

# Family Handbook 2021-22



St. Michaels  
University School

# SCHOOL YEAR DATES 2021-22

Dates are subject to change. Please refer to [smus.ca](http://smus.ca) for updated information.

Monday, September 6	Labour Day Holiday
Tuesday, September 7	Boarders begin moving in
Wednesday, September 8	Half day at Junior School
Thursday, September 9	First full day of classes at Senior and Middle Schools
Thursday, October 7	School closes for students at lunch Professional development afternoon
Friday to Monday, October 8-11	School closed for Thanksgiving Holiday
Tuesday, October 12	Classes resume
Thursday, November 11	Remembrance Day Service School closes at lunch
Friday to Monday, November 12-15	School closed for Mid-term break
Tuesday, November 16	Classes resume
Thursday, December 16	School closes at end of day for the Winter Holiday
Monday, January 10	Classes resume
Thursday, February 17	School closes for students at lunch Professional development afternoon
Friday to Monday, February 18-21	School closed for Mid-term break
Tuesday, February 22	Classes resume
Friday, March 11	School closes at end of day for Spring Break
Monday, March 28	Professional development day; No classes for students
Tuesday, March 29	Classes resume
Friday to Monday, April 15-18	School closed for Easter long weekend
Tuesday, April 19	Classes resume
Thursday, May 19	School closes at end of day for Victoria Day Holiday
Friday to Monday, May 20-23	School closed
Tuesday, May 24	Classes resume
Friday, June 17	Closing Assemblies and Ceremonies
Saturday, June 18	Grade 12 Graduation and Gala Dinner

Please note that all Senior School students must be available until all their exams are completed. Arrangements for travel should be made well in advance, so that students do not miss important school time.

## ABSENCES AND LATENESS

Report absences before 8 am

### Junior School

Call 250-598-3922

Email: [christine.shewchuk@smus.ca](mailto:christine.shewchuk@smus.ca)  
(page 9)

### Middle School

Call 250-592-3549

Email: [tara.toller@smus.ca](mailto:tara.toller@smus.ca)  
(page 14)

### Senior School

Call 250-370-6133

Email: [srattendance@smus.ca](mailto:srattendance@smus.ca)  
(page 21)



## General Information

**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 the good name and reputation of the school.

### Indigenous Recognition Statement

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 WSÁNEĆ peoples, whose homelands we share and whom we recognize as our neighbours.

### Community Policies

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.

The school also has clearly stated review procedures, which are outlined in this handbook and can also be obtained through the Office of the Head of School.

### 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 at [smus.ca/parentportal](http://smus.ca/parentportal) 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](mailto:datacentre@smus.ca) if you have questions.

### Examination of Student Records

In the event of any concern over the right to access student records, the school will respond in a timely fashion.

A student and the parents/guardians of a student of school age are entitled, on request, to "examine all school records pertaining to the student while accompanied by the Director or person designated by the Director to interpret the student records." The Ministry of Education also notes that "records to which student and parents have access should only contain information that cannot be used to the detriment of the student."

Access to permanent student records is available only to "parents or guardians, administrative officers and teachers, and persons providing health services, social services or other support services as required to carry out their services."

Provision for release of student records to a board's insurer to the extent necessary to meet any claim being made against the insurance provided to the board by that insurer may be made. The insurer receiving such records shall, subject to paragraph (b), keep all student records confidential, and subject to the order of a court of competent jurisdiction, ensure the privacy of the student and the student's family with respect to all matters disclosed in the records, and not use such student records for any purpose other than litigation with respect to the claim, threatened litigation with respect to the claim, or investigations with respect to the claim.

### Weather Closures

Families seeking to determine if classes have been cancelled due to severe weather should check the school's social media sites (Facebook, Instagram, Twitter) or website, listen to CFAX (AM 1070), The Q (FM 100.3) or CBC Radio One (FM 90.5), or watch CTV Vancouver Island. We advise checking more than one source, in the event that a power failure has occurred that prevents updates on the website or prevents contact with radio and television stations.



## Bicycles and Skateboards

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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

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The school offers morning and afternoon school bus pick-up and drop-off daily, starting Wednesday, September 8. 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/services/transportation](http://smus.ca/services/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](mailto:jody.bright@smus.ca).

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

## Respecting Our Neighbours

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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 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.

## Supporting Social and Emotional Development

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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. Details of the school's policy supporting the social and emotional development of students can be found at [smus.ca/dpab](http://smus.ca/dpab).

Additionally, 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.

The school has launched an Equity, Diversity and Inclusion advisory group that is actively engaging the community to create strong expectations and policies. The following is the current EDI statement:

*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.*

## Student Safety

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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.

# Academic Information

## Foundations of Learning

St. Michaels University School believes that every one of our students is innately curious and has the ability to excel. We offer 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 path to excellence differs for each person, which is why we've made personalized learning a guiding principle in our program. The school seeks to fully understand individual potential through the development of the seven characteristics of the Portrait of a Learner: curiosity, resilience, integrity, balance, initiative, collaboration, and empathy.

From Kindergarten all the way through to Grade 12, we nurture curiosity and a love of learning. Thus, our academic program is designed to strengthen foundational skills in literacy and numeracy, and foster creativity, critical thinking skills, and personal and social responsibility through inquiry-driven projects. At the Junior School, teaching and learning is inspired by the Reggio Emilia approach, which values the child as strong, capable, resilient, and rich with wonder and knowledge. At the Middle School, we continue to build on strong foundational skills while encouraging students to try a wide range of activities through inquiry-based and experiential opportunities. This approach continues into the Senior School, where students have access to a variety of courses including Advanced Placement courses which are equivalent to first-year university level studies.

## Highlights of the BC Curriculum within the SMUS Academic Context

- **Indigenous Knowledge and Perspectives:** Indigenous culture and perspectives are intentionally integrated throughout all areas of learning. For example, place-based learning, an emphasis on Indigenous ways of knowing reflecting the First Peoples Principles of Learning, and Indigenous resources and community connections are thoughtfully embedded into the curriculum.
- **Flexible Learning Environments:** Our teachers embrace flexibility in creating learning environments that are relevant, engaging and responsive.
- **Interdisciplinary Learning Opportunities:** The curriculum redesign provides flexibility for cross-discipline learning experiences that are concept-based and competency-driven.
- **Core Competencies:** Learning experiences designed with a focus on literacy and numeracy foundations support the development of students as competent thinkers and communicators, and who are personally and socially competent in all areas of their lives.
- **A Personalized Learning Environment:** Our program inspires a personalized, student-centred approach, which addresses the diverse needs and interests of our students.

## Assessment Philosophy at SMUS

The Ministry of Education organizes courses around common learning standards. At SMUS, our curriculum, instruction, assessment and reporting are all referenced against these learning standards. The standards make it clear what every student is expected to know, understand and be able to do. When learning standards are reported on individually, they highlight a student's strengths and areas for growth within a course.

- Assessment practices serve many purposes and are age and stage appropriate. Students do not receive percentage grades until the Senior School. Rather, a proficiency indication in relation to the learning standards will be used to provide specific feedback throughout the learning process. Some assignments and assessments may be formative and will not include any specific achievement score but they provide great value in helping students and teachers guide further learning. Feedback for students around how they are meeting the learning outcomes is ongoing and clear.
- Both students and teachers strive for improved performance over time across all grades. In the Senior School, term results reflect the most recent evaluation in the learning process. Grades provided on the final formal report will be cumulative.
- If assessments indicate a gap in understanding, where appropriate and at the discretion of the teacher, another assessment may be provided to determine whether the student fully demonstrates understanding and application of the learning standards.
- For more detailed assessment information specific to each school, please contact the school director.

## Communication of Student Learning

### Reports, STeP Conferences, and Parent-Teacher Conferences

We continue to examine the process for how we communicate student learning and achievement to our parents. Our goal is to provide key information about student learning on a more consistent basis of how students are progressing through their program of studies.

