



PARENT/STUDENT HANDBOOK

Revised June 2025

Head of School: **Mr. Chad Holtum**

Deputy Head: Academics: **Mr. Cole Carlson**

Junior School Principal: **Ms. Crystal Shea**

Middle School Principal: **Mr. Russ Marston**

Senior School Principal: **Ms. Carolyn Green**

Do your best through truth and courage

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General Information

Glenlyon Norfolk School is an inclusive family-driven community whose members care about each other and the world around them, where dedicated teachers and staff deliver the full International Baccalaureate Program in a co-educational environment from Junior Kindergarten 3 to Grade 12. Building on our foundation as a university preparatory school, we encourage students to be curious, engaged and balanced learners who are ready to take positive risks, make mistakes and discover their true selves. We recognize each student as a unique individual with specific needs, passions and learning styles, and work to empower them to design a personalized pathway to success at GNS and beyond. Our students graduate equipped with the skills required to navigate the complexities of the 21st century and effect positive change in the world.

A GNS education is intended and designed to open a universe of possibilities to every student and ignite a passion for their own unique futures.

Approved by the GNS Society Board on December 3, 2022, the School's renewed mission statement and new strategic directions express our ongoing commitment to provide an exceptional experience for our students and families.

Mission

To empower and support our students to do their best through truth and courage in learning and in life.

Vision

To prepare outstanding citizens 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.

Motto

Do your best through truth and courage

Values

The foundation of GNS lies in our Core Values. These principles guide each member of the "GNS Family," as we ensure the school remains an exceptional place for students, parents, families, alumni, faculty and staff.

Truth: We act with integrity and honesty. We share and promote a strong sense of fairness and justice, and we strive to respect the dignity and rights of all people. We speak up, we speak the truth and we take responsibility for both our actions and their consequences.

Courage: We approach uncertainty with forethought and determination. We embrace challenge as opportunity. We promote a courageous approach to both independent and cooperative work, as we explore new ideas and innovative strategies. We are resourceful and resilient in the face of change. We engage all members of our community in contributing to an environment where it is safe and desirable to take risks. We do what is right, rather than what is easy or popular.

Caring: We demonstrate empathy, compassion and respect. We celebrate the success of others and work together to allow every individual to do their best and realize their full potential. We are committed to service, and we act to create positive differences in the lives of others and in the world around us.

Individuality: We value and respect the individual and are always mindful of the opinions of others. We enable each student to define and realize their own unique version of achievement. We understand there is no singular mould for success. We recognize each student's strengths and weaknesses, and we work with them in their pursuit of personal excellence. We acknowledge and support the uniqueness of each member of our community. We provide a respectful and welcoming environment that cultivates acceptance and inclusion.

Community: We work collaboratively to realize our common goal of supporting each student to reach their potential. We are sensitive toward others and promote positive interactions and fairness. We select leaders for the Board and the school who embody our values and make intelligent forward-facing decisions. We celebrate and value each other and our shared GNS heritage. We pull together with kindness and effectiveness at times of stress or crisis. We recognize the responsibility we have to work with the people who live around us to create a cohesive neighbourhood. We are committed to reaching beyond the boundaries of our school to become a meaningful contributor to the local and global community.

Goals and Strategic Directions

Our goals support our mission and vision. They are outlined in [Momentum: Strategic Directions for Glenlyon Norfolk School](#), a plan that will allow us to develop concrete short- and medium-term future-facing goals while giving the school the ability to respond and thrive in our ever-changing world.

Community Driven

The strength of GNS lies in our connected, collaborative and caring community, which fosters an important sense of belonging among its members and sets us apart from other schools. Our students feel supported and valued for who they are at every moment of the day.

- Culture
- Inclusion
- Student Health & Wellness

Inspired Pathways

We have embraced the IB curricula for over 25 years as it encourages critical thinking skills and compassionate global citizenry through the development of intercultural awareness and respect for the needs of others. We recognize our students have distinct needs, interests and learning styles. We will continue to encourage students to explore their individual passions and develop their unique talents while preparing them for the future and adapting to the changing landscape of education and emerging real-world issues.

- Technology, Innovation & Entrepreneurship
- Unique Pathways to Graduation

Planning for a Bold Future

We will chart an exciting future for GNS with a continued commitment to renewal. We will leverage existing resources and secure new financial support to enhance our infrastructure and facilities while continuing to develop world-class services, faculty and staff.

- Financial Sustainability
- Pemberton Woods Campus Renewal
- Talent Acquisition & Retention

A Brief History of Glenlyon Norfolk School

In 1913, a pair of enterprising British women founded Norfolk House School, an all-girls school on what is now our Pemberton Woods Campus. Miss Atkins and Miss McDermott were dedicated to a rigorous education in academics, arts, and values. Some 20 years later, Glenlyon Preparatory School for boys was established on the location of our Beach Campus by an equally committed and gifted educator, Major Ian Simpson.

In 1986, the schools joined together to share their philosophies and resources in a cohesive approach to fostering the futures of their students from Kindergarten through Grade 12. Ever responsive to changing needs and a changing world,

GNS has continued to evolve. That evolution is grounded on values that act as a touchstone for our decisions and guide our approach to teaching. These values include truth, courage, caring, individuality and community.

GNS has a long-standing history of building bright futures. For over 110 years, our graduates have spanned the globe furthering their studies at esteemed universities. The success of our students is due, in large part, to our GNS family—the exceptional faculty and enthusiastic students—and to our IB curriculum.

For a fulsome explanation of the history of Glenlyon Norfolk School, please visit [The History of GNS](#) on our website.

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 student 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 student leaders each term. In the Junior and Middle Schools, points earned by House members through participation in various activities and House competitions, decide which House on each campus wins the campus house cup for the year.

GNS Affiliations

The International Baccalaureate Organization (IB)

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 4 to Grade 5) was accredited in 2007. At present, GNS is one of only a few schools in Canada authorized to offer the Continuum: the PYP, MYP and DP.

British Columbia Association of International Baccalaureate World Schools (BCAIBWS)

GNS is a member of the British Columbia Association of International Baccalaureate World Schools, a community of schools in BC that deliver at least one of the IB programmes. Group members serve as a support for each other through the professional sharing of resources and ideas relating to IB programme philosophy, pedagogy and the alignment with provincial policies.

Canadian Accredited Independent Schools (CAIS)

An association of Canadian independent schools comprising 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 annual conferences for school leaders and other gatherings held during the school year. Maintaining membership in this organization requires on-going, regular evaluation by school leaders.

CAIS Boarding Schools Collective

A branch of CAIS schools who meet or exceed rigorous national standards relating to family and/or residential boarding programs.

The Independent Schools Association of BC (ISABC)

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 (NAIS)

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.

Round Square

In 1998, Glenlyon Norfolk School was elected to membership in Round Square, joining many other schools on five continents. Round Square schools are characterised by a shared belief in an approach to education built around six themes, the IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service) drawn from the theories of the educationalist Kurt Hahn, founder of the Duke of Edinburgh Award, the International Baccalaureate, United World Colleges and Outward Bound.

The Round Square IDEALS underpin a Discovery Framework, which supports schools in developing and structuring holistic programmes that build character, competencies and life-skills in our students. They provide a common platform, around which we can collaborate, swap and share learning resources and participate together in joint activities such as conferences, exchanges and academic projects.

The Society of Glenlyon Norfolk School

The school is operated by a society, in accordance with the Societies 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 to the Society 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. If you are interested in becoming a Society member, please download, complete and return the Society Membership Form.

In accordance with the Societies Act and the GNS Bylaws section 7.1.1, Elected Governors, in order to stand for election, you:

- must consent in writing to be a nominee;
- must meet the qualifications for Governors; and
- may not have been elected to currently serve on the Glenlyon Norfolk School Foundation Board.

For more information on the Board of Governors including the Bylaws, Constitution, Nomination and Society Membership Forms, and AGM Documents, please refer to the [School Governance](#) section of the School's website.

GNS Community – Working Together

To be successful, Glenlyon Norfolk School needs and expects the cooperation of its parents, guardians and caregivers 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 partnership with far-reaching positive effects on children and the entire school community.

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

Parents, Guardians and Caregivers 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 administration/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, Guardian and Caregiver 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 advisor/classroom teacher 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, information evenings and social events.

| Who to Contact at the School: | |
|--|--|
| If you have a concern/question relating to: | Please contact: |
| Your child’s academic performance or a classroom issue | The teacher in question, or the homeform teacher |
| Your child’s experience in a co-curricular or club | The coach or faculty supervisor in question, or the homeform teacher |
| A teacher, or a general school issue regarding a program, etc. | Principal: Crystal Shea (JS) |

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| | Russell Marston (MS) Carolyn Green (SS) Deputy Head of School: Cole Carlson |
| An issue with the school administration | Head of School: Chad Holtum Deputy Head of School: Cole Carlson |
| An issue concerning the Society, Board, or Head of School | Chair of the Board: Curtis Mundstock |
| Emergency Procedures | Director of Risk Management: Sarah McKerlich Vance Boisjoli (BD) Duncan Brice (PW) |
| Risk Management | Director of Risk Management: Sarah McKerlich |
| Medical forms, Immunizations, injuries impacting involvement in school programs, etc.) | School Nurse: Natalia Bagwell |
| School time absences (other than usual illness) | Principal: Crystal Shea (JS) Russell Marston (MS) Carolyn Green (SS) |
| Counsellors | Counsellors: Lara Feldman (BD) Kathryn Als / Colin Montgomery (PW) |
| Privacy | Sarah McKerlich |
| University Guidance Advising | Sarah MacMillan / Angela Colibaba / Hannah Gottfried |
| A specific course | The Subject Teacher |
| The program relating to a specific subject | The Head of that Department |
| IB Programme | IB Coordinator: Leanne Giommi (Primary Years Programme Coordinator) Gina Simpson (Middle Years Programme Coordinator) Angie Girard (Diploma Programme Coordinator) |
| Round Square | Leanne Giommi (Junior School) Jennifer Quinn (Middle School) Sarah McKerlich (Senior School) |
| Athletics & Co-curricular Activities | Benjy Brooks (BD) Duncan Brice / Ali Doerksen (PW) |

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|---|---|
| Report Cards | Leanne Giommi (BD) Erin Dallin (PW) |
| Arts | Rafe Haines/Nancy Fletcher (BD) Adrienne Smook (PW) |
| Outdoor Education | Director of Outdoor Education: Clayton Webb |
| Community and Service | Adrienne Smook (PW) |
| Student Discipline, Uniforms, Student Leadership & Life or general school issue | Vice Principal: Vance Boisjoli (JS) Kathryn Pagett (MS) Rebecca Nielson (SS) |
| Finances and Tuition | Controller: Donald Brouwer |
| Advancement | Chief Advancement Officer: Trevor Mannion |
| Enrolment (and re-enrollment) and Admissions | Director of Enrolment Management: Paul Leslie |
| Gryphon House (Boarding) | Director of Gryphon House: Damon Henry |
| Family Boarding or Student Study VISAs | Family Boarding Coordinator: Franka Hentze |
| Before/After School Care/Summer Camps | Manager of External Programs: Shannon Sullivan |
| Cafeteria/Dining/Food Services/Facilities Rentals | Facilities Bookings and Rental Manager: Myki Engelland |
| Transportation and Busing | Busing Coordinator: Jody Bright |
| Tech Support | technology@mygns.gofmx.com |
| The Gryphon Door school store | Jacqueline MacDonald |
| Careers | See Careers section of school website or contact Director of HR: Kim Holmes |

Parent Volunteers

We are extremely fortunate to have so many parents and guardians willing to give freely of their time and expertise to support the school's programs. Many of these opportunities fall under the umbrella of Glenlyon Norfolk Parent Volunteer Committees or Grade Representatives. All parents are welcome to get involved and are encouraged to volunteer their time and talent to a committee. While there are regular in-school opportunities such as classroom helpers, field trip chaperones, assistant coaches, debating judges and library assistants, the role of Grade Reps in each grade is to extend warm hospitality to new families in the school community and support the school's efforts with communication regarding events and activities relating to school programming. A list of specific committee opportunities and scheduled

meetings will be shared with the school community at the start of each school year. When assisting, we would be grateful if you would keep the following expectations and guidelines in mind:

- Volunteers are asked to respect the confidential nature of student–teacher information.
- All volunteer visitations are to be arranged and scheduled beforehand with the teacher, program director, or person coordinating the activity. Most will have a roster to accommodate all those interested.
- Remember, volunteers are there to assist and may be given specific duties to support a group of students or the running of an activity. They must resist the temptation to help just their own children or visit their children in other classes.
- For safety and security reasons, upon arrival, volunteers must check in at the front office.
- At all times volunteers are under the teacher or school administrator's direction and authority.
- All volunteers are subject to a Criminal Record Check in compliance with Ministry requirements.

Code of Conduct for Parents, Guardians and Caregivers

Purpose

Parents and guardians (collectively referred to as “parents”) play an important role in the education of their children and have a responsibility to support the efforts of Glenlyon Norfolk School (the “school”) in fostering a safe and respectful environment for all students, faculty and staff.

The purpose of the Code of Conduct for Parents and Guardians is to establish the standards expected of parents and guardians of students enrolled at Glenlyon Norfolk School.

Philosophy

The philosophy of education at the school is focused on a holistic approach to the needs of the whole student. Our program is designed to enable students of all abilities to find success in their studies and to develop the skills necessary to lead happy and rewarding lives. GNS seeks to provide a safe, nurturing and wholly positive environment where all students are known, supported and challenged as individuals.

The school’s values of truth, courage, caring, individuality and community are the fundamental beliefs that outline the behaviours and attitudes we expect from ourselves and others. All students, parents, teachers, staff members and visitors/volunteers must understand their responsibility to contribute to a positive school culture built on the school’s core values. It is therefore an expectation that these values be embodied by everyone who is an integral part of the school community, whether they are on school property, at school-related events, or in other circumstances that could have an impact on the school climate or reputation.

Statement of Commitment

The following statements support the philosophy of Glenlyon Norfolk School. These statements must be accepted and adhered to by all members of the school community. Please read them carefully. These statements require you to make an annual commitment to the values and ideals of our school. By doing so as part of the GNS reregistration process, you accept the responsibility of this commitment.

Parents agree that they and their family members will exhibit conduct consistent with GNS values by:

- showing an active interest in their child’s complete educational experience;
- supporting their child in developing a positive attitude towards learning and respect for members of the school community and for school property;
- ensuring regular school attendance and full participation in all aspects of the academic program to support their child in reaching their full academic potential;
- being open to recommendations regarding the learning as it relates to the academic, social-emotional, physical and behavioural development of their child;
- supporting the efforts of school employees to maintain a safe and respectful learning environment;
- ensuring that they and their child act in alignment with the school’s core values and follow the Parent-Student Handbook;
- respecting and adhering to decisions which are stated as final and not engaging in further discussion or argument except as provided by policy;
- respecting the rights of others, and treating others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability or socio-economic situation;
- being respectful of the neighbourhood, our neighbours and the greater community;
- refraining from any behaviour that would threaten, intimidate, verbally assault (use of abusive language) or bully (the attempt to undermine an individual through cruel or humiliating behaviour or repetitive personal attacks) that could reasonably cause physical or emotional harm to a member of our community;

- refraining from using any technology/media device to defame the character or cause harm to any person in our community or cause harm to the reputation of the school community;
- and supporting positive and respectful communication when using GNS related communication channels (i.e., WhatsApp Grade Groups, etc.). This includes limiting exchanges to sharing official school information and not commentary on decisions about which parents may feel differently about or disagree with.

