provide a positive athletic experience at the Middle School.

Clubs and Councils

Typically, a variety of clubs and activities are offered throughout the year. In past years some of the activities we have offered include: Art Club, Model United Nations, Robotics and Jazz Band. All students are encouraged to join one of the Leadership Councils: Athletics, Service or Social Council. New clubs and activities are usually offered each year, depending on student interest and staff availability. Information about these clubs and activities is usually posted on the bulletin board across from the main office, as well as around the school. More information on co-curricular offerings is available on the school's website.

Service Days

Throughout the year, Service Council organizes Service Days. On those days, in exchange for a small donation or volunteering of time, students may dress in casual (non-uniform) clothing in support of a local charity or other worthy cause, as decided by Service Council.

Year-End Calendar and Events

Towards the end of the school year in June, students experience a variety of year-end events and valuable activities that are an important part of ending the year and of the Middle School experience. All students are expected to participate in the outdoor education trips, our Closing Ceremonies, Assemblies and other year-end events.

Please do not make any travel arrangements that would prevent your child from taking part in these activities. As the dates near, we will distribute a detailed year-end calendar with all the information necessary to help make the end of the year successful and as free of hassle as possible.

Senior School Information

3400 Richmond Road, Victoria, BC, V8P 4P5
Phone: 250-592-2411, Fax: 250-592-2812

Eliot Anderson, Director of Senior School
Richard Curry, Assistant Director, Administration
Robyn Amiel, Assistant Director, Academics
Richard Primrose, Assistant Director, Student Life and Leadership
Ally Lord, Assistant to the Director of Senior School

The school year has six terms. In addition to major school holidays in December and at Spring Break, and there are also a number of long weekends throughout the year. The dates are set in advance so that you can make early arrangements to avoid students missing school time.

Students may not leave early for holidays and long weekends unless there is a very special reason. You, as their guardian, must request the leave in writing or via email to the Assistant Director, Student Life and Leadership of Senior School (see Holiday Extensions or Other Non-School Absences on the right).

Drop-Off and Pick-Up

Traffic gets congested at the Richmond Road campus during peak drop-off and pick-up times for Middle and Senior school students. Two entrances to campus exist: one on McRae Avenue and one on Knight Avenue. Please avoid stopping in the middle of the roadway or driveway, as this impedes traffic flow.

Parking

Student parking is very limited, and only vehicles with an authorized decal or assigned, numbered spot are permitted to park on school grounds.

These vehicles must be registered with the Assistant Director, Student Life and students are required to explain their need to drive to school before a student can obtain a parking pass. Unregistered student vehicles, those without a parking pass, or those illegally parked may have their wheels locked (resulting in a fine) or be towed without warning.

Once parked at school, vehicles are to be left alone until the owners leave campus. Vehicles are not to be used as book lockers, sports lockers or social centres. Students are not authorized to park their vehicles along the roads bordering the school where it is posted "Residential Parking Only." Vehicles can be towed without warning if these signs are not respected. Vehicles are left at the owner's risk; SMUS accepts no responsibility for vehicles left on campus.

Boarders are not allowed to keep motorized vehicles at the school, nor to rent, borrow, or drive any vehicle while under school jurisdiction. School buses or public transportation take care of most of the transportation needs of boarders.

Absences and Lateness

Parents are asked to leave a message at 250-370-6133 or email sattendance@smus.ca before 8 am when your child is going to be absent.

Off-Campus Leave During the School Day

All students must sign out at the reception desk when leaving campus for any reason during the school day. **Grade 9 and 10** students are not permitted to leave the campus without permission from a parent. This can be done by either signing the student out at reception, by calling 250-370-6133, or by emailing sattendance@smus.ca. **Grade 11 and 12** students may sign out for the lunch break and medical appointments

Holiday Extensions or Other Non-School Absences

All day and boarding students are expected to attend all academic classes, except under exceptional circumstances. Any student who will be missing school time for vacations, non-school-organized trips or other priorities must have their parents or guardians email the Director of Senior School at sattendance@smus.ca **before making their travel arrangements** to request permission for their child to miss school and provide the specific reason for the absence. Students shall not leave early unless this procedure has been completed. **Requests should be received at least one week before the planned absence** to ensure sufficient time to meet with teachers.

Once permission has been granted, students must complete a "Green Sheet" to inform their teachers of their plans and to collect work to complete while they are away. The green sheet must be returned to the Attendance Administrator for day students and to Boarding Services for boarding students within three days prior to departure. The Attendance Administrator or Boarding Services will then forward the completed green sheet and formal request from parents to the Director of Senior School for final approval.

Boarding parents should then input the information as required within the REACH electronic system.

Please note that holiday extension absences are considered as "unexcused" by the Ministry of Education and will be recorded as such on the school report card.

**Uniform dress codes are now available
in the SMUS Uniform Handbook.
[Download it here.](#)**

Illnesses and Medical Appointments

Day students who feel unwell during the day must contact their parent or guardian and be picked up as soon as possible. Day students are required to sign out at the office.

Boarding students who feel unwell during the day must see the nurse on duty in the Health Centre. Students may not excuse themselves from class for sickness. Boarding students must check in with the nurse at the Health Centre and the nurse will determine appropriate care. Boarding students who are not well enough to attend classes will also have their off-campus leave suspended for the remainder of the day.

Students who have medical or dental appointments must sign in and out at School House reception.

Smartphones

Our school aims to create an environment in which students are able focus and be present, both in class and during non-instructional time. While smartphones offer many benefits, excessive screen time brings negative effects and can be harmful to school culture. The school's expectation for smartphone use reflect the different needs of students as they progress through the Senior School.

Grade 9 and 10 students:

Smartphones are not permitted during the academic day, from arrival until 3:20 p.m. It is strongly encouraged that day students leave smartphones at home. Students who need to bring a smartphone to school should secure it in their assigned locker for the day. Boarding students are expected to leave their phones in their dorm rooms during the academic day.

Grade 11 and 12 students:

Smartphone use is not permitted during class, grade meetings, Chapel, in the Library or during assemblies. Graves Hall is also device-free during lunch. At other times, students are expected to use their devices responsibly and may be asked to put them away if their use is not contributing to a focused and healthy school environment. We recognize that managing smartphone use can be challenging and will work alongside students to help them develop effective strategies. Students who are unable to meet these expectations may have their phones confiscated or be asked to follow additional phone-use restrictions. Parents and guardians who need to contact their child during the school day are asked to keep communication to a minimum and, whenever possible, connect during recess or lunch.

Laptops Required

All Senior School students are required to bring their own Windows or Mac laptop capable of running current versions of operating systems and software. Please note that iOS/Android tablets and Chromebooks do not meet this requirement. The SMUS IT department can only provide support for student-owned devices in terms of network connectivity.

Security of Personal Items

The school strongly recommends that students record serial numbers of items brought to campus and that they enable any smartphone locator apps. It is also highly recommended that students use their lockers and not leave their bags unattended.

Communication of Student Learning

Our primary goal is to ensure that there is ongoing, regular communication about how your child is progressing throughout their learning.

Homeroom Advisors will connect with parents at the start of the school year and then throughout the year, when necessary, to communicate student progress and concerns. Houseparents report at regular intervals on the progress of boarding students. At the discretion of the Director of Senior School, a specific update on student progress may be provided with action items to address.

Although there is a regular schedule of formal communication of student learning, parents are welcome to contact their child's teacher at any time to discuss any issues that arise.