Communication of student learning at SMUS includes formal term reports, Student-Teacher-Parent (STeP) Conferences, parent evenings, Google Classroom meetings and various demonstrations of student learning throughout the year. The directions we have taken to share student learning and achievement aligns with the directions of the redesigned BC curriculum to emphasize competencies, skill development and application of deeper learning.

We invite parents to reach out to teachers by email at any time throughout the year should they have any queries or concerns about student progress.

## Learning Resource

At SMUS, we strive to meet the needs of our learners. We offer an excellent learning resource program at all three campuses. The learning resource program consists of educators – most of whom have master's degrees specializing in Special Education – with specific training in areas of remediation, enrichment, collaboration, educational coaching and assistive technology. We work closely with families, teachers and directors to provide support for the students in our program. We strive to meet the needs of all our learners by offering the following:

- programming and accommodations for students with Individual Education Plans (IEPs)
- collaboration with teachers in the areas of curriculum, assessment, adaptations, differentiation and learning strategies
- training in, and access to, assistive technology

- an effective balance between remediation and in-class assistance (Junior and Middle Schools), with an increased focus on compensatory strategies and self-advocacy as students progress through the school
- a focus on schoolwide outreach, including a wide range of Middle and Senior School seminars on learning strategies, and supports for learning and organizational skills
- close collaboration with teachers, administrators, counsellors and psychologists to support students with academics, executive functioning, and social and emotional well-being
- assistance during key transitions: Junior School to Middle School, Middle School to Senior School, and Senior School to post-secondary

## 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

**Carole McMillan**, Head of Personal Counselling (K-12)  
250-213-6524 or [carole.mcmillan@smus.ca](mailto:carole.mcmillan@smus.ca)

**Theresa Hogg-Jackson**, Senior School Counsellor  
[theresa.hogg-jackson@smus.ca](mailto:theresa.hogg-jackson@smus.ca)

**Lauren Mavrikos**, Senior School Counsellor  
[lauren.mavrikos@smus.ca](mailto:lauren.mavrikos@smus.ca)

**Chris Webster** (until Dec. 2021), Middle School Counsellor

**Allison Peace** (from Jan. 2022), Middle School Counsellor  
[allison.peace@smus.ca](mailto:allison.peace@smus.ca)

**Gabrielle Emmett**, Junior School Counsellor  
[gabrielle.emmett@smus.ca](mailto:gabrielle.emmett@smus.ca)

## 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.

## Student Life

### 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. Each school section of this handbook outlines the specific dress code requirements for students.

### Campus Shop

The shop is located on the ground floor of School House and is open during the school 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, transit bus passes, stamps 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. During the school year, orders for Junior School uniforms can be placed by phoning the Campus Shop at 250-370-6152, online, or by sending an email ([samantha.shong@smus.ca](mailto:samantha.shong@smus.ca)). Orders will be delivered to the student at the Junior School.

At the time of publication, the shop is open for appointments from 9 am to 12 pm which you can book on the school's website at [www.smus.ca/community/campus-shop](http://www.smus.ca/community/campus-shop). Drop in shopping occurs from 12-1 pm and then again from 2-4 pm each regular school day. Masks are currently required when shopping at the Campus Shop and there is a limit to the amount of customers allowed in at one time as well. These requirements and times are subject to change depending on recommendations from the health authority.

The Campus Shop also has an online store ([uniforms.smus.ca](http://uniforms.smus.ca)) where you can purchase any uniform items that you need. Size guides are available on the store's 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.

### 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

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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 the Sun Centre dining 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 the Sun Centre dining 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.

## Student Accounts

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Parents will receive an email each month notifying them that the monthly statements are available. The detailed statements are located on the Parent Portal at [smus.ca/parentportal](http://smus.ca/parentportal). Payments are due 30 days from the statement date and we thank you in advance for keeping accounts paid to current. Please note that Finance Charges will be applied monthly to overdue balances. Payments can be made to the school using the following payment 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

Please feel free to contact the Finance department if you have questions regarding student accounts at [studentaccounts@smus.ca](mailto:studentaccounts@smus.ca) or 250-370-6166.

## Responsible Network Use

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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 Network Use Policy Agreement.

## Social Media Code of Conduct

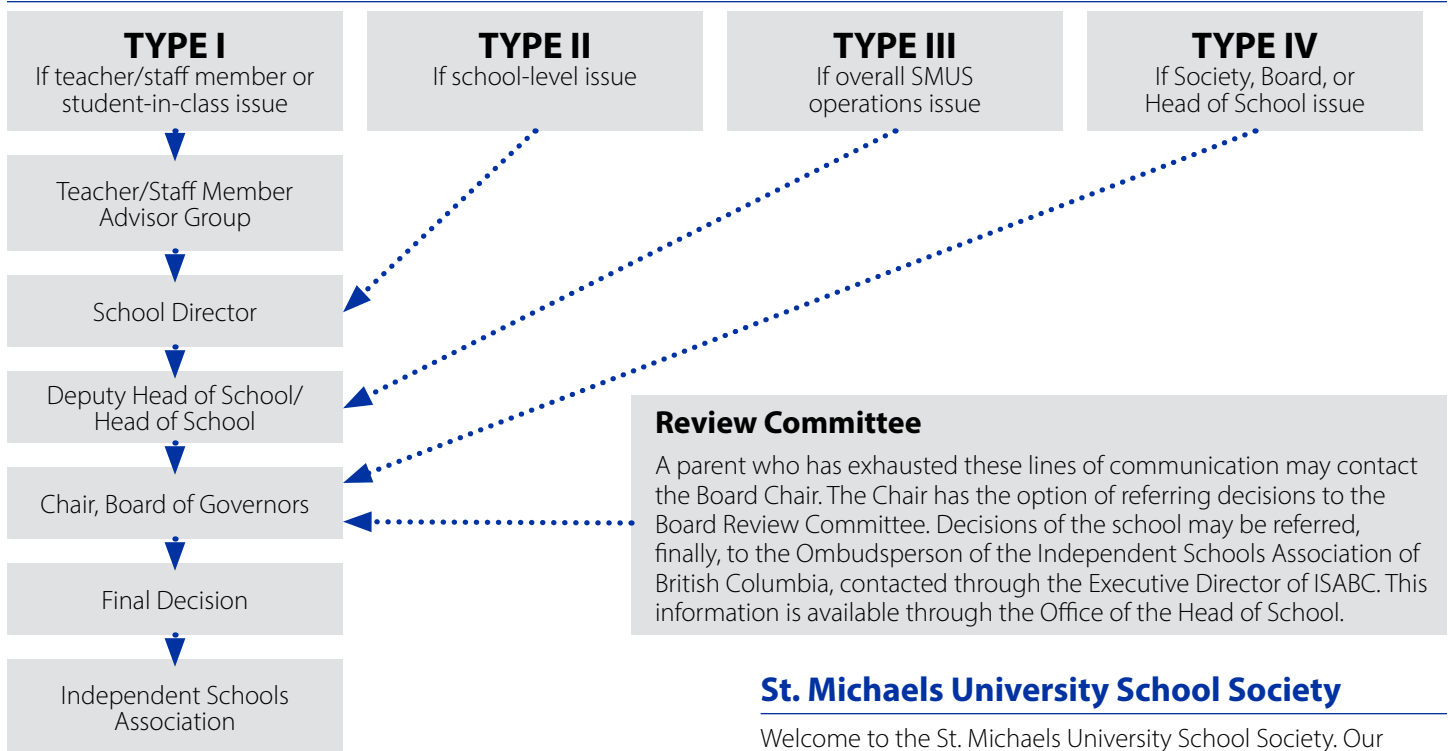
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All students are expected to follow these personal statements related to social media conduct:

- I will keep my password private.
- I will protect my personal information, such as my name, address, and telephone number.
- 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 avoid discussions involving hateful, racially offensive, or obscene topics or images.
- 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.
- I will respect copyright laws.

# Parent Involvement

## Lines of Communication – Questions and Issues



## 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. 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 service, the Boarders Without Borders dinner, teacher appreciation lunches, PA scholarship fund, Quiz Night, coffee parties, parent socials and more.