Communication Channels

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.

To address other concerns or inquiries not related to the student's academics, please refer to the relevant Parent-Student Handbook to identify your point of contact.

Breaches of the Code of Conduct

The consequences of the Parent/Guardian Code of Conduct will be determined in consideration of the facts and issues relevant to the breach. In the event of a breach of the Code of Conduct, parents will be asked to commit to a meeting with the Head of School or designate for the purpose of reaching a plan for resolution. Should resolution not be possible, or the breach(es) persist, this may result in the school taking appropriate measures, up to and including the de-registration of the parent's child or a decision not to re-register that student in the following year.

General Policies and Procedures

Safety and Emergency Preparation

At Glenlyon Norfolk School, the safety and wellbeing of our students and community are at the forefront of our educational mission. We take immense pride in providing a secure and nurturing environment that fosters learning and personal growth. Our commitment to safety is unwavering, evident through our comprehensive approach to safeguarding all members of our school community. From conducting routine inspections and improvements to facilities, maintaining guidelines for emergency procedures, diligently practising emergency drills, ensuring our faculty and staff take a trauma-informed approach to their profession, to maintaining up-to-date first aid and emergency response training, safety remains our top priority. Additionally, our dedicated Critical Incident Response Team and Health and Safety Committee continuously evaluate various aspects of the school experience, facilities, policies and procedures, making invaluable recommendations that further enhance our commitment to safety and overall well-being. Together, we work collaboratively to create a secure and supportive atmosphere that enables every student to thrive academically, emotionally, and socially. For more information relating to safety or emergency preparation and response please consult your child's respective Principal who, depending on the nature of your inquiry, will direct you to the most appropriate person.

Important emergency details for visitors, including parents, guardians, and caregivers:

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 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. To avoid any tsunami danger, the Junior School will evacuate to Oak Bay Avenue at Prospect Place. The alternatives are Fireman's Park, OB Recreation Centre, OB Municipal Hall or the PW Campus.

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 Assembly Area for Beach Drive students is initially the front playground. If it becomes necessary, the Beach Drive Campus students will be led to Shady Lane.

Snow Day Procedures

Any decision with 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, a message will be sent through the SchoolPass messaging app and a broadcast email will be sent to all staff and parents, indicating this scenario. An alert may also be set on Blackbaud that will be visible when you log in.
- 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.

Student Residency Policy

It is important that students receive proper care at home in order to be able to do their best at school. For this reason, students aged 18 and younger must always be in the care of an adult (aged 19 and older). Students of any age are not permitted to live independently while enrolled at GNS.

For Canadian Citizens and Permanent Residents

- At least one parent or legal guardian must live full-time in Greater Victoria with the student(s) and provide care and custodianship for them.
- If the student is living full-time with a legal guardian, the parents must provide the school with the appropriate

paperwork showing proof of legal guardianship.

- A request for alternative living arrangements for a student must be submitted to GNS for approval before any change is made. GNS will review each situation on a case-by-case basis.
- Students who are Canadian citizens or Permanent Residents may also live with a GNS-approved Host Family as part of the Family Boarding program, or in Gryphon House, the school's boarding program.

For International Students

- Student(s) must live with at least one parent or legal guardian who lives full-time in Greater Victoria or with a GNS-approved Host Family as part of the Family Boarding Program, or in Gryphon House, the school's boarding program.
- If the student is living full-time with a legal guardian, the parents must provide the school with the appropriate paperwork showing proof of legal guardianship.
- A request for alternative living arrangements for a student must be submitted to GNS for approval before any change is made. GNS will review each situation on a case-by-case basis, as determined by the Head of School.
- If parents/legal guardians leave Greater Victoria for more than two consecutive nights, the student must accompany them. The parents/legal guardians may contact the Admissions and Boarding Coordinator to determine if there is space available in our Family Boarding program to accommodate the student. Parents/legal guardians of international students must ensure their immigration status allows them to live in Greater Victoria full-time for the duration of the school year. The school will not take responsibility for renewing or tracking the immigration documents of parents.
- The Head of School is the custodian for all boarding students enrolled at GNS aged 18 and younger who require a study permit. A custodian is a responsible adult (Canadian citizen or a permanent resident) who ensures the student is taken care of and supported. GNS reserves the right to revoke the custodianship for a student if parents/legal guardians do not comply with this or any other school policy. Please refer to the Custodianship Agreement signed by all boarding parents and students for more information.

Personal Information Privacy Policy for Parents, Students and Volunteers

The School's Commitment to You

Safeguarding the 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.

Glenlyon Norfolk School is committed to maintaining the security, confidentiality and privacy of your personal information and adhering to the privacy standards established by the British Columbia Personal Information Protection Act ([PIPA](#)) and other applicable legislation. The complete policy is available on our [website](#).

Disclosure of Student Records

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 such documents).

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 the assurance of confidentiality and with parental 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.

Uniform Policy

Individuals at GNS have intentionally made a decision to join a very special learning community. We believe, while at school or engaging in school-related activities, our community members should actively demonstrate respect and honour towards others in all that we do. The uniform is not about any individual student's personal expression- rather, it is about their sense of belonging and being a member of our school community. At GNS, the uniform is a source of pride. It is an outward sign of the choice families have made to join the GNS community and a means of demonstrating their commitment to fully embrace the values and spirit of GNS.

The school strives to support students in developing self-confidence and is in a position where we support students in learning the valuable life skill of making appropriate clothing choices for various environments; particularly when there are community, cultural, safety, or symbolic implications. Examples include: representing a team with proper uniform, dressing "up" for special occasions, minimizing bare skin and baggy or loose clothing and tying back long hair when conducting science lab investigations, wearing personal protective equipment as needed, wearing proper athletic attire when engaging in strenuous physical activity, wearing clothes or items that may have cultural or symbolic meaning like a ribbon, poppy, flag, tool, pin, or medal, appropriately and respectfully. As such, tummy shirts, crop tops or bathing suits (activity dependent), really short shorts, spaghetti straps, clothes with excessive holes or rips, and clothing with inappropriate words or images are not acceptable in the school environment. If a student arrives wearing inappropriate

clothing, they will be asked to change their clothing or return home to dress in a more appropriate manner for the school setting. Furthermore, should a student wish to wear clothing of cultural, ceremonial or traditional importance on a day of significance, they are welcome to discuss this possibility in advance with their respective Principal.

Each Monday is a Number One Dress Day for the Junior School, while Wednesdays are Number One Dress Days for Middle and Senior School students. Students may also be asked to wear Number One Dress on additional days for special events or field trips.

While students may have a desire for individual expression, the school uniform and dress code are designed to celebrate our inclusion within the larger GNS community. Though there is some degree of flexibility with the choices students may make with regards to which combination of official GNS uniform pieces they wear, the intention is to create a standard of appearance and minimize distractions, which can contribute to a more focused, safe and productive learning environment where students are identified and respected as individuals through the content of their character versus their appearance.

The Gryphon Door school store is located on the Pemberton Woods Campus, across the courtyard from the Main Building and open to all current students and their families. The school store stocks all of the required uniform items, school-crested clothing, school supplies, gifts and a selection of gently used clothing. The [Gryphon Door Online](#) can be accessed to view and purchase items from the comfort of your own home. Orders placed online may be picked up in person at the school store.

Please note: All uniform items must be purchased from the school store with the exception of shoes and some items for [JK/Kindergarten Nature School](#). Students not wearing their uniforms correctly will be given an initial warning. Should a student's dress not meet expectations, the school will work with families to ensure that correct items, of the proper size and fit, can be acquired from the school store in a timely fashion. Please ensure that all clothing and personal items are clearly labelled.

Please refer to the official GNS Uniform Guides [available on the website](#) for uniform guidelines and the following guidelines for general dress:

1. Students should arrive and leave the school in uniform.
2. Non-GNS outerwear is not to be worn during classes or at lunch. Students have many GNS uniform options that will keep them warm and dry during the day. Personal clothing should be kept in student lockers during the day.
3. Number One Dress Uniform must be worn on required occasions as notified.
4. Hair should be clean, neat and tidy at all times. Hairstyles should not be distracting to the learning environment and unnatural hair colours are not permitted. Ribbons, hair bands and barrettes should be green, white or navy blue. For all students, bangs past the eyebrows must be kept back. Facial hair must be kept neat and closely trimmed.
5. Make-up: For students in Grades 9 to 12, make-up must be discreet.
6. 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.
7. Other visible body piercing (including tongue studs) is not allowed. Visible tattoos are not allowed.

With all uniform and personal appearance issues such as hair, make-up, jewellery, or alternative shoes (as per physician's request), please see the Vice Principal.

Some allowances may be possible for religious, cultural or medical reasons- please discuss these with your child's Vice Principal as needed.

Non-Uniform Days

Occasionally, the school has non-uniform days or days where the community is encouraged to dress in items of a particular theme (e.g., House colours, Orange shirts, favourite sports team attire, 1980s, a theme to celebrate opening

night of drama production). On these days, students may wear their regular clothes, but need to remember that there is still a standard of acceptable dress for school and school-related activities.

Number One Dress Guidelines

Junior Kindergarten 3

- GNS PE sweats
- Navy GNS polo shirt (short or long-sleeved)
- Proper active footwear with non-marking soles

Junior Kindergarten 4

- Navy GNS polo shirt (short or long-sleeved)
- Grey shorts, grey knee socks OR
- GNS tartan tunic, navy knee socks
- Black polishable shoes
- Long grey pants or navy tights allowed on cold days

Kindergarten

- Same as for JK 4 with the addition of a navy GNS cardigan with school crest

Grades 1 to 4

- White GNS dress shirt (short or long-sleeved), GNS tie, navy GNS cardigan with school crest
- Grey shorts, grey knee socks OR
- GNS tartan tunic, navy knee socks
- Black polishable shoes
- Long grey pants or navy tights are allowed on cold days; a black belt is optional

Grades 5 to 12

- Navy GNS blazer, white GNS dress shirt (short or long-sleeved) with button-down collar, tucked in, GNS tie
- Grey dress pants with a black belt, grey socks OR
- GNS kilt. When seated, the kilt should cover the seat of the chair. Kilt shorts are required. Navy knee socks (navy tights allowed on cold days)
- Solid black polishable shoes; no boots or other high-top style footwear (this includes Blundstone-style boots)

Daily Dress Guidelines

Junior Kindergarten 3 (*same as Number One Dress)

- GNS PE sweats
- Navy GNS polo shirt (short or long-sleeved)

Junior Kindergarten 4 (*same as Number One Dress)

- see above for specific items
- GNS PE sweats for cold days

Kindergarten (*same as Number One Dress)

- see above for specific items
- Navy GNS sweater vest, long-sleeve v-necked sweater, or quarter zip are optional

JK/Kindergarten Nature School Clothing

At the forefront of ensuring our students make the most of Nature School is having them dress appropriately for the

weather. The link below will take you to a complete list of the clothing items required for your child. We have provided online links to items to make purchasing these required items as easy as possible. Please make sure everything is labelled.

- [GNS Nature School Clothing](#)

Grades 1 to 5

- Grey pants or shorts, grey socks OR
- Grey skort, grey pants, GNS kilt (Grade 5 only) or GNS tartan tunic with navy knee socks or navy tights
- Black polishable shoes; no boots or other high-top style footwear (this includes Blundstone-style boots)
- Navy GNS polo shirt with either short or long sleeves
- Plain black belt required for Grade 5
- Navy GNS sweater vest, long-sleeve v-necked sweater, or quarter zip are optional

Grades 6 to 12

- Blue GNS long-sleeve oxford shirt, tucked in, or white or navy GNS polo shirt of appropriate length (short or long-sleeved)
- Navy GNS sweater vest, long-sleeve v-necked sweater, quarter-zip or GNS sweatshirt with GNS collared shirt underneath
- Grey dress pants or shorts with a black belt, grey socks OR
- GNS kilt. When seated, the kilt should cover the seat of the chair. Navy knee socks or navy tights (no nylons) OR
- Navy GNS skirt/skort. When seated, the skirt/skort should cover the seat of the chair. Navy knee socks or navy tights
- Solid black polishable shoes; no boots or other high-top style footwear (this includes Blundstone-style boots)

PHE Strip

Junior Kindergarten 3/Junior Kindergarten 4/Kindergarten

- No PHE strip is required for Junior Kindergarten 3, Junior Kindergarten 4 or Kindergarten
- Proper active footwear with non-marking soles

Grades 1 to 5

- GNS PHE shorts, GNS house shirt, white socks and running shoes

Grades 6 to 8

- GNS PHE shorts, GNS house shirt, white socks and proper active running shoes
- GNS school tracksuit (jacket and pants) is optional but required if participating on a school athletic team

Grades 9 to 12

- GNS PHE shorts and shirt, white socks and proper active running shoes
- GNS school tracksuit (jacket and pants) if participating on a school athletic team

All Grades: Notes for PHE Strip

- Students must have proper active footwear with non-marking soles. Velcro closures are acceptable only for students in Grades JK to 5. Students in Grades 6 to 12 should have footwear with laces
- GNS sweat top and pants are acceptable for PHE
- Children requiring a tracksuit in a size smaller than is available may wear the GNS PHE sweat top and pants

Lost & Found

It is recommended that families clearly label all school clothing and personal items with their child's name. Inevitably, there are times when belongings are lost or misplaced. Should an item be found with a child's name on it, the school does its best to reunite the item with its owner. Each division maintains a Lost and Found for these unclaimed and non-labeled items.

The Lost and Found at the Junior School is located by the change rooms near the Grade 2 classrooms. We welcome both students and parents checking this area for items. The Middle School holds items in a bin just inside the main door of the Brooks building, while the Senior School has a bin inside the Henderson building.

Regular reminders to students to check the lost and found for personal items are made in homeforms, by classroom teachers and in assemblies. Communications are also shared periodically with families and items are placed on tables at some school events when parents may be in attendance. In the event that items are not collected by the end of each term, they will be donated to the Gryphon Door and local charities, recycled or disposed of.

Gift Acceptance Policy

Glenlyon Norfolk School understands and appreciates the support and generosity of parents and families who wish to express their appreciation and gratitude to teachers and staff through personal gifts. However, to maintain fairness and transparency within our community, the School has established this [Gift Acceptance Policy](#).

Student Health and Wellness

At GNS, we pride ourselves on our comprehensive and holistic approach to supporting student health and wellness. Our commitment goes beyond academics, recognizing that a student's well-being is essential for their overall success and growth. By fostering a nurturing and inclusive environment, we ensure that every student feels valued, safe, and empowered to reach their full potential.

