



# Glenlyon Norfolk School

## MIDDLE SCHOOL PARENT/STUDENT HANDBOOK

*Revised Summer 2016*

Head of School: **Glenn Zederayko**  
Senior School Principal: **Doug Palm**  
Middle School Principal: **Jake Burnett**  
Junior School Principal: **Jean Bigelow**

**Do your best through truth and courage**

Richmond Avenue

Parking

# Welcome to the Pemberton Woods Campus

Turf

Bank Street

Playground

Parking

Parking

Maddison Street

- The Hall**
- Assembly Hall
  - Performance Theatre
  - Drama Classroom
  - Drama Office

Staff Parking

- Guidewill Building**
- Senior School Principal
  - Director of Student Life
  - ILE Diploma Coordinator
  - Co-Directors of Athletics
  - Library & Library Resource Centre
  - Canteen
  - Gymnasium
  - Climbing Wall
  - PE Offices
  - English & Languages Classrooms
  - Learning Support
  - Senior School Reception
  - Food Services Office
  - Round Square Office

Staff Parking

- Admin House**
- Head of School
  - Finance
  - Registrar
  - Maintenance
  - Human Resources

- Simpson Building**
- Art Room
  - Individual & Societies Office
  - Main Office & Boy-in-Centre
  - Main & Individual & Societies Classrooms
  - Counselling Offices
  - Language & Literature Office & Classroom
  - University Advising

- Atkins Building**
- Sciences
  - Design & Technology
  - Tutorial Services
  - Language Acquisition Office
  - Science Office
  - Computer Lab
  - Math Classroom

- Henderson Building**
- Band & Choir rooms
  - Band & Choir Office
  - Art Room
  - ELI Centre
  - Staff Room

- Main Building**
- Admissions Office
  - Advancement Office
  - Marketing & Communications
  - Family Boarding
  - Grade 6

The Gryphon Door  
Young PS & MYF Office

- Brooks Building**
- Middle School Principal
  - Middle School Reception
  - Grade 7 & 8 Classrooms
  - Learning Support

- Fitness Centre**

- Scott Library**
- Science Lab
  - Computer Lab
  - Coord. of Student Life

Dear Parent,

Welcome to the GNS Family Handbook.

We are so pleased your family has chosen to join us. The Glenlyon Norfolk School community is committed to doing our very best to enable each student to achieve his or her full potential. We look forward to celebrating many successes with you, as your child is inspired, challenged and supported to do his or her best in academics, the arts, athletics and citizenship. We are also keen to work with you to address the inevitable bumps in the road that will occur as your child develops. Every member of the our faculty and staff is dedicated to working with you and empowering your child to do well and to create positive differences in the world now and throughout their lives.

One of the key factors in ensuring success for each student comes through the development of a positive partnership between parent and school. I encourage you to take time to read the emails sent to you by various members of the GNS team and use this handbook as a reference as the need arises. Most importantly, do not hesitate to ask questions or voice concerns. We always look forward to hearing from you to assist us to do our best for your child and for you.

In closing, you are warmly invited to regularly join us at the school for events that celebrate student learning and doing. We also look forward to seeing you at occasions that bring the adults in our community together as friends committed to GNS. Together, we will ensure this special school remains an outstanding place to learn, parent and work.

Best wishes for a wonderful school year!

A handwritten signature in black ink, appearing to read 'G. Zederayko', with a circular flourish at the end.

Dr. Glenn Zederayko  
Head of School



# Contents

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General Information.....	5
Our Mission.....	5
Our Vision .....	5
Goals and Strategic Priorities .....	5
A Brief History of Glenlyon Norfolk School.....	5
The Society of Glenlyon Norfolk School.....	6
GNS Community – Working Together .....	7
GNS Affiliations.....	9
GNS Online Parent/Student Directory.....	9
School Year Dates 2016/2017.....	10
General Policies and Procedures .....	11
Medical Forms.....	12
Snow Day Procedures.....	12
Disclosure of Student Records.....	12
Abused Student Procedure.....	13
Bullying and Harassment Policy .....	13
Anti-Discrimination Policy .....	15
Illness and Injury.....	15
Concussion/Head Injury Policy.....	15
Principles for Dealing with Children with Severe Allergies .....	15
Appointments .....	16
Family Trips and Holidays .....	16
Online Communication .....	16
School Bus Service .....	16
Bicycles .....	17
Internet Acceptable Use Policy.....	17
Middle School Policies.....	18
Homeforms .....	18
Middle School Conference Groups.....	18
Assemblies .....	18
Home–School Communications .....	19
Off Campus Trips, Consent Forms and Activity Information Packages.....	19
Off Campus Trips and Student Conduct.....	20
Middle School Uniform Policy .....	21
School Supplies .....	23
Academics.....	23
The Student Code.....	30
School Policy on Drugs, Alcohol and Tobacco .....	33
School Policy on Weapons.....	33
Consequences of Misbehaviour.....	33
Appeal Procedures .....	34
Student Life.....	35
Fiscal Policy.....	41
Privacy .....	44
Middle School Staff 2016/2017.....	51



# General Information

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## Our Mission

Our Mission is to challenge and support our students to do their best through truth and courage in learning and in life.

## Our Vision

By leading through truth and courage, Glenlyon Norfolk School prepares outstanding young men and women of character who will contribute to the world through their leadership, their commitment to service and their understanding that we are all responsible for the future of our communities.

## Goals and Strategic Priorities

Our goals support our vision. They are:

1. To develop in our students the skills of critical and creative thinking, the passion for life long learning, and doing their best in body, mind and spirit.
2. To cultivate a commitment to service.
3. To develop in our students a sense of responsibility for the well-being of our communities, an understanding of global issues, and the leadership skills to make a difference.
4. To ensure that the school has the infrastructure and resources necessary to carry out its mission and vision and realize the goals of this strategic plan.

## A Brief History of Glenlyon Norfolk School

### Glenlyon

- Glenlyon Preparatory School was founded by Major James Ian Simpson who opened a Boarding and Day School for boys in a large house on St. David's Street in 1932.
- In the summer of 1935 Glenlyon moved to 1701 Beach Drive.
- Mr. Hamish Simpson succeeded his father in 1964 and was Headmaster until 1982.
- In September 1982, Mr. Christopher Gordon became Headmaster of Glenlyon.
- Mr. Keith Walker, the Assistant Headmaster since 1970, became Headmaster in 1984.

### Norfolk House

- Norfolk House was founded by Miss Julia McDermott and Miss Dora Atkins in 1913.
- In 1932 the school moved to the Main Building on Bank Street.
- In 1957, Miss Winifred Scott arrived from Ontario to head the school.
- In 1978, Miss Scott retired and Mrs. Christine Bullen managed the school for four years.
- After the 70th Anniversary of Norfolk House in 1983, the school welcomed Mrs. Margaret Wilmot as the new Headmistress.

### Glenlyon Norfolk School

- Early in 1986, Glenlyon and Norfolk House Schools amalgamated under the leadership of Mrs. Wilmot and Mr. Walker.
- Mr. David Brooks was appointed Headmaster of the school in 1987.
- In 1996, the school was accepted as an International Baccalaureate (IB) World School and began offering the IB Diploma Programme.
- From July 1997 until June 2001, Mr. Charles Peacock served as Headmaster of the school.
- In 1998, the school was elected to membership in The Round Square.

- From July 2001 until June 2004, Mrs. Barbara Emmerson served as Head of School.
- In 2002, the school began implementation of the IB Middle Years Programme.
- The school was reconfigured in September 2003. The Beach Drive Campus became a primary campus with Grades K to 5 in single-gender classes sharing a co-educational environment. The Pemberton Woods Campus became a Grades 6 to 12 campus with Grades 6 to 12 in co-ed classes.
- In July 2004, Mr. Simon Bruce-Lockhart succeeded Mrs. Barbara Emmerson as Head of School.
- In 2004, GNS was officially authorized to offer the IB Middle Years Programme.
- A Junior Kindergarten opened in September 2004, the first Junior Kindergarten in BC.
- The Junior School began implementation of the IB Primary Years Programme in September 2004, and was accepted as a candidate school in June 2005.
- A Middle School was created in January 2005, and the school embarked on a comprehensive strategic planning initiative.
- The school celebrated the 20th Anniversary of amalgamation in May 2006.
- In February 2007, the Junior School was officially authorized to offer the IB Primary Years Programme.
- In September 2008, the school completed the first project in the Campus Transformation Plan—the building of the new artificial turf field at the Pemberton Woods Campus.
- In October 2008, the school co-hosted the International Round Square Conference with Collingwood School.
- GNS is currently one of only eight schools in Canada to offer IB from JK to Grade 12.
- In 2012/2013, the school celebrated its 100th anniversary.
- In May 2013, the school celebrated the opening of the new Hall.
- In July 2015, Dr. Glenn Zederayko succeeded Mr. Simon Bruce-Lockhart as Head of School.

## The Society of Glenlyon Norfolk School

The school is operated by a society, in accordance with the Society's Act of British Columbia. Membership is restricted to alumni over the age of nineteen (19) years, to parents of students and alumni, and to honorary members as outlined in the Society bylaws. Any person eligible for membership in the Society may become a member of the Society upon payment of the annual dues. There are normally two meetings of the Society each year.

We encourage everyone to become involved in the governance of our school. Please consider volunteering to sit on a Board Committee. It is through the efforts of many dedicated volunteers that we have such a great school. Please contact the Board Chair and offer your assistance.

### Board of Governors as of July 2016

#### Officers of the Society

Chris Denford	Chair	Craig Roberts	Secretary
James Ballantyne	Vice-Chair	Briony Bayer	Treasurer

#### Committee Chairs

Finance Committee: Briony Bayer

Governance Committee: Alex Dutton

Nominating Committee: Tybring Hemphill

Strategic Planning Committee: Bonnie Campbell

Ad Hoc Campus Planning and Building Committee: Blair Robertson

Manjit Bains	Bonnie Campbell	Brian de Clare
Alex Dutton	Noel Hall	Tybring Hemphill
Stewart Muir	Blair Robertson	Geoff Smith
Tom Vesey		

## Ex-Officio Members

Glenn Zederayko	Head of School
Sarah Emslie	President, GNS Parents' Auxiliary
Dylan Reeves	President, Faculty and Staff Association

## Principles of Good Practice for the Board of Governors

The Board is the guardian of the school's philosophy and goals. It is the Board's responsibility to ensure that the philosophy and goals are relevant and vital to the community it serves. The Board monitors the success of the school in fulfilling its philosophy and goals. The following principles of good practice are set forth to provide a common perspective on the responsibilities of independent school boards. The Board and the Head work in partnership in fulfilling these principles.

1. The Board prepares a clear statement of the school's philosophy and goals.
2. The Board reviews and maintains bylaws, and establishes policies and plans consistent with the philosophy and goals, and monitors the implementation of policy.
3. The Board is accountable for the financial well-being of the school, including capital assets and operating budgets.
4. The Board selects, supports and nurtures the Head.
5. The Board conducts a written annual evaluation of the performance of the Head and works with the Head to establish goals for the following year.
6. The Board evaluates itself annually and establishes goals for the following year.
7. The Board keeps full and accurate records of its meetings, committees, and policies.
8. The Board works to ensure all its members are actively involved in the work of the Board and its committees.
9. The composition of the Board reflects a balance of expertise and perspectives needed to achieve the philosophy and goals of the school.
10. The Board develops itself through new Governor orientation, ongoing education, and leadership succession planning.
11. The Board assures compliance with applicable laws and regulations and minimizes exposure to legal action.

*Adapted from: Trustee Handbook, A Guide to Effective Governance for Independent School Boards, NAIS, Mary Hundley DeKuyper, Seventh Edition, 1998, page 29.*

## GNS Community – Working Together

To be successful, Glenlyon Norfolk School needs and expects the cooperation of its parents, who should understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect. **Please understand that, when we refer to "GNS Community" or "school community", we are including parents.**

## Parents and the Board of Governors

At GNS, decision-making authority at the highest level resides in a volunteer Board of Governors whose membership includes current parents as well as past parents and alumni. It is important that all parents understand that the Board of Governors does not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating or dismissing of faculty and staff. Instead, the Board focuses on three areas critical to the success of the school: it selects, evaluates, and supports the Head of School, to

whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Governors, including the Board chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

- Interested parents stay informed about the work of the Board of Governors by reading school publications, talking to the administrative Principals, the Head of School, the Chair of the Board, and by attending appropriate meetings.
- Parents with concerns about the school are asked to use the guide, Who To Contact, reproduced in the next section.

## Parent Involvement

Education is a shared partnership between parents and the school. A high degree of contact is encouraged and should begin with the student’s homeform teacher/advisor who is the main contact between the school and home. When parents have any questions or comments regarding a student’s academic courses, the first step is to contact the subject teacher directly. We believe open communication between parents and teachers will enhance the student’s progress. In addition to formal meetings related to education, there are a number of activities in which parents are encouraged to take part such as sporting events, plays, concerts, and information evenings.