The 2021-22 executive includes: Elisa Djurickovic, President; Jenn Trottier, 1st Vice-President; Karen Power MacKay, 2nd Vice-President; Clare Vincent, Secretary; and Kevin Cuddihy, Treasurer.

All interested parents are welcome to attend regular PA meetings throughout the school year. Watch for the membership e-newsletter for information on events, volunteer opportunities, and other important news. Volunteers are always welcome! For more information, visit [smus.ca/community/pa](http://smus.ca/community/pa) or email [paraux@smus.ca](mailto:paraux@smus.ca).

## St. Michaels University School Society

Welcome to the St. Michaels University School Society. Our school is run by a society that is registered and operates within the *Societies Act of British Columbia*. The Society's bylaws reflect how it wishes to conduct its affairs as a leading independent school. Our school is owned by the Society 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.

For information about the Board, visit [smus.ca/discover/society/board](http://smus.ca/discover/society/board). Here you will find an email link to the Board Chair, profiles of Board members, a list of Board committees and their membership, the nominations process, and recent communications from the Board.

## Advancement

The Advancement department includes all aspects of fundraising, marketing and communications, alumni relations and archives at the school. Advancement works in close collaboration with the Parents' Auxiliary, the SMUS Alumni Association and the Vivat Foundation to support the school. As a charitable entity, the Advancement department is responsible, at the Board's direction, to develop a culture of philanthropy at SMUS. The Director of Advancement & Campaigns is Adrienne Davidson, and the Board of Governors appoints a volunteer committee to support the work of Advancement, which is chaired by current parent, Shelly Berlin. More information on Advancement and the Advancement department can be found on the school's website at [smus.ca/giving](http://smus.ca/giving) or by contacting Adrienne Davidson at [adrienne.davidson@smus.ca](mailto:adrienne.davidson@smus.ca).

# Junior School Parent and Student Information

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

**Becky Anderson**, Director of Junior School  
**Kathleen Cook**, 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, and creating inspiring environments for learning.

## 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 read the section titled “Respecting Our Neighbours” on page 3 of this handbook**, as the Junior School drop-off and pick-up area is on a road in a residential neighbourhood.

At morning drop-off and afternoon pick-up times, duty teachers oversee this process. While some families choose to park and accompany their children into the playground area, many others choose to drive to the loading zone in front of the school and drop off their child. If you are using the loading zone before or after school, **do not leave your vehicle unattended.**

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

Student safety is our priority. It is important that the person picking up a student is on the school's approved list.

## Morning Routine

- A duty teacher is outside before school and children are supervised until the bell rings.
- The crosswalk and vehicle passenger drop-off area are supervised to ensure students arrive safely.
- The school day at the Junior School will be altered for the 2021-22 school year to accommodate a staggered arrival and dismissal. This staggered arrival and dismissal will allow teachers to greet students and welcome them into the school to avoid parking congestion. A letter will be sent in August from the director for families to select the best time for arrival to and departure from the school.

## After-School Routine

- When students are dismissed, they must exit through the side gate so that they are seen exiting by the gate duty teacher.
- 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 matter arises.
- There is a duty person at the gate to ensure all children are picked up.
- All students not picked up by a parent at dismissal should wait near the gate area. If no one has picked them up, students go to After-School Care.

**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/services/transportation](http://smus.ca/services/transportation).

## Parent Pick-Up Information

Students must tell their teacher each morning how they will be getting home that afternoon: taking the bus, or in the regular pick-up lane, 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 Care Program

St. Michaels University School After-School Care (ASC) Program is a welcoming, diverse and inclusive drop-in program that offers care to students between 3:15 pm 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 can contact the Junior School office when their child needs ASC services.

## Absences and Lateness

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We expect all students to be on time. If a student arrives late, they must report to the school office or use the sign-in/sign-out sheet located there.

Parents 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.

## Family Holidays

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

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

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All parents 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 in the blue binder inside the office door.

## Parent Volunteers

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The Junior School environment is enriched by the many parents 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, 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.

## Parents as Partners

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Parents 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 Student-Teacher-Parent (STeP) Conferences. You are also invited to attend Monday morning chapel, 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. You are most welcome in the Junior School.

## Completing Work When Away

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When there is a planned absence due to a family holiday or a commitment to an outside sports team, parents often request that work is provided for the student to do while absent. This is a challenging request for teachers to address in a meaningful way, because most curriculum requires instruction, engagement and process time. Junior School teachers will often suggest an experiential activity that extends the learning while the child is away.

## First Aid Room

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The Junior School has a small, basic 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

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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

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

## Communication of Student Learning

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Effective communication between home and school is essential for student success. We provide and maintain on-going, 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 through the school year. In addition, teachers are available to meet with parents at any time.

**September:** Junior School Curriculum Evening

**October:** Personal communication for new students

**November:** Student-Teacher-Parent (STeP) Conferences / Parent-Teacher Conferences with specialist teachers

**December:** Formal written report

**February:** Ongoing sharing of Digital Portfolio

**March:** STeP Conferences

**May:** Ongoing sharing of Digital Portfolio

**June:** Formal written report

## House System

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Students entering the Junior School are assigned to a house: Parkyn, Quainton, Symons and Tolson, each named after committed masters who taught at St. Michael's School.

## Student Agendas

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All students in Grades 1-4 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. You are encouraged to check this agenda regularly for notes from school.

## Homework Policy

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The Junior School teachers promote the practice of a reasonable amount of daily homework on Monday to Thursday evenings. Homework 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 homework. As a general guideline, children receive 10 minutes of homework per grade (for example, Grade 2 students would have about 20 minutes of work 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

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A variety of clubs, activities, and sports is offered throughout the year. More information on extracurricular offerings is available on the community section of the school's website.

## Behaviour and Discipline

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Junior School teachers focus on supporting the social and emotional development of their students, and they expect responsible and kind behaviour. Using the language of the virtues, all children are encouraged to make good decisions in their daily life at school.

Students are expected to adhere to the Junior School General Principles of Behaviour:

- Respect for one's self – promoting our personal well-being and taking responsibility for our actions and appearance;
- Respect for others – being careful with others' emotional and physical well-being and being accepting of each other's differences;
- Respect for the community – maintaining an attractive and orderly environment and striving for cooperation with one another.

Students are taught to use strategies when they find themselves in challenging situations. Should a child make an error of a serious nature, they are referred to the Assistant Director or Director of Junior School who will make it a priority to help the child learn from the experience and who will also ensure that the parents are informed.



# Dress Code for Junior School Students

## Dress and Grooming

Students wear school uniforms every day. The Number One dress uniform is required on Mondays, for special occasions, and when students are representing the school.

We expect students to respect themselves and be proud of their school. This respect and pride should be reflected in their general appearance.

The table below refers to “crested” items, which means the SMUS logo or name.

## Junior School Uniform

Please purchase all school uniform items from the Campus Shop or through the Parents’ Auxiliary used uniform sales. We require that all uniform items be labelled with your child’s name and recommend using name labels for this purpose. Name labels may be ordered through the Campus Shop.

We encourage all students to feel pride in being members of St. Michaels University School and wear their uniforms proudly.