Our dedicated team works collaboratively to create a robust support system. The school nurse plays a pivotal role in promoting and supporting aspects of physical health, liaising with families and promptly addressing any medical concerns. They work closely with students, parents, and faculty to develop health plans and offer guidance on healthy habits.

Guidance counsellors provide invaluable emotional and psychological support to our students. They offer a safe space for students to express themselves, work through challenges, and develop coping strategies. Whether dealing with academic stress, personal challenges or navigating the complexities of peer relationships, our counsellors are here to guide students on their journey to self-discovery and resilience.

Recognizing that academic success is intertwined with well-being, our Learning Strategies Department tailors their approach to each student's unique learning style. They provide extra assistance, personalized strategies to support learning, help students create goals and design Individual Education Plans, and offer resources to help students excel in their studies while maintaining a healthy balance.

Homeform and classroom teachers serve as mentors and role models, actively engaging in the well-being of their students. They foster a positive classroom environment that promotes open communication, inclusivity, and mutual respect and often coordinate learning relating to a myriad of general well-being topics. By nurturing meaningful teacher-student relationships, we ensure that every student feels heard and understood.

Our commitment to holistic development extends beyond the classroom walls. Co-curricular leaders guide students in various extracurricular activities, promoting physical fitness, creativity, and social connections. These activities provide an avenue for students to explore their interests, develop new skills, and build lasting friendships.

Through a range of initiatives, workshops, and seminars (including many that parents, guardians and caregivers are invited to), we educate our students about the importance of balanced nutrition, mental health, and overall well-being. We encourage healthy lifestyle choices that will serve them well beyond their school years.

In essence, our school's holistic approach to supporting student health and wellness creates a nurturing ecosystem where students are not just academically successful but also emotionally resilient, socially adept, and physically active. By collaborating across disciplines and engaging the entire school community, we strive to empower our students to lead fulfilling and meaningful lives.

Guidance Counselling

Counselling is available to students through the school counsellors. Individuals experiencing social or emotional difficulties, or problems surrounding their adjustment to school, are encouraged to seek support. 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.

Junior School

The counsellor acts as a referral agent for students who are experiencing difficulties in the area of behaviour, and may spend some time with the individual student to determine the best course of action. Students may also be referred to the counsellor to provide them with support during a difficult time.

The counsellor's other role on the Beach Drive Campus is to provide support to teachers, and to work with whole classes in such areas as communication skills, leadership development, and interpersonal relationships. The counsellor will also meet on occasion with individual students and parents as the need arises. They will assist and suggest professional services outside the school as necessary.

Middle & Senior School

School counselling services in the Health Centre can be accessed through the homeform advisors, the school administration, by contacting the counsellors directly, or by booking an appointment through the calendar accessed via posted QR codes on posters for the Health Centre.

School Nurse

Students can access the School Nurse for a consultation and/or treatment by sending an email to the Health Centre or by dropping in. If a student requires their medication to be administered during the school day please contact the School Nurse and provide a note from the parent stating that the student requires this and the medication must be in the bottle or package that the Pharmacy provided which has the student name, what the medication is, the dosage and when it is to be given.

Medical 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 their homeform teacher and the school office 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.

Medical Forms

All families are asked to fill out and keep up-to-date, a comprehensive medical form in [Blackbaud myGNS](#).

Parents must update the school on any new medical information as it arises, including that pertaining to 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 have significant medical conditions (i.e. diabetes, heart conditions, anaphylaxis, or who have severe allergies, etc.) that could be life threatening, are required to meet with the School Nurse 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.

The School Reception can administer Tylenol and Ibuprofen to those students whose parents have given permission. All other medications will be administered by the School Nurse provided that the parents have given permission.

Illness and Injury

In the event that a child is unable to attend school due to illness, we ask that families contact the school at their earliest convenience to inform us. This saves us time in calling home after attendance has been taken in the morning. 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. Parents can also report their child's(rens') attendance in SchoolPass.

Students who are showing signs or symptoms of illness should not attend school. Keeping students home from school will help them rest, get the care they need, and recover faster. It also helps prevent illness from spreading in the community. Healthcare professionals recommend that sick children stay home until they're well enough to go back to

school. This is typically about 24 hours after symptoms begin to improve. In some cases, however, it can be difficult to determine whether your child is well enough to return to school. Consider the following signs as you make your decision:

- **Fever:** It's best to keep your child at home if they have a temperature at or above 38 degrees. A fever indicates that the body is fighting off infection, which means that your child is vulnerable and likely contagious. Wait at least 24 hours after the fever has come down and stabilized without medication to consider sending your child back to school.
- **Vomiting and Diarrhea:** Vomiting and diarrhea are good reasons for your child to stay home. These symptoms are difficult to deal with at school and show that the child is still capable of spreading the infection to others. Additionally, in younger children, frequent episodes of diarrhea and vomiting may make appropriate hygiene difficult, increasing the risk of spreading the infection. Wait at least hours after the last episode before considering a return to school.
- **Fatigue:** If your child is falling asleep at the table or acting particularly fatigued, they are unlikely to benefit from sitting in class all day. Make sure your child stays hydrated and let them rest in bed. If your child is exhibiting a level of fatigue that is beyond what you would expect from a typical mild illness, they may be lethargic. Lethargy is a serious sign and should be evaluated by your child's pediatrician immediately.
- **Persistent Cough or Sore Throat:** A persistent cough is one of the primary ways of spreading a viral infection. If your child has a severe sore throat and a lasting cough, keep them home until the cough is nearly gone or easily controlled. They may also require testing by your child's doctor for illnesses such as strep throat, which are highly contagious but easily treated with antibiotics.
- **Irritated Eyes or Rashes:** Red, itchy, and watery eyes can be difficult and can distract your child from learning. In some cases, a rash may be a symptom of another infection, so it's a good idea to take your child to the doctor. Keeping your child home is usually the best thing to do until these symptoms clear up or until you've spoken with the doctor. If your child has conjunctivitis, or pink eye, they need to be diagnosed promptly, as this condition is highly contagious and can spread quickly through schools.
- **Conjunctivitis or Pink Eye:** Due to the contagious nature of this condition, students are to stay home until they are symptom free.
- **Head lice:** If your child has head lice please notify the School Nurse immediately. Students can return to school after they have been treated with an over-the-counter head lice treatment. This needs to be repeated in seven to ten days according to the package directions.
- **Appearance and Attitude:** Skin pallor, fatigue or energy levels, mood and attention, hunger, etc. These can be signs that more recovery time is needed at home.
- **Pain:** Earaches, stomachaches, headaches, and body aches often indicate that your child is still fighting something. This means that they can easily spread the virus to other children, so it's best to keep them home until any pain or discomfort has disappeared.

In the event that a student becomes ill at school, the student is to report to the Health Centre or office. If the student is too ill to remain at school, the parents/guardians are contacted. While waiting for parents/guardians, the student will rest in the Health Centre. 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, they will be escorted to the Health Centre or office where the nurse or other staff with First Aid 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.

Severe Allergies

The School does have an Anaphylaxis Policy, which can be reviewed by contacting the School Nurse. The School Nurse will meet with the parents of each child who has a severe allergy to:

1. ensure that the school fully understands the extent of the allergy and the appropriate emergency response;

2. put together an individual plan to minimise the danger to the individual student;
3. ensure that the right people are given the appropriate information (including teachers, trip leaders/supervisors/coaches of co-curricular programs, substitute teachers, bus drivers, parent volunteers, non-teaching staff);
4. ascertain the degree of public awareness the family is comfortable with;
5. ensure that the school has the appropriate permissions from the parents, including permission to administer medication as necessary (i.e. epinephrine auto injector, Epi-Pen, Auvi-Q, others). Please Note: Permission is not necessary in life threatening situations.

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.

Nut-Free Policy

GNS requests that community members refrain from bringing food items that contain nuts to school. The school takes steps to enforce this; however, as it is impossible to guarantee a nut-free environment, GNS encourages community members to be "nut aware." All staff and volunteers are asked to respect and enforce this policy.

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.

Scent-Free Policy

Glenlyon Norfolk School is committed to eliminating health concerns arising from exposure to scented products by maintaining a scent-safe environment for all employees, students, parents and visitors. As such, we ask that all students, parents and visitors to the school please refrain from using scented products when onsite at our Junior School, Pemberton Woods Campus, or when attending a GNS sponsored event.

Exposure to scented products can adversely affect a person's health. Allergic and asthmatic patients, as well as those with other conditions, report that exposure to scented products even in the smallest amounts, can trigger a reaction. Wherever possible, we ask that our community not wear perfume, cologne, body sprays, lotions or any heavily scented products. Students identified as wearing fragrances such as perfumes, colognes or body sprays will be sent home. Thank you for helping GNS maintain a safe and healthy environment for all our community to enjoy.

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. At the Junior School, parents will be called immediately for every head bump, to allow the parent to make the determination as to whether it is serious enough to seek medical help.

We then sit the student out, and if the incident happens at school, we bring them to the office or Health Center and ask the parent to come and pick them up. We highly recommend that they take their son or daughter to their family doctor or clinic. If a diagnosis of concussion is made, students will not be allowed to participate in school activities (games, practices, Physical Education) until cleared by a note from a physician.

Should concussion be 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 the School Nurse. Parents are advised to follow the informational graphic from McMaster University and CanChild in order to manage the recovery of the diagnosed concussion: [Concussion Management: Return to School Guidelines for Children and Youth](#)

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.

Communicable Diseases

As a result of the COVID-19 pandemic, the school has developed a robust Communicable Disease Plan that outlines protective and preventive measures, as well as, protocols for response to such large-scale health incidents and outbreaks. In addition, our school remains committed to working with the Health Authorities and our Nurse is a wonderful resource for families in these situations. Please feel welcome to contact the Nurse to discuss any health and medical needs for your child(ren).

Please advise us if your child has recently been exposed to, or suffered from, any communicable condition such as measles, impetigo, pink eye, or chicken pox. This allows us to notify parents and is a requirement of Vancouver Island Health Authority. Children away due to illness must be free from a temperature or vomiting for 24 hours without the aid of medication prior to returning to school.

Procedures for Situations of Suspected Abuse or Neglect

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 for concern regarding the safety or well-being of a child or youth as outlined in Section 13 of the Child, Family and Community Service Act, 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 and Child Care.

Parents who desire more information are requested to meet with their Principal or school counsellor or refer to the [GNS Child Protection Policy & Procedures](#).

Daily Drop-off and Pick-up Times/Attendance

The school is responsible for knowing the whereabouts of each student during the day. All students are required to arrive punctually, attend all classes, regular school activities, and special events as announced. As we run a Safe Arrival program, parents are asked to call the Office at 250-370-6800 if their child is going to be absent or late or to log into SchoolPass and report the circumstances relating to their child's(rens') attendance. In the event that no call is received and the child is absent at the beginning of classes, the school will call home.

Junior School

The bell to mark the start of the school day occurs at 8:15 a.m. with students entering the building at their designated locations. Registration for morning classes takes place by 8:20 a.m. Students are welcome to enter their classrooms any time after the bell, but will be marked late. Should they need to arrive before this time, they must go to the Junior School After School Care Room located in the Rattenbury building. The door to access this space is located to the right of the main entrance. A supervisor is on duty from 7:30 a.m. onwards. Students should keep all their belongings with them when they arrive, and go to their classrooms at the 8:15 a.m. opening buzzer.

After classes are over, there are often co-curricular activities in which students may be involved. If this is the case, it is important for you to know what time the practice, rehearsal, game, etc., is over. This is indicated to you when you sign your child up for activities online. Children who are not involved in any activity after school, must be picked up immediately following dismissal at 3:20 p.m. If this is not possible, children must be registered in the After School Care program. Students still not picked up by 3:30 p.m. will be placed in After School Care and parents will be billed.

Well-qualified personnel, hired expressly for the After School Care role, run this program.

Applications for a spot in this group are available in the campus office. As this is a popular program, it is advisable to apply early, as it is often full by September. This program is licensed under the Vancouver Island Health Authority and enrolment is limited.

Middle and Senior School

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

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

Lates

Junior School

Parents are asked to telephone or email the school between 7:30 and 8:15 a.m. if their children are going to be late or absent. If no call is received, and a child is not present at the beginning of classes, the school will contact the family.

If arriving after 8:20 a.m., students are required to first go to the Junior School Office for a late slip and hand it to their supervising teacher upon arrival in class.

Middle and Senior School

If a student arrives at school after the homeform attendance check, they must immediately sign-in at the office, even after doctor/dentist appointments. Chronic lateness will most often lead to concerns with respect to academic success and socio-emotional well-being as it inhibits a sense of connection to the greater community. An agreed upon behaviour contract may be set up with the student and family to help increase future punctuality.

Students in Grades 9 to 11 must remain on campus until the end of the academic day. Parents have an important obligation to fully support 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.

Skipping of classes is seen as a violation of our Student Code of Conduct and as such, may result in disciplinary consequences. Students who are absent excessively may not qualify for course credits.

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 their 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.

Junior and Middle School

Junior and Middle School students are not permitted to sign out on their own. Junior and Middle School students must be picked up by a parent/guardian at either the School office should they need to leave school early.

Senior School

Students in Grades 9 to 12 may leave the school grounds at lunch. When students in the Senior School leave the grounds at lunch, our expectation is that they will behave and follow all school rules, and we will hold them accountable if they do not. Parents, however, must realize that we cannot supervise the students in such circumstances, and accordingly cannot safeguard them against injury. At any other time, students may only leave the school with permission.

Parents of students in Grades 9 to 12 who do not wish them to have the ability to leave the campus during lunch are asked to contact the Vice Principal.

All students leaving the school grounds at any time and for any reason are required to sign out on leaving and sign back in on their return at the Campus Office. Other than during lunch, any student in Grades 9 to 11 who leaves the school when they are expected to be in class (including studies), must provide confirmation from their parent(s) or guardian(s) that they have permission to do so.

At a designated point in the year, Grade 12 students may be granted the privilege of signing out when they have no further school commitments for that day. This privilege does not apply unless explicitly granted and can be revoked on an individual basis at any time.

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, summatives and assignments may be made up and extra help may be given. In some cases, and providing the authenticity of the assessment can be maintained, an alternate assessment may be provided at the school's discretion. For an unapproved absence, students may miss the opportunity to demonstrate their learning and this may result in an inability for a teacher to report on specific learning outcomes.

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 school holidays to better fit their travel plans.

Family Trips and Holidays

Regular school attendance is essential for a child's academic and social-emotional development. At GNS, we believe in-person learning is critical for relationship building and for a student to maximize their opportunity for personal growth and to access support in a timely manner.

Our holiday schedule is generous and therefore, extensions of these holidays are strongly discouraged. Such absences can impact learning and cause disruption to a student's progress and commitment to co-curricular programs. We are working to develop a sense of priorities and discipline in our students, and meeting obligations is part of that learning. 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 time away from school is necessary, 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.

