

2018 2019

Parents' Handbook



St. Michaels
University School

Parents' Handbook and Calendar 2018–2019

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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.

Recognition of Indigenous Peoples

One of the four pillars 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.

School Policy

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 towards 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 update immediately any changes to their contact information. You can do this by accessing logging into and accessing the parent portal of SDS (www.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 name and contact numbers for each student. Please contact the Data Centre at 250.370.6156 or gisele.diiorio@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 CFX (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

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.

Students using skateboards are also required to wear safety equipment.

School Bus

The school offers morning and afternoon school bus pick-up and drop-off daily, starting Thursday, September 6. 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 www.smus.ca/services/transportation. We try to accommodate all of our ridership, so changes in the route structure may be made over 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 sharon.comeau@smus.ca

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

Respecting Our Neighbours

Teaching students to respect the rights of others is a SMUS objective. We ask students to be mindful of the privacy and rights of neighbours who live close to the school grounds. We 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're 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 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:

- Don't allow your children to run on lawns or play on swings in front yards.

Supporting Social and Emotional Development

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 pillars of service, honesty, respect, and courage. Details of the school's policy supporting the social and emotional development of students can be found at www.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, trans, intersex, queer, and those who may be questioning their sexual orientation and/or gender identity.

Student Safety

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

Academic Information

Foundations of Learning

St. Michaels University School believes that every one of our students has the ability to excel. We also recognize that the path to excellence differs for each of us, which is why we've made personalized learning a guiding principle in our program.

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.

At the Junior School, teaching and learning is guided by the Reggio-Emilia approach, which values the child as strong, capable, resilient, and rich with wonder and knowledge. At the Middle School and Senior School, our academic program is enhanced with project-based and inquiry-based approaches to learning. At the Senior School, we offer numerous opportunities for experiential learning, as well as personalized choices in academics and extracurricular activities, including an extensive slate of Advanced Placement courses. On all campuses, our goal is to make community connections and apply learning to real-world issues and problems.

Students, parents and teachers work together as partners to help students develop their strengths and passions. Students take ownership and responsibility for their own learning through articulation of individual learner pathways. Teachers, as designers of learning, employ a wide variety of teaching and learning strategies. Beginning in Kindergarten, the academic program is designed to foster literacy, numeracy, creativity and critical thinking skills.

Highlights of BC's Redesigned Curriculum within our Academic Context

- **Personalized Learning:** The redesign of BC's curriculum provides us with flexibility to inspire the personalization of learning and addresses the diverse needs and interests of our students.
- **Aboriginal Perspectives and Knowledge:** Aboriginal culture and perspectives are integrated throughout all areas of learning. For example, place-based learning and emphasis on Indigenous ways of knowing reflect the First Peoples Principles of Learning within the curriculum.
- **Flexible Learning Environments:** BC's redesigned curriculum provides our teachers with great flexibility in creating learning environments that are relevant, engaging and novel.
- **Interdisciplinary Learning Opportunities:** The curriculum redesign allows for greater flexibility in planning learning experiences across disciplines by combining Big Ideas and curricular competencies. Designing a singular project from various perspectives and allowing for deeper skill development in the learning process are key elements of the redesigned curriculum.

Assessment Philosophy at SMUS

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

1. Assessment serves many purposes beyond generating a final grade. Some assignments may not be graded, but these exercises have 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.
2. Both students and teachers strive for improved performance over time. Grades therefore reflect the most recent performance in the learning process.
3. If one or more 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 outcomes.

Communication of Student Learning

Reports, STeP Conferences, and Parent-Teacher Conferences

Over the past year, we have been examining the process for how we communicate student learning and achievement to our parents. Our goal is to move to a process whereby you are made aware on a more consistent basis of how your child is progressing through their program of studies.

Communication will include formal reports, Student-Teacher-Parent (STeP) Conferences, Parent-Teacher Conferences, and other tools such as Google Classroom and e-Portfolios. The directions we take to communicate student achievement aligns with the directions of the redesigned BC curriculum to emphasize competencies, skill development, and application of deeper learning.

Details specific to Junior, Middle, and Senior School students are provided in this handbook's specific school-division sections, as well as at the parent information evenings at the start of the school year, and by email. Please check the calendar for the information evening relevant to you.

Parents of boarding students may contact the school office to arrange a meeting with teachers when you know you will be in Victoria. Please provide advanced notice so that we can arrange the necessary meetings ahead of time.

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 on individualized educational 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 school-wide 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/emotional well-being;
- assistance during key transitions – Junior School to Middle School, Middle School to Senior School, and Senior School to post-secondary.

School 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 to 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 Program (K–12)
250-213-6524 or carole.mcmillan@smus.ca

Theresa Hogg Jackson, Senior School Counsellor
theresa.hogg-jackson@smus.ca

Daniel Baer, Senior School Counsellor
daniel.baer@smus.ca

Allison Peace, Middle School Counsellor
allison.peace@smus.ca

Tessa Lloyd, Junior School Counsellor
tessa.lloyd@smus.ca

Chapel

Chapel offers an intentional point of pause in school life when students and staff can reflect on what a meaningful life truly entails. We base our gatherings on values that are true to the school's aspirations and are upheld within most cultures: service, honesty, respect, and courage. Whether drawing on wisdom stories, current events, or topics driven by student groups, Chapel reflects the school's diversity and our global context.

The Junior School grounds its approach to character education through the Virtues Project. Chapel, held on Monday mornings, introduces a question related to the virtue being highlighted. The students respond by offering their own reflections and joining in a song. At the close, a message is shared, usually in the form of a wisdom story.