	<b>Number One Uniform</b> <i>(worn Mondays and at SMUS special events)</i>	<b>Number Two Uniform</b>
<b>Kindergarten</b>	Red crested polo shirt Navy crested cardigan or sweater Choice of: <ul style="list-style-type: none"> <li>• Tartan tunic (black bike shorts underneath)</li> <li>• Grey pants</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with tunic</li> <li>• Grey socks with pants</li> </ul> Plain black dress shoes (buckle or Velcro)	Red crested polo shirt Navy crested cardigan or sweater or vest Choice of: <ul style="list-style-type: none"> <li>• Tartan tunic (black bike shorts underneath)</li> <li>• Grey pants</li> <li>• Grey shorts</li> <li>• Navy culottes</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with tunic</li> <li>• Grey knee socks (with shorts only) or grey dress socks (with long pants only)</li> <li>• White ankle socks with culottes only</li> </ul> Plain black dress shoes (buckle or Velcro)
<b>Grades 1-4</b>	White crested dress shirt Junior School tie Navy crested cardigan or sweater Choice of: <ul style="list-style-type: none"> <li>• Tartan tunic (black bike shorts underneath) – K-3 only</li> <li>• Kilt (with pin and black bike shorts underneath) – Grade 4 only</li> <li>• Grey pants</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with tunic</li> <li>• Grey socks with pants</li> </ul> Plain black dress shoes	White crested polo shirt Navy crested cardigan, sweater, or vest Choice of: <ul style="list-style-type: none"> <li>• Tartan tunic (black bike shorts underneath) – K-3 only</li> <li>• Kilt (with pin and black bike shorts underneath) – Grade 4 only</li> <li>• Grey pants</li> <li>• Grey shorts</li> <li>• Navy culottes</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with tunic</li> <li>• Grey knee socks (with shorts only) or grey dress socks (with long pants only)</li> <li>• White ankle socks with culottes only</li> </ul> Plain black dress shoes

	<b>Number One Uniform</b> <i>(worn Mondays and at SMUS special events)</i>	<b>Number Two Uniform</b>
<b>Grade 5</b>	White crested dress shirt Junior School tie Crested blazer Choice of: <ul style="list-style-type: none"> <li>• Kilt (with pin and black bike shorts underneath)</li> <li>• Grey pants</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with kilt</li> <li>• Grey knee socks (with shorts only) or grey dress socks (with long pants only)</li> </ul> Plain black dress shoes	White crested polo shirt Navy crested cardigan, sweater or vest Choice of: <ul style="list-style-type: none"> <li>• Kilt (with pin and black bike shorts underneath)</li> <li>• Grey pants</li> <li>• Grey shorts</li> <li>• Navy culottes</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Navy knee socks or tights with tunic</li> <li>• Grey knee socks (with shorts only) or grey dress socks (with long pants only)</li> <li>• White ankle socks with culottes only</li> </ul> Plain black dress shoes

### Other dress and grooming information

Hair must be natural colour, and all adornments such as hair bands, ribbons and barrettes must be in school tartan or in solid school colours of black, navy, red or white. Nail polish is not permitted. A single pair of ear studs or small hoops is permitted.

Students can wear Number One uniform on Number Two days, but the uniform must be worn properly.

### Junior School Additional Clothing

	<b>Outerwear for Recess</b>
<b>Kindergarten to Grade 5</b>	<ul style="list-style-type: none"> <li>• Outdoor jackets: a solid-coloured navy blue or black jacket</li> <li>• Navy crested fleece jacket or vest (crested fleece is only worn as outerwear and may not replace the pullover or Grade 5 blazer)</li> <li>• Rubber boots (left at school) – in navy blue, black or red</li> <li>• Navy or black rain pants (left at school – Grades 1-5)</li> <li>• Navy or black rain jacket (left at school – Grades 1-5)</li> <li>• Muddy buddy in school colours – red, black or navy (Kindergarten only)</li> <li>• Toques, gloves in school colours</li> <li>• Spare pair of socks</li> <li>• Sun hat /school ball cap in school colours</li> <li>• Backpacks in neutral school colours (school backpacks preferred)</li> </ul>

### Junior School Gym and Art

	<b>Clothing Items</b>
<b>Grade 1-5</b>	<ul style="list-style-type: none"> <li>• SMUS mesh gym bag</li> <li>• Royal blue crested hoodie</li> <li>• Black sweat pants</li> <li>• Royal-blue crested gym shirt (Grades 1-5 only)</li> <li>• Black crested gym shorts (Grades 1-5 only)</li> <li>• Runners with non-marking soles</li> <li>• Art shirt (large oversized T-shirt) (Grades 1-5 only)</li> <li>• Plain white sport socks (Grades 4-5 only)</li> </ul>

### 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 the school is in attendance (please check the calendar). Hours are 2-5 pm.

# Middle School Parent and Student Information

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

**Richard Brambley**, Director of Middle School  
**Susan Vachon**, Assistant Director (Academics) of Middle School  
**Cara Lee**, Assistant Director (Student Life) of Middle School  
**Tara Toller**, Assistant to the Director of Middle School

On behalf of the staff at the Middle School, we welcome students and parents to the 2021-22 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.

For those of you who may not know us, feel free to drop by the school so that we can meet one another before the new school year or as the year gets underway. Parents of boarders are encouraged to contact our teachers and boarding staff by email or phone at any time of the year.

Together, as staff and parents, we can form a partnership that will support the best interests of your child.

## 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.

## Behaviour and Discipline

When students make a mistake, we strive to help them rejoin the path laid down by the Values, which are the basis of all discipline discussions. The school believes in helping to change thoughtless or irresponsible behaviour rather than punishing by suspension or expulsion. 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.

## Middle School Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
TAG	8:20-8:30 am	TAG	8:20-8:30 am	TAG	8:20-8:30 am	TAG	8:20-8:30 am	TAG	8:20-8:30 am
Period 1	8:30-9:13 am	Chapel	8:35-9:08 am	Period 1	8:30-9:13 am	Period 1	8:30-9:13 am	Assembly	8:35-9:08 am
Period 2	9:16-10 am	Period 2	9:11-10 am	Period 2	9:16-10 am	Period 2	9:16-10 am	Period 2	9:11-10 am
Recess	10-10:20 am	Recess	10-10:20 am	Recess	10-10:20 am	Recess	10-10:20 am	Recess	10-10:20 am
Period 3	10:20-11:03 am	Period 3	10:20-11:03 am	Period 3	10:20-11:03 am	Period 3	10:20-11:03 am	Period 3	10:20-11:03 am
Period 4	11:06-11:50 am	Period 4	11:06-11:50 am	Period 4	11:06-11:50 am	Period 4	11:06-11:50 am	Period 4	11:06-11:50 am
Lunch	11:50 am -12:40 pm	Lunch	11:50 am -12:40 pm	Lunch	11:50 am -12:40 pm	Lunch	11:50 am -12:40 pm	Lunch	11:50 am -12:40 pm
Period 5	12:40-1:26 pm	Period 5	12:40-1:26 pm	Period 5	12:40-1:26 pm	Period 5	12:40-1:26 pm	Period 5	12:40-1:26 pm
Period 6	1:29-2:15 pm	Period 6	1:29-2:15 pm	Period 6	1:29-2:15 pm	Period 6	1:29-2:15 pm	Period 6	1:29-2:15 pm
Period 7	2:18-3:05 pm	Period 7	2:18-3:05 pm	Period 7	2:18-3:05 pm	Period 7	2:18-3:05 pm	Period 7	2:18-3:05 pm
TAG	3:05-3:15 pm	TAG	3:05-3:15 pm	TAG	3:05-3:15 pm	TAG	3:05-3:15 pm	TAG	3:05-3:15 pm

## 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. Please go to [smus.ca/dpab](http://smus.ca/dpab) to find this policy.

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.

## School Year Start-Up

The new school year begins on Wednesday, September 8. On that day all Grade 6 students and new Grade 7 and Grade 8 students attend school at 8:30 am. A BBQ lunch will be provided for students. Grade 6 students who attended SMUS's Junior School will be picked up at 1 pm after lunch. The new to SMUS Grade 6, 7 and 8 students will be picked up at 2 pm. Students can wear casual clothes on this day.

Returning students begin school on Thursday, September 9. It will be a full day for all students from 8:20 am to 3:15 pm. The Number One uniform is worn this day.

Please refer to the school website at [smus.ca/welcome](http://smus.ca/welcome) for more information on the first days of school, including a school supply list.

## Drop-Off and Pick-Up

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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

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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

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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.

## Completing Work When Away

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When there is a planned absence due to family holiday or commitment to an outside sports team, parents often request that we provide work for the student to do while absent. This is a difficult request for teachers to address meaningfully, because most curriculum requires instruction and process time. Although we will do our best to support a request made well in advance of the absence, please understand that teachers cannot usually provide individual take-away packages of work that will replace missed time in school.