"Excused" absences are for such reasons as illness, family emergency, or religious observances, or at the discretion of the principal.

If a child incurs a number of "unexcused absences," where they lead to a loss of provincial grant funding, these funds will be billed back to the family.

Transportation

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 Transportation Manager (250.370.6150 or busing@mygns.ca) for more information.

All bus students must register to ride the bus. Please complete the [bus registration form](#), even those riding the inter-campus bus.

Glenlyon Norfolk School and SMUS share transportation services. Please review the latest version of the combined GNS/SMUS Bus Routes and Maps, which are subject to change.

Please note the following items:

- Morning school bus pick-ups: During the shortened days during winter months, most bus pick-ups are done in the dark. To assist drivers in seeing the students, please consider attaching a reflective tape, flashing light or tag to your child's backpack. This will help the driver see the students as they approach the bus stop. Together we can help keep students safe.
- Not all stops are listed. We generally use BC Transit stops, although other stops are possible as long as they are deemed safe.
- Giving us a wave in the morning really helps us as we approach your stop, as does having your child remind us in the afternoon that their stop is just ahead.
- We ask that all students be at the bus stop at least three minutes ahead of the scheduled pick-up time. Due to traffic and weather conditions, departure times could vary by 5-6 minutes. However, the driver will not leave the stops prior to the times listed.
- Passengers pay for each trip with their Student Card, which contains a bar code. Each bus has a barcode scanner. The charge will be applied to the month-end billing.
- For the majority of the school's transportation needs, the school uses GNS/SMUS buses driven by GNS/SMUS staff drivers. In some cases, our students will travel in a GNS school van driven by faculty or staff. The school also periodically hires certified external transportation companies and drivers to transport students in non-GNS/SMUS school buses or coaches.
- All bus students need to bring their student cards so that they can be scanned, even those using our inter-campus bus. Riders using the inter-campus bus will not be charged.

Appropriate and courteous behaviour is expected from all students riding the bus. Students who do not comply may lose the privilege of taking the bus to and from school.

Walking School Bus

To encourage a healthy start to the day and to minimise traffic at the school, the walking school bus occurs daily beginning the second week of school. Students are asked to meet a supervising teacher at Willows Beach by the staircase at the tea house for 8:00 am. Students will then walk as a group to the school in time for the 8:15 am bell. The walking school bus occurs rain or shine, so please dress accordingly. Parents are welcome to join us, but are not required. We ask that parents remain with their child(ren) until the supervising teacher arrives for care to be transferred.

Parking, Pick-Up and Drop-Off Protocols for the Beach Drive Campus

For those families that drive their children to school, please review our guidelines for parking and student drop-off and pick-up around the Beach Drive Campus. We kindly ask for your cooperation with these procedures as we want to ensure that our students are safe during these busy traffic times, but also that we are being respectful of our neighbours.

- Please ensure that you follow any posted regulations for parking when dropping off and picking up, especially in the school bus loading zones.
- The area directly in front of the school is designed to be “kiss and go” so that vehicles are not parked and left unattended to walk children onto campus. If you would like to walk your child onto campus, please park further along Beach Drive or on Bowker Street to then walk.
- Please do not park along yellow curb lines or blocking driveways
- Please do not make u-turns in front of the school.
- There is no parking allowed on San Carlos Avenue and Broome Street is also not conducive to parking safely.
- Please make use of the designated crosswalk to safely cross the street.

Parking, Pick-up and Drop-off Protocols for the Pemberton Woods Campus

For those families that drive their children to school, please review our guidelines for parking and student drop-off and pick-up around the Pemberton Woods Campus. We kindly ask for your cooperation with these procedures as we want to ensure that our students are safe during these busy traffic times, but also that we are being respectful of our neighbours.

- There is NO PARKING OR STUDENT DROP-OFF/PICK-UP on Bank Street or in the Bank Street school round-about. Most of the residents on that block have no driveways and thus the street is their only place to park.
- There is also NO PARKING OR STUDENT DROP-OFF/PICK-UP on Laurentian Street. Parking spaces in this lot are all reserved for staff. Parents are asked not to use this lot as that was the agreement made with the City when they granted us the road right-of-way to create the lot.
- Please respect the “Residential Parking Only” signs on the surrounding streets as this bylaw is enforceable and subject to a fine.
- Please do not park or wait in the designated bus zones.
- Please take advantage of the public parking that is located within walking distance of the school. This [Pemberton Woods Parking Map](#) illustrates where parents can or cannot park around the campus.

To ease congestion on Maddison Street, we encourage all Senior School families to use the Richmond Avenue parking lot to drop-off or pick-up students. Please note, the pull-ins on the school side of the road on Richmond are reserved for bus use only. Middle School families are asked to use the Maddison Street parking lot and school loading zone. Families with students in both schools should use the area that is most convenient.

On Richmond Avenue, please be mindful of our limited number of parking stalls and space at drop-off and pick-up in the Richmond lot. Please do not linger after drop-off or block those wishing to exit their parking stalls at the end of the day.

On Maddison Street, there is a small five-minute school loading zone for drop-off and pick-up immediately in front of the stone wall. Please do not park or wait in areas where curbs are painted yellow and please do not use our neighbours’ driveways to turn around.

For any parents using the Maddison Street parking lot entrance and exit, please note that there is no "parking" in the drop-off lane. This lane is for quick drop-off or pick-up only. Parking and waiting in the through lane also blocks the emergency access that would be necessary in the case of fire. When using the drop-off lane, please drive to the head of the line before stopping to let your child out of the car. Do not leave big gaps between cars in this lane as it causes back-ups for people trying to enter the lot.

It is also important to note that the exit onto Maddison Street from the parking lot has a stop sign and is a RIGHT TURN only. We have been advised—and based on our focus on student safety and past vehicle incidents—that no vehicle should turn left onto Maddison, whether there is a school bus parked on the curb or not.

Please try to be a good neighbour by being respectful and considerate to those who live around us. As contributing members of the Maddison/Quamichan/Gonzales/Richmond streets neighbourhood, Glenlyon Norfolk School can be a leader in this regard:

- Please adhere to the traffic laws. Please slow down in your car as you approach the school zone. Safety is a priority in our neighbourhood.
- Please handle any interactions with our neighbours maturely and amicably.

Parking, Pick-Up and Drop-Off Protocols for Gryphon House

To ensure the safety of our students and respect for our neighbours, we kindly ask all staff, students and visitors to Gryphon House to adhere to the following guidelines:

- Please ensure that you follow all posted parking regulations when picking up and dropping off students.
- Please only use our parking lot or alley. If using the alley, please pull fully onto the gravel to avoid blocking access.
- When school is in session, the pick-up and drop-off location of Gryphon House students will be at Windsor Park.
- When school is not in session and the facilities at Gryphon House are being used for events, camps, or maintenance, please use our parking lot.
- When using a GNS bus or any larger vehicles for pick-up and drop off of students for special activities, please use the allowable street parking on Newport Avenue between Gryphon House and Margate Avenue. For larger vehicles, parking should be limited to short periods for GNS pick-up and drop-off, and vehicles should not remain there for extended periods.

Arrive in Five Walk & Roll Zone

The City of Victoria has installed two "Arrive in Five Walk & Roll Zones" in the neighbourhood of our Pemberton Woods campus—one in the 1700 block of Gonzales Avenue and one on Richardson Street at Pemberton Park ([see map insert](#)). The City of Victoria has deemed these designated unrestricted parking zones as safe and accessible locations for parents to drop off or pick up their children within a five-minute walk to the school. The implementation of this plan is intended to ease vehicle congestion in front of the school on Richmond Avenue and reduce traffic on Quamichan Street and Maddison Street.

We support the intention of these measures and will share the information with our school community in the weekly announcements with the recommendation that they use these new drop-and-go locations before and after school.

Bicycles

Students who ride their bicycles to school must 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 overnight due to the possibility of theft.

Student Drivers

In outlining policies regarding student driven vehicles, it is our intention to ensure the safety of everyone, while meeting the needs of those families who rely on the convenience of a student driven vehicle.

1. Students who drive may only use their cars to come to school in the morning and return home at the end of the day. Any change to this can be made only by agreement between the driver's parents and the Vice Principal.
2. Students who drive may not have any students other than their own siblings as passengers without the written permission of both sets of parents.
3. Families are asked to register vehicles that will be driven to school through Blackbaud. To register a student driver, please contact the Senior School office, and the Blackbaud form will be sent to you.

4. Students must obey the requirements of the 'N' designation, which restricts them from carrying more than one passenger other than immediate family members.

Technology

Online Communication

GNS relays most school information to parents via email, the weekly GNS Announcements Newsletter, and Blackbaud myGNS. All parents should ensure they have an email address registered with the school so that they receive important school communications. Blackbaud myGNS contains a calendar to enable you to keep up with everything going on at the school. Announcements are posted regularly and collated into an email that is sent to all families on Wednesdays. School news is sent out on Fridays.

Vidigami is a website the school uses to store school photos and make them available for viewing and download by our families. Please contact communications@mygns.ca for more information on how to access this service.

Junior School Telephone Privileges

Students are not permitted to use the phones in the school unless it is an emergency and permission has been provided by the Office. Arrangements for pick-up or social visits should be made outside of school time.

Cellphone and Wi-fi Enabled Device Policy

Glenlyon Norfolk School promotes healthy and responsible decision making and encourages students to maintain a reputable digital footprint, while also attempting to maximize the educational benefit of powerful new technological devices.

Access to technology for educational purposes is provided to students by means of an extensive set of resources for use in the Junior School, a comprehensive Chromebook program in the Middle School, and a one-to-one laptop program in Grades 9 to 12. Glenlyon Norfolk School fosters a culture of academic collaboration among its students.

While, as an independent school, GNS is not bound to the same expectations, GNS has taken steps to align its policies and protocols regarding the use of cell phones with those outlined in the announcement (January 2024) from the BC Ministry of Education and Child Care, that included expectations for all public schools to restrict the use of cell phones during the school day starting in September 2024. Though there are instances when families may want their children to have cellphones so that they can contact them before and after school to relay important family information, we also reflect on the most up-to-date research regarding the impact of smartphones and social media on adolescents and recognize these devices can be distracting and disruptive to learning. Our goal is to provide an environment where students have opportunities to gain the knowledge and skills needed to function in a world where these devices are readily available and regularly in use and thus, there may be times when, under the direction of a teacher or administrator, students may be using these devices in positive ways to enhance or support learning.

Limitations placed on these devices are done to maintain the integrity of the learning environment, protect the privacy of the individual, support students' in meeting intended learning objectives and to maximize the benefits of direct social interaction among students. If students need to use personal technological devices in the classroom for medical or learning support needs, they are required to ask the permission of the administration. Students who bring cell phones and other Wi-Fi enabled devices to school do so at their own risk. GNS is not responsible for misplaced, lost or stolen cell phones or Wi-Fi enabled devices. Nonetheless, the school will do their best to support students in locating lost items.

Junior School

It is the school's request that Junior School students do not bring cellphones to school. If they must, they should be turned off and kept in the child's backpack until the end of the day. Should a parent need to reach their child during the school day, they are asked to contact the Junior School Office.

Smart Watch Policy: In recent years, we have noticed a significant increase in students wearing smartwatches (i.e. Apple

Watch, Fitbit, etc.) at school. These watches, although helpful to track steps, and for communicating with parents, etc., impact our students' attention, focus, and in-person connection with their teachers and classmates. At GNS we work to foster meaningful social connections for all students and these technologies are not conducive to supporting a distraction-free learning environment. We ask that smart watches only be worn at school for telling time.

Should students be using their smart watch for reasons other than telling time or cellphones during the school day, the device will be confiscated and held in the Junior School office for safe keeping. The device will be returned to parents at the end of the school day.

Middle School

Middle School students who choose to bring cellphones and other Wi-Fi-enabled devices (e.g. smart watches) to school are expected to keep them turned off and kept in the child's locker until the end of the day.

Senior School

As per the GNS Unplugged initiative implemented in 2024-25, students in the Senior School are permitted to have cellphones and electronic devices at school, but the expectation is that from 8:10 a.m. to 3:15 p.m., their cell phones will remain turned-off or on silent, and stored either in their backpacks or in their lockers, with the exception being at lunch; where students leaving the school campus may take their phones with them; however, upon their return to school, they are expected to switch them off or mute them and put them away in their backpacks or lockers.

During the school day, if a student is found to be using their cell phone between 8:10 a.m. to 3:15 p.m., or if their phone is on their person (pocket, etc.) or backpack and making distracting notifications, their phone will be brought to the Senior School office for safe storage until the end of the school day. If students are wearing airpods or other earphones at times with their phones, they will be taken together with their phones for safekeeping. The school will not be accountable for any electronic device that is lost, damaged, or stolen while a student is at school.

Should students need to use their cell phone in class for academic purposes, at the teacher's discretion, the teacher can obtain academic cell phone passes, which are available at the Senior School office, for these instances. In addition, cell phone passes may be issued to students at the Senior School Principal's discretion for extenuating circumstances. Should students need to phone home, they are welcome to use the phone at the Senior School office.

During field trips, outdoor education excursions, and co-curricular out trips the lead teacher will have the discretion to decide and communicate the cell phone policy for the specific trip.

Technology Acceptable Use Policy

Acceptable Use

GNS networks and resources are to be used in a responsible, efficient, ethical and legal manner and must be used in support of the educational objectives of the School. This acceptable use policy also includes personal devices and technology (including but not limited to smart phones, smart watches, laptops and tablets) that may be used to access school resources.

On the GNS network login IDs and passwords are provided for each user's personal use only; passwords must not be revealed to others. Shared accounts will be deleted. Each user is responsible for all activity that takes place in their account(s). Students should be honest and fair in gathering, interpreting and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.

Unacceptable Use

Unacceptable use includes but is not limited to the following:

- Circulating political or campaign information

- Violating copyright laws
- Distributing material for commercial purposes
- Using threatening or obscene language
- Distributing false or defamatory information about a person or organization or to harass another person, or to engage in personal attacks of any kind
- Transmission or collection of materials in violation of government regulations and laws

Digital Technology

The use of digital technology (audio recorders, cameras, apps, video cameras, scanners, etc.) on campus and in online GNS learning should be limited to academic use only. Specifically:

- Recording devices may not be used to record another person who has a reasonable expectation of privacy without the person's prior knowledge and consent; this is inclusive of any online learning platform or online meeting space facilitated by GNS.
- Recording devices may not be used in a way that would violate another person's copyright.
- Recording devices may not be used to harass, intimidate, or bully another person or to invade another person's privacy (defamation). This means that during online learning, students are not to record, distribute or share any of the online resources or images/screenshots of their peers or instructors.
- Recording devices may not be used in any GNS-led online forum or classroom without permission from a teacher or principal.
- Some online learning meetings may be recorded by the teacher facilitating the meeting/learning, and they will inform the meeting participants ahead of time.