The experiences of our Grade 6–8 students drive Middle School Chapel on Tuesdays. Themes are created with an eye to the developmental stage of this group and to specific events in the life of the school. Student musicians round out the gathering, playing selections that range from classical to chart hits.

Once a week, either on Wednesday or Thursday, Senior School Chapel adds two further layers to the SMUS experience. International events play a far larger role in driving challenging themes, and more than half of the gatherings are shaped in content, format and delivery by individual students or student groups. Students talk about their lives as they relate to identity, relationships, well-being, service and world-view.

Boarding students gather for their own Chapel on Sunday evenings, about once every two weeks. Most of these gatherings are conceived and delivered by the boarding houses.

Chapel is a touchstone in our communal life and a core feature of our character program across the school, and all students are required to attend. Rather than being attached to a specific tradition, Chapel at SMUS reflects the diversity of the students who attend today.

If you have any questions, please contact Reverend Keven Fletcher, at keven.fletcher@smus.ca.

Student Life

School Uniform

Please purchase all school uniform items from the Campus Shop on the Richmond Road Campus 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. Each school section of this handbook outlines the specific dress code requirements for SMUS students.

Campus Shop

The Campus Shop offers everything necessary for the school uniform, including blazers (with the school crest), pants, shirts, kilts, sweaters, fleeces, summer uniforms, ties and athletic clothing. School supplies, transit bus passes, stamps and a variety of other SMUS-crested gift and alumni-related items are also available.

The Campus Shop is on the ground floor of School House and is open from 10:00 am to 1:00 pm, and from 2:30 pm to 4:00 pm on all regular school days. Students are required to purchase their full school uniform at the Campus Shop or the monthly Parents' Auxiliary used clothing sales. Items can be charged to a student's account or be paid for by cash, personal cheque, and American Express, Visa, MasterCard, or debit card. During the school year, orders for Junior School uniforms can be placed by phoning the Campus Shop at 250-370-6152 or by emailing samantha.shong@smus.ca. Items ordered prior to noon can generally be delivered to the Junior School in the afternoon of the same day.

The Campus Shop can be reached by telephone (250-370-6152), fax (250-592-2812), or email (info@smus.ca).

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 pickup 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 encouraged to lock all belongings in lockers or their dorm 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, cell phones, glasses, etc.) are held in the school office. All other found items are sent to the lost-and-found bins.

These bins are emptied periodically, and the contents are donated. Students are notified in advance of this process.

Lunches and Snacks

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

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

At the Richmond Road campus, students have access to the Sun Centre Dining Hall and the Tuck Shop. 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 (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. We will email you at the start of each term about this program.

Student Accounts

Parents receive a monthly email summarizing charges made on your account, while a detailed statement is available by logging in to the parent portal. This statement should be treated as any other bill, with payment due 30 days from the statement date. Payment options currently include Internet banking, bank transfer, Visa or MasterCard, or payment directly to the school through cash or cheque. You may choose to pay the outstanding balance on a monthly basis, sign up for pre-authorized monthly payments, or send a lump-sum payment up front as a credit on the account against which purchases can be applied.

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

Responsible Network Use

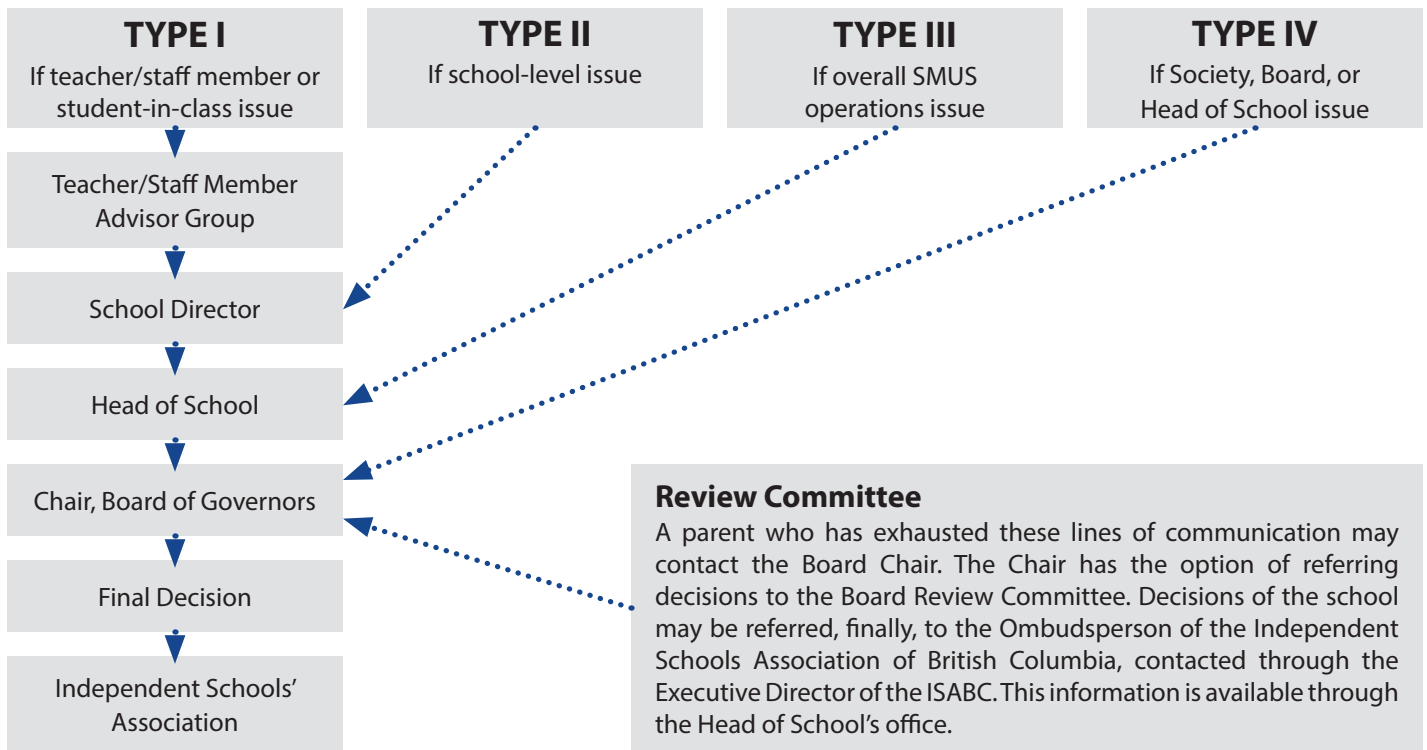
SMUS is pleased to offer access to its network facilities to all students. Access to the Internet and email is a privilege and, because we have a limited number of network resources, we have implemented responsibilities and policies. All students are expected to respect and sign the rules included in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