Student-Teacher-Parent (STeP) Conferences

Formal STeP conferences are arranged via video conferencing using Google Meet throughout the year. Dates and times are published in the online calendar. Please watch for emails from the Assistant to the Director of the Senior School for an invitation and registration details.

We understand boarding parents will have difficulty attending the designated parent-teacher meetings. However, should there be an opportunity, the Assistant to the Director of Senior School, in consultation with the student's Homeroom Advisor, will be happy to arrange teacher meetings at another time. To this end, we ask for adequate prior notice so that teachers can effectively prepare for these meetings. At all times through the school year, individual teachers can be contacted by telephone or by email for information and updates on a student's progress.

If you have questions regarding academic information and guidelines, please contact Denise Lamarche, Director of Academics, at denise.lamarche@smus.ca.

University Counselling Centre

The University Counselling Centre supports students in Grades 9–12 with course selection, post-secondary planning, summer enrichment programs, scholarships and career advising. Our team of five academic advisors/university counsellors plus an administrative assistant provides dedicated guidance, including individual and small-group appointments for students in Grades 9–12. We encourage parents to participate at any stage of the post-secondary planning journey.

To support university and career research, the Centre offers a wealth of global university viewbooks, information about standardized testing, scholarship guides, and career planning resources, many of which are also available in The Snowden Library. Students can also access digital planning tools through our website and the MaiaLearning portal. Additionally, our administrative assistant manages booking appointments, supporting the team on key university and scholarship application logistics, including sending transcripts upon request.

The Centre also hosts university fairs and individual rep visits with institutions coming from Canada, the US, the UK and beyond. We host information evenings for parents which include a Grade 12 parent planning session in September to cover the university application process, and a course selection event in February. You can also find regular updates and advice on university counselling published throughout the year at smus.ca/news and through regular parent newsletters.

Academic Advisors

Students' timetables indicate the academic advisor who supports them. Academic advisors are the student's and parent's primary contact to discuss any program or course planning, as well as post-secondary planning. All course changes and program questions or issues should be brought to the academic advisor.

The Snowden Library

Hours:

Monday-Thursday	7:45 am - 9 pm
Friday	7:45 am - 4 pm
Sunday	1-6 pm

The library is also open on Saturdays during exam periods. Library hours are emailed to students during exam periods.

The teacher-librarian is available during school hours to answer reference questions and guide students in research and reading.

Library Expectations

Quiet conversations, reflection, reading and study are encouraged. Drinks are allowed but no food. Respect for others and appropriate computer etiquette by all users is essential at all times. All students should be engaged in reading, quiet study or academic collaborative work. Anyone who disrupts the library will be asked to leave. If unacceptable behaviour persists, a student may lose their library privileges.

Facilities

The Snowden library occupies two floors in School House. The fiction collection is found on the mezzanine floor, whilst the non-fiction, Indigenous, and graphic novel collections may be accessed on the main floor. The carrels in the Whisper Zone, offer a quiet space for independent study in an otherwise busy library. Students may book the group study rooms on a first-come-first-served basis for collaborative study. The library is proud to display student art and projects in the gallery and throughout the library.

Library Information Literacy (Grades 9-12)

Students in all grades receive instruction from the teacher-librarian based on the Grade 9-12 information literacy skills curriculum. This is taught through collaborative, integrated research assignments that are planned by the teacher-librarian in collaboration with subject teachers.

Councils, Clubs and Activities

In all facets of student life, we want our students to take initiative and pursue opportunities that interest them. With the support of a dedicated faculty, we offer a wide range of clubs and councils through which students contribute to school life.

Our students put tremendous effort into school life, and we encourage all students to get involved in existing clubs or to start their own. For detailed information on extracurricular options, see the school's website.

Advanced Placement

Advanced Placement courses are rigorous university-level courses with examinations developed by the College Board, of Princeton, New Jersey. The benefits of taking an Advanced Placement course and examination include intellectual challenge, academic enrichment and excellent preparation for university-level studies. Students who achieve high standing in an Advanced Placement examination may receive university credit, advanced placement or exemption from certain university courses.

AP Exam Information for Students

AP exams typically occur in early May. Exam dates and times will be posted on the SMUS calendar as they become available.

Students must ensure they maintain academic responsibilities in their other courses during the AP exam session and plan accordingly.

The school does not send the AP exam score (1-5) to post-secondary institutions; this is a separate process between the student and the College Board. Students should speak to their academic advisors about how universities regard AP exam scores or if they provide university credit.

Senior School Workload Guidelines

Students are expected to discuss any academic issues with their teachers well in advance of any assessments or due dates.

- When scheduling tests and assignments, teachers confer with their students and endeavour to determine dates that are mutually agreeable.
- Students are provided with sufficient notice of major assignments and tests that require significant studying.
- Assessment dates and due dates for major assignments are recorded on the calendar posted on the school data system (SDS). Students are advised to refer to SDS regularly.
- Non-scheduled assessments (e.g., quizzes) generally do not exceed 15 minutes in length and may or may not count for marks.
- Major assignments and assessments will not be scheduled for the week prior to exams and extended period days. This includes school exams and Advanced Placement exams. If there is a conflict for an individual student, a discussion must take place, in advance, between teacher and student to determine a plan.
- Students are not expected to write more than two major assessments per day or five per week. If students show as 'overloaded' in SDS, they are advised to speak directly to their teachers. A major assessment is one that meets one or more of the following criteria: covers a substantial amount of material; requires a significant amount of preparation or requires more than half a period to write.
- Students are not expected to write tests or submit assignments on the first day back after a long weekend.
- Homework is not assigned over long weekends or holiday periods. Advanced Placement courses may require additional reading and review, to be agreed upon in class. Students registered in Advanced Placement courses should enrol in these courses with this understanding.
- Students who have been absent for several days due to illness, field trips or team commitments must communicate with their classroom teachers. It is the student's responsibility to make appropriate arrangements, in advance, with the teacher, as per the Late Assessment Policy.
- Teachers consider the situation of students involved in activities such as the school musical, school concerts, outdoor leadership trips and major athletic tournaments when assigning work and scheduling assessments and assignments. It is the student's responsibility to make appropriate arrangements, in advance, with the teacher.
- Homework is assigned regularly and is a valuable university preparatory learning experience, helping students learn how to focus, study independently, and take responsibility for completing assignments. Success in academics is greatly enhanced by developing strong independent work habits.

Homework volume will fluctuate during the school year and when project deadlines approach. Homework time may also fluctuate as a function of an individual student's work habits rather than reflecting the time a teacher may have expected the homework to take. Students and parents are advised to monitor work habits more than the time it takes to complete assignments when considering homework-load issues and communicate with teachers immediately should issues arise. Clear and regular communication is critical to ongoing homework and independent study success.

These are guidelines only. **Students and teachers may work outside these guidelines, provided they agree.** Any questions or concerns should be addressed to the student's teacher and the Assistant Director, Academics.

Late Assessment Policy (Revised 2026)

Rationale

An essential part of preparing oneself for life is acquiring the necessary work ethic and habits of mind that lead to success. The goal of the SMUS Late Work Policy is to help students develop their organizational skills, learning behaviours, and executive functioning to meet responsibilities and honour commitments.

The Late Work Policy applies to all forms of assessment and assigned student work. We expect that students will be proactive in communication and follow-through with their teachers.

The Proactive Student and the Supportive Teacher

It is the responsibility of every student to ensure that they complete assignments and meet course deadlines as outlined by the teacher. Teachers will work with students to ensure an appropriate amount of time is provided to complete assignments.