<i>Who to Contact at the Middle School:</i>	
<b>If you have a concern relating to:</b>	<b>Please contact:</b>
Your child’s academic performance or a classroom issue	The teacher in question, the homeform teacher, or the relevant Head of Dept.
A teacher, or a general school issue	Jake Burnett (Principal, Middle School)
An issue with the school administration	Glenn Zederayko (Head)
An issue concerning the Society, Board, or Head of School	Chris Denford (Chair of the Board)
IB Middle Years Programme	Rhona Crossley
Round Square	Kim Waugh
Emergency procedures	Duncan Brice
School time absences (other than usual illness)	Kate Pagett
Athletics, sports or co-curriculars	Duncan Brice/Ali Doerksen
Report Cards	Jake Burnett (Principal, Middle School)
Risk management	Sarah McKerlich
Privacy	Sarah McKerlich
Discipline and/or uniform	Kate Pagett
Community and Service	Kate Pagett
Immunizations	Kate Pagett
Photos	Kate Pagett
Non-academic issues	Kate Pagett

## GNS Affiliations

### The International Baccalaureate Organization

GNS is accredited to offer the International Baccalaureate Diploma Programme in Grades 11 and 12. Acknowledged as the “best secondary curriculum in the world” because of the depth and breadth of its courses, the IB Diploma is recognized by universities around the world. Our offering of the IB Diploma Programme places us in the forefront of international education and provides our students with the preparation that is essential for the demands of life in the 21st century. The IB Middle Years Programme (Grades 6 to 10) was accredited in 2004 and the IB Primary Years Programme (Junior Kindergarten to Grade 5) was accredited in 2007. At present, GNS is one of only fifteen schools in Canada authorized to offer the IB PYP, the MYP and the DP programmes.

### Canadian Accredited Independent Schools

An association of Canadian independent schools comprised of boarding and day schools. CAIS schools share common standards of ethical practice and common ideals in the education of the whole person. Ideas and innovations are shared at the annual Heads’ Conference and other gatherings of administrators held during the school year.

### The Independent Schools Association of BC

The ISABC is made up of 26 schools across the province. ISA schools co-operate a great deal together in terms of athletic competitions and arts festivals, as well as sharing information about approaches to common issues. The ISA heads of school meet four times annually, and other ISA administrators meet on an ad hoc basis.

### The National Association of Independent Schools

Our membership in this American organization of independent schools gives us access to an enormous database of useful information and to publications and contacts across North America. As well it provides many and varied opportunities to attend excellent professional conferences and workshops with a particular independent school slant.

### The Round Square

In 1998, Glenlyon Norfolk School was elected to membership in The Round Square, joining over 100 other schools on five continents. Round Square schools share common ideals that reach beyond academic excellence to the education of the whole person. They include international understanding, personal responsibility, environmental consciousness, leadership, outdoor adventure, and service.

## GNS Online Parent/Student Directory

The GNS Parents’ Auxiliary sponsors the GNS Online Parent/Student Directory. The Directory is the primary means of communication with parents. Here are some reasons to consider registering:

- The Directory is secure and is accessible only by a password assigned to you. No one outside the GNS community can access the Directory.
- There is a hidden email address option, which allows others to send you messages without revealing your email address.
- Parents can easily search for phone numbers and addresses of other students or parents, by name, grade, or postal code (useful for car pooling).
- The school will use the Directory to communicate information to parents such as changes to the schedule, early closing of the school because of bad weather, and other important information.
- Parents have a quick and easy mechanism to reach teachers, the Parents’ Auxiliary, Grade Reps, and other parents.

To gain access to the Directory, please register now by forwarding the following information to the school by email to any campus office:

- Email address of Mother; and/or
- Email address of Father

Once registered in the Directory, you will receive an email response with instructions on how to access and use it, and your personal, private password, which you can change. Remember, the Directory is only accessible to registered members of the GNS Community.

## School Year Dates 2016/2017

The dates and times listed in this calendar are as accurate as possible at the time of printing.

<b>Fall Term</b>	
Tuesday, September 6	Faculty Meeting Day
Wednesday, September 7	First day of classes, Senior School; New student orientation, Junior & Middle Schools
Thursday, September 8	First day of classes, Junior & Middle Schools
Monday, October 10	Thanksgiving Day; school closed
Friday, October 21	Professional Development Day; no classes
Wednesday, November 9 to Friday, November 11	Mid-term break/Remembrance Day; no classes
Thursday, November 12	Classes resume
Friday, December 16	School closes for Christmas Break at mid-day
<b>Winter Term</b>	
Monday, January 9	Faculty Meeting Day
Tuesday, January 10	Classes resume
Friday, February 10	Professional Development day; no classes
Monday, February 13	Family Day; school closed
Friday, March 10	School closes for Spring Break at the end of the day
<b>Spring Term</b>	
Monday, March 27	Faculty Meeting Day
Friday, April 14	Good Friday; school closed
Monday, April 17	Easter Monday; school closed
Tuesday, April 18	Class Resume
Friday, May 19	Professional Development Day; no classes
Monday, May 22	Victoria Day; school closed
Wednesday, June 14	Junior School Closing
Thursday, June 16	Middle School Closing
Friday, June 23	Senior School Closing

# General Policies and Procedures

## In the Event of an Earthquake

Earthquakes strike without warning, so you must be prepared to begin appropriate protective action immediately. Procedures:

If Indoors:

- If the earthquake signal sounds or if you feel signs of an earthquake (the ground shaking, hanging objects swaying, objects wobbling on shelves):
  - Take cover immediately under desks, tables, or other heavy furniture
  - Duck, cover and hold
  - Turn away from windows
- If heavy furniture is not available, crouch against interior wall
- Stay away from windows, light fixtures and suspended objects
- Remain calm
- When the quake is over, count off 30 seconds then follow evacuation procedures to the designated assembly area
- Remain outside the building until it has been inspected and declared safe by authorized personnel

If Outdoors:

- Move away from the building when the earthquake signal sounds or if you see or feel signs of an earthquake
- Go to the designated assembly area
- Avoid utility poles, trees and overhead wires
- Remain calm
- Remain outside the building until authorized to re-enter

**The following items are of particular importance:**

1. Students are instructed that if they are coming to school unaccompanied by a parent or guardian when an earthquake occurs, they should proceed to school after the shaking stops. Similarly, if they are on their way home, they should proceed home after the shaking stops.
2. **Parents are asked not to telephone the school following an earthquake.** It is vital that the phone lines remain open for emergency use. GNS will communicate using: GNS email broadcast, postings to the GNS Facebook page, postings to the GNS Twitter account, messages to local radio stations, and messages to the Times Colonist newspaper. In addition GNS has implemented an 'opt-in' SMS text message system.
3. To ensure that any missing students are properly accounted for, it is imperative that students not leave the school grounds until released by teachers.
4. If you drive to the school after an earthquake, it is important that your car does not block access routes that may need to be used by emergency vehicles.
5. The designated Safe Outdoor Area for Pemberton Woods students is the artificial turf field. The alternatives are the Maddison Street parking lot or Pemberton Park.

## Fire or Explosion

A fire or potential explosion in the vicinity of the school may require the implementation of specific school plans for the emergency evacuation to another site. Procedures:

- Fire bell will ring to indicate evacuation is necessary
- Stand in silence
- Close windows
- Close doors to fire or explosion area
- Follow teacher to correct exit

- Go to designated assembly area
- Remain calm
- No re-entry to buildings until authorized by fire/safety officials

The designated Safe Outdoor Area for Pemberton Woods students is the artificial turf field. The alternatives are the Maddison Street parking lot or Pemberton Park.

## Medical Forms

All families are asked to fill out a comprehensive medical form upon registration. For returning students, parents have access to update the form online as well as a hard-copy distributed in September.

**Parents must update the school on any new medical information as it arises, including any concussions.**

The medical form is used both in school and on field trips to provide us with medical information and contact numbers that are necessary in case of emergency. It is essential that you give the school at least two emergency telephone numbers—preferably cellular numbers.

Parents of students who are anaphylactic, or who have major allergies that could be life threatening, are required to meet with the appropriate campus principal prior to the beginning of the school year to give information about the condition and to provide an emergency action sheet which will include signatures from each parent and from the family physician. Included with this sheet should be authorization to administer an Epi-pen or other life-saving drugs when necessary.

Other than these emergency situations, the only drugs we administer are Tylenol or Ibuprofen to those students whose parents have given permission, or if we have contacted parents directly to get permission.

## Snow Day Procedures

Any decision in respect to the closing of Glenlyon Norfolk School is made by the Head of School or designate. The procedure is as follows:

The transportation manager will communicate with the Head of School in the early morning hours, but no later than 6:00 a.m. after determining if any buses are able to run.

The Head of School will then decide whether a full school closing (Beach Drive and Pemberton Woods) is necessary.

If adverse weather conditions are felt to be such that school closure is necessary, then this announcement will be made on the following radio stations starting before 6:30 a.m.: KOOL 107.3 FM, CFX 1070 AM, CBC 90.5 FM, CIOC 98.5 FM, Q 100.3 FM and JACK 103.5 FM.

In addition, if there is a school closure, a broadcast email will be sent to all parents, and a message will be posted on our Facebook page and in our Twitter feed, and, if necessary, through our global SMS texting service direct to cell phones, indicating this scenario.

Once the school has been declared CLOSED, it will remain closed for the entire business day. Students and staff are asked not to attend the school on CLOSED days.

## Disclosure of Student Records

*Our Privacy Policy is outlined on page 44 of this document.*

Student records are the property of the school, which is charged with their safekeeping and security. It is the school's responsibility to ensure that the confidentiality of the information contained in these files is maintained. While disclosure of information in the school's files may be made to parents/guardians regarding their children's status, disclosures will not be made that would reveal private information about other students and individuals.

A student or parent/guardian of a student is permitted (unless restricted by court order) to:

1. examine all student records kept by the school pertaining to that student, while accompanied by the Principal or a person designated by the Principal; and
2. receive a copy of any student record (the school may charge a fee to cover the costs of copying the document(s)).

It is the school's policy not to withhold report cards from students or parents as leverage to collect fees or other charges that are in arrears. Students have earned their marks and have a right to receive them; in addition, parents have a right to view and receive copies of student records, which include current and past report cards.

Access to student records may also be granted, upon assurance of confidentiality and with parent's consent, to professionals who are planning for or delivering education, health, social or other support services to a student.

The professional referred to in this section is required to:

1. ensure in writing, to maintain the privacy of the student's family with respect to matters disclosed in the record; and
2. not use or disclose the information in the student record except for the specific purposes for which the information was provided.

Access to student records may also be granted without parental consent:

1. to school authorities when defending any claim or potential claim against the school; and
2. in compliance with a court order.

If a student's parents are separated or divorced, the Principal may receive requests from the non-custodial parent for student record information or for visits with the student at school. In these cases, the Principal or designate will confirm the entitlement of the non-custodial parent to obtain such information or contact with the student. This will include reviewing applicable court orders respecting custody of and access to the students and other relevant documents. The custodial parent should be notified of a non-custodial parent's request for student information or for contact with the student at school. If the Principal or designate is unsure of the legal entitlement of the non-custodial parent or if there is serious conflict between parents with respect to the request, then the Principal will obtain legal advice.

## Abused Student Procedure

An unfortunate feature of our society is that, from time to time, children and young people are subject to abuse in a number of ways. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person, or needs protection, is legally responsible under the Child, Family and Community Service Act, to report promptly to a child protection social worker. In British Columbia a child is anyone under the age of 19 years.

The teachers and staff of GNS are mindful of their responsibilities in this regard and are guided by the advice provided by the Ministry of Education.

Parents who desire more information are requested to meet with their Principal or school counsellor.

## Bullying and Harassment Policy

Glenlyon Norfolk School does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe, supportive environment based on the school's values of learning, respect and cooperation.

**Bullying and harassment is an act of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an imbalance of power. Individuals or groups may be involved.**

There are many forms of bullying and harassment, including:

- **Physical:** hitting, pushing, tripping, spitting on others
- **Verbal:** teasing, using offensive names, ridiculing, spreading rumours
- **Non-verbal:** writing offensive notes or graffiti about others, rude gestures
- **Exclusion:** deliberately excluding others from the group, refusing to sit near someone
- **Extortion:** threatening to take someone's possessions, food or money
- **Cyber Bullying:** using information and communication technologies to support deliberate, repeated hostile behaviour

Harassment and bullying can occur:

- between students; or
- between staff and student (or student and staff).

In the Middle School, these are the messages shared with students. They are posted around the school and teachers will refer to them as necessary when dealing bullying:

- Be sure to speak up: tell an adult or if you feel able, address the situation directly. There is no such thing as a tattle-tale.
- Stopping bullying is up to everyone.
- Just because you are not doing the bullying does not mean you should do nothing about it.
- Don't join in: try and divert/help/be a friend and/or speak up and talk to an adult.
- Report bullying and keep reporting it until it stops.

### Procedures for Dealing with Harassment/Bullying

Victim: a person being harassed/bullied can deal with the problem in the following ways:

- Tell the harasser/bully that you object to the behaviour and do not want it repeated.
- Report the incident to a responsible adult (Homeform/Classroom Teacher, Coordinator of Student Life, Counsellor or Principal), with specifics, who will offer advice on strategies for dealing with the problem and help to implement them using the no-blame approach in the first instance.
- If the above fails, a formal complaint can be lodged with the Principal or Head of School.

Harasser/Bully: when a person is made aware that he/she has been bullying someone else, the following procedures apply:

- He/she is encouraged to understand the offence caused by his/her behaviour and to cease it immediately (e.g., through discussion with his/her Homeform/Classroom Teacher, Counsellor, or Principal). In this mediation, every effort is made to ensure a good understanding of the issues concerned using a no-blame approach.
- In the absence of a satisfactory response, appropriate disciplinary action, involving a Director, Principal or Head of School, accompanied by further counselling, is undertaken.