Social Media Code of 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, the Christmas gala, 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, Fall Family Fun Fest, coffee parties, parent socials, and more.

The 2018–2019 executive includes: Grainne McElroy, President; Christine Ellsay, Vice President responsible for allocations; Nan Mathavan, Vice President responsible for communications; Jeany Shipley, Treasurer; and Elisa Djurickovic, Secretary.

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 www.smus.ca/community/pa or email paraux@smus.ca.

St. Michaels University School Society

Welcome to the St. Michaels University School Society. As a parent of a current student, you automatically become a SMUS Society member. Upon leaving the school, all students become Society members for life. Parents and guardians of alumni are eligible for membership upon application to the Society. There is no cost to becoming a SMUS Society member.

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 the presidents of the SMUS Alumni Association and the Parents' Auxiliary.

For information about the Board, visit www.smus.ca/discover/society/board. Here you will find an email link to the Board Chair, a list of Board committees and their membership and recent communications from the Board, as well as the school's strategic plan and budget.

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.

Junior School Schedule

8:20 am	School day begins
8:30 am	Chapel (<i>Mondays</i>) Assembly (<i>Fridays</i>)
10:00 am	Morning recess (<i>until 10:15 am</i>)
11:30 am	Homeroom lunch
11:45 am	Lunch recess (<i>until 12:15 pm</i>)
1:45 pm	Afternoon recess (<i>until 2:00 pm</i>)
3:15 pm	School day ends (<i>After-school Care begins</i>)
5:30 pm	After-school Care ends

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. The Junior School operates on a 10-day cycle, with a different sequence of subjects for each of the 10 days. There are 9 or 10 periods each day.

Drop-Off, Dismissal and Pick-Up

We ask that all parents read the section titled “Respecting Our Neighbours” on page 5 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.

Morning Routine

- Students should arrive no earlier than 8:05 am.
- A duty teacher is outside beginning at 8:05 am, and children are supervised until the bell rings at 8:20 am.
- The crosswalk and vehicle-passenger drop-off area are supervised to ensure students arrive safely.
- Kindergarten to Grade 3 students must enter through the side gate and remain outside until the 8:20 am line-up bell. Grade 4 and 5 students may enter through the front door, put their instruments in the music room, hang up their backpack, and go directly outside. Students are not permitted to go to their classrooms or linger in the hallways before the bell rings.
- When the bell rings at 8:20 am, students line up, and teachers come to accompany their students inside. You are encouraged to stay outside to encourage your child’s independence.

After-school Routine

- When students are dismissed at 3:15 pm, 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 by 3:30 pm, 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 www.smus.ca/community/support/transportation.

Express Pick Up

The express pick-up lane is at the front of the school. Students are required to wait here with a supervising teacher for parents. When parents arrive in the pick-up area, the child will be sent to the vehicle. Parents are asked not to sit in their vehicles in the bus zone waiting for their child to come out of the school or to have the children go to the other side of the street. **Do not leave your vehicle unattended in the express area.** If your child is not yet in the line, please circle the block and return.

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

Parent Pick-up Information

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

The Junior School After-school Care program is offered daily from 3:15–5:30 pm. Special day camps are also offered for professional development days. This licensed day care provides quality service by experienced SMUS staff. The staff seek to reinforce SMUS school philosophy, and provide a fun, safe environment for students to complete their homework, play outdoors or in the gym, and do arts and crafts.

Drop-in attendance is offered if staff can adhere to childcare ratios set by the Vancouver Island Health Authority. To attend this program at any time, a child must be fully registered and have all the necessary forms completed. For information, contact After-school Care at afterschoolcare@smus.ca.

Absences and Lateness

School begins at 8:20 am. We expect all students to be on the premises by this time. If a student arrives after 8:20 am, he or she 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 Lewis (Christine.Lewis@smus.ca) before 8:00 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

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

Parent Visitors and Student Sign-in/Sign-out

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

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

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 to 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

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.

Sick Room

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 sick room, and we will call you to come pick up your child.

Nut-free School

We have several children for whom exposure to even fumes from peanuts could prove fatal. We have, therefore, banned nut products from the Junior School. While these prohibitions may cause some inconvenience to a few students, they will help to ensure a safe and happy environment for everyone in our Junior School community.

Cell Phones

Students at the Junior School are not permitted to carry cell phones.