Software Security

Only members of the Technology Services Department or those designated by them are to install software on school computers.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy equipment, programs and/or data of anyone connected to the network or Internet. This includes but is not limited to uploading, creating or transmitting computer viruses, hacking, theft and unauthorized intrusion. Vandalism will result in cancellation of user privileges and disciplinary action, and may also result in legal action.

Privacy

While GNS intends to maintain a secure network environment, E-mail, Web use, and files in student accounts are not guaranteed to be private in our school setting. Activities relating to or in support of inappropriate or illegal activities will be reported to the authorities. For more information please refer to the [GNS Privacy Policy](#) on the school's website. Students' use of technology may be subject to periodic checks by GNS faculty. GNS Technology Services staff have access to student accounts. Accounts may also be checked periodically to ensure that their use adheres to the guidelines outlined here and the Student Code of Conduct.

Student Code of Conduct

Part 1: Our GNS Values

These values are reflected in our GNS Code of Conduct

- Truth
- Courage
- Caring
- Individuality
- Community

The Student Code of Conduct

As a member of the GNS community, each student is expected to Do Their Best and abide by the following value statements comprising the Student Code of Conduct:

1. We are truthful.
2. We are courageous.
3. We are caring.
4. We are respectful of ourselves, of others and their property, and the environment.
5. We do our best to be safe and protect the safety of others.
6. We are responsible.
7. We abide by School rules, adhere to School policies and refrain from any violation of laws.

This Code is in Effect:

1. Physically and digitally: the school understands that what happens outside the school environment may affect what happens within the school and vice versa. As such, the School may become involved in situations that involve online behaviour in efforts to care for individuals and our community. Any behaviour that negatively impacts the educational experience, safety, well-being, or reputation of GNS students or the GNS community could be treated as though it occurred on school grounds.
2. On all field trips, during curricular and co-curricular programming, community building events, at all times in our Family Boarding and Gryphon House Programs, during school exchanges, on school provided transportation, while at school or any other school-sponsored activity, wherever they may be held.
3. In other circumstances where engaging in the activity will have an impact on the school community or environment.

Part 2: Violations to the GNS Code of Conduct

Examples of violations could include, but are not limited to:

1. Violations of School policies;
2. Pranks that cause disruption or harm to the school community, persons or property;
3. Lying/Dishonesty (including academic dishonesty);
4. Theft;
5. Use of inappropriate or disrespectful language;
6. Creation, or distribution, of inappropriate content;
7. Acts of vandalism or property damage;
8. Smoking or vaping, or using tobacco products on school property or while participating in school activities or in either of the School's boarding programs;
9. Possession, distribution, or being under the influence, of alcohol or illegal drugs (including cannabis or cannabis products, prescription medications for which they do not have a prescription, or other substances intended to

- cause a 'high', altered state, or physical harm);
10. Trafficking in weapons or illegal drugs;
 11. Bullying, harassment, intimidating or threatening others (See Harassment and Bullying Prevention Policy);
 12. Discrimination (See Anti-Discrimination Policy)
 13. Fighting;
 14. Gambling;
 15. Possession, or use, of an item deemed to be a weapon (including firearms, explosive substances and materials, or any item which may be intended to threaten or harm);
 16. Violent behaviours;
 17. Physical or sexual assault;
 18. Sexual intimacy inappropriate to the school environment (i.e. often termed "public displays of affection");
 19. Extortion;
 20. Unauthorized or unsafe use of a motor vehicle;
 21. Unauthorized use of tools/equipment requiring supervision;
 22. Unauthorized absence from campus or boarding environment;
 23. Unexcused absence from school programming and activities (including, but not limited to, absence from boarding programs after curfew or violation of curfew during school field trips);
 24. Unauthorized presence in a boarding house;
 25. Unauthorized possession of school keys;
 26. Insubordination relating to the expectations outlined in the Code of Conduct;
 27. Violation of laws;
 28. Inciting or promoting others to engage in behaviour in violation of the Code of Conduct;
 29. Refusal to follow established safety guidelines and procedures;
 30. Conduct which may be injurious to the moral tone of the School or to the well-being of others;
 31. Conduct which impugns or negatively affects (or has the potential to impact) the reputation or standing of the School or its community members.
 32. Retaliation by a person against an individual who has made a complaint of a breach of the Code of Conduct.

Our Approach to Conduct Violations

Our discipline measures always seek to balance the needs of the community—the most important being a focus on a safe, caring and orderly 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 or designated administrator in conjunction with teachers, parents/guardians, and the student. The aim is to both prevent escalation to the stages of discipline described below and to allow students an opportunity to learn from mistakes, demonstrate that they can behave more appropriately, heal and rebuild trust in the community.

Disciplinary action, whenever possible, will be preventative and restorative, rather than punitive. The aim is also for students to behave in accordance with expectations and learn from their actions. We will also strive to give students feedback on their behaviour in an ongoing manner.

The leadership team will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student in question. In most cases, as students mature, there is the expectation of increased responsibility and self-discipline; therefore, progressively increasing consequences for inappropriate behaviour may apply. Special considerations may apply to students with special needs if these students are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Students are expected to take responsibility for their actions and to be truthful. Students who lie about their involvement in a disciplinary matter may be liable for a more severe punishment than those who tell the truth. Throughout the process below, the school will document the evidence and steps to the best of their ability, but direct evidence will not always be available/required.

Part 3: Process and Procedure

When the Code of Conduct is not followed, the following process and procedures will take place.

There are three stages in this process; however, occasionally situations of a very serious nature may lead to expulsion in the first instance.

Stage 1: Investigation: The School will seek information to understand the situation. This may be multi-faceted, involve the collection of information in varied formats, communication with numerous individuals, solicitation of various perspectives, and often takes time.

Stage 2: Conference: A member of the school staff will meet with the student to discuss with them the situation and hear their perspective. This may include one or more students at a time. The Stage 3 process (if deemed necessary) will be explained.

Stage 3: Sanctions/Consequences: The leadership team will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, ability, and circumstances of the student in question. The disciplinary action is based on the understanding of various levels of individual responsibility and accountability and may also include aspects of a restorative nature as described more fully, below.

As we care deeply for all of our students, we endeavour to treat people respectfully and support their right to privacy as we follow our discipline procedures. In situations where there is continued misalignment with the School's expectations, discipline can include such consequences as loss of privileges, suspensions, withholding of re-registration or expulsion.

Possible sanctions may include:

- A Warning: The student will be required to participate in conversations and learning around the situation, with the intent to identify the nature of any infractions, review expectations, discuss possible alternative behaviours, and indicate that any future misconduct may result in more serious consequences.

For lesser infractions, this would entail communication with the student resulting in a "Verbal Warning" and may also include communication with the student's parent(s)/guardian/caregiver.

For repeat or more significant violations, this would entail a communication with the student and the student's parent(s)/guardian/caregiver, including a "Written Warning" in the form of a written communication provided to the student and parent(s)/guardian/caregiver.

- Loss of Privileges: This may include, but is not limited to, loss of dining hall, bus or driving privileges, loss of participation in co-curricular activities, school events, before & afterschool programming, or school travel. It may result in costs incurred by the family (for example, paying for damages caused, default of prepaid expenses for activities, or payment for return transportation when a student's continued involvement on a trip is no longer appropriate). In the current school year, it may also affect a student's eligibility to be considered for certain awards, scholarships, experiences, or recognitions where character or conduct are part of the criteria. The student will also be required to participate in conversations and learning around the situation.
- Internal Suspension: This means that the student has lost the opportunity to be an active part of the school community for a prescribed time. A student may receive an internal suspension for more serious or repeated, minor infractions. For Gryphon House students, students will be isolated in a workspace on the Pemberton Woods Campus. Work may be completed and tests may be written. The student will arrive before 8:00 a.m. and will be released after 3:45 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. The student will be required to participate in the Restorative Steps outlined below.

- External Suspension: A student may receive an external suspension from GNS for very serious infractions of the School's Code of Conduct, or repeated infractions of a less serious nature. The student is sent home for a period of time, depending on the nature of the infraction, ranging between 1 to 3 days. Schoolwork may be completed and summative tasks made up at another time at the discretion of administration. A student on external suspension is not eligible to participate in co-curricular activities for the duration of the suspension. Note: external suspensions may be disclosed to post-secondary institutions when they ask if a student has been involved in a disciplinary process. In support of the School's belief that students can learn from mistakes and to allow for situations where it is believed by the School that major restoration has occurred or significant time (i.e. multiple years) has passed between the timing of the suspension and graduation, in some cases, as determined by school leadership, disclosure may not be warranted. At the discretion of the School's administration, the student may be required to participate in the Restorative Steps outlined below.
- Probation: Violation of the Code of Conduct may be followed by a period of probation, which may fall into several categories:
 - ❖ Academic Probation: A student will be placed on academic probation if they have multiple academic infractions (see [GNS Academic Integrity Policy](#)).
For repeated or extreme instances, after this point, students may need to withdraw from an IB course, or the school, and it will affect their GNS scholarships (if applicable) and pathways to graduation (if applicable). It will also be disclosed if requested from universities or prospective employers.
 - ❖ Behavioural Probation: When a student has had multiple violations of the Code of Conduct, and then a sanction/consequence, the student will be placed on Behavioural Probation. At this point, should the student violate the Code again, this may affect their GNS scholarships (if applicable) and pathways to graduation (if applicable). It will also be disclosed if requested from universities.
 - ❖ General Probation: A student may be placed on General Probation, which is a last opportunity to demonstrate to the School that they will abide by GNS' Code of Conduct. A student who is on General Probation may be dismissed from the school for future violations of the Code of Conduct. 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. It may be determined that the probationary period extends beyond the current school year. This is when the student will be directed towards the restorative steps below.

Restorative steps

Our belief is that students need the opportunity to learn and be supported in considering their decision-making. As such, we have included a framework to guide students through their social-emotional learning from their experience. Research supports that adolescents need the opportunity to take responsibility and accountability for their actions (Brummer, 2020).

To support this, and depending on the situation, there may be a requirement for restorative steps with any sanctions listed in Stage 3 above; for example, an authentic apology, making amends, financial restitution, etc. The School reserves the right to request the student seek other support services such as external counselling, meeting with a paediatrician or other care providers.

These steps are required for students who have been internally or externally suspended:

- The student (or in certain circumstances, the student's parents/guardians) must schedule an appointment with a member of the School Administration, who may include other members of the student support team as needed. This appointment must take place before the student's re-entry to the school.

Stage 4: Expulsion: A student may be expelled immediately for more serious infractions that might impact on the safety of other students in the school, as well as for illegal activity or repeated infractions of a less serious nature. If illegal activity, then the school will work in coordination with the appropriate authorities (i.e. police/RCMP). Parents/guardians are contacted and asked to meet with School administration, including the Head of School or designate.

Part 4: Community Expectations in this Process

A. Expectations of the Student

- continue to demonstrate the School's Values and abide by the GNS Student Code of Conduct.
- follow the restorative steps above and must be willing to learn from their experiences.

B. Expectations of the Guardians/Family/Caregivers

- partner with the School in support of their child's learning and personal development.
- follow the [GNS Code of Conduct for Parents and Guardians](#).
- communicate with the school in a timely manner.

After any suspension, ensure that their child follows the restorative steps outlined in Stage 4 above in order to return to school.

For Gryphon House students, the House Parents will meet with any students who have violated the Code of Conduct and, depending on the scenario, students may also have House consequences for a specific time period.

C. Expectations of the School

- Someone from the leadership team will connect with the student and family after the investigation and conference stages.

In addition, the school will:

- communicate the consequences to parents/guardians and the student.
- clearly outline any required restorative steps in Stage 4 above that we require the student to complete before returning to the GNS community.
- develop and maintain documentation regarding the incident.
- take all reasonable steps to prevent retaliation by a person against an individual who has made a complaint of a breach of the Code of Conduct.

Part 5: Appeal Procedures

This policy is in the interest of procedural fairness, positive growth, healing, learning, and supporting the wellness of individuals involved (including both those responsible for any negative behaviour and those impacted by it) and the School community. 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. In a situation where a family is unsatisfied with the process, fairness, or decision made relating to discipline of their child(ren), the first step would be to discuss their concerns with the staff member. Following that, they would go to the staff member's direct report (Director, Coordinator, Principal, etc.), then to Division Principal, Deputy Head, and finally, the Head of School. Only then, would

there be a formal written request to the Chair of the Board.

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 to determine if the school followed the steps outlined in the Student Code of Conduct 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 judgement 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 guidance on the appeal process is available through the Chair of the Board of Governors.

Families have one additional recourse: the Ombudsperson of the Independent Schools Association (ISA). Parents/guardians may request an Ombudsperson to support the procedure of conflict with your school. For information about ISABC's Ombudsperson services, please contact the ISABC Executive Director, Elizabeth Moore, at elizabeth.moore@isabc.ca or by phone at 604-913-6038.

Such recourse is only available after all avenues of appeal at the school have been exhausted.

Student Conduct During Off Campus Travel

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 standard of conduct and a significant level of personal investment and responsibility is expected from each participant travelling as part of school activities. Conduct can leave a lasting impression on others (including hosts) and one that may affect opportunities for future school travel. When GNS students are on excursions away from the school students are expected to abide by school rules, follow the GNS Student Code of Conduct and adhere to these general principles:

- Be punctual, be where you are intended to be and 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.
- Do not drive any motorized vehicle, and only travel in one with the express permission of the chaperone(s).
- Do not swim except with the express permission of the chaperone(s), and then only when supervised by a qualified lifeguard and/or a trip leader.
- Be courteous and attentive to those providing information or instructions.
- Be neat and tidy with personal belongings and take care of your gear.
- Avoid bringing unnecessary valuables.
- Be considerate of hotel staff and other guests at all times. If in a billet situation, be helpful to the host family in any way that you can.
- 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 or 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.

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 included in

all relevant overnight trip Activity Information and Informed Consent forms on Blackbaud myGNS.

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. Should a student violate the Code of Conduct while on a school-related trip, the following actions will be put in place immediately:

1. The school will contact home to inform their parents/guardians about the situation and any immediate repercussions, which could include immediate removal from the trip, with the participant being sent home on the next available method of transport at the parents'/guardians' expense.
2. Upon return, there will be a disciplinary meeting with the school to discuss the matter and any further consequences or mandatory restorative actions as deemed appropriate by the school, as per the Code of Conduct.

Commitment to Inclusion

Violence and discrimination against marginalized members of society in communities across Canada remind our Glenlyon Norfolk School (GNS) community that there is still work to do in order to stop racism and bias towards any person or group of people for any reason. At GNS, we support and celebrate being an inclusive environment. In addition, we oppose and condemn any discriminatory statements or actions including on the basis of race, culture, ethnicity, language, age, physical or mental ability, family status, religion, economic situation, gender identity and expression, or sexual orientation. We commit to making meaningful changes and efforts to improve accessibility and support diversity, equity and inclusion across all parts of our community including amongst our faculty, staff and students.