In most circumstances, the order of disciplinary actions begins as an internal suspension, followed by an external suspension, and culminating with expulsion. Depending on the nature and severity of the bullying/harassment, some of these steps may be bypassed, progressing immediately to external suspension or expulsion.

General awareness of issues around bullying and harassment is raised through discussion in the classroom and whenever it fits the natural context of other classes.

The staff as a whole has a responsibility to support and exemplify the policy of the school and to stress the virtues of respect and tolerance, both through their personal relationships and in their teaching.

Parents are actively encouraged to support the school and accept the school's considered actions when their children are found to be involved in harassment, and to work in partnership with the school

toward resolution of these difficulties. Victims' parents are encouraged to have the victim tell their story directly to the offending party or to the teacher, school counsellor or principal.

## Anti-Discrimination Policy

The school is committed to ensuring that no GNS programs are in existence or are proposed that would, in theory or in practice, promote or foster doctrines of:

- a. Racial or ethnic superiority or persecution
- b. Religions intolerance or persecution
- c. Social change through violent action
- d. Sedition

In addition, the school is committed to continuously developing strategies to make students feel valued, respected and connected with the school community. Our priority is the protection of students' physical safety, social connectedness, and inclusiveness including protection from all forms of bullying, regardless of their gender, race, culture, religion or sexual orientation.

## Illness and Injury

In the case of your child's illness, we ask that you call the school in the morning to inform us. This saves us time in calling you after attendance has been taken. Please send a note with a date to the teacher upon your child's return to school, as we need verification of reasons for absence for the Government Grant.

In the event that a student becomes ill at school, the student is to report to the office. If the student is too ill to remain at school, the parents are contacted. While waiting for his/her parents the student will rest in the office. Tylenol or Ibuprofen may be dispensed as per the student's medical form.

In the event of an injury while at school, if the student can move, he/she will be escorted to the office where office staff will take care of the injury. If the student cannot be moved and/or the injury is obviously serious, the nearest staff member will send a runner to the office to phone 9-1-1 and remain with the injured student until help arrives.

## Concussion/Head Injury Policy

If a student suffers an impact to the head, supervisors/coaches fill out an accident form, noting point of impact and any immediate symptoms. If a student is knocked unconscious, an ambulance is called.

Parents are called immediately (whether the athlete is knocked unconscious or not) and report impact to head and any symptoms. We then sit the student out, and ask the parents to come and pick them up. We highly recommend that they take their son or daughter to their family doctor. Students will not be allowed to participate in school activities (games, practices, PE) until cleared by a note from a physician.

If a concussion has been diagnosed by a physician, we ask that parents update the school medical form via the parent portal so that the school has an accurate and up-to-date record of all such injuries. Also, please give a copy of the doctor's diagnosis to your school office.

Parents are advised to follow the informational graphic from McMaster University and CanChild in order to manage the recovery of the diagnosed concussion: [https://canchild.ca/system/tenon/assets/attachments/000/000/291/original/MTBI-return\\_to\\_school\\_brochure.pdf](https://canchild.ca/system/tenon/assets/attachments/000/000/291/original/MTBI-return_to_school_brochure.pdf).

The same checks and balances are also necessary for any concussion which occurs outside of school. In such a case, please inform the school as soon as you can.

## Principles for Dealing with Children with Severe Allergies

1. GNS has a "no nut" policy. All staff and volunteers are asked to respect and enforce this policy.

2. Any food brought in by the school will conform to the highest standard of the above principle, which in practical terms means that there should be no nuts of any kind.
3. The Principal will meet with the parents of each child who has a severe allergy to:
  - a. ensure that the school fully understands the extent of the allergy and the appropriate emergency response;
  - b. put together an individual plan to minimize the danger to the individual student;
  - c. ensure that the right people are given the appropriate information (including teachers, substitute teachers, bus drivers, parent volunteers, non-teaching staff);
  - d. ascertain the degree of public awareness the family is comfortable with;
  - e. ensure that the school has the appropriate permissions from the parents, including permission to administer the antidote as necessary.
4. Parents are discouraged from sending food to school for class celebrations (e.g., child's birthday) and need the Principal's permission for any such occasion.

## Appointments

Please try to arrange your child's appointments for after school hours. If this is not possible, please send a note with your child to inform his/her homeform teacher of the appointment time. Students are required to check out in the office when they are leaving the school and check in when they return.

## Family Trips and Holidays

Our holiday schedule is already generous. For this reason, the school does not welcome extensions of holidays. Such absences can seriously undermine the academic program of a class and individual achievement, as well as the sense of priorities and discipline that we are trying to develop in our students. Parents are advised of each year's calendar dates early in the previous year, and should plan family travel within this framework.

**In unavoidable situations where additional holiday time is necessary, then parents must inform the Principal in writing well before the projected absence. Please note that teachers are not required to provide homework during unexcused absences.**

If the child incurs "unexcused absences," these will be billed where they lead to a loss of provincial grant funding. "Excused" absences are for such reasons as illness, family emergency, or religious observances, or at the discretion of the principal.

## Online Communication

GNS relays most school information to parents via email and our website. All parents should ensure they have an email address registered with the school so that they receive important school communications.

The bulk of information for each week will be sent via the "GNS Announcements" every Wednesday afternoon. Information about student accomplishments and accolades is posted on the GNS News page on the website as it happens. A link to this page is included in the Announcements each week.

Our website contains an electronic calendar that will enable you to keep up with everything going on at the school. This calendar has links to consent forms and details about events.

## School Bus Service

The school provides a morning and an afternoon bus service. Information regarding routes, schedules and cost is provided to all parents in August and on our website. Please contact the Bus Coordinator (250.370.6150) for more information.

Bus Service begins on September 8, 2016.

Courteous behaviour is expected from all students riding the bus. Students who do not comply are given a Behaviour Report and may lose the privilege of taking the bus to and from school.

## Bicycles

Students who ride their bicycles to school are encouraged to use a bike lock when they park them in the racks provided. Bikes are not to be locked to handrails throughout the school. Students should be aware of the rules of the road and enter the school property on foot to avoid any accidents with others. **All students must wear helmets when riding their bikes. Bicycles should be equipped with a light if students are riding between school and home in the dark.** Students are discouraged from leaving their bicycles at school over night due to theft.

## Internet Acceptable Use Policy

All students at Glenlyon Norfolk School have access to the school's network, common areas of the network, and the internet. Some have access to personal storage space of the school's network and the intranet in the labs.

### Acceptable Use

Examples of acceptable uses of the internet include research for class projects, visiting virtual museums and historical sites, online programming tutorials, sending appropriate emails to a politician, gathering stock market information, searching for resources at the library and checking weather data. The uses above are most acceptable when they directly support the educational program of the school. Some exploration of the World Wide Web is natural, inevitable and probably beneficial.

### Promoting Acceptable Use

To encourage students to use the internet in productive, educational ways, internet access for students is restricted to valid educational purposes. Students will use the school's internet facilities under the supervision of a faculty member thus minimizing the potential for misuse. Students are allowed to download appropriate material from the internet. They must not install any files onto the network without faculty permission. Any questions about the acceptability of a proposed internet use should be directed to the faculty supervisor or the computer technology coordinator.

### Unacceptable Use

Unacceptable use of the school's internet access includes using abusive or suggestive language, visiting web pages that offer pornographic or exploitative images, participating in chatrooms, damaging or modifying files that are the property of others without permission, making illegal copies of copyrighted material, using the internet for commercial gain and hampering the ability of others to use their computer systems. Students must not let their curiosity lead to inappropriate material. If there is any clue that a weblink might lead to unacceptable information, students are responsible for avoiding that location. If anyone accidentally comes across something unacceptable on the internet, it is his/her responsibility to stop the connection and tell his/her faculty supervisor about it immediately.

### Consequences For Unacceptable Use

There are several definite consequences for a student involved in unacceptable internet or network use at GNS. For trivial instances of unacceptable use, a student's computer access privileges will be revoked. A more substantial case of unacceptable use may be handled as a disciplinary matter, since the student has agreed to this policy but has not kept his/her promise. In any circumstance, the faculty member will consult the appropriate person, department head or Director of Student Life, before a decision about consequences is made. Students should be aware that there can be serious legal consequences for the abuse of the internet and email.

# Middle School Policies

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## Homeforms

Homeforms for Grades 6 to 8 (single graded) meet daily for registration. Students must report for their homeform by 8:10 a.m. If a student arrives late, he or she must sign the late book at the office, even if the lateness is authorized. This will ensure that the student's attendance at school is properly noted. Middle School homeforms meet for 10 minutes at the end of each day to make sure agendas are filled in and books are collected for homework.

Independent schools such as Glenlyon Norfolk School have a long history of providing teacher-student relationships. They are designed to help our students with social, emotional and intellectual development. Through this program students meet regularly in a group with their homeform advisor to discuss academic and school life issues, Graduation Portfolios, to work on community service projects and to develop a yearly educational plan for themselves. In the Middle School, this relationship is also developed through Conference Groups.

The yearly educational plan encourages students to take a greater role in planning the components of their educational experience. Students set goals surrounding their academic achievement, post secondary plans, career plans, co-curricular activities and community service involvement. With the help of their homeform advisor, students revise these goals throughout the year.

Following any absence from school, a note with a date from a parent or guardian must be given to the homeform teacher.

## Middle School Conference Groups

Conference Groups in the Middle School are mixed-grade groups of around nine students. Students are selected by house, so all members of the group will be in the same house and all three grade levels represented. The member of staff (or Conference Group Leader) is also of the same house. Students stay with the same Conference Group Leader during their time in the Middle School. A student who is part of a Conference Group in Grade 6 with a particular member of staff will stay with the group and the member of staff until the end of Grade 8. Where possible, homeform teachers will not have any of their homeform students within their Conference Group.

Conference Groups meet on alternating Wednesdays from 12:55 to 1:25 p.m. and Fridays from 9:50 to 10:20 a.m.. Each group has an allotted venue and students should go to their groups as they would a class. Please also note that Conference Groups will take priority over co-curriculars/rehearsals/music practice, etc., so any of these that may fall at the same time as a Conference Group will be shortened and/or be postponed.

## Assemblies

Middle School assemblies are held at 9:50 a.m. on Mondays and alternating Fridays. Additional assemblies of the Pemberton Woods Campus or for the whole school are occasionally held to mark special events.

Assemblies provide the opportunity for students and staff to receive information, recognize achievement, hear a speaker or view a presentation on topics varying from serious to light-hearted. The occasion is a formal one, and includes an element of ceremony and protocol. Parents are always welcome to join us for each and every MS assembly.

# Home–School Communications

## Parent Curriculum Night

These events provide parents with the opportunity to follow a student's timetable, hear a brief presentation from each teacher about the particular course, and discuss any questions that might arise. They are intended as occasions for mutual introductions. Please check the online calendar or watch the weekly announcements to find out when this evening will take place.

## Informal Communications

It is our belief that a successful education requires a three-way partnership between the student, parents and the school. Parents and teachers are encouraged to develop open lines of communication in order to address any area of concern at the earliest possible stage.

If parents have concerns they should not hesitate to contact either the class teacher or the homeform advisor. These are the professionals having the most direct contact with, and knowledge of, the student, and so any issues are most likely to be successfully resolved through these channels.

Should discussions with a class teacher or the homeform advisor reveal concerns of a wider nature, either the parent or the teacher may suggest a 'Round Table' meeting, at which the student, the parents and the student's teachers discuss the matter together.

## Parent–Student–Teacher Interviews

Parents are encouraged to be in touch with their child's homeform advisor on a regular basis to keep up with their child's progress. We offer two formal opportunities for parents to meet with their child's teachers.

The first such opportunity comes after Interim reports have been sent home at the end of October. An online system has been established for parents to book interview times with teachers. Students are encouraged to be a part of these discussions. Please check the online calendar for exact dates and times.

A second opportunity for parents to meet with teachers occurs after the mid-year. This scheduled time is only for parents of students when there are specific concerns.

## Messages

Telephone messages can be left for students, although only in cases of emergency can messages be delivered directly to students, or students be called out of class.

If messages are left for teachers every effort is made to return the call at the earliest opportunity.

## Notice Boards

The TV monitor, located in the lower Brooks Building, is used to relay important or timely announcements to students, as well to celebrate achievements.

## Off Campus Trips, Consent Forms and Activity Information Packages

Our risk management strategy involves ensuring safe trips and excursions for our students and staff. As a school we make every effort to ensure that insurance, adherence to the law, accepted safety standards, and emergency procedures are in place. We know that this process can be cumbersome at times—but we feel it is important that you are informed about the risks involved in any activity that your son or daughter participates in.

If you are ever uncomfortable with an activity, please do not hesitate to contact us immediately and we will discuss these concerns with you. If by the end you still do not feel happy with the risks involved, then it is your right and prerogative to hold your child back from participating.

We engage in agreements with our service providers and ask families to sign only our Acknowledgment of Risk and Informed Consent forms. We will not ask you to sign or fill in any third party forms, unless there are extenuating circumstances.

It is most important for all parties that every student have a signed form for any off-campus trips that occur. All families are asked to complete a Victoria Blanket Consent form every year at the beginning of September. Students are not allowed to go on any field trips or athletic trips without a completed form.

This Victoria Blanket Consent covers any trips that are of normal risk, where the highest level of risk is travel in the school bus or private vehicle to the event. For every one of these trips an informational letter is posted on the website under the appropriate school to let you know the details of the activity that your child is participating in with their class or team.

For any trips outside of the Greater Victoria area, or for trips involving a higher than normal level of risk, a separate consent form with an informational package is posted on the website under the appropriate school. In order for a student to participate in such a trip, a signed consent form must be returned to the trip leader prior to the departure of the trip.