Tutorial time is provided to students for opportunities to meet with teachers and obtain extra help. Such times include morning tutorial (8:00-8:30), lunch time, spares, and/or immediately after school. These times are negotiated between students and teachers, with an effort to find times that are mutually agreeable.

Students who know they will have difficulty completing an assignment or assessment by the due date must communicate with the teacher in advance to:

- explain the mitigating circumstances
- ensure the student understands the assessment requirements and can complete it
- negotiate an alternative due date

The consequences outlined below are all subject to the discretion of the teacher in their application.

Late Assessment Policy (cont.)

Level 1: Missed Deadline

If a student has not met with their teachers in advance and has failed to meet the original deadline, the student must

- meet with the teacher in person to explain the circumstances and ensure that the student understands the assessment requirements and can complete it. It is the student's responsibility to make arrangements for additional help with the teacher if deemed necessary.
- be available to meet with the teacher, if additional help is needed, during one or all of the following: morning tutorial, lunch, after school, spares.

The teacher

- will determine if extra help or structured work time is needed for the student to complete the work before the new deadline
- will support the student and work together with them to negotiate an alternative due date
- if late assignments are a repeated occurrence with the student, will bring the lateness to the attention of the student's Homeroom Advisor, Academic Advisor, and parents/houseparent (via phone call or email)

If the above measures do not result in completion of the work as per the new due date, the student moves **to Level 2.**

Level 2: Second Missed Deadline

Students who fail to meet the second negotiated deadline may experience one or more of the following consequences:

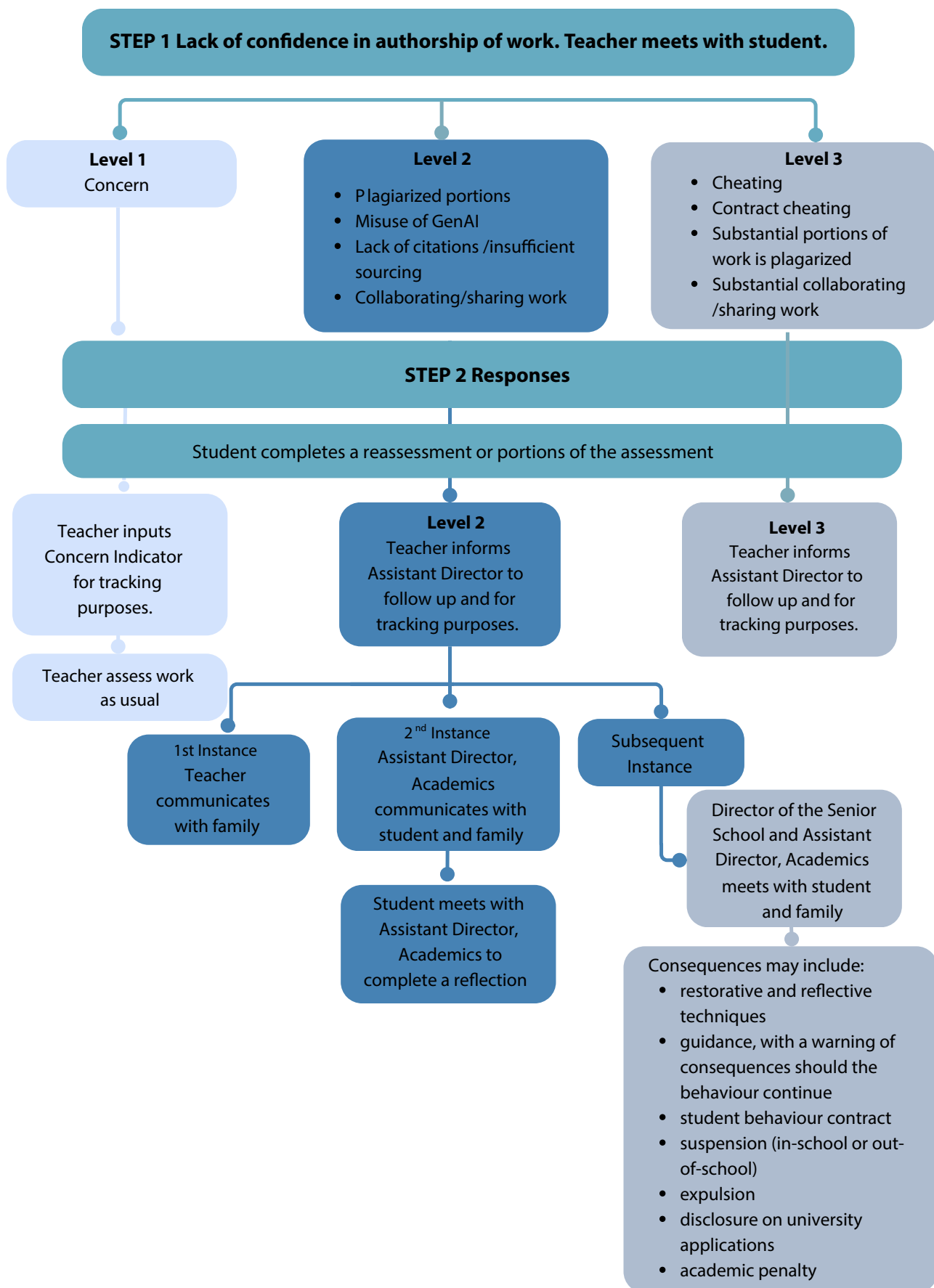
- their Academic Advisor will be informed
- parents and/or houseparents will be informed

- requirement to meet with the Assistant Director, Academics to discuss the issue and to determine a time, place, and process for the missing assessment to be completed
- requirement to attend supervised extra help sessions, Saturday Night Prep, or the Evening Testing Centre until the assessment is complete. The time of these sessions will be determined by the teacher.
- the student may be removed from extra-curricular activities and free time under the supervision of the teacher, the Academic Advisor and/or the Assistant Director, Academics.
- an "IE" (insufficient evidence) may be assigned as a course grade until the assessment is complete. If by the time of reporting deadlines, the assessments are still outstanding, the "IE" may convert to a zero.

If the above measures do not result in completion of the work, it may become necessary to consider alternative supports to ensure that the student remains on track academically. These supports may impact the student's ability to participate fully in the extra-curricular program at the school. This decision will be made collaboratively with the teacher, Assistant Director, Academics, and the Director of the Senior School.

Level 3: Work is not completed before the conclusion of the academic year

If, after every effort, the work is not submitted at the end of the academic year, the grade for any unsubmitted or incomplete assessments will be converted to zero.



Senior School Student Code of Conduct

Equity, Diversity and Inclusion

St. Michaels University School is a community that embraces and celebrates diversity. Each school community member has the right to feel safe and comfortable with who they are, inclusive of sexual orientation, gender identity, race, beliefs, culture or ethnic background, socio-economic background, abilities and appearance.

Fostering Community Through Courage, Honesty, Respect, and Service

Our core values of courage, honesty, respect and service serve as the compass for our community that directs our in-person and online conduct.

Responsibility and Values in Action

- We treat each member of our school community with respect and kindness.
- We demonstrate courage by standing up for what is right and advocating for ourselves and others.
- We embrace honesty in all our actions, interactions and academic pursuits.
- We understand that our value of service means that we consider the interests of others for the betterment of our community.

Guiding Principles

- I understand that my words and actions, in-person and online, have an impact on others, and our school community as a whole.
- I take accountability for my actions and their consequences, seeking to learn from my mistakes and repair any harm done intentionally or unintentionally.
- I actively contribute to a positive, safe school environment, free from violence, mean behaviour, bullying (physical, verbal, social/emotional and online), harassment, theft, and sexual misconduct.
- I uphold school rules, policies, and the law, recognizing they are in place to foster safety, fairness and well-being for all.