Student initiative and your support at home are important for continued success after returning from an extended absence. If you are requesting work for your child, please notify us as much in advance as possible. Students are also expected to collect missed notes from trusted classmates and to see teachers about missed assignments. Likewise, students are responsible for initiating contact with teachers when they miss school due to illness or appointments. Due dates can be negotiated depending on the length of the absence, however, the work must still be completed.

## Timetables

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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.

## Health Centre

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Middle School students who feel unwell during the day or who are injured at school can see the nurse on duty in the Health Centre, after checking in at the Middle School office. The nurse will decide whether the student needs immediate treatment or should be sent home. The nurse will telephone parents of day students and, if they are not at home, will care for the student in the Health Centre until the end of the school day.

## Cellphones

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We are committed to developing and expecting a high level of digital citizenship from all students. At the Middle School, we do not support cellphone use 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. Cellphones, for Middle School students, undermine focus and productivity.

If families allow students to bring a cellphone to school, these phones are not to be used on school property until after 4 pm. There are situations that require flexibility that will be considered on an individual basis. We have a telephone for student use, and the Assistant to the Director of Middle School is also available to help students throughout the day.

## Charges to Student Accounts

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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 the Sun Centre dining hall, and meal charges are invoiced monthly to the students' 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 or science and Mandarin 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

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**October:** Parent-Teacher Evenings with specific subject feedback

**December:** First full report card

**February:** Interim Term 2 report card and Parent-Teacher Evenings with specific subject feedback

**June:** Year-end full report card

Parents of boarding students may contact the Middle School office to arrange for a meeting with teachers when you are in Victoria. Please provide advanced notice so we can arrange the necessary meetings ahead of time.

## Teacher Advisor Group (TAG)

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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

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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. Students are encouraged to read and/or practise their instruments on a regular basis as part of this homework routine. The Middle School creates an annual homework schedule which allows teachers to assign a reasonable homework load for students on a daily and weekly basis, a copy of which will be sent home with your child in September. It is an expectation that all students will record homework in their agenda. Homework will not be assigned over long weekends or school holidays. A good balance of work and play is always encouraged.

## Student Agenda

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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 Use Policy

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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. Skype, 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

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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

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Each student is loaned a book locker and a physical education locker for the year. Students are responsible for taking care of their lockers. Locks are not used at the Middle School.

## Executive Functioning and Library

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The Middle School provides its Grade 6 students with a skills curriculum. Grade 6 executive functioning skills are taught as part of the Humanities program. Library skills are taught in Grades 6 to 8 and focus on research, study and research skills. These skills are taught collaboratively by subject teachers, the teacher-librarian, learning resource specialists and information technology teachers. Students who are new to the Middle School in Grade 8 are offered a condensed version of this curriculum early in the school year.



## Music

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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

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

## Extracurricular Athletic Program

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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, ultimate frisbee 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 on the school website, outside the Physical Education office, on the student notice board, and a copy is also left in the office. We encourage students and parents to check the schedule regularly for practice and game times. Likewise, coaches will hand out to each player a copy of the practice and game schedule for the season to take home.

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

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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, Garden Club, Model United Nations, Robotics and Jazz Band. All students are encouraged to join one of the five Leadership Councils: Arts, Athletics, Service, Social and Sustainability. 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 extracurricular offerings is available on the community section of the school's website.

## House System

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Each student and staff member at Middle School joins one of our four houses: Barnacle, Bolton, Wenman or Winslow. The house system is a great way to build school spirit, for students and staff to get to know each other, and to just have fun. Some of the house competitions throughout the year include sports days, 'Brain Bowl,' and a student talent show.

## Student Council Dances

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Every year, Social Council and staff advisors plan dances. Dances are held in the single gym. Students can be dropped off and picked up in the parking lot between the gym and the Middle School. The dances typically run from 7 to 10 pm. Please arrange for your child to be picked up immediately after the dance so that supervisors are not kept waiting. Juice, water and snacks are available for purchase.

Tickets for the dance must be purchased in advance of the event. They are sold in the foyer in the Middle School during lunch in the week before the dance. Tickets can be purchased either by cash or by charging to the student's account, and they must be purchased by individual students. If a student is sick on the day of the dance, we assume they are too sick to attend the dance and their purchase price will be refunded.

The above expectations are intended to provide for a safe and enjoyable environment for all our students.

## **Service Days**

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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**

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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, the year-end assembly, a sports activity afternoon and our Closing Ceremonies.

For Middle School students, the school year ends on the evening of June 17. 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.

# Dress Code for Middle School Students

## Dress and Grooming

Students should wear Number One dress uniform on Tuesdays, special occasions, or when representing the school. Students who cycle to school may change into the uniform upon arriving; otherwise, students are expected to travel to school and leave school in their school uniform. Appropriate dress is expected of all students, whether during the school day or staying on campus after hours. It is not enough to simply wear the appropriate dress, grooming is equally important.

## School Uniform

To ensure consistency, please purchase shirts, blouses, blazers and pants from the Campus Shop or through the Parents' Auxiliary used uniform sales. We encourage all students to feel pride in being members of St. Michaels University School and wear their uniforms proudly.

The table below refers to "crested" items, which means the SMUS logo or name.

Middle School	Number One Uniform	Number Two Uniform
	Worn on Tuesdays at Middle School, on school outings and on special occasions	For everyday wear, same as Number One dress with these options
<b>Tops</b>	White crested SMUS dress shirt Navy blazer with school crest School tie	Navy crested sweater or cardigan, navy sleeveless vest or navy school fleece. White or pale blue crested SMUS dress shirt
<b>Pants/Skirt</b>	Solid medium grey SMUS dress trousers or SMUS tartan kilt	Same as for Number One uniform
<b>Socks/Tights</b>	With trousers: grey, navy, or black dress socks With kilt: navy knee socks or navy tights	Same as for Number One uniform
<b>Shoes</b>	Black, polishable shoes <i>Boots (incl. Blundstones), sandals or slides are not appropriate.</i>	Same as for Number One uniform

## Middle School Sports Clothing

A high standard of dress for physical education classes and extracurricular pursuits is important. Please be supportive. All these items are available at the Campus Shop with the exception of footwear and towels. All students require the listed clothing.

- 2 SMUS T-shirts (short- or long-sleeved)
- 1 SMUS hoodie or crewneck sweater
- 1 pair of Adidas™ SMUS-crested pants
- 1 pair of black SMUS shorts
- 3 pairs of white athletic socks
- 1 pair of non-marking running shoes
- Team uniforms are loaned to students as required

Shirts must always be kept tucked in, except for tailored shirts with no tails. Hair must be of natural colour and always presented in a clean-cut manner. Students must be clean shaven, and makeup must be tastefully applied. Earrings must be simple (small stud or hoop is appropriate). Nail polish, if worn, must be clear.

## **Outdoor Jackets**

If required outside and while moving between buildings, a solid-coloured navy blue or black jacket or SMUS top may be worn over the sweater or blazer. Outdoor jackets are to be removed once inside buildings.

The school cannot be held responsible for lost items, and it recommends that all uniform items be labeled. See page 6 in this handbook for more information.

## **Used Uniform Sales**

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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 the school is in attendance (please check the calendar). Hours are 2-5 pm.

## Senior School Parent and Student 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  
**Kirsten Davel**, Assistant Director, Academics  
**Richard Primrose**, Assistant Director, Student Life  
**Laurie Erwin**, Assistant to the Director of Senior School

The school year has three terms. In addition to major school holidays in December and at Spring Break, each term has one or more long weekends. The dates are set in advance so that you can make early arrangements to avoid students missing school time.

Long weekend breaks provide a much-needed opportunity for both staff and students to rest and rejuvenate.

Students may not leave early for long weekends unless there is a very special reason. You, as their parent, must request the leave in writing or via email to the Director 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 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 [srattendance@smus.ca](mailto:srattendance@smus.ca) before 8 am when your child is going to be absent. Students who arrive late must report to the reception desk on arrival.