There are also consent forms for participation on any athletic team at the school. Each member of the team must have this consent form filled in and returned prior to the first practice with the team.

Students who do not have the necessary forms signed correctly are not permitted to participate. We appeal to all families to ensure these forms are returned in a timely manner. In team situations, other members of the team are dependent on everyone having their form returned to be able to participate.

## Off Campus Trips and Student Conduct

While on school trips, students are ambassadors for the school and, in some cases, Canada. Glenlyon Norfolk School and its Chaperones hold participants to a high code of behaviour and a significant level of personal investment and responsibility is expected from each participant joining the team. Your time with the team and your hosts (if the case) leaves a lasting impression and one that will affect all future school travel. When GNS students are on excursions away from the school we expect our students to:

- Be punctual and be where you are intended to be. It is your responsibility to have the plan clear in your mind so you know what is expected of you as to time and place.
- Use the trio buddy system. Your personal safety is a priority so do not go anywhere on your own. Go with at least one other person and keep your chaperone(s) informed as to your whereabouts.
- Be courteous and attentive to those providing information or instructions.
- Do not leave personal belongings lying about. Take care of your gear.
- If you are in a hotel, be considerate of the hotel staff and other hotel guests at all times. If you are in a billet situation, please help your host family in any way that you can.
- Be cooperative and helpful at every opportunity, and express your appreciation. Travelling is exciting and fun. It also presents stresses and challenges, particularly to the chaperones and other people in positions of responsibility.
- Do your part with helping others in transit and at the destination sites.
- Report any illness or any injury to the Chaperone on duty at once.
- Avoid public displays of affection, becoming involved in any exclusive behaviour.
- Do not visit other group members of the opposite gender in their rooms.
- Adhere to curfews that are imposed by the Chaperones or homestay guardians.
- Abide by all school rules.

All GNS students who wish to participate in school trips need to read and sign a code of conduct agreement before they are allowed to participate. Parents/guardians of participating students should also

read the agreement carefully and countersign that they have read and understood what is expected of their child. This Code of Conduct form is available for download from the Parent Portal under Consents.

By reading, understanding and signing these rules, you confirm that you are committed to our expectations and that you understand you will be held accountable if you are not able to live up to the spirit of these rules. Please consider each statement with care, and contact us if you have an issue with any of them.

Participants who violate these rules at any point of the trip may be subject to disciplinary action by the School Chaperones and by Glenlyon Norfolk School. Such action could include immediate removal from the trip, with the participant being sent home on the next available method of transport at the parents' expense. There will also be disciplinary action set in place by GNS.

By signing Code of Conduct agreement, students agree to forgo the possession and/or consumption of alcohol, tobacco products, drugs (unless prescribed by a medical practitioner). Should a student choose to violate this last rule, the following consequences will be put in place immediately:

1. The student will need to contact home to inform his/her parents/guardian about the decision to break the rules.
2. The student may be sent home immediately at the expense of his/her family.
3. Upon return to Victoria, there will be a disciplinary meeting with the school.
4. The student will then be placed on a minimum two-day external suspension and a letter will go in his/her personal file. Staff members completing forms for university or scholarship applications will be required to respond in the affirmative to any question asking if the student has ever been suspended from school.
5. The student may be prohibited to travel with the school for any overnight trips for the next 12 months, including all athletic and curricular programs.

## Middle School Uniform Policy

At GNS, the uniform is worn with pride. It is an outward sign of the choice that families have made to join the GNS community and the way to demonstrate daily their commitment to fully embrace the values and spirit of GNS.

The official clothing list in this handbook should be consulted. Since the following details are constantly questioned, they should be noted and should be considered to apply to boys or girls.

1. The rule remains that students arrive and leave the school in full uniform. After school games, students may go home in their school track suit. Note: Students must come to school the following morning in uniform as usual.
2. Outerwear, including running shoes, is not to be worn indoors. Outerwear is to be placed in lockers at the start of each day. There are many GNS uniform options for students to choose if they are cold.
3. A full dress uniform, including blazer and white dress shirt with tie, must be worn on required occasions as notified.
4. Shoes: Students must remember when purchasing their shoes that they are worn for the entire school day, so they should provide adequate support and be comfortable. Flat shoes are required in the Middle School.
5. Kilt Length: Kilts must be no more than 8 cm above the knee.
6. Hair: Historically the school has tried to keep out of students' hair! Hair should be clean, neat and tidy at all times. Exaggerated or bizarre hairstyles and unnatural hair colours are not permitted. Boys must keep longer hair back in a ponytail and for both boys and girls, bangs past the eyebrows must be kept back. Spiked hair is not allowed. Facial hair must be kept neat and closely trimmed.
7. Make-up: Students in Grades 6 to 8 are not permitted to wear make-up.
8. Jewellery: One pair of small earrings worn in the lobes of the ear and/or one small discreet nose stud are permitted. All other jewellery must be inconspicuous.
9. Other visible body piercing (including tongue studs) is not allowed. Visible tattoos are not allowed.

With all uniform and personal care issues such as hair, make-up, jewellery, or alternative shoes (as per physician's request), please see the Coordinator of Student Life.

**Students not complying with the Uniform Policy may be sent home at the discretion of the Coordinator of Student Life.**

## Mufti Days

Occasionally, the school has a "Mufti" day. On these days, students may wear their regular clothes, but need to remember that there is still a standard of acceptable dress. Bare midriffs, skimpy tops, shirts with inappropriate words or images, and very low rise pants are not acceptable. Clothing should cover as much as their PE kit. If a student arrives wearing inappropriate clothing, he/she will be asked to return home to dress in a more acceptable manner.

## Number One Dress Guidelines

### *Boys:*

- Navy GNS blazer, white GNS dress shirt (short or long sleeved) with button down collar, GNS tie
- Grey dress pants, grey socks, black polishable dress shoes. No boots or other high-top style footwear
- Belt required; shirt tucked in

### *Girls:*

- Navy GNS blazer, white GNS dress shirt (short or long sleeved) with button down collar, GNS tie
- GNS kilt no more than 8 cm above the crease of the knee, navy knee socks, black polishable dress shoes. No boots or other high-top style footwear
- Navy tights allowed on cold days
- Shirt to be tucked in

## Daily Dress Guidelines

### *Boys:*

- Blue GNS long-sleeve oxford shirt (tucked in); white GNS polo shirt of an appropriate length with either short or long sleeves
- Grey pants, black belt, grey socks, black polishable dress shoes. No boots or other high-top style footwear
- Navy GNS sweater vest, long-sleeve v-necked sweater, or quarter zip are optional

### *Girls:*

- Blue GNS fitted blouse; white GNS polo shirt of an appropriate length with either short or long sleeves
- Grey dress pants or GNS kilt, navy knee socks or navy tights, black polishable dress shoes. No boots or other high-top style footwear
- Navy GNS sweater vest, long-sleeve v-necked sweater, or quarter zip are optional
- Navy GNS skirt/skort no more than 8 cm above the crease of the knee

## PE Strip

- GNS PE shorts, house shirt (GNS assigned), white socks and running shoes.
- PE shoes for both boys and girls must be proper active footwear; no skate shoes or fashion runners. Students in Grades 6 to 8 should have proper active footwear with laces.
- GNS PE sweat top and pants are acceptable for PE.
- Children requiring a size smaller than is available in the track suit may wear the GNS PE sweat top and pants.
- Either the traditional or the Adidas GNS sports bag.

## Additional Guidelines

- All clothing and personal belongings must be labelled.
- Non-GNS outerwear is not to be worn between classes or at lunch. Students have many GNS uniform options that will keep them warm and dry during the day. Personal clothing needs to be kept in student lockers during the day and can only be worn to and from school.

**Please note: All uniform items must be purchased at the school store**

## School Supplies

Supply lists for Grades 6 to 8 are posted on our website. The basic requirement for students on the first day of classes is a binder with loose-leaf paper and writing utensils.

## Academics

Learners are required to pass all of their courses before proceeding to the next grade. Should a learner fail in one or two subjects, he or she is normally invited to return on the condition that the courses are passed in Summer School.

Correspondence and Summer School credits are accepted by the school as counting towards total graduation requirements.

## The Curriculum

The school curriculum is based upon, and conforms fully to, the BC Learners Provincial guidelines. GNS is accredited to offer the IB Middle Years Programme to all students in Grades 6 to 10.

In Math, we offer an accelerated track beginning in Grade 7, allowing learners to earn credits a year ahead of their grade level. French 7 and French 8 also offer classes for accelerated learners where appropriate.

Full details of all courses offered and the choices available to learners at each grade level are contained in the *Program of Studies*. This is published each February on the school website.

Please note: Occasionally a course described in the *Program of Studies* is not offered the following September because the enrolment level is too low to make the course viable. Furthermore, some combinations of courses may prove impossible as a result of timetable conflicts. Learners should regard their course selection as provisional until it is confirmed by the Leader of Teaching and Learning.

## Course Changes

Each year learners are asked to consider carefully their course choices and to submit those requests in the spring. Information evenings will be offered prior to this date so learners and parents can make educated decisions. On the first day of classes, learners are given individual timetables that reflect their required and elective courses.

## Learning Strategies

In order to thrive at GNS, all learners must have the potential to succeed in our program, which has an explicit pre-university focus. However, such potential does not preclude learners from experiencing difficulties with the learning process due to physical or learning disabilities. Adaptations can be made to the learning process to allow learners to complete our program. All teachers will readily give extra assistance and the Learning Strategies Coordinators are available to coordinate and advise. In Grades 6 and 7 it is possible for remedial assistance to be given as required. For learners in Grades 8 to 12, parents must obtain a full psychological-educational assessment from a registered educational psychologist to allow adaptations for internal exams and/or for the daily program.

## Academic Honesty

Academic honesty is an important part of any educational experience and every successful community. It is portrayed by teachers in the example they set for their learners and by learners in the integrity of every aspect of the work they complete. It requires every member to “do their best through truth and courage” and to expect nothing less from each classmate and teacher. Academic dishonesty may result in one learner gaining an unfair advantage in an assessment task. The following policy applies to all members of the GNS learning community.

*An authentic piece of work is one that is based on the learner's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed for assessment must wholly and authentically use the learner's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.*

As an IB learner, a student must be principled in their behaviour and reflective of their actions so as to remain consistent with this policy.

*Academic dishonesty may include:*

- **Plagiarism:** This is defined as the representation of the ideas or work of another person as the learner's own. This includes the use of the words, research, various forms of media, images or ideas of another person, or source without proper acknowledgment.
- **Collusion:** This is defined as allowing one's work to be copied or submitted for assessment by another learner. Examples may include: lab reports, written responses, creative work, and homework. No work is to be copied from or completed by another person, including a tutor, lab partner, group member or parent and/or guardian. Teachers will clarify when/how information may be shared in group situations, or when individual effort, research and answering is required. <sup>1</sup>
- **Duplication of work:** This is defined as the presentation of the same work for more than one assessment task.
- **Other:** Any other behaviour that allows an unfair advantage for a learner or that affects the results of another learner. Some examples may include, but are not limited to: the use of online translators, unauthorized material into an examination room, misconduct during an examination, unauthorized use of an electronic device including cell phones, electronic translators or wearable technology, being untruthful in order to extend a deadline or test date.

## Citations and Acknowledging Original Authorship:

Through the Approaches to Learning continuum, all learners are taught and have the opportunity to practice appropriate methods to cite and acknowledge sources. Information literacy and citation skills are an integral part of the GNS program. Some learners incorrectly believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment.

## Consequences for Academic Dishonesty:

Learners found in situations of academic dishonesty need to learn from their experience and demonstrate that they understand the implications of academic integrity. They can expect there to be consequences for their actions.

## Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher or another member of the Glenlyon Norfolk School staff, suspects that a student may have breached the school's Academic Honesty Policy, the following plan of action will be followed:

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<sup>1</sup> Please note that all references to “parent” refers to natural and/or family boarding parent, as relevant.

1. The teacher who suspects academic dishonesty will investigate the matter and gather further evidence. The teacher will determine what act of academic dishonesty occurred, determine the level of student intent and provide the student with an opportunity to respond. The teacher will then inform the appropriate administrator of their findings.
2. If action warrants further consequences, the administrator will conduct a meeting with the teacher and student to raise the concerns of the teacher, giving the student further opportunity to reply to the accusations. If it can be shown that the Academic Honesty Policy has been breached, the administrator will determine the next steps and contact the student's parents and/or guardians to inform them of the occurrence and consequence.

Consequences will be age appropriate and dependent on the severity of the academic dishonesty. For repeated or extreme incidences, a learner may be liable for internal segregation, internal or external suspension, or possible expulsion from GNS.

The following steps will be used for Grades 6 to 10 (MYP) and will naturally lead into similar steps across Grades 11 and 12 (DP/Provincial).

**First Incidence** may include, but is not limited to:

- The student may be required to redo the assignment and/or alternative work, within a reasonable deadline, to demonstrate his/her knowledge and understanding of the Core Competencies.
- The student may receive a zero for achievement after consultation and agreement with the appropriate administrator.
- The subject teacher will contact the Principal or other administrator in charge of discipline to check whether or not this behaviour has occurred at any other time. This information will be shared with the Homeform Teacher/Advisor, added to GNSIS by the administrator and a letter may be filed in the student's record.
- The subject teacher or administrator will contact parents and/or guardians via phone or in person; a record of the conversation will go onto the student's file in line with school policy.
- The subject teacher and/or Homeform Teacher/Advisor/Administrator may request a meeting with parents and/or guardians.