Support

- The range of consequences for misconduct includes restorative conferences, loss of privileges, in-school or out-of-school suspensions, and expulsion from the school.
- Whenever possible, Code of Conduct violations will be addressed through a restorative approach, with an emphasis on students repairing harm by addressing the impacts of their actions and rebuilding trust.
- The school will work closely with parents/guardians when addressing significant code of conduct issues.
- Personal Counselling support, as well as coaching and mentorship, will be made available when necessary and/or appropriate.
- Where appropriate, outside support will be called upon, including the relevant authorities.

Behaviour and Discipline

The school embraces the principles of restorative practices, which includes helping students understand the impact of their actions and working with students to repair harm. However, in cases where there is a serious breach of school rules, students may be suspended or expelled. Offences which require mention include the following:

Peer Conflict, Mean Behaviour and/or Bullying

The school has a comprehensive policy, "Supporting the Social and Emotional Development of our Students," that details our response to situations involving peer conflict, mean behaviour, and bullying, including cyberbullying. The school's Social and Emotional Development Policy can be found on the Links for Current Parents section of our website.

While conflict is considered a normal part of peer interaction and a student's academic discourse, SMUS views conflict that includes mean behaviour or bullying as unacceptable and will respond accordingly.

We use language that includes peer conflict, mean behaviour, and bullying to educate our students on the topic of social conflict, as well as to help guide us towards an appropriate response. As each situation is unique, the school has a variety of responses that it uses to help resolve conflicts. These responses seek to rebuild relationships first; only if a situation warrants it is a more punitive approach considered.

These actions may include:

- restorative techniques including restorative circles
- guidance, with a warning of consequences should the behaviour continue
- student behaviour contracts
- suspension (in-school or out-of-school)
- expulsion

The school may involve experts from the community and, if necessary, the local police. Additionally, should students want to report an incident of bullying anonymously, the school works cooperatively with the Ministry of Education and is a partner with erasebullying.ca.

Theft

Students involved in theft may be subject to suspension or expulsion.

Weapons

Any student found to be in possession of a dangerous weapon on or off the campus, or on any school-sanctioned excursion or field trip, will be subject to suspension or expulsion.

Parties

The school does not support the holding of parties at students' homes where alcohol is served or where there is no parental supervision. If parties are held under these unacceptable conditions, the school strongly encourages parents to prevent their children from attending and to notify the school administration.

Public Displays of Affection

Students at SMUS must be considerate of all people within the community regarding expressions of affection. Public displays of affection that may make others uncomfortable because of their intimate nature are inappropriate. We are a diverse community in many ways, and what may be acceptable to some could make others feel uncomfortable. It is important that students are aware of the entire school community and conduct themselves accordingly.

Substance Use and Possession

St. Michaels University School is committed to providing a safe, healthy, and supportive environment. The possession, use, distribution, or being under the influence of drugs (including marijuana), alcohol, cigarettes, or vaping products is strictly prohibited. This policy applies to all students at all times:

- On campus, including boarding houses,
- During any school-sanctioned excursion, field trip, or event, and
- At any location where a student is representing the school.

Drugs and Marijuana The possession, use, or distribution of marijuana (in any form), other illegal drugs, or drug paraphernalia is prohibited.

Vaping and Smoking In accordance with British Columbia law, SMUS is a smoke-free and vape-free environment. Students may not use, possess, or distribute cigarettes, e-cigarettes, or vaporizers. This restriction extends to all areas of campus, boarding houses, and any school-related activity.

Alcohol Students are not permitted to consume, possess, purchase, or be under the influence of alcohol while on campus, in boarding houses, or during any school activity, event, or trip.

Consequences Students who are found to be in possession of, distributing, or under the influence of drugs, alcohol, cigarettes, or vaping products will face disciplinary action. Consequences may include suspension, expulsion, or other measures deemed appropriate by the school. Where suspension occurs due to drug use, a condition of return may include a behavioural contract and/or drug testing.

Boarding Community

The boarding staff, faculty and administration welcome you to the boarding program at St. Michaels University School! We are so glad you are here and we look forward to your contribution to our school. The following information is designed to help with the transition into the SMUS boarding community and with day-to-day life while students live in boarding. We encourage you to refer to it when questions arise and seek answers from houseparents and the wider community if they are not answered in this handbook.

The boarding program at SMUS is based on trust and respect. The school mission states that we prepare students for life. This statement is especially true in the boarding community. We will provide an environment for students to develop personal and social responsibility through engagement. They will learn to cooperate with people from diverse cultural backgrounds and, in turn, develop a better understanding of themselves. They will cultivate a sense of independence and self-awareness that will enable them to conduct life challenges with increasing confidence.

It is crucial that students make the most of their time at SMUS and become involved in a wide variety of activities. House events and weekend outings, athletics, the arts and many of the other extracurricular opportunities thrive within our school program. Engaging with the community and broadening your horizons will teach the most valuable lessons students will ever learn.

Campus Life, House Allocation and Houseparents

The six boarding houses on campus operate under one philosophy: we promote an environment for students to develop personal and social responsibility through engagement. Students who choose to attend boarding school act in a spirit of honesty and goodwill, and do their best to contribute to all aspects of campus life.

Toward the end of August, the Director of Boarding and Student Life, in consultation with members of Admissions and the Senior Houseparents, places new students into their houses. New students are informed of their house name upon arrival in September. Students are a member of this house throughout their time in boarding and will develop a strong sense of loyalty and house pride.

Each house is staffed by Senior Houseparents who are responsible for the students in their house. These Senior Houseparents also have at least five assistant houseparents. House staff provide primary care and supervision, leadership and support for the boarders in their house. Together, the houseparents help create a strong sense of community in the boarding houses.

The Senior Houseparents invite each boarding family to meet with them during orientation or on the day that the students arrive at school. This is a very important opportunity to connect,

where parents can also discreetly share any information that might help the boarding staff to better support the students in their care and to quietly monitor any sensitive situations.

Areas of particular concern to houseparents include things related to social, emotional or medical well-being, any recent changes in behaviour, or any background details (including formal assessments). Similarly, if something develops during the course of the year, the school encourages parents to immediately contact their child's Senior Houseparent or the medical staff to inform them of these details. A lack of disclosure could compromise the school's ability to properly care for your child.

Telephone Calls and Messages

In the evening or on weekends, parents may contact the house staff or students by calling the offices at the numbers listed below. For emergencies or for communications after office hours, parents of boarding students will be provided with the appropriate contact information upon arrival in September.

Questions and inquiries of a general nature should be directed to the Boarding Services office at 250-370-6157 or the Director of Boarding and Student Life at 250-370-6136, between 8 am and 4 pm, Monday to Friday.

Contact Numbers and Email Addresses for House Staff

Barnacle House: Tom Hollingworth

Phone: 250-361-7406

Office: 250-370-6184

Email: tom.hollingworth@smus.ca

Bolton House: Wonjin Kim

Phone: 250-893-1625

Office: 250-370-6185

Email: wonjin.kim@smus.ca

Harvey House: Benson Young

Phone: 250-662-8888

Office: 250-370-6186

Email: benson.young@smus.ca

Symons House: Nikki Kaufmann

Phone: 250-516-6943

Office: 250-370-6186

Email: nikki.kaufmann@smus.ca

Timmis House: Elisha Gardiner

Phone: 778-977-2004

Office: 250-370-6185

Email: elisha.gardiner@smus.ca

Winslow House: Riley Doland

Phone: 250-514-3226

Office: 250-370-6184

Email: riley.doland@smus.ca

Community Expectations

We believe that boarding life provides the opportunities for students to continually challenge themselves and their leadership capacities. The following practices are used to guide students through this growth and in doing so create a community where they develop personal and social responsibility through engagement.