### 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 notification from a parent. This can be done by either signing the student out at reception, by calling 250-370-6133, or by emailing [srattendance@smus.ca](mailto:srattendance@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 [srattendance@smus.ca](mailto:srattendance@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, a "Request for Permission to Miss Academic Time" form (also called the 'green sheet') that confirms that the student has spoken with all of their teachers for any classes that will be missed must be completed. The green sheet must be returned to the Data Centre for day students and to Boarding Services for boarding students within three days prior to departure. The Data Centre 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.



## Health Centre

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Senior School students who feel unwell during the day or who are injured at school must see the nurse on duty in the Health Centre. The nurse will decide whether the student needs immediate treatment or should be sent home. The nurse will telephone parents of day students and, if they are not at home, will care for the student in the Health Centre until the end of the school day. Students may not excuse themselves from class for sickness; they are required to check in with the nurse. Students who have medical or dental appointments must sign in and out at reception and bring a doctor's note to the Data Centre on their return to school.

## Smartphones

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Our school aims to create an environment in which students are focused and present, both in class and during non-instructional time. The school is continually examining its smartphone culture, consulting with students and faculty, while being guided by the best available research. While it is clear that smartphones offer many benefits, it is widely accepted that excessive screen time can lead to many negative side effects, including distraction and mental health issues, and may be harmful to school culture.

Students in different grades have varying levels of developmental readiness for smartphone use and this is reflected in our policies. **Grade 9 and 10** students may bring smartphones to school but are expected to leave them in their lockers or in their boarding house during the school day.

**Grade 11 and 12** students may bring smartphones to school and are expected to have them off and away during class and in other public areas where they are with fellow students. This off-and-away policy contributes to a positive social climate and give students a reprieve from excessive screen time. To support this positive climate, cellphones are not to be used at any time in the dining hall, the Chapel, during homeroom or in assembly.

Students who are unable to meet these standards can expect to have their phones confiscated and parents contacted.

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

## Bring Your Own Device

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Our school recognizes the need to allow students to use their own technology in a more seamless way at school. A Bring Your Own Device (BYOD) model has tremendous potential to change how classroom and independent learning activities are conducted, and we are excited to continue moving in this direction. With that said, and although technology is available for use in a learning environment, there are times where the use of technology does not benefit the lesson or the students and, therefore, will not be used.

Students are required to have a Windows or Mac laptop with a built-in camera and it must be capable of running current releases of operating systems and software.

One of the greatest concerns regarding the use of personal devices is the potential for distraction and for security. Teachers and students will develop appropriate norms around device use in and out of classes and, as always, we expect students to abide by our technology-use policies.

## Security of Personal Items

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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

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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

The first formal STeP Conferences generally occur in late November or early December. A second series of meetings is scheduled in early March. Please check the SMUS calendar for dates. We strongly encourage students to attend with their parents, and we invite boarding students to take initiative and attend the conferences as well.

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](mailto:denise.lamarche@smus.ca).

## University Counselling Centre

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The University Counselling Centre assists students in making course choices, post-secondary planning, enrolling in summer and enrichment programs, and career exploration. Five academic or university advisors and an administrative assistant help students from Grades 9-12, with small group and individual appointments required of all students in Grades 10-12. We encourage parent participation in any stage of the post-secondary process.

The centre features university catalogues and viewbooks from around the world, as well as resource and reference books (many of which are also available in The Snowden Library) to help guide students and their parents in the post-secondary research and application process. These include resource books for career planning, scholarship opportunities, and standardized testing.

The centre also maintains a website for students and a university- and career-planning portal called MaiaLearning, that students can access. Our administrative assistant supports many aspects of the application process, including arranging, at a student's request, for transcripts to be sent to universities.

In addition to presentations by representatives from post-secondary institutions from around the world, we also host information evenings each year for you and your child. The first is for Grade 12 students and parents in September and the second, in late January, focuses on the course selection process for the next academic year. Additionally, regular postings at news.smus.ca throughout the year address a range of topics related to university counselling.

## Academic Advisors

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Students' timetables indicate the academic advisor that 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

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### Hours:

Monday-Thursday	7:30 am - 9 pm
Friday	7:30 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 study carrels in the whisper zone offer a quiet place for students to study in an otherwise busy library. The group study rooms offer spaces for collaborative work and are equipped with multi-touch digital monitors and webcams. The library also has a Media Room. The library art gallery displays student art.

## 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. For in-class research, the library provides mobile labs of notebooks, iPad Minis and Chromebooks, as well as a teaching classroom with digital presentation facilities. In addition, notebooks, iPads, digital cameras, and more than a dozen computer terminals that are connected to printers and a scanner are available for daily student use in the library.

## Academic Support

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The Academic Support Centre is available in the evenings (7-9 pm, Monday-Thursday) to support student learning and progress. Teachers representing various areas of study are available throughout the week so students can plan to attend an evening when there is a teacher-supervisor in the area in which they need support. Time at the Academic Support Centre might be used for:

- preparing for tests and assignments;
- getting help with academic work;
- completing missed or incomplete assignments;
- getting peer tutoring.

In addition, the Writing Centre (3:30-4:30 pm, Monday-Thursday) offers direct support for all students seeking assistance with the writing process in any subject. The Testing Centre is also available in the evenings (7-9 pm, Tuesday-Wednesday) for all students who have missed an assessment because of illness or a conflicting commitment.

## Councils, Clubs and Activities

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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 community section of the school's website.

## 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 of tests that require significant revision or that represent a large percentage of their term mark.
- 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. This includes school exams and discipline-specific 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 Academic Advisor and/or Homeroom Advisor. 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; requires more than half a period to write; or has a significant weighting in the students' overall grade.
- 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 are not compelled to write an assessment on their first day back. It is the student's responsibility to make appropriate arrangements, in advance, with the teacher, 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 a member of the Academic Council, which is led by the Director of Academics, Denise Lamarche (denise.lamarche@smus.ca).

## Late Assessment Policy

An essential part of preparing for higher learning and for life is acquiring the necessary organizational skills and behaviours associated with the ability to meet academic responsibilities and to complete course assessments when they are expected.

- At SMUS, teachers will work with students to ensure an appropriate amount of time is made available to complete assignments.
- It is the responsibility of every student to ensure that they complete assignments and meet course requirements as outlined by the teacher.
- There are no priorities for due dates. The course work in an Advanced Placement subject, for example, does not take priority over a regular course.
- In the absence of sufficient evidence of learning due to several missed assessments, a grade of 'Incomplete' will be reported until sufficient evidence is made available by the student.
- This policy applies to written assessments and assigned student work.

The consequences outlined below are subject to the discretion of the teacher in their application. Ultimately, we expect that students will be proactive in communication and follow-through with their teachers.

### **Proactive: If students anticipate in advance that an assessment or work will be late**

Students who know they are going to have difficulty completing an assignment or assessment on time must meet with the teacher involved to:

- explain the mitigating circumstances;
- work with the teacher to determine if the student fully understands the requirements and has developed enough competency to complete the work (**and if not, to arrange a mutually agreeable time to address any competency issues**);
- negotiate an alternative due date where appropriate.