**Note:** Academic Dishonesty close to the deadline for submitting report grades could result in no achievement level being awarded for one or more criteria. Evidence of academic dishonesty at such a time may mean that the teacher cannot mark the assignment or assign an alternative task before reporting. In such a case, the teacher is obliged to report, within the normal deadline, using any previous assessment(s) if available or assign a mark of incomplete. If no previous assessment is available the teacher may award then an 'incomplete' or zero after consultation with the appropriate administrator.

**Repeat Incidence** may include, but is not limited to:

- The appropriate administrator will interview the student and will notify the Principal and parents and/or guardians.
- The student may receive no achievement grade for an assessed activity. This information will be shared with the Homeform Teacher/Advisor, added to GNSIS by the administrator and a letter will be filed in the student's record with a copy for parents and/or guardians.
- The student may be denied the opportunity to re-submit work for assessment.
- The student may be subject to further action in accordance with the school's Discipline Policy.

*What are the student responsibilities?*

- To ensure that the work submitted is authentic and cited correctly.
- To understand the definitions of what is considered academic dishonesty.
- To report malpractice and cultivate a culture of academic honesty at GNS.

## Learner Evaluation

### *Marking and Grading*

Each learner receives a written course outline indicating the assessment methods for each subject. It is a fundamental aspect of our grading policy that all learners should be assessed against a common standard. Every effort is made to ensure that no grade handicap exists for learners doing more challenging work in enriched or IB classes.

### *GNS Middle School Approaches to Learning and Personal and Social Behaviour*

So as to align fully with the educational philosophy of the IB MYP, the Middle School will assess all students in their Approaches to Learning (these may be specific to each subject area) and their personal and social behaviour (these are the same across all subjects). Students are rated as either a novice, developing, near proficient, or proficient, and these are recorded on report cards. Over the course of the year, students will receive three reports and so it is possible to see how they are progressing across these areas.

At the end of each academic year, students will receive an IB grade (from 1 to 7) in line with the IB reporting scale which will be reported to the Ministry of Education.

### The Reporting Cycle

The school year is divided into three marking periods; in addition there are mid-year exams and final exams. For 2016/2017 the dates are:

Fall Term:	September 7 to November 25
Fall Interim Reporting:	October 14
Fall Term Reports:	December 2
Winter Term:	November 28 to March 6
Winter Term Reports:	March 10
Spring Term:	March 7 to June 9
Spring Term Reports:	June 30

Report cards are issued at the end of each term. These contain written evaluations and a final, term judgement based on the criteria above in each subject.

### In Progress

Occasionally, a learner's term work is not complete at the end of term and no mark is indicated on the term report.

Typically, the learner is expected to complete the required work within two weeks of the end of term. Any questions about this policy should be addressed to the Leader of Teaching and Learning.

### Alternative Arrangements for Tests and Exams

It happens, on occasion, that a learner may require special circumstances with respect to school work and exams. For example, one learner may require extra time and a sequestered environment or a scribe for tests and exams.

Learners are eligible for special circumstance consideration on the basis of a completed Educational–Psychological Assessment by a qualified Psychologist. The school will implement the recommendations of the Psychologist as best we can within our structure. It is expected that each learner will complete the full program offered and that any adaptations made will not impact the content of the course.

This policy is consistent with the Ministry of Education guidelines for learners requesting special circumstances on their Provincial Exams. The Ministry policy states that there must be an Educational Psychologist's Report on the learner, written in his/her high school years, as well as a practice of

accommodating these needs from whenever the learning disability was diagnosed. An Individual Education Plan for these learners will be developed every year to review and assess the value of these accommodations.

Questions regarding this policy should be addressed to the Coordinator of Learning Support.

## Achievement Awards

**Learner Profile Awards:** Twice a year, the Middle School holds an assembly where 'IB pins' are awarded to selected students who have meaningfully demonstrated that they have fulfilled an attribute of the IB Learner Profile.

**Gryphon Awards:** Once a term, the Middle School staff choose one member of each grade to receive our Gryphon Awards and are presented with these at assembly. Our Gryphon awards embody the school motto of "Do your best through truth and courage."

## Exams

The academic program at the Middle School includes one exam period for final exams in June for Grades 6 to 8. A learner who misses a GNS exam due to illness may be permitted to make up that exam only with the permission of the principal and when the illness is supported by a doctor's note explaining the reason for the absence.

Questions about examinations for GNS learners should be directed to the Leader of Teaching and Learning in the Middle School.

## Homework Guidelines

*We believe that homework is defined as:*

A meaningful learning experience assigned by a teacher that supports and enriches the learning development of each student as highlighted in the IB Learner Profile. It is considered an extension of classroom learning.

The guidelines balance time required to complete homework with extra curricular activities scheduled outside of the school day and activities that support personal and family wellness.

At GNS we support five types of homework:

Type	Definition	Intended Outcome
Completion Homework	Any work assigned following instruction that is begun in class and completed at home	Helps students to keep up to date with the instructional program
Practice Homework	Any work that reviews and reinforces skills and concepts learned in class	Helps students to develop newly acquired skills and consolidate new concepts
Preparation Homework	Any work that prepares students for new learning or for upcoming summative assessments/evaluations	Requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations and performances, etc.
Extension/Projects/Major Assignments	Any work that explores learning in new contexts or integrates/expands on classroom learning	Encourages students to problem solve, think creatively and think critically

Creative Assignments	Any work which emphasizes creative learning	Encourages students to develop their own ideas related to a given topic
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#### Essential Agreements:

- Homework should be carefully assigned, if at all, to Grades JK – 3. Families are encouraged to engage in early learning activities such as playing, talking and reading together in English or in the family’s first language.
- Homework assigned in the early grades will more often take the form of reading, playing a variety of games, having discussions and interactive activities.
- Homework must be assigned by teachers from Grades 4 to 12.
- In general, homework for older students should be no longer than 1 hour per night for Grades 5 through to 8 and no more than 2 hours per night for Grades 9 to 12. In the Senior School, individuals might find that more time will be required depending on their co-curricular involvement, organizational skills and course load.
- In general, homework should not be assigned on school holidays or other occasions as deemed by the Principal (e.g., the Carol Service).
- Wherever possible, homework will be assigned by teachers so that families can best support its completion at home by balancing the time required for homework with activities outside of the classroom.
- Where appropriate, there will be progressive consequences for incomplete homework. In the Senior School, measures, including awarding grades of zero, are discouraged.
- The setting, monitoring and completion of homework will be overseen by individual teachers or, in the Senior School, via the Assignment Completion Time (ACT).
- The school accepts that, on occasion, family commitment may take priority over homework.

#### *Works Cited*

Dufferin-Peel CDSB - Homework Policy. Dufferin-Peel CDSB - Home. Web. 25 Oct. 2010 <<http://www.dpcdsb.org/CEC/Students and Parents/Homework Policy/>>

Alfie Kohn: Rethinking Homework - Teachers.Net Gazette. Web. 25 Oct. 2010 <<http://teachers.net/gazette/FEB08/kohn/>>

New Policy Reinforces Homework as an Engaging and Relevant Learning Activity - Toronto District School Board (TDSB). Web. 25 Oct. 2010 <[http://www.tdsb.on.ca/about\\_us/media\\_room/room.asp?show=allNews&view=detailed&self=11565](http://www.tdsb.on.ca/about_us/media_room/room.asp?show=allNews&view=detailed&self=11565)>

#### In the Middle School this means:

- the general rule is that Grade 6 students will have around 30 minutes per night; Grade 7 students can expect over 30 minutes per night and Grade 8 students can expect around an hour a night;
- a variety of tasks and types of homework will be set across each subject;
- homework is set within the lesson in a manner which allows students time to record the homework, i.e., not always at the end: it is always written on the board or on paper—not set orally;
- homework has a clear deadline for completion recorded in each student agenda;
- where applicable, teachers will check that homework has been written into the agenda each time it is set;
- in setting homework, teachers take into account different needs, abilities of students and differentiate homework accordingly where appropriate and possible;
- teachers will intervene regularly and frequently with regard to feedback about homework tasks both orally and in writing giving students constructive advice upon how to improve their work and learning;

- as part of our understanding of the impact of homework, we will aim to avoid overload in work set at weekends;
- tasks should be specific and achievable for each age group—a long term project for example may not be suitable for younger students where specific, step by step guidance may be required;
- homework is reviewed on a daily basis every afternoon by homeform teachers.

#### Monitoring of Homework in the Middle School:

- Each teacher will regularly monitor homework in their subject
- The Principal and/or Leader of Teaching and Learning may monitor homework through regular checking of student agendas
- Where homework has not been completed, the student will be asked to attend a lunchtime catch up session on the day they have not handed in their completed work. The students will be informed by the teacher of this and reminded whilst eating lunch in the cafeteria. On dismissal from the cafeteria, students will go straight to the room needed to complete their homework, supervised by either the teacher concerned or the Principal. The completion of this work will take priority over other student co-curricular (or other) time
- Where a student is not completing homework regularly, the homeform teacher, Leader of Teaching and Learning and Principal should be informed so as to monitor any patterns across subjects and provide support; parents will be informed; in certain cases it may be necessary to revert to the docking of 15% of final marks

It is necessary for some degree of professional discretion and understanding between individual teachers and individual students in relation to homework. Ultimately we wish to see it as an intrinsic and valuable element of the GNS educational philosophy.

#### Tutors

From time to time learners and their parents retain the services of a tutor to supplement the instruction they receive at school. These tutoring arrangements are strictly between the learners/parents and the tutors and do not involve the school, notwithstanding that the school allows some tutorial work to be conducted on school property.

If this is desired, parents are requested to seek the permission of the Leader of Teaching and Learning for this work to take place and provide a copy of a current Criminal Records Check to the Leader of Teaching and Learning. When tutorial work on-campus is approved, tutors are requested to sign in/out at the Campus Office in the Gudewill Building on their arrival and on their departure from the school. It is essential that tutors assist learners with their learning without doing the work for them.

#### Policy on Missing Tests or Examinations

It is expected that learners will take all tests on the day stipulated by the teacher. If a learner is to miss a test because of a school field trip, sporting event or other commitment which is known in advance, the learner must inform the teacher at the earliest possible date beforehand and make alternative arrangements. If a learner misses a test without prior approval or a valid reason, the teacher will automatically assign a mark of zero. In the event of an absence owing to illness, the onus is on the learner immediately upon return, to provide a note from home explaining the absence and to speak to the teacher to make alternative arrangements. Make-up tests are normally written after school, or in study time, under supervision.

Persistent missing of tests (more than twice) may lead to the loss of the privilege of make-up tests.

During the exam period, learners attend school only for the examinations they are writing. It is imperative that learners take the responsibility for following the examination schedule and arrive at school at least 15 minutes before the start of the exam. Only in cases of serious illness will learners be

able to make up a missed examination. The Principal requires a doctor's note and a day is set aside at the end of the examination period for make-ups.

## Textbook Issue and Return

Learners are responsible for all books assigned to them. They are billed if the specific books loaned to them are not returned at the appointed time. Typically, textbooks for a course are returned at the completion of the final exam. Books loaned by one individual to another are still the responsibility of the person to whom the book was issued. Books must be returned by June 29 or learners are charged the replacement cost for each textbook.

## Outdoor Pursuits

Outdoor Pursuits give learners at each grade level an opportunity to engage in outdoor activities that challenge their boundaries and help to build a sense of community at the school.

All members of the Middle School will participate in Camp David in Crofton, BC, from September 23 to 25.

## Daily Physical Activity

(as described by the Ministry of Education [www.bced.gov.bc.ca/dpa/](http://www.bced.gov.bc.ca/dpa/))

The benefits of an active, healthy lifestyle are well documented. Learners who are active on a daily basis are healthier and perform better academically than their inactive peers.

All learners from K to 12 participate in 30 minutes of physical activity per day. Physical activity may consist of either instructional or non-instructional activities.

Daily Physical Activity (DPA) is defined as endurance, strength and/or flexibility activities done on a daily basis.

Grades 1 to 9: Schools will offer 30 minutes of Daily Physical Activity as part of learners' education program.

Grades 10 to 12: Learners must document and report a minimum of 150 minutes per week of physical activity, at a moderate to vigorous intensity, as part of their Graduation Transitions Program.

Each GNS learner in the Middle School will document their DPA daily in their agenda by entering information about their PE classes, athletic practices and games, dance classes and rehearsals, and similar activities in school and the community to account for their participation. There will be a daily walking/running group on the campus in the lunch hour to provide opportunities for days when no other DPA is planned.

## The Student Code

### General Expectations of a Middle School Student

GNS is committed to providing as safe and secure an environment as possible. School rules exist not only for order and good government, but also for the benefit of individual students from the perspective of health and general well being.

Each student is expected to abide by the spirit, as well as the letter and intent, of school regulations. If students keep the following guidelines in mind, life is more rewarding and enjoyable for all concerned.

1. Do your best.
2. Be honest.
3. Be responsible.
4. Respect others and their property.
5. Behave properly.
6. Respect the school rules.

Students are under School Discipline:

1. on all field trips, at school sponsored dances, in Outdoor Education camps, or any other school-sponsored activity, wherever it may be held;
2. at any time they are under the supervision of a member of the school staff; and
3. while travelling to and from school.

While under School Discipline, students are subject to the same expectations of behaviour as apply during the school day.

The following guidelines cover a miscellany of day-to-day issues.