Our boarders lead by action, or “model the way.” A student’s actions often speak louder than their words and to become involved in the community demonstrates their commitment.

In boarding we share a vision of ourselves, our school, our community and our world. Our boarding students think towards the future and are able to communicate and share that vision with others.

Our boarding students “challenge the process.” They are not satisfied with the status quo, but embrace change. They are innovators in the fields they choose.

Successful boarders don’t act alone; they enable others to become involved. These students understand and foster teamwork, encouraging others to exceed their own expectations.

Finally, our boarding students “encourage the heart.” This simply means they recognize and celebrate others. This helps foster a strong sense of community.

Living with Others

Living away from home and with others may be a new experience for some students. It is important to embrace the values of honesty, respect and consideration for others, and to practise open communication. Being open to new ideas and having the courage to try new things goes a long way to making new friends.

Contribution to the Boarding House and Community

Boarders are expected to get involved in a variety of athletic, artistic and service activities throughout the year. It is extremely important that they participate in house games, community dinners and chapel, volunteer their time in the boarding house, and help promote a positive environment. By engaging with those around them, boarders are sure to gain the most from their boarding experience.

Care of the House

There is one formal room check each week, but students are expected to keep their rooms tidy at all times. Cleaning supplies are provided and cleaning staff take care of the common areas in the house. Room decorations are subject to approval of the house staff and students may not decorate their rooms with inappropriate or offensive material. This includes items that involve alcohol, illicit substances, nudity or suggestive behaviour. Boarders are held responsible for the costs of repairs for any damage in their rooms or common areas.

Prep

Prep occurs each evening from Monday to Thursday from 7 to 9 pm. This is a time of day when the house is quiet and all students from Grades 9-11 are in their rooms studying and preparing for the school days ahead. It is a vital time in which students learn proper study habits and have time to organize themselves.

Prep has a few simple guidelines:

- The doors to all students’ rooms are left open.
- No telephone or cellphone use is permitted. We request that parents assist us by not calling their child from 7 to 9 pm.
- Computers are used for school-related work only.
- Students are sitting at their desks.
- Students are prepared to begin work at 7 pm.

Visitors to the Boarding House

To ensure the safety and security of all students, visitors are only allowed in boarding houses at designated times and need permission from a houseparent. Students are not allowed to have visitors after check-in times or during the school day.

Students visiting a boarding house that they do not live in are allowed access to common areas only. If a student wishes to bring a friend to their room during the allowed times, they must first get permission from an on-duty houseparent.

Any student found to have not followed any of the above rules will be subject to discipline.

Behaviour and Discipline

Boarders are expected to behave in a manner that is respectful, trustworthy and appropriate in line with the school's expectations for all students (see [page 27](#)).

Boarders Electronic Distraction Policy

Electronics (i.e., computers, game systems, hand held games, cellphones and other similar devices) can be a distraction from academic study and disruptive to sleep patterns. Therefore, the use of electronics may be restricted at the discretion of the Senior Houseparent.

Having electronics in a boarding room is an earned privilege that can be revoked.

- Grade 9 and 10 boarders are not permitted to have a game system at school, nor can they play on anyone else's game system during the academic week. They may be invited to play at appropriate times on the weekends, only if at least one of the occupants of the room is present.
- Grade 11 and 12 boarders in good academic standing must request permission from their Senior Houseparent before bringing a game system into their room.
- To develop strong sleep routines, students are expected to stop using electronic devices 30 minutes before lights-out.

Cellphones

See [page 21](#) for the Senior School (Grades 9-12) smartphone policy.

Boarders should note that inappropriate use, including use during prep and after lights-out, is not permitted and could result in confiscation.

We recommend parents do not provide boarders with a cellphone plan that has unlimited access to data. The school has an on-campus WiFi network that is restricted during lights-out times to encourage healthy sleep and electronic-use habits among boarders. Parents are encouraged to monitor their child's cellphone bills and to speak with a Senior Houseparent if they have concerns.

If an initial cellphone package is set up by an adult for a boarder, please advise the Boarding Services Coordinator of the adult's name, particularly if the bills are going to be sent to the boarder at the school's address. Otherwise, if the recipient cannot be identified, bills will be sent back. Please note that cellphone bills cannot be paid through the school account.

Sign-In and Lights-Out Times

Every evening, the houseparents on duty ensure that all boarders are safely in their houses at sign-in time.

On weekends, boarders who are not on weekend leave are expected to sign in with the houseparent on duty between 10 and 10:30 am to discuss plans for the day.

Students are expected to check in to their house and proceed to their own rooms by the following times:

Sign-in Times	Grades 9-11	Grade 12
Sunday to Thursday	10 pm	10:30 pm
Friday and Saturday	11 pm	11:30 pm

The school strongly believes that a proper amount of sleep is an important part of every student's overall health and ability to function at optimum levels. This includes putting electronic devices away after evening check-in. Students are expected to be in their own rooms with the lights out at their designated lights-out time:

Lights-out Times	Grades 9-11	Grade 12
Sunday to Thursday	10:30 pm	11 pm
Friday and Saturday	11:30 pm	Midnight

Between lights-out and 6:30 am the next morning, students need to obtain special permission from a houseparent in order to leave their boarding house.

Boarding Community Weekends

Weekends immediately following a school holiday or long weekend are designated as Boarding Community Weekends. These weekends are intended to bring the full boarding community together after time away from campus and provide opportunities for students to reconnect through shared activities, house events, community dinners, and other boarding programming.

To support these community-building experiences, overnight leave is limited to destinations within the Greater Victoria area. Unless otherwise approved by the Director of Boarding and Student Life, all boarders are expected to be present and actively participate in scheduled whole-community events and activities throughout the weekend.

The dates for Boarding Community Weekends are published well in advance each year to assist with family planning. Families are asked to avoid scheduling appointments, travel, or other commitments that would require students to be away from campus during these designated weekends. Regular participation in these events is an important part of the Boarding Curriculum and helps foster relationships, school spirit, and a strong sense of community.

Activities On and Off Campus

Houseparents offer a variety of weekend activities every weekend. Special events like golf, photography, yoga, rock climbing, ice hockey and many others are offered to help students explore their Island home. Some of these activities will cost little or no money, while the more extensive options may require payment and parent permission. Students in Grades 9 and 10 are expected to participate and all boarders are welcome. The Outdoor Education department plans activities on certain weekends such as hiking, sailing, skiing, kayaking and surfing. Information about the activities and trips will be distributed through announcements a few weeks prior. Students wishing to participate in the trip will need to complete a registration form and pay up front.

Personal Effects

Required Items

In addition to all toiletries, casual clothing, outerwear and school uniform, boarders require the following items:

- Labelled large suitcases or plastic tubs for storage purposes (maximum of two)
- Two pairs of fitted sheets and pillowcases (for an OVERSIZE twin bed – measurement of mattress is 37" x 78", or 94 cm x 198 cm)*
- Pillow and comforter with removable washable cover for bed*
- Clothes hangers*
- Mug, bowl and cutlery, water bottle
- Bath towels (four) and face cloths (two)*
- Combination lock
- Laundry basket and washable laundry bag*
- Alarm clock

*These items can be ordered online and delivered to the school (heirloomlinens.com/products/category/st-michaels-university-school-65).