When the student does not meet with the teacher at least two days in advance and the assessment is late, a 10% consequence may be immediately applied to the assessment and the student

## Late Assessment Policy (cont.)

LEVEL 1 – Assessment or work is late		
<b>LEVEL 1</b>	<p><b>Actions</b></p> <p>The student must meet with the teacher to:</p> <ul style="list-style-type: none"> <li>• explain the circumstances of the late work</li> <li>• determine if the student fully understands the requirements and has developed enough competency to complete it</li> <li>• negotiate an alternative due date of no longer than two extra days from the original due date</li> </ul>	<p><b>Consequences</b></p> <p>If a student does not communicate at least two days in advance with the teacher, and the assessment or work is simply late:</p> <ul style="list-style-type: none"> <li>• a 10% late consequence may be immediately applied to the assessment, at the teacher's discretion.</li> <li>• If extra help outside of class time is required to complete the work, the student <b>must</b> make themselves available to meet with the teacher during one or all of the following times: flex, lunch, after school.</li> <li>• Students who address late work through productive teacher communications, attend extra help sessions, and then submit the work within the agreed-upon timeline, may be able to recover some penalized grades at the teacher's discretion.</li> </ul> <p>If the above measures do not result in completion of the work by the new due date, the student moves to <b>Level 2</b>.</p>
LEVEL 2 – ASSESSMENT OR WORK IS STILL LATE after negotiated due date		
<b>LEVEL 2</b>	<p><b>Actions</b></p> <p>The teacher brings the lateness to the attention of the student's Homeroom Advisor, Academic Advisor, and parents/houseparent and discusses the issue.</p> <p>If it is work that is outstanding, a final deadline is presented to the student. If it is an assessment that is still not written or the work remains incomplete, the teacher may use their discretion for how best to assess student learning at this point.</p>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Late assessment penalties may continue to increase should there be no mitigating actions taken by the student. The maximum penalty reduction is 40% (i.e., still leaving a passing grade potential of 60%).</li> <li>• The student will be <b>required</b> to attend the Academic Support Centre from 7 to 9 pm, Monday through Thursday, until the assessment is complete.</li> <li>• The Assistant Director of Academics may require the student to attend a daytime study hall and connect with the student's Homeroom Advisor and Academic Advisor.</li> <li>• An 'I' (Incomplete) will be assigned as a course grade until the assessment is complete.</li> <li>• Students who address late work through productive teacher communications, attend extra help sessions, and then submit the work within the agreed-upon timeline may negotiate with the teacher to earn their mark penalty back.</li> </ul> <p>If the above measures do not result in completion of the work, the student will be removed from extracurricular activities and free time under the supervision of the teacher, the Homeroom Advisor and/or the Assistant Director of Academics.</p> <p>After every effort, if the work is not submitted prior to the end of June, the grade of 'I' will be converted into an 'F', resulting in a work assessment of zero.</p>

## 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.

AP teachers provide a variety of opportunities to practise AP exam questions in advance of the exam through practice sessions and other assessment opportunities. AP teachers use the practice exam sessions or questions purely for practice and do not attach marks to this preparation.

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.

Advanced Placement Examinations 2022		
Date	Morning Session	Afternoon Sessions
May 2, 2022		Chemistry Spanish Language and Culture
May 3, 2022	Environmental Science	Psychology
May 4, 2022	English Literature and Composition	Comparative Government and Politics Computer Science A
May 5, 2022	Human Geography Macroeconomics	Seminar Statistics
May 6, 2022		Art History
May 9, 2022	Calculus AB Calculus BC	Computer Science Principles
May 10, 2022	English Language and Composition	Physics C: Mechanics Physics C: Electricity and Magnetism
May 11, 2022	Spanish Language and Culture	Biology
May 12, 2022	French Language and Culture World History	Physics 1: Algebra-Based
May 13, 2022		Physics 2: Algebra-Based

Provincial Examinations 2022			
Date	Time	Exam	Administration Mode
January 24-28, 2022	8 am - 4 pm	Numeracy Assessment 10 Literacy Assessment 10 Literacy Assessment 12	Numeracy: Electronic with a two-page paper component Literacy: Electronic only
April 25-29, 2022	8 am - 4 pm	Numeracy Assessment 10 Literacy Assessment 10 Literacy Assessment 12	Numeracy: Electronic with a two-page paper component Literacy: Electronic only

Specific dates to be advised in SDS.

## 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. This policy can be found at [smus.ca/dpab](http://smus.ca/dpab).

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)
- 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](http://erasebullying.ca).

### Theft

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

## Marijuana and Drugs

Students found to be involved in the use of or in possession of marijuana in any form, or other drugs or drug paraphernalia, on or off the campus, or on any school-sanctioned excursion or field trip, will be subject to suspension or expulsion. If any student is found to be involved with marijuana in any form, or another drug or is suspended for their use, a condition of their return may be a behavioural contract that includes drug testing.

### Vaping and Smoking

Consistent with British Columbia law, the school campus is a smoke-free and vape-free zone. This applies to the use of e-cigarettes and/or vaporizers, including those that do not contain nicotine. Students are not allowed to smoke or vape at any time or in any location, on or off the campus, or on any school-sanctioned excursion or field trip. Students are also not permitted to possess any type of e-cigarette and/or vaporizer, including those that do not contain nicotine.

### Alcohol

Students must not be under the influence of alcohol while on or off the campus, or on any school-sanctioned excursion or field trip. It is against the school rules for any student to consume, purchase, or be in possession of alcohol on campus or during a school event.

### 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 be offensive to others. It is important that students are aware of the entire school community and conduct themselves accordingly.



# Dress Code for Senior School Students

## Dress and Grooming

Appropriate dress is expected of all students, including day students travelling to and from school, or staying on the school campus after regular hours.

We expect students to respect themselves and be proud of their school. This self-respect and pride is reflected in a student's general appearance. Students who opt not to meet these criteria will be referred to the Assistant Director, Student Life.

## School Uniform

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

Senior School students should wear Number One dress on Tuesdays. The table below refers to "crested" items, which means the SMUS logo or name.

Senior School	Number One Uniform	Number Two Uniform
	Worn on Tuesdays at Senior School, on school outings and on special occasions	For everyday wear, same as Number One dress with these options
<b>Tops</b>	White crested SMUS dress shirt Navy blazer with school crest School tie Optional: The addition of a navy school sweater or navy sleeveless school vest	White or pale blue crested SMUS dress shirt, with or without tie, or crested SMUS uniform polo shirt
<b>Pants/Skirt</b>	Solid medium grey SMUS dress trousers or SMUS tartan kilt	Same as for Number One uniform. Grade 12s can opt for the SMUS grey pleated skirt
<b>Socks/Tights</b>	With trousers: grey, navy, or black dress socks With kilt: navy knee socks or navy tights	Same as for Number One uniform
<b>Shoes</b>	Plain, black polishable dress shoes	Same as for Number One uniform

## Other Uniform Information

All school uniform items must be purchased from the Campus Shop on our Richmond Road campus, or through the Parents' Auxiliary used uniform sales.

Outdoor Jackets: If required outside and while moving between buildings, a solid-coloured neutral or SMUS jacket may be worn over the sweater or blazer. Outdoor jackets are to be removed once inside buildings. Hoodies, including SMUS hoodies, are not considered jackets and are not allowed. SMUS hoodies may be worn to PE class.

The school recommends that all uniform items be labelled and will not be responsible for lost items.

	Tops	Pants/Skirt	Socks/Tights	Shoes
<p><b>Senior School Sports Clothing</b></p> <p>A high standard of dress for physical education classes and extracurricular pursuits is important. Please be supportive.</p> <p><b>School teams:</b> Students playing on school teams must have a SMUS Athletics track suit</p>	<b>For Physical Education Classes</b> <i>(there will be no exceptions to the items below)</i>			
	SMUS T-shirt – white or royal blue short- or long-sleeved  Royal blue hooded top or crewneck top	SMUS athletics shorts (black or grey) or SMUS rugby shorts  Black pants	White socks	Running shoes, rugby or soccer boots <i>(optional)</i>
	or SMUS Athletics track suit			
<b>For sports teams and recreational pursuits, coaches will contact you about specific clothing requirements</b>				
<p>Please note:</p> <ul style="list-style-type: none"> <li><b>a.</b> Students need a combination lock for their games locker, in which they are expected to lock their belongings while involved in sport or physical education classes. The school will not be responsible for lost or stolen items.</li> <li><b>b.</b> Portable music players (i.e., smartphones, iPods) may not be worn while playing sports or during physical education classes.</li> <li><b>c.</b> Jewelry must not be worn while playing sports or during physical education classes.</li> <li><b>d.</b> Hats, bandanas, headbands and kerchiefs must not be worn while playing sports or during physical education classes.</li> <li><b>e.</b> No personal T-shirts, tank tops, gym shorts, rugby jerseys, etc., will be acceptable as part of SMUS dress.</li> <li><b>f.</b> Mouth guards are recommended for all sports.</li> <li><b>g.</b> It is the student’s responsibility to be properly dressed for physical education and athletics.</li> </ul> <p>If you have any questions or concerns, please contact the Director of Athletics at 250-370-6131 or <a href="mailto:lindsay.brooke@smus.ca">lindsay.brooke@smus.ca</a>.</p>				

## 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 the school is in attendance (please check the calendar). Hours are 2-5 pm.