- Acceptance of a place at GNS implies a willing acceptance of, and commitment to, all aspects of the school's activities and policies. At all times students are expected to behave with good sense, courtesy and a due regard for safety.
- Any student who seriously infringes the right of other students to enjoy the benefits of the school, or who behaves in a seriously irresponsible fashion, may be expelled. This includes disruption in class, physical or verbal bullying or harassment, violence, theft, vandalism of school property, cheating, and rudeness or insubordination to school staff, invited guests or substitute employees.
- Attendance of students at the school after regular school hours is a privilege that is subject to the school rules of behaviour, and may be revoked for breach of any of those rules. Middle School students, with a study pass signed by one of their teachers, can remain at the school to study in the Scott Library until 4:30 p.m. Supervision after that time is not available.
- Courtesy and good manners are expected at all times when students are dealing with parent volunteers.
- At lunchtime, Middle School students eat lunch only in the cafeteria. Snacks may be eaten outside as long as all refuse is disposed of properly.
- Personal music or other audio devices are not permitted in class. They can only be used with direct permission of the teacher. It is not a 'given' that students can listen to music; rather, it is a privilege. Cell phones may be brought to school, but may only be used during out of class hours, or for subject teacher approved activities.
- GNS is a gum- and peanut-free zone.
- Out-of-town students attending GNS must live in lodgings approved by the Family Boarding Coordinator.
- Students are not permitted to reside in an apartment or dwelling without a parental adult without permission of the school.

## Cell Phones and Other Electronic Devices

Increasingly, parents want their children to have cell phones so that they can contact them before and after school, as well as at lunch, to relay important family information. In addition, students and teachers are discovering positive ways to use cell phones and iPods in classroom assignments. For instance, students use the camera feature on their phones to take pictures on field trips or while recording observations for a report. At the same time these devices can be disruptive to classes, and in fact used as instruments for cheating.

Students in the Middle School do not need to bring cell phones and electronic devices to school. If students do bring these items for personal reasons, it is expected that they remain locked in their lockers during the school day and are only used before or after school hours. If students need to contact parents during the day, they are welcome to check with their homeform teacher and use the phone available for student use on the main floor of the Brooks Building.

If a student is found using an electronic device during a test, then he/she will be awarded a zero for that test. The school will not be accountable for any electronic device that is lost, damaged or stolen while a student is at school.

At times, under direct guidance from a teacher, students may be asked to bring to school and use a mobile device to assist learning.

## Attendance

Students must report to their homeforms by 8:10 a.m. If a student arrives late, he or she must sign the late book at the Campus Office, even if the lateness is authorized.

Following any absence from school, a note from a parent or guardian must be given to the homeform advisor. A note may also be required following instances of extreme or repeated lateness.

The school is responsible for knowing the whereabouts of each student during the day. All students leaving the premises for any reason whatsoever are required to sign their in/out cards in the Campus Office.

Grade 6, 7 and 8 students are not permitted to leave the school grounds during breaks.

All students leaving the school grounds at any time are required to sign out on leaving and sign back in on their return.

## Lates

If a student arrives at school after the homeform attendance check, he/she must immediately sign a late card in the office, even after doctor/dentist appointments. A note must be provided. Students will show the slip to their class teacher who will give it to the homeform advisor.

Middle School latecomers should report to the Office in the Brooks Building. As we run a Safe Arrival program, parents are asked to call the Middle School Office at 250-370-6803 if their child is going to be absent or late. In the event that no call is received and the child is absent at the beginning of classes, the school will call home.

All students are required to arrive punctually, attend all classes, regular school activities, and special events as announced. Students in Grades 6 to 8 must remain on campus until the end of the academic day. Parents have an important obligation to support fully the school's requirements with regard to regulations and notes and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work. Students are held accountable for regular attendance, promptness, handing work in on time and so on.

Homeform advisors and the Coordinator of Student Life will apply the following policy as a means of effectively dealing with lateness.

## Approved and Unapproved Absences

We are required by the Ministry to classify every absence from school as either approved or unapproved. An approved absence may be one which is unavoidable, such as caused through illness, a bereavement or similar circumstance, or it may be an absence on a school-sanctioned activity, such as a competition or conference.

For the student, the implications of this distinction can be significant. For an approved absence, every effort is made by the school to minimize the academic impact of the absence: tests and assignments may be made up and extra help may be given. For an unapproved absence, students may receive a zero for any tests or assignments missed.

No doubt there are occasions when parents feel justified in withdrawing a student from school temporarily. However, the implications of such a decision should be considered seriously, and every effort made to avoid compromising the educational priorities we all promote. In particular, we ask parents not to seek permission for extensions to the already generous school holidays, e.g., to better fit their travel plans.

## Lockers

Each student is issued a school locker for storage of books and personal belongings. The student is responsible for ensuring that his/her belongings are properly secured in the locker. All lockers must be secured with a school lock. Locks are provided on the lockers and the assigned lock must be returned at the end of the school year. Students are asked not to bring expensive or valuable equipment to school.

The school cannot be responsible for items that disappear and families should investigate their personal insurance plans.

The locker remains the property of the school and, as such, is subject to inspection at any time. The locker must be cleaned out at the end of each term. If a student fails to clean out a locker, the school may remove the contents of the locker for storage or disposal as appropriate. Lost or damaged locks will result in a \$15 charge to the student.

## School Policy on Drugs, Alcohol and Tobacco

While under school jurisdiction, it is **ABSOLUTELY FORBIDDEN** for students to be in possession of, traffic in, or consume any part of any illegal drug, tobacco or alcohol of any kind. This policy shall also apply to the illicit use of prescription drugs or other controlled substances.

Students contravening regulations may be suspended, expelled, and liable for criminal action. The following sanctions may be applicable: for offences involving alcohol or illegal drugs, students will at the least be **SUSPENDED IMMEDIATELY** and, depending on the circumstance, be liable for **EXPULSION** on the first offence.

## School Policy on Weapons

A weapon is an instrument designed or used to injure or intimidate another person. This includes items generally understood to be weapons as well as replicas of weapons. Knives with fixed blades or switchblades are classed as weapons. Any other item used to injure, threaten or intimidate, is also a weapon.

Weapons are not allowed:

- In the school
- On school grounds
- On the way to and from school
- At any school related activity

The school will not readily accept excuses or explanations for being in possession of a weapon or potential weapon. Excuses such as "I forgot I had it" or "It's not mine" are not acceptable.

All students are discouraged from carrying pocketknives. The school reserves the right to confiscate any knife or other item that could be used as a weapon.

Violation of this policy will result in suspension or expulsion, according to the circumstances.

## Consequences of Misbehaviour

Our discipline measures always seek to balance the needs of the community—the most important being a safe environment in which all students can grow and flourish—with the needs of the individual. We recognize that students facing many decisions will make mistakes, and we work from the premise that the dismissal of a student is to be avoided wherever possible, but that the rights of the community have to be paramount. Issues of concern will be discussed and dealt with by the Principal in conjunction with teachers, parents and the student. The aim is to prevent escalation to the stages of discipline described below.

There are occasionally situations of a very serious nature that will lead to expulsion in the first instance.

There are four stages in the disciplinary process.

Stage 1: Conference. A student will be part of a conference with a member of the Middle School management team. This may result in further actions such as a loss of privileges or recess time.

Stage 2: Internal Suspension. A student may receive an internal suspension for more serious or repeated, minor infractions. Parents are contacted and the student will spend up to two days in internal suspension. The student is isolated from his/her peers for the duration of the suspension. Work may

be completed and tests may be written. The student will report to the office at 8:10 a.m. and will be released at 3:15 p.m. Bus students may need to make alternate transportation arrangements. A student on internal suspension is not eligible to take part in co-curricular activities on the day of the suspension.

Stage 3: External Suspension. A student may receive an external suspension for very serious infractions of the school's code of conduct, or repeated infractions of a less serious nature. Parents are contacted and asked to come to the school to meet with the student and the administration. The student is sent home for a period of time, depending on the nature of the infraction. Schoolwork may be completed and tests made up at another time (usually during the student's free time). A student on external suspension is not eligible to participate in co-curricular activities for the duration of the suspension.

External suspensions will be followed by a period of probation, which will fall into two categories:

- Directed Probation: As its name suggests, Directed Probation is directed at a specific behaviour. If a student is involved in bullying, for instance, he/she may be put on Directed Probation which would result in him/her being expelled for further instances of bullying, but the breaking of other major school rules would not automatically end up in the student's dismissal. Directed Probation may carry on to the end of the school year or, in some cases, for the duration of a student's time at GNS.
- General Probation: In serious cases, a student may be placed on General Probation, which is a last opportunity to prove to the school that s/he will live within our expectations. A student who is on General Probation will be dismissed from the school for breaking any major school rule. General probation normally carries on until the end of the school year, at which time the Principal and Head of School will make a decision regarding whether the student will be able to return the following year.

Stage 4: Expulsion. A student may be expelled immediately for the most serious of infractions that might impact on the safety of other students in the school, as well as illegal activity or repeated infractions of a less serious nature. Parents are contacted and asked to meet with the administration, including the Head of School.

Students are expected to take responsibility for their actions and to be truthful. Students who lie about their involvement in a disciplinary matter will be liable for a more severe punishment than those who tell the truth.

## Appeal Procedures

School administrative and disciplinary procedures have been framed to reflect the principles of fairness and natural justice. As the school staff executes these procedures and policies, every effort is made to recognize the rights of children and families to sensitive treatment and fairness. Particularly in the case of disciplinary situations when a student or students are suspended from the school or expelled, there is in place an appeals procedure. Access to the appeals procedure is via written request to the Chair of the Board of Governors.

Upon request, the Chair of the Board of Governors may appoint a Review Panel to which appeals are referred. The Panel reviews all material and evidence and takes whatever action it considers necessary to enable recommendations to be made to the Chair of the Board in respect to the appeal. The Chair of the Board makes a decision on the matter in question as soon as possible after receiving the recommendations of the Panel and gives written reasons for the decision to the appellant. The Review Panel comprises at least two persons from the school community.

Neither the Panel, the Chair of the Board, nor the Board is in a position to second-guess the academic and professional judgment of school faculty and administration. Consequently, review by the Panel of decisions taken by school staff will focus on matters of adherence to established school policies and practices, and administrative fairness.

Further information on the appeal process is available through the Chair of the Board of Governors.

Parents have one additional recourse: the Ombudsperson of the Independent Schools Association (ISA). Such recourse is only available after all avenues of appeal at the school have been completed.

## Student Life

### The House System

Every student and teacher at GNS belongs to a House. The Houses each have a history extending back to the two founding schools. Norfolk House named its four Houses after villages around Norwich, in England: Caister, Dereham, Walsingham and Wymondham. Glenlyon School named its four Houses after West Coast explorers of Scottish descent: Mackenzie, Fraser, Thompson and Douglas.

Upon acceptance into the school, each student is assigned to one of the four Houses for "life." If a parent is an alumnus/alumnae of the school, or there is an older sibling, then the boy or girl is assigned to the family's House.

The Houses names and colours are:

- Caister-Mackenzie (Red)
- Dereham-Fraser (Blue)
- Walsingham-Thompson (Green)
- Wymondham-Douglas (Yellow)

House rivalry provides a vehicle for friendly competition within the school, and a series of events and activities are staged by the House Captains each term. In the Middle School, points earned by House members through participation in co-curricular activities, through placement on the academic Honour Roll, and deportment, decide which House on each campus wins the campus house cup for the year.

### Student Leaders 2016/2017

<b>Head Girl</b>	Gaby MacPherson
<b>Head Boy</b>	Corin Wallace
<b>Games Captains</b>	Tara Golonka and Nathan Jackson
<b>Fines Arts Prefect</b>	Alexander Muller-Clemm
<b>Round Square Prefect</b>	Sophia Vasko
<b>House Captains</b>	Wymondham-Douglas: Ava Dryden Caister-Mackenzie: Lily Brice Walsingham-Thompson: Nya Owen Dereham-Fraser: Hannah White

### Personal Counselling

Personal counselling is available to students through the school counsellors, Mrs. Dawn Schell and Mr. Leonard Butt. Individuals experiencing social or emotional difficulties, or problems surrounding their adjustment to school, are encouraged to seek support in the counselling office. The counsellor is in a position to coordinate resources and to consult with parents, students, teachers and administration in an effort to identify the factors limiting a student's success. In those situations requiring educational or psychological assessment or a level of therapeutic intervention beyond the scope of the counsellor, a referral to an external resource is made.

The personal counselling service can be accessed through the homeform advisors, the school administration or by contacting the counsellor directly.

### Student Exchanges at GNS

The objectives of the Grades 7 to 11 GNS Exchange Program are to encourage internationalism, personal growth in the areas of independence, communication and cooperation. Except for exchanging with our Japanese sister school Setagaya Gakuen, all exchanges are set up with Round Square schools. The

Round Square is an international organization of over 70 schools that share the IDEALS: Internationalism, Democracy, Environment, Adventure, Leadership and Service. For all school exchanges, the cost per GNS family is only the cost of airfare and any necessary vaccinations and associated travel expenses.

Students in Grades 7 to 8 may apply to participate in the Middle School Canadian Round Square Exchange Program, where students from our school travel in a small group to attend for two weeks another Canadian Round Square school, and stay with an exchange partner. Then in turn, our students host their exchange partner at GNS for two weeks.

## The Co-curricular Program

### *Involvement in School Activities*

We strongly endorse student activities as the other half of education. Academics and student activities together form the core of our program at GNS; hence the phrase Co-curricular Activities.