As an International Baccalaureate World Continuum School we see great value in supporting our students to be globally-minded citizens who have insight into diverse perspectives and respect for all cultures. We strive to promote genuine care and concern for others. We recognize the value of and complexity in human relationships and see the work of implementing positive change as our shared responsibility. We see education as being the critical foundation for this journey and a basis from which we can encourage our faculty and staff members to continue to reflect on their own practices, seek resources from anti-racism and anti-discrimination contributors, engage in safe and healthy dialogue with each other and their students, seek training and support as needed, implement policies and practices that support accessibility and inclusion, encourage diverse perspectives and contribute in meaningful ways that reduce discrimination and bias in the school and greater community in which we live.

We remain committed to:

- Living our GNS Values of Truth, Courage, Caring, Community, and Individuality
- Supporting the health and safety of our community members
- Incorporating these values and practices into curriculum, whole school events, alumni engagement, professional development, meetings, parent/caregiver engagement, community building activities and communications
- Celebrating our community members
- Providing opportunities for professional development
- Ensuring the inclusion of diverse perspectives from marginalized and underrepresented members of society
- Actively practicing anti-racism
- Taking incidents or reports of racism or discrimination very seriously

Land Acknowledgement

Land Acknowledgements serve as a recurring opportunity to learn and are a small aspect of steps taken in response to the Truth and Reconciliation Commission's [Calls to Action](#). Though not explicitly mentioned in the Calls to Action, Land Acknowledgements focus teaching and learning around such complex topics. GNS has an established set of 'guidelines for use' in reference to how and when Land Acknowledgements are used at school activities.

Our GNS Land Acknowledgement is below:

We wish to acknowledge and respect the Straits Salish Peoples on whose traditional territory we gather. Specifically, we recognize the Lekwungen Peoples known today as the Songhees Nation and the Esquimalt Nation, whose historical relationships with the land where we live, work, play and learn continue to this day.

Anti-Discrimination Policy

Racism is the belief that one group of people, identified by physical characteristics of shared ancestry (such as skin colour), is superior to another group of people that look different from themselves. Racism occurs when individuals or groups are disadvantaged or mistreated based on their perceived race and/or ethnicity either through individualistic or systemic racism. Everyone has a sexual orientation and gender identity (SOGI). These are inclusive terms that apply to

everyone, whether they identify as lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual or cisgender (identifying with the same gender that one was assigned at birth).

There is no place for racism, discrimination, or intolerance at GNS. 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 race, culture, language, age, physical or mental ability, family status, religion, economic situation, gender or sexual orientation.

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:

1. Superiority
2. Persecution
3. Intolerance
4. Social change through violent action
5. Sedition

Harassment and Bullying Prevention Policy

All members of the school community are committed to ensuring a safe, supportive learning environment. Thus, Glenlyon Norfolk School does not tolerate bullying or harassment. GNS takes responsibility for providing anti-bullying education throughout the grades during assemblies, community time, grade meetings, homeform activities and class discussions. In the primary years, it is the WITS (Walk Away, Ignore, Talk it Out, Seek Help) program and in the Middle and Senior years it is also delivered through Health and Career Education and Planning. 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 caring, respect, tolerance and inclusion, both through their personal relationships and in their teaching.

Bullying and harassment are intentional, repetitive acts 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
- Socio-emotional (relational):
 - 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: using information and communication technologies to support deliberate, repeated hostile or demeaning behaviour, through websites, texting/messaging/blogging, social media, chat rooms, servers, online games, etc.

Glenlyon Norfolk School is committed to protecting all students from all forms of bullying, regardless of the student's race, culture, religion, language, age, physical or mental ability, family status, economic situation, sexual orientation or gender identity.

Harassment and bullying can occur:

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

Procedures for Dealing with Harassment/Bullying

Bystander: If you become aware of threatening, harassing or bullying behaviours immediately report them to a responsible adult (Homeroom/Classroom Teacher, Counsellor or Principal).

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

- A student who feels they have been or are being harassed or bullied should immediately tell the harasser/bully that they object to the behaviour and do not want it repeated and then report the incident to a responsible adult (Homeform/Classroom Teacher, Counsellor or Principal), with specifics. Though less timely and only monitored during school operational hours, the Province has also established an anonymous on-line reporting tool for students, which may be accessed through the Expect Respect & A Safe Education (ERASE) website: <https://erasereportit.gov.bc.ca/> This tool lets students send a secure, anonymous and confidential message to our Safe School Coordinator (Principals), who will follow up on it.
- The responsible adult (Homeform/Classroom Teacher, Counsellor or Principal) will offer advice on strategies for dealing with the situation and help to implement them. The victim will be advised that the school commits to taking reasonable steps to prevent retaliation against them by a person for making a complaint of a breach of the Bullying and Harassment policy.
- Steps will be taken by the school to investigate the incident in order to gain a thorough understanding of the situation and the individuals involved. This will include efforts to hear from all perspectives involved.
- The school will advise the harasser/bully that any retaliation against the student who has made the complaint will not be tolerated and may lead to disciplinary action.
- If it is determined that such negative behaviours have taken place, disciplinary actions, if appropriate, will follow the process outlined in the school's Student Code of Conduct. The students' ages, maturity, any special needs, previous behaviours, understanding of impact, and consequences of the actions (for themselves and others) will all be taken into account.
- In the absence of a satisfactory response, further action, which may also include counselling, is undertaken.

Harasser/Bully: when a person is made aware that their actions have been felt to harass or bully someone else, they are encouraged to understand the offense caused by their behaviour and to cease it immediately.

If the above process fails a formal complaint can be lodged with the Principal or Head of School.

Parents are actively encouraged to work with the school to intervene in bullying behaviour and support all of the children involved. In addition, parents should support the school and accept the school's considered actions when their children are found to be involved in inappropriate behaviours, and to work in partnership with the school toward resolution of these situations.

GNS follows the British Columbia Ministry of Education and Child Care recommended 'Fair Notice' regarding Violence Threat Risk Assessments.

Home–School Communications

Online Communication

GNS relays most school information to parents via email, the weekly Announcements, e-newsletter and Blackbaud myGNS. All parents should ensure they have an email address registered with the school so that they receive important school communications. Blackbaud myGNS contains a calendar to enable you to keep up with everything going on at the school. Other learning management systems such as Managebac and educational software tools like SeeSaw are used regularly to share information and aspects of student learning with families.

Announcements are posted regularly and collated into an email that is sent to all families on Wednesdays.

School news is sent out on Fridays.

Vidigami is a website the school uses to store school photos and make them available for viewing and download by our families.

GNS Family Events

We recognize the importance of partnering with students' families to create the special community of GNS. As such, there are many opportunities for our community members to be involved, learn about their child's(rens') educational experience, celebrate, and connect with one another. Some examples include: Family Carnival, GNS Gryphon Gala, Parent Social Evenings, Book Clubs, and Guest Speaker/Parent Education Events. Please refer to the school calendar and watch for communications and regular invites to these events.

New Parent Receptions

Relationships and community building are an important priority for GNS. To help introduce and connect new families in the GNS community, the school typically hosts new parent receptions. They are usually held the first or second week of school in September. These welcome evenings (one for each campus) are an opportunity for parents who are new to the GNS community to meet with Senior Leadership and socialize.

Parent Information Evenings

Junior School Curriculum/Meet the Teacher Evening

This event provides 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 and to get a better idea of what a "day in the life at the Beach" is like for their child(ren)'s respective grade.

Middle and Senior School Curriculum/Meet the Teacher Evening

This event provides parents with the opportunity to follow a student's timetable, meet some of their teachers and learn more about specific courses and programs. They are intended as occasions for mutual introductions.

Information Sessions

The school holds regular information sessions regarding various aspects of its programming such as Assessment, Course Selections, IB Programmes, University Pathways to Graduation, Transitions to the next Division, Outdoor Education or International Trip Plans, etc. Many recordings of these presentations are available for viewing in Blackbaud. Parents are encouraged to attend and information about the dates/times is shared through the weekly e-news and Announcements.

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 expected to be in touch with their child's homeform advisor or classroom teacher on a regular basis to keep up with their child's progress. We offer formal opportunities for parents to meet with their child's teachers, some done in-person on campus and some on-line to support involvement by parties unable to attend in-person and to avoid challenges with accessibility and inefficiencies that come with having to quickly navigate a large campus.

The first such opportunity comes at the end of October after Learning Update #1 has been posted on Blackbaud. An online 'Meet the Teacher' system has been established for parents to book interview times with teachers. Students are expected to be a part of these discussions. Please check the online calendar for exact dates and times when they have been confirmed.

A second opportunity for parents to meet with teachers occurs early in the Spring. Though open for all families, this scheduled time is often prioritized for parents of students when there are specific concerns. Please check the online schedule for exact dates and times.

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

TV monitors, located in the lower Gudewill hallway, the lower Brooks Building and in the Dining Hall, are used to relay important or timely announcements to students.

Live Stream

Online viewing access is possible for many school activities, information sessions and events. This link is also posted on Blackbaud. <https://www.mygns.ca/gryphon-life/live-stream>

Acknowledgement of Risk, Informed Consent and Permissions for Various School Activities

Our risk management strategy involves doing our best to ensure 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 comfortable with the risks involved, then it is your right and prerogative to hold your child back from participating.

In most cases, 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.

Families will be asked to sign Blanket Consent Forms each year to cover typical school-related activities. More details relating to each division are below.

Blanket Consent

Junior School

The school has an integrated program of outdoor education, athletics and field trips. Each year, new skills and awareness are added to the student's educational experience.

All families are asked to complete a Victoria Blanket Consent form every year at the beginning of September via Blackbaud. This Victoria Blanket Consent covers any trips that are of normal risk, where the highest level of risk is travel in the GNS school bus. An email or hard-copy informational letter is provided by the homeform teacher to advise you of the details of the field trip.

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 provided. In order for a student to participate in such a trip, the consent form must be completed and signed in Blackbaud. Consent forms for participation in any athletic activity at the school are made available online at the beginning of each term.

Middle and Senior School

It is most important for all parties that every student has a signed form for any off-campus trips that occur. All families are asked to complete a South Island 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 South Island Blanket Consent covers any trips that are in the region of Southern Vancouver Island, of normal risk, where the highest level of risk is travel in the school bus or private vehicle to the event. For most of these trips an informational letter is posted on Blackbaud myGNS 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 Southern Island area, or for trips involving a higher than normal level of risk, a separate consent form with an informational package is posted on Blackbaud myGNS. In order for a student to participate in such a trip, a signed consent form must be reviewed and signed by a custodial parent and student prior to the departure of the trip. For Family Boarding students, this must be signed by the natural or home parents.

There are also consent forms for participation on any athletic team at the school. Each member of the team must have this consent form reviewed and signed on Blackbaud myGNS 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.

Academics

Learners are required to demonstrate they are able to meet the learning objectives of all of their courses before proceeding to the next grade.

Attention should be paid to prerequisite requirements necessary for admission to some courses; particularly those in Grade 11 and 12 or for Extended Mathematics course offerings in Grades 9 and 10.

When a student is having difficulty meeting the requirements of a course, the school may request the student come in for regular extra help sessions, commit to tutoring or completing summer course offerings through South Island Distance Education. In rare situations where a learner is still unable to complete required coursework and/or meet specific prerequisites for transition to a subsequent grade level, they may be prevented from continuous enrolment at GNS. These rare circumstances can occur when the school is unable to provide an appropriate program for a student despite its best effort, or when administration feels it is not in the best interest of the student to continue at the school.

Correspondence and Summer School credits are accepted by the school as counting towards total graduation requirements, but do not count towards the school requirement of numbers of courses taken within the timetable at the various grade levels.

School Supplies

Junior School

At the Junior School, school supplies are provided in class by the classroom teacher.

Middle School

Middle School Supplies Lists can be found on the school website under the heading for the school store, the Gryphon Door. Kits may be ordered, filled with everything your student needs from their grade list. School supplies can be purchased as a kit at any time through [School Start](#). If you would prefer to purchase individual items you can refer to the lists of required supplies for each grade.

Middle School supply lists:

- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Throughout the year, basic school supplies for Grades 6 to 12 can be purchased at the Gryphon Door.

Senior School

Supply lists by grade are not issued for Grades 9 to 12. At the beginning of classes in September, teachers will inform students of any special requirements for their particular course. The basic requirement for students on the first day of classes is a binder with loose-leaf paper and writing utensils.

Homeforms

Middle and Senior School

Independent schools such as Glenlyon Norfolk School have a long history of providing teacher-student advisory 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 topics, to work on community service projects and to develop a yearly educational plan for themselves. Contact with subject teachers, coaches and parents, as well as regular meetings with the students, assists advisors in helping students meet

their individual goals and experience success while at GNS. A family's first point of contact with the school is through the homeform teacher.

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.

If a student arrives late, they must sign in 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 for Grades 6 to 8 meet at the start and end of each school day, on Wednesdays during some Assembly/Advisory blocks, and following lunch recess daily. and for a longer period on Wednesdays.

Senior School

Homeforms for Grades 9 to 12 (cross-graded) meet daily at 8:10 a.m. If a student arrives late, they must sign in at the office, even if the lateness is authorized. This will ensure that the student's attendance at school is properly noted.

Another important component of the homeform program is the individual tracking of students by the advisor. Homeform advisors generally remain with the students from Grade 9 to Grade 12, ensuring that they develop a strong bond and have a good understanding of their students' progress.

Assemblies

Junior School

Assemblies are held on Monday and Friday of each week. The format of assemblies includes reading, songs, skits or stories. Student recognitions also occur during assemblies for Kindergarten to Grade 5. Values-based education, the IB Learner Profile, Internationalism and the Action Cycle are recurring themes.

Middle and Senior School

Assemblies are held during the assembly block on Wednesday mornings. Additional assemblies of the Pemberton Woods Campus or for the whole school are occasionally held to mark special events.

Assemblies are community building opportunities for students, and attendance is important. They provide an opportunity for students and staff to come together, 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. Students are expected to wear their Number One Uniform.

The Curriculum

Junior School

Glenlyon Norfolk School is proud to be authorized to offer the International Baccalaureate (IB) Primary Years Programme (PYP) from Junior Kindergarten 3 to Grade 5. At the Junior School, we focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. The IB PYP is an enriched programme that meets every student where they are and empowers them to do their very best. By educating the whole student, the IB PYP encourages the development of body, mind and spirit in every student and provides a framework for the delivery and enrichment of the BC provincial curricula. In addition to meeting the province's learning requirements, the IB PYP encourages a positive attitude to learning by engaging students in meaningful, in-depth inquiries. Students develop an awareness of the

process of learning so that they become life-long learners, going beyond traditional subjects into real issues, emphasized through the attributes of the Learner Profile.

Sustained inquiry forms the centrepiece of the curriculum. We use structured inquiry into both established bodies of knowledge and complex problems. With this approach, prior knowledge and experience establish the basis for new learning, and students' curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant. The nature of the entire program is transdisciplinary; a key concept is explored across numerous subjects through a variety of different lenses.

Middle and Senior School

The school curriculum is based upon, and conforms fully to, the BC Ministry of Education and Child Care requirements. GNS is accredited to offer the IB Middle Years Programme (MYP) to all students in Grades 6 to 10 and the IB Diploma Programme (DP) to students in Grades 11 and 12.