Communication of Student Learning

Effective communication between home and school is essential for student success. We provide and maintain ongoing, regular communication about your child's progress. In order to do this most effectively, we have scheduled numerous meetings, reports and other communications with parents 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 conferences (STeP) / Parent–Teacher Conferences with Specialist Teachers

December: Formal written report

February: Ongoing sharing of Digital Portfolio

March: Student–Teacher–Parent Conferences (STeP)

May: Ongoing sharing of Digital Portfolio

June: Formal written report

House System

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

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

Homework Policy

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 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.

Extra-curricular Clubs, Activities and Sports

A variety of clubs, activities, and sports is offered throughout the year. The *Junior School Activities & Leadership Guide* lists much of the information on our extra-curricular offerings. An updated version of this guide can be found online at www.smus.ca/publications.

Behaviour and Discipline

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 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 everyday. 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.

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.

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

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

* September – Thanksgiving and 3rd term only.

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

* September – Thanksgiving and 3rd term only.

Other uniform 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

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

Junior School Gym & Art

Grade	Clothing Items
Grade 1-5	<ul style="list-style-type: none"> • SMUS mesh gym bag • Royal blue crested hoodie • Black sweat pants • Royal-blue crested gym shirt • Black crested gym shorts • Runners with non-marking soles • Art shirt or smock (adult t-shirt is fine) • Plain white sport socks (Grades 4-5 only)

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 our Shelbourne location (3410 Shelbourne Street) on the first Tuesday when the school is in attendance in each month (please check the calendar). Hours are 2:00–5:00 pm.

Middle School Parent and Student Information

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

Kate Knight, Interim Director of Middle School
Dariol Haydock, Assistant Director 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 2018–2019 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. Another opportunity for us to meet will be at our Parent Information Evening on Wednesday, September 12, at 6:30 pm. Parents of boarders are encouraged to contact our teachers and residential staff by email or phone at any time of the year.

Together, as staff and parents working together, 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 pillars of honesty, service, respect, and courage 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 pillars, 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.

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 www.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 5. On that day, all Grade 6 students attend school from 8:00 am to 3:00 pm. New students in Grades 7 and 8 attend school from 10:00 am to 3:00 pm. Returning students in Grades 7 and 8 attend school from 1:00 to 3:00 pm. The Number One school uniform is worn that day.

The full-day schedule (8:00 am–3:10 pm) begins Thursday, September 6.

Please refer to the school website at www.smus.ca/welcome for more information on the first days of school, including a school supply list. Also, check the September calendar in this publication.

Middle School Schedule

8:00–8:10 am	Teacher Advisor Group (TAG)
8:10–8:58 am	Period 1
9:00–9:50 am	Period 2
10:10–10:58 am	Period 3
11:00–11:50 am	Period 4
11:50 am–12:40 pm	Lunch
12:40–1:28 pm	Period 5
1:30–2:20 pm	Period 6
2:25–3:10 pm	Period 7

Depending on the day in the 10–day schedule cycle, the morning schedule may be adjusted slightly to accommodate Chapel (Tuesday) and Assembly (various days of the week). On those days, after teacher advisory groups (TAG) and either Chapel or Assembly, Period 1 runs from 8:40 to 9:15 am, and Period 2 runs from 9:17 to 9:50 am. The rest of the schedule remains as indicated above.

Drop-off and Pick-up

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

Absences and Lateness

Parents are asked to call the Middle School office at 250-592-3549 before 8:00 am if your child is going to be absent or late that day. Students must report to the main office on arrival so that we can maintain accurate records. Students who are medically absent for more than five consecutive school days must submit a doctor's note on their first day back to school.

Family Holidays

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

Completing Work When Away

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

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. The Junior, Middle and Senior schools each have different factors and limitations that affect the timetable. 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

Middle School students who feel unwell during the day or who are injured at school must 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. Students may not excuse themselves from class for sickness; they are required to check in with the nurse.

Cell Phones

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

If families allow students to bring a cell phone to school, these phones are not to be used on school property until after 4:00 pm. There are situations that require flexibility that will be considered on an individual basis. We have a telephone for student use, and Assistant to the Director of Middle School Ms. Toller is also available to help students throughout the day.

Charges to Student Accounts

Students may charge items, such as purchases from the Campus Shop and Tuck Shop punch cards, 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. If you would prefer your child to not charge Tuck Shop punch cards to their account, please contact the Middle School office.

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 out-trips have a fee due to transportation and other costs associated with that activity.

Communication of Student Learning

September: STeP (Student–Teacher–Parent) Conferences

October: Parent–Teacher Evenings with specific subject feedback

December: First full report card

February: Parent–Teacher Evenings with specific subject feedback

May: STeP Conferences

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)

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 wellbeing of each student in his/her TAG.

Homework and Student Agenda

Assignments and study are an integral part of the academic program at SMUS. Students should devote 30–60 minutes per school night for this purpose.

To assist students in organizing their study time and materials, each student is given a SMUS Middle School agenda. Daily tasks 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 about the Middle School. If used properly, the agenda can be an invaluable asset for the student.

Homework sessions outside of regular class time are generally available for students who may require assistance.

Computer Lab and Homework Club

The Middle School computer lab and library are usually open after school until 4:00 pm, Monday to Thursday. Students are welcome to use these facilities to complete homework, receive assistance, or conduct research.

Flex Days

We schedule 8 to 10 flex days throughout the year. Flex days allow us to include creativity and flexibility in timetabling and scheduling in order to allow students to dig deeply into areas that are of interest to them, to provide opportunities for student-driven inquiry, and to increase opportunities for personalized learning.