Students in Grades 6 through 8 should participate in the co-curricular program in every term. They are also, of course, encouraged to go beyond this minimum expectation and participate in a variety of co-curricular activities.

## The Athletics Program

### *Program Goals*

While each GNS team develops its own specific season's goals, both the coaching staff and the school administration will reflect the following principles throughout the year's different seasons.

### *Safety*

This must be the number one priority for all athletic activities in the school. It includes taking full precautions for the avoidance of accidents, ensuring that students acquire the level of competence and fitness necessary to avoid injury, and giving due regard to the healthy development of the student athlete.

### *Enjoyment*

Participation in athletics at GNS is voluntary, and primarily for the benefit of the athlete, not the school. Although elements of any sport season may not be intrinsically 'enjoyable' in themselves, the overall experience must be a positive one. Furthermore, the enjoyment cannot all be dependent upon the outcome of the season, although success is generally more fun than failure!

### *Education*

The Athletics Program provides a unique forum for contributing to the total education offered at GNS. Our coaching efforts are both general (reinforcing and extending the values and attitudes promoted in other programs), and specific (providing students with the knowledge and skills to enable them to fulfill their athletic potential and pursue a healthy and active lifestyle).

### *Success*

Coaches would be failing their athletes and the school if they did not pursue success. The goals of safety, enjoyment and education should set a clear context for a team, but within that context, teams, athletes and coaches must strive to be the best they can be. Sport is inherently competitive, whether the competition comes from the opponent, from the stopwatch or from within. The experience for our athletes is more fulfilling if they feel they can achieve a measure of success in that competition.

## *Program Content*

GNS is a small school, and so the desire to offer students as wide a range of athletic experiences as possible sometimes conflicts with the goal of ensuring that students have the opportunity to achieve excellence.

Faced with these constraints, we have identified three boys sports and three girls sports that are regarded as the 'major' sports of the school: Girls Field Hockey, Basketball, and Soccer; Boys Soccer, Basketball, and Rugby. In these six sports the school will make every effort to ensure that we have a fully supported program at all age levels, with the explicit goal of being competitive at the Provincial level.

Other sports are encouraged and supported to the best of our ability, but will be more affected by changes in the availability of coaches or the enthusiasm and ability of a particular group of students. The goal for these sports is to be competitive at the local and Island level, though higher aspirations are encouraged.

## *Leagues, Competitions & Organizations*

In order for GNS to compete in league play with other schools, we belong to the following associations:

**Independent Schools Association (ISA) – Grades 4–12:** provides competition among independent schools on Vancouver Island and the Mainland.

**Lower Island Middle Schools Sports Association (LIMSSA):** provides local competition for students in Grades 6 through 8. This is primarily a participation based association with little emphasis placed on winning.

Information, including schedules and results, regarding LIMSSA may be found at the following website address: [www.sd61.bc.ca/athleticassoc](http://www.sd61.bc.ca/athleticassoc).

**British Columbia School Sports (BCSS) – Grades 8–12:** BCSS governs play at the provincial level and is ultimately responsible for all school sport competitions in British Columbia. The above-mentioned associations are also members of BCSS and therefore must adhere to all the rules and regulations of BCSS. Guidelines are laid out to cover codes of conduct for athletes, coaches, and spectators, gender equity, community coach guidelines, eligibility, and seasons of play. BCSS tracks the movement of students from school to school after they have entered Grade 8 and determines their eligibility in Grades 11 and 12.

The school takes a positive and active role in the aforementioned Associations to ensure the fairness of all rules and regulations as they pertain to our students.

## *Sign Ups and Try-outs*

Dates, times, and locations of team tryouts are announced in Assembly, posted on notice boards, and included in the Daily Announcements.

At the Middle School level of competition, all students are encouraged to participate. However, students wishing to play must meet the criteria of attending practices. If numbers warrant, a second team may be entered into league play.

Competition for places on more senior teams is fully open at the start of the season. Selection to teams is at the discretion of the coach.

## *Attendance at Practice*

Athletes are required to attend all practices and games unless absent from school, or granted special dispensation in advance by the coach/sponsor. All athletes have a commitment to their fellow team members, and unjustified absences represent dereliction of this commitment. Coaches may exclude an athlete from the team, temporarily or permanently, if the athlete does not meet the established attendance requirements. These requirements will be clearly communicated to the athletes at the beginning of the season.

## Uniforms

Playing uniforms, in most cases, are the property of the school. Students are issued their team uniform prior to the beginning of the season. Once issued with a uniform, it is the responsibility of the athlete to look after it and return it to the Coach/Sponsor at the end of the season. It is not to be worn other than during scheduled athletic contests. Uniforms which are not returned, or returned in a damaged condition, are charged to the student at the end of the academic year in the same way as unreturned text books.

## Program of Athletic Activities in 2016/2017

The following activities are offered to students at the Pemberton Woods Campus during the coming school year. Most practices and competitions occur Monday through Friday following school hours, although some also involve morning, lunch time and weekend play.

Middle School		
Fall Term		
Boys	Girls	Coed
Soccer CAIS U13 Soccer Basketball	Soccer Basketball CAIS U15 Soccer	Cross Country
Winter Term		
Boys	Girls	Coed
Volleyball	Volleyball	Swimming
Spring Term		
Boys	Girls	Coed
Rugby	Field Hockey	Badminton Track & Field Ultimate

## Travel

Athletes leaving from GNS must be wearing the official GNS track suit. Therefore the purchase of a GNS track suit is compulsory. This regulation is absolutely non-negotiable. As ambassadors of the school all school teams must be dressed and behave in an exemplary fashion. Track suits are available in the School Store.

When necessary, students are released from class early to allow sufficient time to attend away fixtures. In order to minimize the missing of class time, team members are permitted to wear their team uniform and/or GNS track suit to afternoon classes.

In some sports, additional costs may be incurred for accommodation, transportation, equipment, meals, etc. Any charges to be borne by the student will be communicated to parents in writing.

## Awards

In every competitive sport with three or more games, awards are presented at the year-end Athletics Awards Evening. The mechanism and criteria for selecting the recipients is left to the discretion of the team's coach/sponsor. Major athletic awards include the Victor Ludorum, Victrix Ludorum, Arran Cup, Jenny John Trophy, and the Jim deGoede Cup for Athletes of the Year, the Penn Shield for Sportsmanship, and the Vandekerkhove Award for determination and effort. A committee of coaches determines these major awards.

## Performing Arts and Clubs

Performing Arts and Club activities take place before school, during lunchtime, after school and on weekends. Certainly Drama, Debating, and Public Speaking participants spend much of their time in weekend practices, rehearsals, and projects. These are the co-curricular activities generally available in the Middle School: Band, Jazz Band, Choir, Model United Nations, Yearbook, Debating, Drama, and Young Round Square Committee.

### *Concert Band and Jazz Band*

At GNS Concert Band starts in Grade 6 where all students begin to play a wind or percussion instrument in a concert band setting. In Grades 7 and 8, students choose band as an elective. (Please note that new students coming into Grade 7 or 8 must have previous experience or be prepared to take private lessons for one year in order to be accepted into the band. Classes are scheduled so that students may take both Band and Choir).

The Middle School Jazz Band is co-curricular, open to all Grade 7 and 8 students who are registered in band class.

### *Concert Choir*

At GNS choir is open to all students who want to improve their vocal skills. Students are encouraged to take choir either as a course, a co-curricular, or both. Students in Grade 6 receive one term of choir as part of the Fine Arts Orbit. Students in Grades 7 and 8 may choose Concert Choir as an elective course. All Middle School students can choose Concert Choir as a co-curricular.

### *Theatre Productions and Performances*

The Middle School offers a theatre production each year. Productions are performed for four evenings in front of live audiences at the school. Selection for the production will require an audition, but all students who are able to commit to the rehearsal schedule are welcome to perform.

### *Expectations*

Students who choose to participate in the Performing Arts are expected to make a full commitment to rehearsals and performances. Extra practice outside of regularly scheduled rehearsals is required.

## Community and Service Requirements

*“The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.” (IBO Website)*

The realization that we are part of a larger community is an essential aspect of education. One way to achieve this is for students to be involved in the larger community in some way through community and service, whether at the local, national, or global level.

In the educational process, it is natural that most endeavours are intended to benefit the student. However, it is also valuable for students to take part in Community and Service, in which they are the source of the effort, not the recipient. This encourages students to use their skills and awareness of public issues gained in the classroom to help their communities and to reflect upon their experience and consider how they can make a difference. In the Middle School, Community and Service hours are to be reported on ManageBac. We require all students in Grade 6 to complete 6 hours. At this grade level, the school will organize 4 hours of classroom-based service activities; 2 hours will be independently organized by the student. All students in Grade 7 are required to complete 7 hours and all students in Grade 8 to complete 8 hours of Community and Service. In both of these grades, students are encouraged to organize their own activities, but school-based opportunities will still be possible.

Students who do not meet the yearly requirements by the end of Grade 8, will be required to complete these hours in addition to their Grade 9 hours.

### School Dances

Throughout the year, there are three dances in the Middle School. Students must be dressed tastefully and appropriately. Staff reserve the right to deny entry to a student who does not meet an acceptable standard of dress.

Middle School dances run from 6:30 to 8:30 p.m. Parents are asked to pick-up their children promptly at the end of the dance.

# Fiscal Policy

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## Responsibility for Payment

Most of the school's expenses are fixed: salaries and maintenance of the school plant. It is essential that the school's income from fees be assured. When a student is enrolled, a place is reserved for the entire year. Unless the Registrar has received WRITTEN notification of withdrawal prior to June 30, no reduction or remission of fees is allowed for absence, withdrawal or dismissal except as provided by the Tuition Refund Policy.

## Payment Terms

Fees are payable in advance for the year on June 30. Fees paid IN FULL by June 30, will avoid any finance charge. Fee payment options available are:

1. Payment in full by June 30
2. 10 monthly post-dated cheques, July 1–April 1
3. 10 monthly pre-authorized bank withdrawals, July 1 through April 1.

The fact that fees may be paid in installments does not constitute a fractional contract.

The \$1,000 deposit (due February 28) that accompanies the re-registration form is non-refundable, but is applied against the year's fees.

Parents who opt to finance their fees will be assessed a \$425 financing charge (\$200 for half-day JK), plus \$350 (\$175 for half-day JK) to cover the Tuition Refund Policy (see below). For international students the deposit is \$5,000 and the Tuition Refund Policy is \$500.

## Scholarships and Bursaries

Entrance Scholarships may be awarded to new students on the basis of their academic record and achievement on the Entrance Tests. A limited number of Bursaries is available. Bursaries are awarded on the basis of need, as assessed by the Head of School. Applications are to be completed online at [www.applefinancialservices.com](http://www.applefinancialservices.com) by March 31 each year. Applications will be considered in the spring for the following year.

All scholarships and bursaries will normally be set against the fees payable for the following year. Should a student not return to the school, any scholarship or bursary awarded will be forfeited.

## Other Policies

- The school has a progressive sibling discount: the eldest child incurs full fees; the second child is entitled to a 5% reduction; the third and any other children receive a 10% reduction in fees.
- Students in year two of the International Baccalaureate Diploma Programme (Grade 12) are billed approximately \$1000 to cover student costs of registration and exams. Certificate candidates are billed according to the number of subjects to be examined.
- Students whose parents are not residents of BC are not eligible for the Government Grant. These students are categorized as "Canadian non-resident of BC" students or as "International students" and are billed according to the Tuition Fee Schedule. Students requiring Family Boarding are billed according to the Tuition Fee Schedule. If Family Boarding is required in July and August it is billed at \$40 per night. At the start of each school year, International students are required to deposit \$3,000 with the school as a contingency account to be used for medical service coverage arranged through the school and in case of an emergency.

- To qualify for 100% of the Provincial Government Grant, students must attend no fewer than 600 hours prior to May 15. If this requirement is not met due to any cause other than illness, parents will be required to pay the difference between the subsidy and the actual amount received.
- Interest is charged on accounts in arrears at the rate of 1.5% per month. Cheques returned by the bank are subject to a \$50 service charge.
- It is Board policy that all tuition fees in arrears be fully paid before a student is allowed to resume classes in the subsequent term, unless written authorization to defer payment is received from the Head prior to the beginning of term.
- Non-payment of fees will result in the student(s) being asked to leave the school.

## Loss and Damage Reserve

For each student entering grade 6 to 12 for the first time, a Loss and Damage Reserve deposit of \$250 is required. The Reserve is opened in each student's name and is accounted for individually. The balance in the Reserve is refundable when the student leaves the school. The purpose of the Reserve is to defray increasing costs relating to lost and/or damaged library books, lost and/or damaged textbooks, and other miscellaneous charges.

The following items may be charged against the Reserve:

- the cost of lost or damaged library books
- the cost of lost or damaged textbooks
- the cost of lost or damaged school or personal property
- unpaid NSF charges
- unpaid interest charges on tuition fees and/or school bond loans
- the cost of team uniforms not returned
- the cost of lost or unreturned combination locks

At the end of the school year, any of the above applicable charges are billed on the regular student account. Students returning for the following year are required to pay any outstanding Loss and Damage charges. If a student has had no charges against the Reserve, the balance is carried forward and no further payment into the Reserve is required.

When a student is graduating or otherwise leaving the school, the Loss and Damage Reserve is refunded in full if no charges are owing on the account. If there is a balance owing, the Reserve is refunded less the balance owing.