The MYP is an inquiry framework through which the content and curriculum of the BC Ministry of Education and Child Care is delivered. All courses in the MYP help students to develop key strengths in Approaches to Learning Skills of Communication, Social, Self-Management, Research, and Thinking.

The DP is a two-year programme that is universal in scope, requiring the study of Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, a sixth area of study, and Theory of Knowledge. There are also requirements of completion of the Extended Essay and participation in the CAS (Creativity, Activity and Service) Programme. In Math, we offer an accelerated track that begins in Grade 9 (Senior School) with multiple entry points. Students in Grade 11 may choose the full IB Diploma route, or they may choose the course candidate pathway, customizing their academic program for their future goals. Please see the PW Program of Studies for detailed information.

Capable ELL (English Language Learners) students who have demonstrated competence with written, read and spoken English may be invited to join the IB Diploma Programme. Such learners may opt to study the literature of their mother tongue in a self-taught course, as well as English, if approved by the Diploma Programme Coordinator.

Learners have an increasing degree of choice in their course requests as they move up in grades, though it is a requirement that all learners choose a combination of courses that will qualify them for university entry. That includes the requirements of an IB English 11 course, an IB Language Acquisition course, an IB Individuals and Societies 11 course, an IB Sciences 11 course, IB Mathematics: Applications and Interpretation SL 11, an IB English 12 course, and six other Grade 12 courses. For further details of the course requirements, see the [Program of Studies](#).

In order to meet the Ministry's Indigenous Grad Requirement (a requirement for all graduates 2024 onwards), all Grade 10 students at GNS are enrolled in an approved English First Peoples Literature course with a focus on Indigenous authors, presentations, perspectives, text selections, and discussions. Students enrolling in GNS after Grade 10 who have not already met this requirement elsewhere, will be required to complete supplementary materials or additional coursework (may be provided by distance education) in order to support their meeting of this Ministry requirement for graduation.

Grade 11 learners are expected to register in at least seven courses in the timetable during the school year. Grade 12 learners are expected to register in at least six courses in the timetable during the school year.

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 year in early March.

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 requests as provisional until they are confirmed by one of the University Guidance Advisors.

Course Changes

Middle School: Language Acquisition & Arts Course Change Requests

In Language Acquisition, students in Grades 7 and 8 choose French plus one of Spanish or Mandarin. Once the choices have been made in Grade 7, students are strongly encouraged to continue their studies in the same languages through Grade 8, with one of the languages continued into the Senior School. Exceptions to this are made for students who are new to English and have been identified as needing support, in which case the student would enrol in English Language Acquisition at the school's direction. In the event that a student feels strongly that they would benefit from a change in their Language Acquisition choice from Grade 7 into Grade 8, they must ensure that they reach out to the Principal of the Middle School to ensure that they are able to meet the demands of such a course change and that the school has space to accommodate.

In Grade 7, all students take IB Visual Arts and select from either IB Theatre 7 or IB Band 7 for their secondary Arts course. In Grade 8, should a student who did not complete IB Band 7 wish to select IB Band 8 as their secondary Arts course, they must reach out to the Middle School Principal before making this request to ensure that they are able to meet the demands of such a course change.

Senior School

Each spring learners are asked to carefully consider their course choices and to submit those requests for the following academic year. Senior School learners will participate in Course Request Week in late February/early March. Various information evenings will be offered prior to this date so learners and parents can make educated decisions. Additional resources on this topic can be accessed in the Resources tab in Blackbaud. On the first day of classes, learners are given individual timetables that reflect their required and elective courses.

Should a Senior School learner request to change their elective, this request must be accompanied by a written request from the parent. Our University Guidance Advisors manage all course changes. No learner is permitted to add a new course at GNS after September 30, as so much new material will have been missed.

Occasionally, a learner finds difficulty with an elective course, and, despite best efforts working with the classroom teacher, the learner wishes to withdraw from this course. A form, which requires discussion between the classroom teacher and learner, the parent and learner, and one of our University Guidance Advisors and learner, needs to be completed to ensure possible strategies to succeed have been considered. The path to graduation will also be confirmed as secure through this process. If all parties agree that the best decision is to withdraw from the course, it will then show on a student's transcript as a withdrawal (W).

University Guidance

Our University Guidance Advisors are responsible for counselling students on their academic choices. In particular, Grade 12 students receive extensive guidance on the steps involved in selecting, applying to, and securing admission to university or college.

Students intending to apply for admission to American universities and colleges are required to sit the SAT examinations before December. Testing occurs outside the school (usually at the University of Victoria), and full details and forms may be obtained from the Academic Advisors in September or from <http://www.collegeboard.com>.

Students intending to apply for admission to UK universities should connect with the Academic Advisors to ask any questions about UK universities and the UCAS system. If there are any Grade 11 students interested in pursuing post secondary education in the UK, it is highly recommended that you meet with the Academic Advisors early in your Grade 11 year to plan.

The GAP Program

Via the GAP Program, students who have just graduated have the opportunity to travel to institutions such as schools and to work as a tutor, house matron, rather than be a student. The individual is paid a nominal amount and given board and lodging. This has been a very rewarding program. Glenlyon Norfolk students have worked in schools in the UK and Australia and the school has been enriched by GAP students from other countries.

Any student who is interested in this program should contact the University Guidance Advisors in September of their Grade 12 year.

Academic Integrity

Academic Integrity 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. GNS has developed an [Academic Integrity Policy](#) that applies to all members of the GNS learning community and all forms of assessment (formative and summative). IB learners must be principled in their behaviour and reflective of their actions so as to remain consistent with this policy.

According to the IB statement on Academic Integrity, “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” (IBO, 2009).

Learning Resources Policy

A wide range of educational resources are required to meet the educational needs of learners, the professional needs of educators, and to fulfil the goals and mandates of Glenlyon Norfolk School (GNS), the International Baccalaureate, Canadian Accredited Independent Schools, the Independent Schools Association of British Columbia, and the Ministry of Education.

Effective July 1, 2016, independent school authorities in the province of British Columbia are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1)(b) which states:

On application by an authority, the inspector must issue or renew a certificate classifying an independent school into one or more of the groups set out in the Schedule if the inspector is satisfied that the authority and the independent school meet (b) the educational standards established by the minister, and Section 4 of the Ministerial Order 41/91, the Education Standards Order.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. The [GNS Learning Resources Policy](#) sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by Glenlyon Norfolk School.

Learning Strategies

Junior School

Learning Strategies are provided to any student experiencing learning challenges. The key role of the Learning Strategies Teacher is assessment of learners and support for the classroom teacher in the form of remediation. Children enter the Learning Strategies program to help them establish a solid foundational background. Outside assessment (a psychological

educational assessment, speech, occupational therapy etc.) may be recommended at any time and this is the financial responsibility of the parent.

New learners may also be monitored initially and will sometimes require short-term Learning Strategies to “fill in the gaps.” Key aspects of the K to 5 program include:

- Regular individual or group sessions as appropriate both within the classroom and in the Learning Strategies room
- Frequent conferences with classroom teachers

Middle and Senior School

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 differences. 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 teachers are available to coordinate and advise. Parents must obtain a full psychological-educational assessment from a registered educational psychologist to allow adaptations for internal assessments and/or for the daily program.

Enrichment

At GNS, we cater to the needs of a range of learners. Enrichment is an important way to treat children as individuals and encourage all their talents. While the whole GNS program is enriched, below is a short description of what enrichment entails and how it may flow from grade to grade.

Enrichment is the act or process of challenging learners academically, socio-emotionally, through skill development or creatively. At Glenlyon Norfolk School we challenge learners to go beyond the British Columbia curriculum. The enrichment program at Glenlyon Norfolk School is one dimension of the basic program offered to all learners. The goal of enrichment is to encourage learners to become self-directed learners and to develop and apply their unique abilities in increasingly more sophisticated and complex situations throughout life. There are many ways through which students may receive enrichment at school- some examples are provided below:

1. Whole Class Enrichment – a whole array of options is available depending on the teacher. Please see individual teachers for particular techniques they use within the classroom. Some techniques children experience at GNS include curriculum compacting, subject acceleration, inquiry-based learning (which occurs in all classrooms in the PYP and in many aspects of the MYP, DP and Senior School Provincial courses), team teaching and student grouping (in many subjects this allows students to move ahead more quickly).
2. Co-curricular Enrichment – including participation on trips, service experiences, teams and in clubs (Round Square, musical theatre, robotics, choir, coding, sports teams, outdoor education trips, service learning initiatives, Model United Nations, language clubs, etc.).
3. Differentiated Learning within the Classroom Setting – a teacher will assign work differently to learners based on their understanding of the material, their previous experience with the material or a concept, demonstration of learning objectives and their ability to do more challenging work requiring higher level thinking skills.
4. Taking advantage of “challenge” opportunities such as science fair or math competitions.
5. Leadership Opportunities – students may choose to become involved in leading school initiatives or programs (team captains, prefects, Gryphon Government, Athletic Leadership Council, Peer Supporters, class reps, student tour ambassadors, club leaders, special event organisers, etc.).
6. At higher grades, there are some opportunities for more advanced courses. These include course offerings such as: DP Higher Level (HL) courses, Extended Mathematics courses (Grades 9 to 10), Language A options, etc.

Our challenge and our goal is to provide enrichment to all learners to the best of our and their ability, acknowledging that some learners will require enrichment above and beyond other learners.

Learning Commons

Learners visit the Learning Commons by class and are encouraged to borrow materials. The standard loan period is two weeks. The Learning Commons are open before school, during recesses and after school. They are often the site for clubs and student meetings.

New materials are selected on an ongoing basis, and programs are established in order to support the curriculum. Teacher-Librarians at all three divisions work closely with the faculty to provide a broad base of support for research projects, class work, and opportunities for personal reading enjoyment.

Inevitably, some books are lost during the course of the year. The only way to recover the cost of replacing these books is to ask the parents of the students responsible for the books to pay the replacement cost. A letter to this effect is sent to parents at the end of the year, asking for the book to be returned or for the book's cost to be paid to the school.

Parents interested in volunteering regularly in the Junior School library are most welcome to contact the teacher-librarian.

Learner Evaluation

Reporting Student Progress in the Junior School Primary Years Programme

Formal written learning updates are provided twice a year. Learning Updates communicate to parents significant aspects of their child's progress. Performance scale rubrics are used with an anecdotal commentary to describe the student's level of performance in relation to the expected learning outcomes set out in the provincial curriculum. Parents also receive an update early in the year to indicate how the student is adjusting to school, as well as participate in student led conferences in the spring. After Learning Updates, and, indeed, at any time, parents are encouraged to arrange conference times with homeform and specialist teachers, as required.

Parent-Teacher Conferences are held in person at the beginning of November and again in February. They are designed to give parents and teachers the opportunity to discuss information about the student's progress, development and needs. Parents will be able to arrange an appointment time online for Parent-Teacher Conferences. Appointment times will be arranged via the Parent Portal on the GNS website. At any time, parents are encouraged to arrange conference times with any teacher as required.

Reporting Student Progress in the Middle and Senior Schools

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.

Middle Years Programme (Grades 6 to 10)

In Years 4 and 5 (Grades 9 and 10), assessment will be exclusively reported as IB Grades.

- formative assessment – Formative assessments are assessments FOR learning. These are tasks that are used to help students develop and practice skills, and receive feedback to further enhance their learning and achievement. Formative assessments can also be used by instructors to improve their teaching and students' learning.
- summative assessment – Summative assessments are assessments OF learning. These are tasks where a student's achievement is formally assessed using prescribed MYP Criteria.

How do we arrive at a final IB grade for each student?

When determining a student's IB grade (for example, at the end of a term or completion of a course), teachers must make judgments on their students' levels of achievements in each of the four criteria from their subject area. To

determine these levels of achievement, teachers must gather sufficient evidence from a range of learning experiences and assessments. This evidence comes from the performance of the student over the duration of the MYP units of work.

To arrive at a criterion levels total for each student, teachers will total the final levels of achievement in each of their subject criteria then use an international grade boundaries table to determine the final grade. These tables provide a means of converting a criterion's total into a grade based on a scale with levels of 1 to 7.

At the end of each academic year, Year 4 and 5 students (Grade 9 and 10) 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.

What does MYP assessment look like across the subject areas?

We have summarized the key elements of each subject across each grade here: [IB Grade Descriptors](#)

What do the Final 1 to 7 IB Grades mean?

| Final IB Grade | Description |
|----------------|--|
| 1 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

Graduation Program (Grades 10 to 12)

The Graduation Program in the Province of British Columbia spans Grades 10 to 12. The Ministry of Education and Child Care requires that a final percentage grade be reported for all Grade 10 to 12 students for the purposes of their official BC transcripts. The following percentage/letter grade equivalents conform to the Provincial norms.

| Percentage | Letter Grade Equivalency |
|--------------|--|
| 86 and above | A |
| 73–85 | B |
| 67–72 | C+ |
| 60–66 | C |
| 50–59 | C- |
| 49 or less | IE (Insufficient Evidence of Learning) <u>or</u> F (Year-end designation) |

GNS Lifers

Children usually start elementary school in the same year that they turn five years old. The first year of elementary school is called Kindergarten. Kindergarten is offered in both public and independent schools in BC and is typically referenced as the start of a child’s formal educational experience. Before then, early childhood education (ECE) is available and, at GNS this is offered through our Junior Kindergarten Program. These age-appropriate, largely play-based learning experiences are usually provided to children aged between three and five to help them prepare for school. When a student has been on an educational journey for their entirety of schooling years and graduated from Glenlyon Norfolk School, they are acknowledged as “GNS Lifers;” having spent and committed a significant part of their lives in our school community. Generally speaking, a Lifer is interpreted and celebrated as a student who has been enrolled at GNS since either JK, K or Grade 1, the latter also being a major entry point at GNS for many students who are coming from regions of the world where JK and K may not be official school offerings.

Diploma Programme

There are as many pathways to graduation at GNS as there are students and it is important for students and their families to be aware of these options to determine the path that will best suit the student’s needs, interests and future goals. In Grades 11 and 12, students may choose to embark upon the full IB Diploma Programme, select from BC Provincial Courses, or take a hybrid of Diploma and Provincial courses.

Each course within the Diploma Programme is undertaken over two years (Grades 11 and 12).

- Throughout the two-year programme, achievement in each subject is reported through Learning Updates using IB grades 1 to 7. At the end of Year 1 (Grade 11), students receive an IB grade on their final Summary of Learning report card based on the first year’s work in addition to a percentage grade used to satisfy the Ministry of Education and Child Care requirements and to indicate students’ completed coursework on transcripts for post secondary.
- At the end of Year 2 (Grade 12), students receive an IB predicted grade 1 to 7 on their final Summary of Learning report, as well as a percentage grade to satisfy the Ministry of Education and Child Care requirements and to

indicate students' completed coursework on transcripts for post secondary. Final IB grades are published on July 6 by the International Baccalaureate Organization. Post secondary institutions that a student has applied to accepted a place in may also request a copy of these final IB results.