On flex days, we create a different schedule rather than following the regular timetable. Flex days can offer students time to develop as learners, explore passion projects, take part in service opportunities and participate in field trips and workshops that are relevant to individual inquiries. We are committed to providing opportunities for students to develop their personal excellence. These days will allow students time, space, resources and support to pursue their personal excellence in a way that is unique to each of them.

Lockers

Each student is loaned a book locker and a Physical Education locker for the year. We strongly recommend students use the combination locks available at the Middle School. Combinations must be registered with teacher advisors, and lockers may be opened by a member of staff in case of need or emergency. Students are responsible for taking care of their lockers.

Learning Skills

The Middle School provides its students with a three-year Learning Skills curriculum that focuses on research, study, and technology 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.

Student resources for learning skills can be found on the Middle School Library website.

Music

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

Outdoor Education

Outdoor Education trips and activities are offered throughout the school year to Middle School students. Students in Grades 6 and 7 take part in trips in September when they go away to camp. Grade 8 students participate in an extended out-trip in June when they choose from a range of out-trips, including sea kayaking, surfing and rock climbing. Please see the monthly calendar for specific dates. Optional activities like a ski/snowboard day are also offered, depending on the season.

Co-curricular Athletic Program

The Middle School belongs to the Lower Island Middle School Sports Association (LIMSSA). This association was formed in 2003 to create athletic opportunities for middle schools in Victoria, Saanich and Sooke. With the reconfiguration of the Victoria School District from elementary to middle schools, it

was crucial that an association be created specifically aimed at the Grade 6–8 levels to encourage athletic participation among those member schools.

The purpose/philosophy of LIMSSA is:

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

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

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

A sports schedule is posted each week on the school website, outside the Physical Education office, and on the student notice board, and a copy is also left in the office. We encourage both 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

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, Speech Club, Computer Club, Chess Club, Booklovers Club, Jazz Band, House Council and Student Council. New clubs and activities are usually offered each year, depending on student interest and what staff can offer. Information about these clubs and activities is usually

posted on the bulletin board across from the main office, as well as around the school. An updated version of this guide can be found online at www.smus.ca/publications.

House System

Each student and staff member at Middle School joins one of our four houses: Bolton, Barnacle, Winslow, or Wenman. 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

Every year, Student Council and staff advisors plan dances. Dances are held either in the Sun Centre or the single gym. Students can be dropped off and picked up in front of School House (for dances held in the Sun Centre) or in the parking lot between the gym and the Middle School (for dances held in the single gym). The dances typically run from 7:00 to 10:00 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. Ticket and concession profits are used to support our foster children in Malawi.

Tickets for the dance must be purchased in advance of the event. They are sold in the foyer in the Middle School during lunch breaks 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. If you have questions or concerns, please contact Mr. Williams (Student Council Advisor) at jim.williams@smus.ca.

Service Days

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

Year-end Calendar and Events

Towards the end of the school year in June, students experience a variety of year-end events and valuable activities that are an important part of ending the year and of the Middle School experience. All students are expected to participate in the Outdoor Education trips, 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 20. 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	Summer 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	A summer uniform may be allowed in early fall and late spring at the discretion of the Director
Tops	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	Students may remove ties and blazers for summer dress. White school crested polo shirt
Pants/Skirt	Solid medium grey SMUS dress trousers or SMUS tartan kilt	Same as for Number One Uniform	Same as for Number One Uniform
Socks/Tights	With trousers: grey, navy, or black dress socks With skirt: navy knee socks or navy tights	Same as for Number One Uniform	Same as for Number One Uniform
Shoes	Plain, black shoes (<i>black non-marking soles</i>), 2" heel maximum, with black laces. Sandals or slides are not appropriate.	Same as for Number One Uniform	Same as for Number One Uniform

Middle School Sports Clothing

A high standard of dress for PE 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*)
SMUS STORMTECH track suit (*jacket and pants*)
Team uniforms are loaned to students as required
1 pair of black SMUS shorts
3 pairs of white athletic socks
1 pair of non-marking running shoes and/or 1 pair of indoor (*white-soled*) running shoes for squash

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 responsible for lost items, and it recommends that all uniform items be labeled. See page 8 in this handbook for more information.

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 our Shelbourne location (3410 Shelbourne Street) on the first Tuesday when the school is in attendance in each month (please check the calendar). Hours are 2:00–5:00 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 Primrose, Assistant Director, Student Life
Richard Curry, Assistant Director, Administration
Laurie Erwin, Assistant to the Director of Senior School

The school year has three terms, as outlined in this handbook. 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. It is for this reason that we request that boarding students make arrangements to stay with friends, family, or guardians during these times. If this becomes impractical, Boarding Services will assist with making alternative arrangements.

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).

Senior School Schedule

8:10–9:15 am	Period 1
9:15–10:10 am	Clubs/Councils/Flex (<i>Mon</i>); Assembly (<i>Tues</i>); Chapel or Homeroom for Grade Out (<i>Wed and Thu</i>); Homeroom/Flex (<i>Fri</i>)
10:10–11:10 am	Period 2
11:10 am–12:10 pm	Period 3
12:10–1:10 pm	Lunch
1:10–2:15 pm	Period 4
2:15–3:25 pm	Period 5

The morning schedule on Tuesdays and Fridays is adjusted slightly to accommodate Chapel (Tuesdays) and Assembly (Fridays). After TAG and a 25-minute Chapel or Assembly, Period 1 runs from 8:40 to 9:15 am and Period 2 runs from 9:17 to 9:50 am. The rest of the schedule remains as above.