Optional Items

- Desk lamp with extension cord (two lamps are useful for the desk and night table)
- Musical instrument
- Surge-protected power bar for electronics
- Personal sports equipment (tennis/badminton racquet, ice skates, skateboard and helmet, etc.)
- Bicycle and helmet (The boarding community has shared bicycles to borrow, but avid cyclists are welcome to bring their own bike. Please bring a high-quality bike lock.)

Please note: each house has a storage room with bike racks and a room for luggage, trunks or plastic tubs, sports equipment and any other items, however, space is limited. When preparing for school, please use a clearly labelled, lockable trunk or plastic storage container.

Items kept in storage are locked and students may gain access to this room by asking a houseparent. The school does not take responsibility for any lost, damaged or stolen articles in the house.

Items Not Allowed

- Fridges (this is a Grade 12 privilege only)
- Cooking appliances (e.g., hot plates, microwaves, rice cookers) or electrical equipment without an automatic shutoff
- Televisions
- Subwoofers
- Computer monitors over 24"
- Personal gaming devices
- Matches, lighters, candles or incense
- Empty alcohol bottles
- Weapons of any kind (including pocketknives)
- Motorized vehicles (including e-bikes and e-scooters)
- Pets

Safety and Security

All student rooms can be locked and each student is given one key to their room at the beginning of the year along with a swipe card to access their building. If a key or card goes missing, a request for a new one must be submitted to the Senior Houseparent along with payment. New swipe cards can be obtained at the Campus Shop. Possession of a key or card belonging to someone else is strictly forbidden.

Students should not keep large amounts of cash in their rooms or on their person at any time. The possibility of theft is an unfortunate reality in any large institution. Using a debit or credit card provides a better level of security.

We encourage students to:

- Make use of a debit or credit card to avoid the need to have large amounts of cash on hand.
- Avoid bringing items of significant value to school. Always secure all valuables in the lockable top desk drawer and bring a combination lock.
- When in class, lock your room and carry your key and card with you.
- Register your bike with project529.com.
- Introduce all your visitors to your houseparents. If strangers are on campus, report them to a houseparent or Campus Security immediately.

Throughout the year the boarding community conducts a series of fire and earthquake drills in which all boarders participate. Every room is equipped with a smoke detector. Furniture in the rooms must be arranged in a way that does not impede access to the door. The fire marshal conducts regular inspections and requires that belongings be stored properly and nothing be left in the hallways.

Insurance

The school cannot be held responsible for any items lost or stolen. It is the individual's responsibility to ensure that their own valuables are securely locked away when not in use. The school does not provide insurance for the students. If there are items of considerable value being kept on campus, we strongly suggest that parents ensure that their homeowner's insurance policy covers their child's possessions while at school. A record of serial numbers may be helpful when trying to track down missing items.

Leave Guidelines

There are opportunities throughout the week where students may leave campus, provided that all their school commitments have been met and they sign out properly. Students are always responsible for informing the houseparents of their plans and following proper sign-out procedures. They must also communicate any changes that occur.

	Mon-Thu 3:30-6:30 pm	Mon-Thu 7-9 pm	Mon-Thu 9 pm - Curfew	Friday Evening	Saturday	Sunday
Grade 9	Local leave only	Evening prep	No off-campus leave	Local leave or downtown until 8 pm with seniors (*HP)	Local leave or downtown until 8 pm with seniors (*HP)	Local leave or downtown until 6 pm with seniors (*HP)
Grade 10	Local leave only	Evening prep	No off-campus leave	Local leave or downtown until 8 pm with seniors (*HP)	Local leave or downtown until 8 pm with seniors (*HP)	Local leave or downtown until 6 pm with seniors (*HP)
Grade 11	Local leave only	Evening prep	Limited local leave only (by special permission)	Local leave or downtown until 10 pm (*HP)	Local leave or downtown until 10 pm (*HP)	Local leave or downtown until 6 pm (*HP)
Grade 12	Local leave only	Limited local leave only (by special permission)	Limited local leave only (by special permission)	Local leave or downtown until 10 pm (*HP)	Local leave or downtown until 10 pm (*HP)	Local leave or downtown until 6 pm (*HP)

*HP: At houseparent's discretion.

Local Leave: Hillside Shopping Centre, Shelbourne Plaza, local recreation centres or tennis courts. These are all within 10 to 15 minutes walking distance.

Downtown and other locations: When signing out to go downtown or other locations, your listed destination must be specific (i.e., which stores, theatres or restaurants). Simply declaring "downtown" is not acceptable.

- Students who are too sick to attend classes will be denied off-campus leave.
- Travelling in groups is recommended, especially for Grade 9 and 10 students and those for whom English is not their first language.
- If any student expects to be off campus for more than four hours they must phone to check in with the houseparent on duty.
- Boarders may be allowed to go to a day student's house if they are properly supervised by the host parent(s). Permission for these events will be granted at the houseparent's discretion.

Submitting Leave Requests - REACH

All leave requests are submitted via an electronic leave approval system called REACH. Full details must be entered, including:

Host name:

Host address:

Host email address:

Host phone number:

Time and date leaving:

Time and date returning:

Mode of transportation both ways:

Relation to student: (family friend, brother, cousin, etc.)

Not necessary but helpful.

If plane travel is involved, flight itineraries must be entered into the Notes field of the form, or electronic copies of detailed itineraries can be uploaded. If a boarder is going to more than one location, details for each must be entered. Once saved, parents and hosts will each receive an email asking that they review the request and either Approve or Reject the details. Once all confirmations are in, the Boarding Services Coordinator will provide the final approval. An adult host is required for boarders on overnight leaves, and is considered to be 23 or older.

It is important that as much detail as possible be submitted on these requests; house staff and the Boarding Services Coordinator need to know how to locate people at any given time, particularly in emergency situations.

Overnight Leave

Weekend leave may be granted to students, but they must make arrangements via REACH no later than the Thursday evening prior to the weekend in question. If all details are not entered or approvals are not obtained from parents and hosts well in advance of travel, leave will be rejected.

Major Breaks and Long Weekends

The school breaks are designed to provide students and staff with the well-needed rest that is required when living in the busy environment of boarding. Winter Holiday and Spring Break are longer and students are expected to spend time with their families. Most of the four-day weekends coincide with a statutory holiday.

As with weekend leave, all off-campus breaks require the completion of a leave form in REACH with full details.

When electronic leave forms are submitted to the Boarding Services Coordinator prior to each of the long weekends or major breaks, all details must be completely filled in. An email will be sent out prior to these weekends outlining the due date of the REACH forms to parents and student. It is important to submit this on time in case any information needs to be resubmitted. This includes each place the boarder will stay and all methods of transportation. For example, if the boarder

intends to return home but is staying in Vancouver for a day or two en route, all their Vancouver travel details should be included on the form.

Alternatively, if a child is leaving the country for a period of time during their stay within Canada or the United States, that information must also be provided. This information will be used to locate people in emergency situations.

Please note that leave permission will not be granted to a destination where there is no responsible adult to assume full responsibility for that student for the duration of the leave in question. Parents are asked to respect this requirement and not request weekend leave for their child to any unsupervised locations, including hotels.

Due to the high volume of processing all leave forms for a break, students are asked to submit their requests at least two weeks in advance, and parents and hosts are asked to submit their approvals as quickly as possible.

We ask that if your child is travelling by air at any time during the school year, the flights originate from and return to Victoria, if at all possible. This avoids any potential problems with ferry travel between Victoria and Vancouver.