Please Note: The Loss and Damage Reserve is not to be used to pay for school activities normally administered by a teacher or the Parents' Auxiliary, (e.g., lunch program, soccer tour). It is strictly for recovering unpaid amounts normally billed to the Student Account.

## Tuition Refund Policy (TRP)

### What Is The Tuition Refund Policy?

The policy determines whether any refund is owing if, for any reason, the student does not complete the school year.

### Why Is This Policy Important?

Parents should fully understand their annual financial obligation for tuition and other fees. Because commitments for salaries and maintenance are on an annual basis, the absence or withdrawal of a student does not reduce operating expenses. Therefore, most schools, out of necessity, must take the position that there can be neither a refund of fees paid nor a cancellation of unpaid fee obligations.

This means a parent makes a financial commitment for the full year. In the vast majority of cases, this works out with no problems. Unfortunately, some students do not complete their full year. Therefore, having a policy in place to deal with such situations can be a welcome resource.

## Definitions

1. All refunds are based on the academic year as published in the school calendar, including weekends, holidays and vacations within this period.
2. "Withdrawal" means complete, voluntary severance from classes for the balance of the academic year.
3. "Dismissal" means complete, involuntary severance from classes by the school authorities for scholastic or disciplinary reasons for the balance of the academic year.
4. "Class days" means days of normal, academic instruction including examination days, but excluding registration, graduation and orientation days.
5. "Temporary" means fewer than 31 consecutive days.

## Cost

The TRP is mandatory for students paying monthly or in instalments and is included in the payments outlined on the fee sheet. It is optional for students whose school fees are paid in full. If the TRP fee is not paid by the end of June prior to the start of the new school year, the school will not refund any of the unused tuition fees in the event a child is unable to complete the academic year.

Refunds are made for:

1. Death, Absence or Withdrawal for Medical Reasons:
  - a) 100% of the unused fees (prorated for every class day lost), provided the medical disability certified by a legally qualified physician or surgeon extends for thirty-one or more consecutive days
2. Non-medical Withdrawal or Dismissal:
  - a) 75% of the unused fees (prorated for every class day lost)
  - b) Dismissal: 75% of the unused fees (prorated for every school day lost)

## Refund Formula

To arrive at the amount of the prorated refund payment: number of days left in school year, divided ( $\div$ ) by number of days in school year, times ( $\times$ ) amount of tuition fees.

## Restrictions

1. Events for which refunds are not given in the case of withdrawal for medical reasons:
  - a) Absence or withdrawal due to any medical condition for which the student does not regularly receive treatment by a legally qualified physician or surgeon during the period of absence or withdrawal.
  - b) Absence or withdrawal due to use of any drug, narcotic or an agent which is similarly classed or has similar effects unless it is given by and while under the care and attendance of a legally qualified physician or surgeon.
  - c) Absence or withdrawal due to self-inflicted injury.
2. Events for which refunds are not given in the case of non-medical withdrawal or dismissal:
  - a) Temporary non-medical absence or suspension.
  - b) Withdrawal or absence from class attendance for the balance of the academic year due to early completion of academic requirements or early graduation.
  - c) Withdrawal or dismissal caused by insurrection, rebellion, riot, civil commotion or any governmental order directed to the student.
  - d) Boycotting of classes by the student.
  - e) Fear of contagion.

# Privacy

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## Personal Information Privacy Policy for Parents, Students and Volunteers

Note: Comments in italics are specific components of the privacy policy that apply to all our volunteers.

### The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of Glenlyon Norfolk School. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of Glenlyon Norfolk School regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Glenlyon Norfolk School may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified from time to time by agreements entered into between Glenlyon Norfolk School and an individual.

### Ten Privacy Principles

As part of Glenlyon Norfolk School's commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Glenlyon Norfolk School's compliance with the principles.

### Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

"Personal information" means any information about an identifiable individual, as further defined under British Columbia's Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

"Parent" means the parent, guardian, or other legal representative of a student.

"Student" means a prospective, current, or past student of Glenlyon Norfolk School.

## Principle 1 – Accountability

Glenlyon Norfolk School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school has designated two individuals who are accountable for the school's compliance with the Ten Privacy Principles. These individuals are the Privacy Officers of the school.

You may contact our Privacy Officer as follows:

Attention: Privacy Officer – Sarah McKerlich  
Address: 801 Bank Street, Victoria, BC V8S 4A8  
Phone: (250) 370-6800  
Fax: (250) 370-6811  
Email: smckerlich@mygns.ca

## Principle 2 – Identifying Purposes

Glenlyon Norfolk School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

### What Information is Collected?

Glenlyon Norfolk School collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. Glenlyon Norfolk School also collects information in connection with the use of its computer systems. Personal information may also be collected, used and disclosed in the course of the operation of building security systems, including sign-out registers and phone calls.

### *Volunteers*

Glenlyon Norfolk School collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used and disclosed by Glenlyon Norfolk School:

- Information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references.
- Information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications).
- Personal information about parents, students, employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks, Parent/Student Handbook, Staff Handbook, newsletters, and websites.
- Computer use and email are monitored in accordance with the Computer, Internet and/or Email Policy as applicable and personal information is collected in the operation and maintenance of these systems.
- Personal information about employees and volunteers may be collected, used and disclosed in the course of the operation of building security systems, including sign-out book and other surveillance systems.

## Principle 3 – Consent

Glenlyon Norfolk School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collect, use, or disclose personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Glenlyon Norfolk School will take into account both the sensitivity of the personal information and the purposes for which Glenlyon Norfolk School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed. For example, if

an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Glenlyon Norfolk School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Glenlyon Norfolk School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Glenlyon Norfolk School will stop collecting, using or disclosing the personal information as requested.

If a person provides Glenlyon Norfolk School or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from the individual to enable Glenlyon Norfolk School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

## Principle 4 – Limiting Collection

Glenlyon Norfolk School will limit the personal information collected to that information necessary for the purposes identified by the school.

## Principle 5 – Use, Disclosure and Retention

Glenlyon Norfolk School will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

### How is Information Used?

Glenlyon Norfolk School uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- during the course of projects and activities such as special events, fundraising needs, opportunities to volunteer or to give, and to keep you informed through publications.

Personal information about volunteers is used for the purposes identified under Principle 2.

If, for any reason, personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Glenlyon Norfolk School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

### When May Information be Disclosed?

Glenlyon Norfolk School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. The following are some examples of how Glenlyon Norfolk School may disclose personal information.

## When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.
- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information is obtained verbally. In other cases, such as when you communicate through email, your consent is obtained electronically.

## When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education for grant purposes.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

## When Permitted by Law

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

## Outside Service Suppliers

At Glenlyon Norfolk School, the school sometimes contacts outside organizations to perform specialized services such as printing, market research or data processing. (For example, the school gives its yearbook publisher the information required to produce the annual yearbook.) Suppliers of specialized services are given only the information necessary to perform those services, and Glenlyon Norfolk School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

## Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school Privacy Officer and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

## How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it is destroyed or made anonymous.

## Principle 6 – Accuracy

Glenlyon Norfolk School will take appropriate steps to ensure that personal information collected by Glenlyon Norfolk School is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

### How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Glenlyon Norfolk School, request that Glenlyon Norfolk School correct an error or omission in any personal information that is under Glenlyon Norfolk School's control. Glenlyon Norfolk School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

## Principle 7 – Safeguarding Personal Information

Glenlyon Norfolk School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

### The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school.

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

### Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counsellors, secretaries, etc.) who, by nature of their work, are required to see them.

### Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

## Principle 8 – Openness

Glenlyon Norfolk School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officers of Glenlyon Norfolk School.

## Principle 9 – Individual Access

Glenlyon Norfolk School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information.

### How May I Access My Personal Information?

Individuals may access and verify any personal information with appropriate notice, so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

### **Parent Access to Student Personal Information**

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

### **Student Access to Student Personal Information**

A student may access school records in the presence of the parents, with appropriate notice during normal school hours.

## **Principle 10 – Complaint Process**

Individuals may question compliance with the above principles by applying in writing to the Privacy Officers of Glenlyon Norfolk School.

### **Questions, Concerns and Complaints**

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officers by calling the school office.



# Middle School Staff 2016/2017

The following is a listing of Middle School staff and their email prefixes. To send email to a staff member, simply append their prefix to “@mygns.ca” (e.g., jburnett@mygns.ca).

<b>Glenn Zederayko</b>	<b>Head of School</b>	<b>gzederayko</b>
Duncan Brice	Phys. & Health Ed., Co-Director of Athletics, Director of Daily Planning	dbrice
Jake Burnett	Principal, Middle School, Phys. & Health Ed.	jburnett
Vivienne Burnett	Language Acquisition: English	vburnett
Leonard Butt	Counsellor	lbutt
Graeme Campbell	Educational Technologist	gcampbell
Suzanne Chisholm	Teacher Intern: Learning Strategies	schisholm
Rhona Crossley	MYP Coordinator, Lang. & Lit., Phys. & Health Ed., Lang. & Lit., Ind. & Societies	rcrossley
Katherine Davidson		kdauidson
Alison Doerksen	Co-Director of Athletics, Ind. & Societies	adoerksen
Kate Dziwenka	Executive Assist. to the MS Principal	kdziwenka
Elspheth Easton	Debate	eeaston
Darlene Fisher	MS Library Technician	dfisher
Leah Hall	Language Acquisition: French, Phys. & Health Ed.	lhall
Damon Henry	Mathematics, Ind. & Societies, Phys. & Health Ed., Coordinator of Action & Adventure	dhenry
Jacqueline Howey	Ind. & Societies, Lang. & Lit.	jhowey
Victoria Hughes	Phys. & Health Ed., Mathematics	vhughes
Anni Joe	Language Acquisition: Mandarin	ajoe
Polly Kemble	Mathematics	pkemble
Kyla Kopperud	Learning Strategies	kkopperud
Mark Le Surf	Design, Sciences	mlesurf
Rick Lidstone	Sciences	rlidstone
Paul Mais	Ind. & Societies, Lang. & Lit.	pmais
Robert Marthaller	Ind. & Societies, Lang. & Lit.	rmarthaller
Jackie Maycock	Language Acquisition: French	jmaycock
Margaret McCullough	Sciences	mmccullough
Kathleen Mullaney	Language Acquisition: Spanish	kmullaney
Paul O’Callaghan	Phys. & Health Ed., Head of Phys. Ed. 6–12	pocallaghan
Randy Ollech	Mathematics, PHE, Learning Strategies	rollech
Katherine Pagett	Drama, Coordinator of Student Life	kpagett
Lance Pimlott	Design	lpimlott
Paul Prieur	Maintenance	—
Dylan Reeves	Language Acquisition: Spanish, Head of Language Acquisition 6–12	dreeves
Marvin Regier	Choir	mregier
Andrea Robertson	Ind. & Societies	arobertson
Gina Sicotte	Art	gsicotte
David Suomi Marttinen	Band	dsuomimarttinen
Steve Thompson	Band, Head of Arts 6–12	sthompson
James Thornton	Assistant Debate Coach	jthornton
Trina Tisot	Learning Strategies	ttisot
Clare Turner	Language Acquisition: French	cturner
Annie Vallance	Sciences, Co-head of Science 6–12, Mathematics,	avallance
Kim Waugh	MS Young Round Square Coordinator, Teacher/Librarian, Personal Project Coordinator	kwaugh
Ian West	Lang. & Lit.	iwest



# Important School Contacts

## Administration

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Glenn Zederayko	Head of School	250.370.6810	gzederayko
Jean Bigelow	Principal, Junior School	250.370.6850	jbigelow
Jake Burnett	Principal, Middle School	250.370.6849	jburnett
Doug Palm	Principal, Senior School	250.370.6826	dpalm
Arlene Aylward	Executive Assist. to Head	250.370.6810	aaylward
Robin Bennett	Plant Manager	250.370.6813	rbennett
Shelly Forshner	Custodial Supervisor	250.370.6800	sforshner
Stuart Brambley	Archivist	250.370.6851	sbrambley
Kim Holmes	Human Resource Manager	250.370.6834	kholmes

## Advancement

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Chad Holtum	Deputy Head, Advancement	250.370.6845	choltum
Ryan Panton	Director of Marketing and Communications	250.370.6842	rpanton
Kevin White	Director of Admissions	250.370.6842	kwhite
Cheryl Alexander	Web/Media Manager	250.370.6815	calexander
Maria Gonçalves	Mgr., Advancement Services & Alumni Engagement	250.370.6805	mgoncalves
Sarah Harvey	Family Boarding Coordinator	250.370.6838	sharvey
Andrea Hughes	Asst. Director of Admissions	250.370.6801	ahughes
Mary Anne Marchildon	Manager of the Annual Fund Communications Coordinator	250.370.6839 250.370.6837	mmarchildon
Karen Allan	Admin Assistant, Advancement		kallan
Sarah McQueen	Admin Assistant, Advancement		smcqueen

## Finance

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Chrissy Raniseth	Director of Finance	250.370.6820	craniseth
Brenda Matson	Ancillary Services	250.370.6807	bmatson
Jackie Dash	Accounting	250.370.6816	jdash
Myki Engelland	Lunch Program Coord.	250.370.6800	mengelland
Karen Leach	Registrar, Accounts Receivable	250.370.6812	kleach
Tanja Pollock	Accounts Payable Clerk	250.370.6817	tpollock

## Technology

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Colin Woytowich	Manager of Information Technology	250.370.6860	cwoytowich
Rebecca Simmons	Tech Support	250.370.6800	rsimmons



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