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 of Student Life and students are required to explain their need to drive to school before a student can obtain a decal. Unregistered student vehicles, those without a parking decal, 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." Residents may call police and have vehicles 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.

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

Absences and Lateness

Parents are asked to leave a message at 250-370-6133 or email srattendance@smus.ca before 8:00 am when your child is going to be absent. Students who arrive late must report to the reception desk on arrival. 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.

Off-campus Leave During the School Day

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. **Grade 11 and 12** students may sign out for the lunch break and medical appointments.

Absence/lateness due to illness: In the event of an absence due to illness, parents are asked to telephone 250-370-6133 before 8:00 am, and leave a message on the voice mail. Students who arrive late **must report to the Reception Desk on arrival**. 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.

Holiday Extensions or Other Non-school Absences

All students—day or boarding—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/guardians email the Director of Senior School at 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/Boarding Services will then forward the completed Green Sheet and formal request from parents to the Director 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

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.

Smart Phones

Our school aims to create an environment in which students are able to be focused and present, both in class and during non-instructional time. Over the course of the past year, we undertook a comprehensive review of our smart-phone culture, consulting with students and faculty, while being guided by the best available research. It is clear that these devices offer many benefits; however, it has been shown that excessive screen time also leads to many negative side effects and can be harmful to school culture. Students may bring cell phones to school, but they are expected to have them **off and put away during class and in other public areas where they are with other students**. This off-and-away policy will help

contribute to a positive social climate and give students a reprieve from excessive screen time. Additionally, cell phones are not to be used in the dining hall, the school chapel, during homeroom, or in assembly.

The school strongly recommends that students record the serial numbers for these items and have the items engraved prior to bringing them to school. We also recommend that students store their belongings in their lockers and not leave their bags unattended.

Bring Your Own Device

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.

Our Educational Technology team has researched the devices that meet our students’ needs. Students are encouraged to bring to school each day a device that meets the following criteria:

- 10" or larger screen (11" recommended)
- keyboard
- capable of browsing the Internet
- capable of working with Google Docs

For those students who are not able to bring a personal device to school, we have equipment available throughout the learning process, as needed. It will be a student’s responsibility to check with their teacher in advance so that they may borrow a device as needed.

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 policy.

Communication of Student Learning

Our primary goal is to ensure that there is on-going, 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 specific 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.

October: New student reports

November: Formal written report

December: Student–Teacher–Parent (STeP) Conferences

February: Formal written report

March: Student–Teacher–Parent (STeP) Conferences

June: Final formal written report

Winter Report

This report contains an ongoing evaluation of the student's progress. Parents receive it in February.

Student–Teacher–Parent (STeP) Conferences

In mid-September, we host an evening for parents of Grade 9 students and other students who are new to the Senior School. This informational and social meeting occurs in the Copeland Lecture Theatre, and day student parents—as well as any boarding parents who can—attend.

The first formal Student–Teacher–Parent 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 Director of Senior School's Assistant, 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 Ms. Denise Lamarche, SMUS Director of Academics, at denise.lamarche@smus.ca.

University Counselling Centre

The University Counselling Centre assists students in making course choices, post-secondary planning, enrolling in summer and enrichment programs, and career exploration. Four 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.

Our centre features university catalogues and view books from around the world, as well as resource and reference books (many of which are also available in the SMUS 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 an Internet Google site for students and a university- and career-planning portal, called Naviance FamilyConnection, 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 of 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

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.

Grade 9 Jennifer Bateman

Grades 10–12 Ruth McGhee, Alison McCallum, Timio Colistro

Senior School Library

Hours:

Monday–Thursday 7:30 am–9:00 pm

Friday 7:30 am–4:00 pm

Sunday 1:00–6:00 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 library privileges.

Facilities

The Senior 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.

Tutoring and Testing Centres

The Tutoring Centre is available in the evenings (7:00–9:00 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 Tutoring 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 Testing Centre is available in the evenings (7:00–9:00 pm, Tuesday–Thursday) for all students who have missed an assessment because of illness or a conflicting commitment.

Councils, Clubs and Activities

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

Our students put tremendous effort into school life, and we encourage all students to get involved in existing clubs or to start their own. For detailed information on extra-curricular options, see our *Leadership Through Activities Guide*. An updated version of this guide can be found online at www.smus.ca/publications.

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 enroll 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 SMUS 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 academic calendar 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.

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 AP 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 moves to Level 1 consequences.

Late Assessment Policy (con't)

LEVEL 1 – Assessment or work is late	
LEVEL 1	<p>Actions</p> <p>The student must meet with the teacher to:</p> <ul style="list-style-type: none"> ● explain the circumstances of the late work ● determine if the student fully understands the requirements and has developed enough competency to complete it ● negotiate an alternative due date of no longer than 2 extra days from the original due date
	<p>Consequences</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"> ● a 10% late consequence may be immediately applied to the assessment, at the teacher's discretion. ● If extra help outside of class time is required to complete the work, the student must make themselves available to meet with the teacher during one or all of the following times: flex, lunch, after school ● 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. <p>If the above measures do not result in completion of the work by the new due date, the student moves to Level 2.</p>

LEVEL 2 – ASSESSMENT OR WORK IS STILL LATE after negotiated due date	
LEVEL 2	<p>Actions</p> <p>The teacher brings the lateness to the attention of the student's Homeroom Advisor, Academic Advisor, and parents/houseparent (via telephone or email) and discusses the issue.</p> <p>If it is work that is outstanding, a final deadline is presented to 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>Consequences</p> <ul style="list-style-type: none"> ● 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%) ● The student will be required to attend the Academic Support Centre from 7:00–9:00 pm, Monday through Thursday, until the assessment is complete. ● 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. ● An 'I' (Incomplete) will be assigned as a course grade until the assessment is complete. ● 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. <p>If the above measures do not result in completion of the work, the student will be removed from extra-curricular 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 Course Information

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 exam dates 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.