## 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 enquiries 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 and Jean Hollingworth

Phone: 250-361-7406  
Office: 250-370-6184  
Email: tom.hollingworth@smus.ca

#### Bolton House: Clayton and Amanda Daum

Phone: 250-589-6526  
Office: 250-370-6185  
Email: clayton.daum@smus.ca

#### Harvey House: David and Susan Kerr

Phone: 250-508-5257  
Office: 250-370-6186  
Email: david.kerr@smus.ca

#### Symons House: Nikki Kaufmann

Phone: 250-516-6943  
Office: 250-370-6186  
Email: nikki.kaufmann@smus.ca

#### Timmis House: Laurie Parker and Darin Steinkey

Phone: 250-517-2130  
Office: 250-370-6185  
Email: laurie.parker@smus.ca

#### Winslow House: Riley and Brady 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 when there is a houseparent on duty. 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, unless they get permission from a houseparent. 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, handheld 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 8, 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 15 for the Middle School (Grade 8) cellphone policy and page 22 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	Grade 8	Grades 9-11	Grade 12
<b>Sunday to Thursday</b>	9:30 pm	10 pm	10:30 pm
<b>Friday and Saturday</b>	10 pm	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	Grade 8	Grades 9-11	Grade 12
<b>Sunday to Thursday</b>	10 pm	10:30 pm	11 pm
<b>Friday and Saturday</b>	10:30 pm	11:30 pm	Midnight

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

## Boarding Curriculum

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Sunday afternoons and evenings every weekend immediately following any school holiday are times for the full boarding community to come together for special events such as house games and community dinners. All boarders must be on campus and engaged in these activities.

On other Sundays we focus on specific aspects of our boarding curriculum and there are workshops, speakers and staff- and student-led activities.

### 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 new 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. Grade 8 students have their own set program of activities. 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

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### 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\*
- Warm sleeping bag with a water-resistant stuff bag (This item is for all Grade 8-11 students for their outdoor education trips. This item can be purchased locally.)

\*These items can be ordered online and delivered to the school ([heirloomlinens.com/products/category/st-michaels-university-school-65](http://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
- Alarm clock
- 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
- Pets
- Matches, lighters, candles or incense
- Empty alcohol bottles
- Subwoofers
- Weapons of any kind (including pocketknives)
- Motorized vehicles
- Computer monitors over 24"
- Personal gaming devices



## 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](http://project529.com).
- Use the fireproof vault in the Boarding Services office for storing extra travel money, passports or other important documents.
- 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.

	<b>Mon-Thu 3:30-6:30 pm</b>	<b>Mon-Thu 7-9 pm</b>	<b>Mon-Thu 9 pm - Curfew</b>	<b>Friday Evening</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Grade 8**</b>	No off-campus leave	Evening prep	No off-campus leave	Outings with an adult (*HP)	Outings with an adult (*HP)	Outings with an adult (*HP)
<b>Grade 9</b>	Local leave only	Evening prep	No off-campus leave	Local leave or downtown until 10 pm with seniors (*HP)	Local leave or downtown until 10 pm with seniors (*HP)	Local leave or downtown until 6 pm with seniors (*HP)
<b>Grade 10</b>	Local leave only	Evening prep	No off-campus leave	Local leave or downtown until 10 pm with seniors (*HP)	Local leave or downtown until 10 pm with seniors (*HP)	Local leave or downtown until 6 pm with seniors (*HP)
<b>Grade 11</b>	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)
<b>Grade 12</b>	Local leave only	Local leave only	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.

\*\*Grade 8 Leave: As the year progresses and Grade 8 students demonstrate a sense of responsibility, they have an opportunity to earn more independence (Grade 9 Leave Guidelines). The decision is made by the Senior Houseparent, Grade 8 coordinator and Director of Residence on a student-by-student basis. Parents are notified before their child earns more independence.

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 8, 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 name of the person the boarder will stay with, address, phone number, time and date leaving, time and date returning, and mode of transportation both ways. If plane travel is involved, flight itineraries must be entered into the Notes field of the form. 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.

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 will be granted to students, but they must make arrangements via REACH no later than the Wednesday 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. 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: either with the student or in the Boarding Services office's fireproof vault. (Passports are available to the student at any time during office hours.)
- 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" now needs to 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 now 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 travelling to the ferry on most weekends and an additional bus to the airport prior to longer school breaks.

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 travelling.
- Late cancellations or no-shows will be charged.
- Boarders must sign in and scan their student card at the bus 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:

- Processing 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 enquiries;
- Safely storing passports, visas, notarized letters and any other important documentation;
- Distributing boarder mail;
- Organization of boarder participation in various social functions throughout the year, including Boarders Without Borders and the Family Gala.

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 ATM in the Boarding Services office. 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. Each house appoints a mail person who collects the mail each day and delivers it to the house. 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 (see page 22).

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 Health Centre will automatically sign up each boarder for coverage. Monthly charges of \$75 (subject to change) 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, however, so private medical coverage is required in the interim for all new students. Evidence of this short-term medical coverage must be provided at registration.

In addition:

- Boarders' appointments for doctors, dentists, optometrists, physiotherapists, etc., must be made through the Health Centre. Every attempt will be made to set up an appointment outside of school time.

- A doctor's clinic is held in the Health Centre Monday to Friday from 7:45 to 10:30 am, with evening appointments Monday to Thursday from 7 to 9 pm.
- For emergencies and hospital treatments/admissions, certain documents must be presented. Proof of citizenship (Canadian) or nationality and residential addresses in Canada, copies of passport, birth certificate, landed immigrant status, student visa (study permit) and insurance coverage will be required.

Please note: If students are not well enough to attend classes, they will not be allowed to remain in their rooms, but must instead be admitted to the Health Centre and will also have their off-campus leave suspended for the remainder of the day.

## Food and Dining

Meals are served in our dining hall three times per day, 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 8-10 must sign in and eat breakfast every morning.

**Breakfast** is served from 6:45-7:50 am on weekdays.

**Lunch** is served from 11:50 am to 12:40 pm on weekdays for students in the Middle School, and 12:20-1:15 pm for students in the Senior School.

**Dinner** is served from 4:45 to 6:45 pm

**Snacks** are provided at recess each weekday, after school at 3:30 pm and at 9 pm 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 the dining hall.

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, the dining hall has special theme nights and cultural meals. 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.

## External Programs

External Programs' 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 winter, spring and summer holiday programs for children, workshops for students to develop additional skills and competencies, and credit and enrichment courses to help with post-secondary preparation.

External Programs also offers enrichment programs for music students. The Summer Music Camp provides an environment in which students can enhance their skills in a specific focus area, in an intensive program that focuses on hands-on learning with expert instructors. Structured classes include master classes, electives in jazz and classical improvisation and workshops to complement the program.

External Programs also operates summer boarding programs for both domestic and international students with programs in ELL, basketball, volleyball and squash. The ELL Summer Program (ESP) is for international students who want to improve their English, experience Canadian culture and prepare for life at an English-speaking school or university. There are two program streams to meet the needs of different students: General English and Academic English. Both streams offer an academically enriching and stimulating experience with a wide range of cultural, sports, and sightseeing activities each week.

Additionally, External Programs also manages the rentals of SMUS facilities to external groups and the After-School Care program at the Junior School.

For information about these programs, please visit [smus.ca/programs/extension](http://smus.ca/programs/extension).

## 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](http://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](mailto:privacy@smus.ca).



# St. Michaels University School 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](http://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 [www.google.com/settings/ads](http://www.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](mailto:privacy@smus.ca)



St. Michael's  
University School