Missing Academic Time

If it is absolutely necessary that a boarder either leave early and/or return late from a break, the reason must be entered into the REACH leave request, in Notes. Permission to miss classes is only granted by the Director of Senior School (who must also receive details from the parents). Students must fill out the necessary paperwork (called a 'green sheet' and obtained from the Boarding Services Coordinator). This involves speaking to each individual teacher for classes they will be missing.

We request that when booking flights, families adhere to the dates set by the school. Students may leave early in exceptional circumstances. To leave early or return late means that they will miss not only valuable class time, but possibly important boarding events. Students may be expected to make up any time missed when they return to school.

If, after submitting the correct leave request, the leave time is changed, the student must speak to the Boarding Services Coordinator. Boarders may not change their destination within the last week before a break, unless extreme circumstances necessitate a change. In those cases, parents must contact the Boarding Services Coordinator directly.

As students are usually expected to leave immediately after their last exam or school obligation, it is strongly recommended that when booking the original tickets, they should be the type that can easily be changed to accommodate the exam schedule.

Travel Documents and Study Permits

Please ensure that all the relevant documentation, visas and study permits are in place before school starts.

Upon arrival at school:

- All students are required to present their passport to the Boarding Services Coordinator. The passport must remain on campus. The Boarding Services Coordinator also needs a copy of BCID for any BCBD students.
- All international students must be in possession of a Canadian Study Permit (Student Visa) valid for the entire school year. Not only is this a requirement of the Canadian government, but also for the BC Medical Services Plan. Medical coverage will not be granted without a copy of the study permit.
- Any student arriving in September without a valid Study Permit will not be allowed into class until they obtain the proper documentation. This is a legal requirement of Canadian immigration. The parent or guardian is responsible for following this process.
- Canadian students who were not born in Canada must bring the original or photocopy of both sides of their permanent resident card or both sides of their Canadian citizenship certificate.
- Any boarder coming from a "visa-exempt country" must obtain an eTA (Electronic Travel Authorization) before entering Canada. This is a simple process which can be completed online on the Canadian Government website.

All travellers are required to show their passport when crossing the border into the United States. A US visitor visa is a must-have for possible school trips. International families are strongly encouraged to obtain US visitor visas prior to arrival at SMUS. Even if a school trip is passing through the United States, an "in transit" visa may be required. Travel to Vancouver to obtain US visas is discouraged as it involves weekday absence and substantial expense. Students applying for US visitor visas from inside Canada must have been in Canada for one year before they will be considered.

Transportation

During the term, students are strongly encouraged to travel by public transit whenever possible, as this is reasonably priced and easily accessible. Bus tickets are available from the Boarding Services Coordinator and several buses stop close to campus.

As part of our school's policy to be environmentally sensitive, we discourage the use of taxis. However, a taxi may be necessary in the evenings or for a daytime medical appointment. Please note that if a medical appointment cannot be scheduled outside of class time, a taxi chit will automatically be issued to the student by the Health Centre. Other than for medical reasons, students are expected to pay directly for taxi travel by cash or debit/credit card.

Boarders Bus

SMUS provides a boarders bus for students who are traveling to the ferry or airport on most long weekends.

Please note:

- Students must reserve their seat on the bus on their leave request.
- Changes to boarders bus reservations may be made up to 24 hours before traveling.
- Late cancellations or no-shows will be charged.
- Boarders must sign in at least five minutes before departure. Late arrivals will have to arrange their own transportation.

If students need to travel to downtown Vancouver, they may purchase a ticket for the BC Ferries Connector bus on the ferry.

If a student is flying, the bus can also stop at the airport. Parents are asked to arrange flights which correspond with the bus times if at all possible:

- For a 3:30 pm boarders bus departure, the plane should not depart from Victoria before 5 pm.
- For a 1:30 pm boarders bus departure, the plane should not depart from Victoria before 3 pm.

There is no pick-up at the airport for the boarder's return trip to campus.

Services Available to Boarding Students

Boarding Services

The Boarding Services Coordinator is responsible for the operation of the Boarding Services office. In addition to other functions, this office looks after many of the external needs of boarding students, including:

- Assisting in the processing of student visa renewals (Canadian Study Permits);
- Processing travel requests, leave forms, confirmation of long weekend leave and arranging the boarders bus;
- Handling student and parent inquiries;
- Distributing boarder mail;
- Assisting the Health centre in getting students to medical appointments;
- Arranging home stays for students during lng weekends as needed.

City bus tickets are available through the Boarding Services office, but the Boarding Services Coordinator does not provide petty cash to students. All boarders are required to have a bank account with a debit card for their basic spending needs. Emergency funds can be obtained from the banks located in Hillside Mall. Assistance to set up a new bank account is provided during the New Boarder Orientation.

Mail

All incoming mail is directed to the houses through the Boarding Services office. Friends and relatives should address all mail by stating the student's name, house, room number and full school address. For example:

Ron Jones (Boarder)
c/o Boarding Services
Bolton House - Room #203
St. Michaels University School
3400 Richmond Road
Victoria, British Columbia V8P 4P5
Canada

All packages or couriered document deliveries to boarders are held in the Campus Shop for pick-up. Deliveries are never brought directly to the houses. Boarders are notified of deliveries by looking for their name on the whiteboard outside of the Campus Shop. Please note that the school does not pay for custom charges; when an amount is owing, the Boarding Services Coordinator will let the student know to pick up a waybill slip, detailing the charges and who to contact with payment. The courier company will hold onto the package until all fees are paid.

Students are expected to place their own postage on outgoing mail. If packages are to be couriered, they may be sent from the school reception with the charges going directly to the boarder's school account. However, packages to be sent by regular post need to be taken directly to the post office. There is a post office at the nearby Hillside Shopping Centre.

Parents should monitor their child's online purchases and speak to a Senior Houseparent if you have any issues. We value sustainability and do not want to encourage overconsumption and wasteful spending habits.

Medical Services

St. Michaels University School promotes health and wellness through the on-campus Health Centre, which serves the boarding student population.

All boarding students are expected to be registered for the BC provincial health care plan (MSP). If not on the plan before entry into the school, the school will automatically sign up each boarder for coverage. Monthly charges will be debited from students' accounts for the entire time at the school, including summer months to allow for uninterrupted coverage. There is a three-month waiting period for MSP. All new international boarding students are, therefore, signed up for three-month coverage from JF Insurance, which is charged to students' accounts.

The Health Centre is supported by the school doctors to address the medical needs of the boarding students. Nurses will triage and arrange for boarding students to see the school doctor as needed. Hours vary depending on the doctor's availability.

The Health Centre arranges appointments for boarding students to external specialists including dentists, orthodontists, and optometrists. Emergency services are provided through Royal Jubilee Hospital or Victoria General Hospital. Athletic injuries are addressed by the school's athletic therapist, and students can book appointments online at smus.ca/campus-services/athletic-therapy.

Please note: If students are not well enough to attend classes, the nurse will determine where they will rest, and they will also have their off-campus leave suspended for the remainder of the day.

Food and Dining

Meals are served in our dining hall, Graves Hall, three times per day (breakfast, lunch and dinner), except Saturday and Sunday when breakfast and lunch are replaced by a single extended brunch. In addition, a continental breakfast is provided for early risers on the weekend.

All students in Grades 9-10 must sign in and eat breakfast every morning.

Snacks are provided at recess each weekday, after school and each evening (except Friday and Saturday).