Practice sessions are regarded as formative assessment preparation, to assist students in identifying concepts requiring further revision.

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.

Post-AP Exam Responsibilities

The intent of the post-AP session is to provide deeper learning experiences that will enhance the course with material that could not be presented in the build-up to the AP exam. In most cases, these learning extensions will be included in the final school mark for the course, and AP teachers will inform students of the requirement. During the post-AP exam period, classes will occur as necessary to facilitate specific learning extensions. The post-AP schedule will be determined in advance of AP exams.

Advanced Placement Examinations 2019

Date	Morning Session	Afternoon Session
May 6, 2019		Chinese Language and Culture Environmental Science
May 7, 2019	Seminar Spanish Language and Culture	Japanese Language and Culture Physics 1
May 8, 2018	English Literature and Composition	European History French Language and Culture
May 9, 2019	Chemistry Spanish Literature and Culture	Psychology
May 10, 2019		Computer Science Principles Physics 2
May 13, 2019	Biology	Physics C
May 14, 2019	Calculus AB & Calculus BC	Art History Human Geography
May 15, 2019	English Language and Composition	Macroeconomics
May 16, 2019	Comparative Government and Politics	Statistics
May 17, 2019	Microeconomics	Computer Science A

Provincial Examinations 2019

Date	Exam	Time	Administration Mode
January 21–25, 2019	Numeracy Assessment	9:00 am–3:00 pm daily	Electronic with a two-page paper component
January 24, 2019	English 12	9:00 am–11:00 am	Electronic and paper exams
April 25, 2019	English 12	9:00 am–11:00 am	Electronic and paper exams

Behaviour and Discipline

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. 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 cyber-bullying. This policy can be found at www.smus.ca/publications.

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:

- guidance, with a warning of consequences should the behaviour continue;
- 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.

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.

Smoking

The school campus is a smoke-free zone. This includes the use of e-cigarettes and/or vaporizers. Students are not allowed to smoke at any time or in any location, on or off the campus, or on any school-sanctioned excursion or field trip.

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. It is not enough to simply wear the appropriate dress—grooming is equally important.

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

Please purchase all school uniform items 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.

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

	Number One Uniform	Number Two Uniform	Summer Uniform
Senior School	Worn on Tuesdays at Senior School, on school outings and on special occasions	For everyday wear, same as Number One dress with these options	A summer uniform may be allowed in early fall and late spring at the discretion of the Director. Tuesdays remain Number One dress
Tops	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	White school crested polo shirt Students may remove ties
Pants/Skirt	Solid medium grey SMUS dress trousers or SMUS tartan kilt	Same as for Number One Uniform. Grade 12s can opt for the grey pleated skirt from the Campus Shop	Same as Number One and Two Uniform
Socks/Tights	With trousers: grey, navy, or black dress socks With skirt: navy knee socks or navy tights	Same as for Number One Uniform	Same as for Number One Uniform
Shoes	Plain, black polishable dress shoes	Same as for Number One Uniform	Same as for Number One Uniform

Other Uniform Information

Shirts must always be kept tucked in, except for the ladies' cut with no shirt tails. Hair should be of natural colour and always presented in a clean-cut manner. Footwear must be plain, black polishable dress shoes (non-marking soles) with matching laces, 2-inch heel maximum. Students must be clean shaven, and makeup worn to school must be tastefully applied. Earrings should be of the small-stud style.

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.

Dress Code for Senior School Students (con't)

Senior School Sports Clothing	Tops	Pants/Skirt	Socks/Tights	Shoes
	<p>A high standard of dress for Physical Education classes and extracurricular pursuits is important. Please be supportive.</p> <p>School teams: Students playing on school teams must have a SMUS Athletics track suit</p>	For Physical Education Classes (there will be no exceptions to the items below)		
SMUS T-shirt – white or royal blue (<i>short or long sleeves</i>)		SMUS Athletics shorts (<i>black or grey</i>) or SMUS rugby shorts	White socks	Running shoes, rugby or soccer boots (<i>optional</i>)
Royal blue hooded top or crewneck top		Black pants		
or SMUS Athletics track suit				
For Team/Recreational Pursuits (in addition to the items above)				
Rugby (<i>boys</i>)		Blue rugby jersey	Black SMUS rugby shorts	Black and red rugby socks
Field Hockey				Red hockey socks
Soccer			Black SMUS Athletics shorts	
Volleyball			Black spandex shorts	
Basketball		SMUS reversible shirt	Black SMUS Athletics shorts	
Dance		Dance leotards (<i>permissible</i>)		
Squash		Protective eyewear (<i>mandatory</i>)	clean, non-marking court shoes only	
All other sports: as for Physical Education classes unless otherwise directed.				
Please note: <ol style="list-style-type: none"> a. 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. b. Personal stereo systems (i.e., iPods) may not be worn while playing sports or during Physical Education classes. c. Jewelry must not be worn while playing sports or during Physical Education classes. d. Hats, bandanas, headbands and kerchiefs must not be worn while playing sports or during Physical Education classes. e. No personal T-shirts, tank tops, gym shorts, rugby jerseys, etc., will be acceptable as part of SMUS dress. f. Mouth guards are recommended for all sports. g. It is the student's responsibility to be properly dressed for Physical Education and athletics. <p>If you have any questions or concerns, please contact the Director of Athletics at 250-370-6131 or lindsay.brooke@smus.ca.</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 our Shelbourne location (3410 Shelbourne Street) on the first Tuesday when the school is in attendance in each month (please check the calendar). Hours are 2:00–5:00 pm.

Boarding Community

Upon becoming part of the Senior School boarding community, each student is assigned to one of six houses: Barnacle, Bolton, Harvey, Symons, Timmis or Winslow. Students typically stay in that house until their graduation.

The expectations of the boarding community are the same as those of the school: students are expected to treat others, their feelings, and their property in the same manner they themselves would want to be treated and to treat with respect and pride the house, the school and, by extension, the community in which they live. Respect between students, and between staff and students, is based upon mutual trust and understanding.

Experience shows us that when students commit themselves to being involved in a full range of house and school activities—whether they are cultural, social or athletic—friendships and loyalties develop quickly, and the seeds of respect are planted.

We expect a high degree of participation on the part of all students in residence.

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 Residence at 250-370-6136, between 8:00 am and 4:00 pm, Monday to Friday.

Contact Numbers for House Staff

Barnacle House: Mat Geddes and Lindsay Brooke
Office: 250-370-6184

Bolton House: Clayton and Amanda Daum
Office: 250-370-6185

Harvey House: David and Susan Kerr
Office: 250-370-6186

Symons House: Nikki Kaufmann
Office: 250-370-6186

Timmis House: Laurie Parker and Darin Steinkey
Office: 250-370-6185

Winslow House: Theresa Hogg-Jackson and Zyoji Jackson
Office: 250-370-6184

Boarders' Handbook

Detailed information regarding life in residence, including daily routine, support services and the house system, can be found in the *Boarders' Handbook* (available at www.smus.ca/publications).

The following information may also be useful to the wider school population.

Evening Prep, Check-in and Lights-out

Between 7:00 and 9:00 pm, Monday to Thursday, boarders have mandatory prep. This is a supervised study period when academic commitments are given the highest priority. During this time, we ask parents to refrain from calling students. Instead, please communicate any matters of urgency to the houseparents on duty, who will be pleased to help.

Every evening, the staff members on duty ensure that all boarders are safely in their rooms at lights-out time. Students are expected to check in to their house and proceed to their own rooms by the following times:

Sign-in Times	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Sun to Thurs	9:30 pm	10:00 pm	10:00 pm	10:00 pm	10:45 pm
Fri and Sat	10:00 pm	11:00 pm	11:00 pm	11:00 pm	11:45 pm

Students are subsequently expected to be in their own rooms with the lights out at their designated lights-out time:

Lights-out Times	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Sun to Thurs	10:00 pm	10:30 pm	10:30 pm	10:30 pm	11:00 pm
Fri and Sat	10:30 pm	11:30 pm	11:30 pm	11:30 pm	midnight

From lights-out until 6:30 the next morning, boarders need to obtain special permission from a houseparent to leave the residence.

Weekend Leave

Boarding students have leisure time on the weekend. During this time, they may get permission to leave campus, provided they have no other school commitments. They must inform their houseparents of their plans and sign out in the house office.

Many social events are organized during the year in the homes of day students. Boarders are allowed to attend these events if they are properly supervised by parents. The residential staff expect to be informed of activities well in advance so that appropriate arrangements can be made for our boarders.

In granting weekend leave, residential staff need to know where boarders are going, who they will be visiting, and generally what they will be doing. As well, they will want to know that an adult will be present and responsible for the students throughout the weekend. A return time will be set that must be no later than dinner on Sunday evening, unless specific permission has otherwise been previously granted. A full explanation of leave procedures can be found in the *Boarders' Handbook*.

Weekend leave will be granted when appropriate, but students must make arrangements with the houseparent no later than the Wednesday prior to the weekend in question. Residential staff expect direct contact from the host family to confirm that these arrangements have been made.

Following long weekends and holidays, boarders should not arrive on campus until late afternoon, when a houseparent is on duty to greet them. Exceptions can be made in the case of early flight arrivals, but this must be arranged well in advance.

Parents are asked to make travel arrangements as early as possible so that it is not necessary for students to miss any academic time. We ask that friends and parents note that weekends are busy times, with athletic events and other activities. Visits on the weekend, therefore, should be coordinated with these commitments.

Education Extension

Education Extension's mission is to support the school in fulfilling its goals of providing outstanding preparation for higher learning and for life. As such, it offers a wide variety of courses for students. These include winter, spring and summer holiday programs for children, workshops for students to develop additional skills and competencies (such as driver's education), and courses to help with post-secondary preparation (such as SAT and ACT workshops).

Summer is an extremely busy time at Education Extension, with a wide variety of residential and day programs for local and international students. International Summer Programs for Youth (ISPY) provide opportunities for groups and individuals

from around the world to experience Canadian culture and improve their English language skills, while the Summer Music Academies offer specialized residential camps that focus on specific areas such as band, strings and musical theatre. For information about these programs, please visit www.smus.ca/programs/extension.

Education Extension also oversees international exchanges. These are reciprocal exchanges, ranging from six weeks to one year, in which individual students travel to host schools in Japan, Australia, India, China and France. For information about exchanges, please visit www.smus.ca/programs/senior/life/travel.

Privacy Policy

Last updated: July 2004

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 at www.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 Michael Murgatroyd, the SMUS Privacy Officer at michael.murgatroyd@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 www.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

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: michael.murgatroyd@smus.ca