- There is always a salad bar, a vegetarian entrée and soup available.
- Dress is casual for dinner, but it must follow the house guidelines. Wearing pyjamas and other inappropriate garments to the dining hall is not allowed.
- Food may not be taken out of Graves Hall.
- For more information about dining options, please visit smus.ca/campus-services/dining.

The dining hall staff are committed to providing well-balanced, nourishing meals for our boarders and they welcome input from all students. The kitchen conforms to the BC Food Guidelines for healthy eating in schools, and can accommodate allergies (e.g., gluten or lactose intolerance). Students should discuss their individual needs directly with the kitchen staff.

A Food Committee is formed to represent boarders and we encourage students to get involved and communicate with their representatives regularly.

Throughout the year, our community holds special theme nights and cultural meals in the dining hall. Students can get involved by speaking with their Food Committee representative.

In an effort to establish good eating habits, there are strict limitations regarding food deliveries to campus. Boarders are expected to ask permission before having any food delivered.

Laundry

The school laundry facility is open Monday to Saturday and the hours are posted. **Boarding fees cover the use of the school laundry facility.** Students will each have a laundry box where clean laundry will be placed. For a minimal charge, the school will order name tags to be sewn into the student's clothing for each boarding student. Students will be given two mesh bags in which to put small items for washing.

Students should not expect a one-day turnaround, nor should they bring dirty laundry back to school if they have been home for a break.

For sustainability and environmental reasons, the bulk of the laundry should be given to the laundry staff. However, washing machines are also available for urgent use in each of the boarding houses and environmentally friendly soap is provided.

Dry cleaning services are offered twice per week with regular charges applied. Any mending or hemming will be done by the laundry staff. Some charges may apply.

Student Safety and Privacy

Student Safety

Student safety is a central element of everything we do at SMUS. Staff training, emergency drills and risk assessments are all examples of practices in place to reduce the frequency and severity of accidents and injuries. The school recognizes that all school activities involve some degree of risk and that a thorough risk management and training system prepares and protects our entire community. In keeping risk management and student safety as priorities, we allow our students to take full advantage of the opportunities at SMUS.

Harassment and Abuse

Both SMUS and the British Columbia Ministry of Education have extensive and well-established policies on situations of harassment or abuse in the school environment. The school's policy is to maintain a respectful school environment, and we will not tolerate harassment or offensive behaviour by or toward any member of the school community. Copies of the school's and Ministry's policies are available through the Office of the Head of School.

Privacy Policy

The protection of personal information is of importance to SMUS, not only because we have legal obligations with respect to privacy but also because we wish to earn and maintain your trust with respect to our personal information practices.

Provincial and federal private-sector privacy laws cover all personal information collected, used, or disclosed in the course of commercial activity. We have adopted privacy principles for St. Michaels University School. A copy of these principles is available on the next page and at smus.ca/privacy.

We must ensure that any personal information we collect, use or disclose, is done in compliance with privacy legislation. For example, the legislation, among other things, requires the clear statement, at or before the time personal information is collected, of the purpose for which personal information is being collected. Appropriate consent to the collection, use and disclosure of personal information must be obtained.

We consider these obligations to be integral to our working relationship. Should you have any questions or concerns, please contact Rita Lord, the SMUS privacy officer, at privacy@smus.ca.

Privacy Principles

We at SMUS want you, our parents, students and staff, to be aware of how and why we handle your personal information.

We work hard to respect and maintain your privacy. However, the very nature of our business is such that the collection, use and disclosure of personal information is fundamental to the services we provide.

SMUS has adopted these privacy principles, which apply to the collection, use and disclosure of personal information.

Personal information, for the purposes of these privacy principles, means information that identifies an individual. For example: an individual's name, birth date, address, age, health and financial information is personal information which SMUS may collect, use and in certain circumstances, where necessary, disclose, in the course of carrying on business.

These privacy principles may be modified. You may obtain our most up-to-date version by contacting us at the address set out in the section called "Contacting the SMUS Privacy Officer" or at smus.ca/privacy.

1. Consent and Personal Information

SMUS obtains consent for the collection, use and disclosure of personal information, except where inappropriate.

In obtaining consent to the collection, use and disclosure of personal information, the purpose for which information is collected, used or disclosed is either obvious by the very nature of the transaction or if not, we state the purpose, either at or before the time the information is collected. When we do collect personal information, we collect only that personal information which is necessary to such obvious or stated purpose.

You may decline to consent, or revoke your consent, to the collection and use of your personal information for these purposes but if you do the services that we can provide to you may be limited.

SMUS may also collect and use personal information for school advancement and development purposes or for Parents' Auxiliary activities. This may result in identifying and communicating with individuals who are likely to participate in school advancement and development or Parents' Auxiliary activities. Your consent to this use of your personal information is voluntary. You may opt not to have us use your personal information for this purpose. If you do this, we will collect and use your personal information only for school purposes and in accordance with our contractual rights and obligations, but we will not use your personal information for advancement, development or Parents' Auxiliary purposes. Please refer to the section of these privacy principles called "Contacting the SMUS Privacy Officer" for information on how to decline or revoke your consent to the use of your personal information for advancement or development purposes.

2. Collecting Personal Information

Whenever practical, we collect information directly from the individual. We log information about visitor activity on our website to help us monitor site performance and provide you with a better experience.

We also collect information for the purpose of marketing, including online advertising opportunities such as retargeting. Retargeting requires that cookies are stored on your computer. This is standard practice on the web and these cookies are not harmful. They inform SMUS's advertising partners that you previously visited a SMUS website but they do not provide SMUS with personally identifiable information. If you wish to opt-out of the most common form of retargeting, Google advertising, you can set your preferences at google.com/settings/ads.

3. Using Personal Information

We use personal information in accordance with the consent provided by the individual to whom the information relates, in accordance with these privacy principles, our contractual rights and obligations and the law.

Personal information shall not be used by SMUS employees and representatives for purposes other than as required in the performance of their employment duties.

4. Accuracy of Your Personal Information

SMUS maintains procedures to ensure that the information we collect and use is accurate, up-to-date, and as complete as possible. However, we rely on you to disclose all material information to us and to inform us of any changes. You may, with proof of entitlement, request to access and, if applicable, request that we correct information in our possession. You may make this request by writing to our privacy officer at the address in the section called "Contacting the SMUS Privacy Officer."

5. Safeguarding Your Information

We apply appropriate safeguards to our computer networks and physical files and we restrict access to personal information about you to those SMUS employees and authorized administrators who need to know that information in order to administer your services.

6. Disclosure of Personal Information

We do not sell our customer lists or other personal information.

7. Retention and Access to Your Personal Information

We retain personal information only for so long as is necessary to fulfill the purpose for which it was collected and to meet our legal and contractual obligations. If personal information is no longer required, it will be destroyed or rendered anonymous.

If you have a right of access, you or a person authorized in writing to act on your behalf may, with satisfactory identification and proof of entitlement, request access or, if applicable, request a correction of your personal information which SMUS has in its possession.

The right to access is not absolute. For example, you do not have a right to access and we may decline your request for access if the information requested is subject to a legal privilege.

We do not provide personal health information directly to individuals unless the individual provided it directly to us. Instead we provide access to personal health information through the individual's health-care professional.

8. Contacting the SMUS Privacy Officer

Please contact us if you:

- have questions about our privacy practices;
- have a request to access or correct your personal information;
- wish to decline or revoke your consent to the use, collection or disclosure of your personal information for advancement, development or Parents' Auxiliary purposes.

Please include your name, address and, if applicable, your student number.

The Privacy Officer
St. Michaels University School
3400 Richmond Rd
Victoria, BC V8P 4P5
Email: privacy@smus.ca