Approaches to Learning Skills

Approaches to Learning Skills (ATLS) are sets of strategies and techniques that students are taught to use as tools for learning. In each unit of instruction, teachers identify and teach skills that students will develop through their learning experiences. The Approaches to Learning Skills focus on the process of learning, helping students to become confident, independent, self-managed learners for life. The different ATLS categories addressed throughout each year are: Communication, Social, Self-Management, Research, and Thinking.

Middle and Senior School:

In alignment with the educational philosophy of the IB, students' progress with their Self-Management Skills is always taken into consideration. Their progress is described as either Emerging, Developing, Proficient, or Extending, and these are recorded on Learning Updates (i.e. report cards). Over the course of the year, students will receive several Learning Updates and a Summary of Learning at the end of the school year so it is possible to see how they are progressing across these skills.

Extending: Consistently arrives prepared for class on time, with all homework complete and with all the required materials. Is always engaged, often demonstrates leadership and uses class time appropriately. Always keeps materials organized. Consistently shows pride in his or her work. Always seeks clarification or assistance as needed.

Proficient: Arrives prepared for class on time, with most homework complete and with the required materials. Is generally engaged, shows some leadership and uses class time appropriately. Usually keeps materials organized. Shows pride in his or her work. Often seeks clarification or assistance as needed.

Developing: Occasionally arrives prepared for class on time, with homework complete and with the required materials. Is occasionally engaged and seldom uses class time appropriately. Usually keeps materials organized with assistance. Sometimes shows pride in his or her work. Seeks clarification or assistance as needed.

Emerging: Rarely arrives prepared for class on time, with homework complete and with the required materials. Is rarely engaged or does not use class time appropriately. Must work toward keeping materials organized. Seldom shows pride in his or her work. Rarely seeks clarification and assistance.

At the start of each year, all learners will set goals linked to the BC Ministry of Education and Child Care's Core Competencies: Communicating, Collaborating, Creative Thinking, Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility, and Social Awareness and Responsibility, and the IB Approaches to Learning Skills. Learners will revisit their goals during the Winter Term and then, reflect upon them at the end of the year. These reflections will be published on the final Summary of Learning at the end of the year.

The Reporting Cycle

The school year is divided into three marking periods; in addition there are final summative assessments. For the coming year the dates are:

| | | |
|-------------|---------------------------|------------|
| Fall Term | September 7 to December 7 | |
| | Learning Update #1 | October 12 |
| | Learning Update #2 | December 7 |
| Winter Term | December 8 to March 8 | |

| | | |
|---------------------|--------------------|---------|
| | Learning Update #3 | March 8 |
| Spring Term | March 9 to June 13 | |
| | Learning Update #4 | May 3 |
| Summary of Learning | | June 19 |

In order to equalize the length of the three reporting periods, the end of each period may not necessarily align with the end of each term.

In the MYP Years 4 and 5 (Grades 9 and 10), assessment is on-going throughout the year and is reported on ManageBac. The final exam/summative assessment counts as an additional summative assessment.

In Grade 11 and 12, the final grade for all courses is determined by the final summative school grade.

Anecdotal Learning Updates are issued at the end of each term to indicate the student’s level of performance as it relates to the BC Learning Standards and the IB MYP and IB DP Objectives.

In Progress/Insufficient Evidence of Learning/Not Assessed

Occasionally, a learner’s term work is not complete at the end of term and no grade is indicated on the term report and, as a result, the learner’s work is considered to be “In Progress”. In these situations, an “IE” for “Insufficient Evidence of Learning” may be denoted. Typically, the learner is expected to complete the required work before the beginning of the next term. Failure to complete work by the end of the final Spring Term could result in an “F” for a final designation in the course. In rare circumstances, and at the school’s discretion, an “NA” for “Not Assessed” may be used on Learning Updates to indicate objectives that have not yet been evaluated for a specific learner. In these situations, it is expected that these learning objectives will be assessed prior to the completion of the course and the final Summary of Learning.

Final Summative Assessments/Examinations

The academic program at GNS includes a period of time where final summative assessments/examinations are administered. A learner who misses a GNS final summative assessment due to illness may be permitted to make up that final summative assessment only with the permission of the principal and when the illness is supported by a doctor’s note explaining the reason for the absence.

The school has the responsibility to see that the required curriculum is covered by learners before writing Provincial Assessments. Learners write the Provincial Numeracy and Literacy Assessments in Grade 10 and Literacy Assessment in Grade 12 as part of the updated BC graduation requirements. Provincial Assessment dates are set by the Ministry of Education and those dates can be found at <http://www.bced.gov.bc.ca/exams/handbook/schedules.htm>. In the best interest of the learners, families of Grade 9 to 12 learners should not plan vacations or special events during June.

Questions about examinations for GNS learners should be directed to the Coordinator of Curriculum Planning.

Assessment needs to be relevant, timely, and responsive. Assessment for all subjects is transparent and is communicated through ManageBac and Blackbaud, course outlines, and in our unit and yearly planning documents. Formative and summative assessment provides ongoing and rich feedback that informs and improves the teaching and learning process. Learners have the opportunity to demonstrate their knowledge and understanding and Faculty use their expertise and professional judgement to support learners. All learners enrolled in a course, regardless of the teacher, have a consistent assessment experience. Throughout the year, faculty teaching the same course standardize assessment by coming to agreed interpretations of assessment criteria with regard to specific examples of learner work.

Formative Assessment

Formative assessment is ongoing and process oriented. It seeks to assess prior knowledge and uncover how the learning is progressing and the development of Approaches to Learning Skills. Formative assessment can be diagnostic in nature, helping learners and faculty identify areas for improvement, as well as strengths. It can also be reflective, asking learners to define goals to help them reach the learning objectives. Regular formative assessment with descriptive feedback is part of learning in preparation for summative tasks.

Summative Assessment

Summative assessment is used to determine where a learner is situated in their continuum of knowledge, skills and understanding. Throughout each unit of study, faculty use a combination of assessment strategies to inform learner progress against IB objectives and/or BC curricular competencies. In addition to summative assessments for units of study, each of the three programmes culminates in a summative component: the PYP Exhibition, the MYP Personal Project, and the DP Extended Essay.

Tasks and assessments are considered living documents and as such are reviewed and reflected upon each time a unit is taught and necessary revisions or updates are made.

To view the full Assessment Policy, refer to the Resources Page on Blackbaud.

Policy on Missing Tests or Final Summative Assessments/Examinations

It is expected that learners will take all summative assessments on the day stipulated by the teacher. If a learner is to miss a summative assessment 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 summative assessment without prior approval or a valid reason, the teacher may assign a mark of zero or be unable to provide a mark at all, which may pose further challenges for the student. 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 summative assessments are normally written after school, or in study time, under supervision.

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

During the final summative assessment period, learners attend school only for the summative assessments/exams they are writing. It is imperative that learners take the responsibility for following the summative assessment/exam schedule. In some cases with valid reason (ex. serious illness) it may be possible for learners to make up for a missed summative assessment/exam. This would be at the discretion of the Principal (a doctor's note may be required). A day is set aside at the end of the examination period for make-ups.

Alternative Arrangements for Tests/Exams/Final Summative Assessments

It happens, on occasion, that a learner may require special circumstances with respect to school work and testing situations. For example, one learner may require extra time and an alternate environment or a scribe.

Learners are eligible for special circumstance consideration on the basis of a completed Educational-Psychological Assessment by a qualified Psychologist. These assessments provide information that assists educators and families to better understand the nature of the student's needs and that can be used for planning, evaluating, goal setting, and selecting teaching and learning strategies, tools and resources. The school will implement recommendations of the Psychologist where possible within our structure and as resources are available. 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 and Child Care guidelines for learners requesting special

circumstances on their provincial assessments. The Ministry policy states that there must be an Educational Psychologist's Report on the learner, written in their high school years, and/or 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 respective Learning Strategies teachers.

Study Periods

Study periods may be assigned to Grade 11 and Grade 12 learners. During these periods they are required to work, under supervision, in the designated room. At some point in the year, Grade 12 learners may be granted the privilege of 'unsupervised study,' but this does not apply unless explicitly granted, and may be withdrawn if the privilege is abused. Grade 12s who are not demonstrating the expected learning skills and habits on an interim or term report may lose their privilege of unsupervised study for a period of time. These learners will be required to attend a regular study period for all studies.

Challenge Policy

In accordance with Provincial policy, a learner may challenge course work in a graduation credit according to guidelines and practices established by the school. Typically, a learner challenges a course by writing a GNS final examination/final summative assessment for the course and the mark on the examination/final summative assessment becomes the final school mark for the course.

In order to challenge an academic course, learners must demonstrate compelling evidence that they are prepared for the challenge. This can be established by providing details of the work completed by the learner, to parallel the GNS course outline. This must be provided in writing to the Curriculum Leadership Coordinator not later than one week before the challenge exam. A course may be challenged once only.

Challenge credits will be only be considered three times during the school year:

- During the last week of the summer vacation; learner intent is required in writing by August 1.
- During the second last week of June; learner intent is required in writing by June 1.
- Within the first four weeks of a course new to the learner; permission of the course teacher, Head of Department and Coordinator of Academic Programming is required.

At GNS, a course challenge is not permitted for any course in which a learner has previously been enrolled, while at GNS.

Homework Policy

When learners miss school for any reason (illness, appointments, sports teams, family matters), they are expected to make a strong effort to catch up on work missed. Assignments given and work covered during a student's absence may be adapted at the teacher's discretion. However, students and parents must remember that continued progress is dependent on a firm foundation of basic skills. Together, we must ensure that students are not left lacking any essential elements of the program.

Parental Involvement in Homework: Monitoring of homework is an important part of parental support for students. We ask that parents resist the temptation to become overly involved and complete significant portions of their children's homework. This can contribute to feelings of mistrust among peers and loss of confidence on the part of the individual student to succeed on their own. Additionally, it obscures the teacher's understanding of that student's ability to demonstrate learning objectives, as well as their individual needs and challenges. All teachers welcome comments or questions from parents, and are eager to clarify expectations and discuss ways to help reduce stress related to homework completion.

Agendas

Junior School

Homework Agendas are used in Grades 1 to 3. Students keep a record of homework, using the homework board to confirm assignments. Students can record time spent on homework each night. Parents are encouraged to use the agenda to communicate with teachers regarding difficulty with homework completion or any other small problem. Homework is never to be more than 20 to 30 minutes in Grade 4 and 5 every week night, Monday to Thursday. Homework typically consists of silent reading a novel or other book, touch typing, and possibly discussing with parents questions arising from units of inquiry. Our students work very hard at school each day and we value time at the end of the day for children to relax, play and spend time with family.

Middle School

Student Agendas are used in Grades 6 through 8 to help students learn independence, responsibility, and to build organization and planning skills. Students use the agenda to prioritize and keep track of homework assignments, upcoming assessments and deadlines, and co-curricular commitments.

Senior School

All Grade 9s, 10s and new students are provided with a GNS Senior School agenda. Grade 11s and 12s will be provided with one as requested. Students are encouraged to use the agenda to keep track of assignments and deadlines. Our main priority is that students develop an organizational system (google calendar, tasks) that will work with them. Support is provided by teachers to assist them in this process.

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. The school reserves the right to prohibit or allow tutorial work to be conducted on school property at the discretion of the administration and Learning Strategies Department. If this is desired, parents are requested to seek the permission of the Principal and provide a copy of the tutor's current Criminal Records Check. 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. The Learning Strategies Department maintains a list of authorized tutors.

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 summative assessment/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 the last business day of June or learners are charged the replacement cost for each textbook.

Student Life

Lunch Programs

GNS is pleased to partner with Dana Hospitality to offer a lunch program to students every day of the week at both campuses. At the Pemberton Woods Campus, [four-week menu](#) is posted online to show what is available for ordering. At the Beach Drive Campus, [the menu](#) follows a three-week rotation throughout the school term as this allows our students to get familiar with the offerings and help them determine which selections they prefer.

The pre-order menu and the ability to load funds to your child's account are done through your [My School Account](#). The cut-off time to order for the following week is Sunday night at 9 p.m.

GNS is a gum- and nut-free zone.

Junior School

The menu follows a three-week rotation throughout the school term as this allows our students to get familiar with the offerings and help them determine which selections they prefer. Note for Kindergarten: Please do not place orders for Fridays as your child will be at Nature School. A packed lunch from home is required.

When Beach Drive Campus students bring their own lunches from home, we encourage 'garbage free lunches' and the use of non-disposable containers is strongly encouraged.

Middle School

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. The turf field and Denford Hall are off limits to any consumption of food.

5-day a Week Pre-order Menu - Parents may pre-order lunches for their child(ren) to be picked up at the Dining Hall at the beginning of lunch.

Students also have the opportunity to purchase items from the many options available. Along with our main entrée, there will be grab-and-go sections that offer things like wraps, snack boxes, sandwiches and samosas. To be able to buy these items, students will need to have funds pre-loaded into their account which they can access with their swipe cards.

Senior School

At lunchtime, Senior School students may eat in the Dining Hall, the Learning Commons, hallways, outside the buildings, and, with the permission of the teacher, in the classrooms. If this becomes problematic, this privilege may be revoked. Snacks may be eaten outside as long as all refuse is disposed of properly. The turf field and Denford Hall are off limits to any consumption of food.

Families may choose to pre-order the daily entrée, snack and treat each week. They also have the opportunity to purchase items from the many options available. Along with our main entrée, there will be grab-and-go sections that offer things like wraps, snack boxes, sandwiches and samosas. To be able to buy these items, students will need to have funds pre-loaded into their account which they can access with their swipe cards.

Lockers

Junior School

Students will have a cubby/storage space in their classroom for their belongings.

Middle School

Each student is issued a school locker for storage of books and personal belongings. The student is responsible for ensuring that their belongings are properly secured in the locker. All lockers must be secured with a school lock; personal

locks are not permitted. 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 \$10 charge to the student.

Senior School

Each student is issued a school locker for their use. The same guidelines apply, as per the Middle School; however, students in the Senior School should bring their own lock. The lock must be either alpha-numeric, numeric or directional. It may not be a key lock. The combination must be provided to their homeform teacher. The locker remains the property of the school and, as such, is subject to inspection at any time, and should the need arise, the lock would be cut at the expense of the student.

Student ID's and Key Cards

Middle/Senior School

At the beginning of each school year, students will receive their school **Identification Cards**. These cards, featuring a student's picture and full name, are used for signing onto the school's bus service, paying at the dining hall, as library cards, and to access buildings on our Pemberton Woods campus.

It's crucial for both student privacy and school security that these cards are kept safe and thus, we kindly ask that students and families ensure ID cards are kept secure. If a card is lost, please immediately notify the staff at either the Middle or Senior School office. Please note that there is a \$5 replacement charge to replace a lost card.

Student Leadership

As a Round Square and IB School, GNS is committed to developing leadership skills in all of our students. From the earliest years at the Junior School, in Middle School, and finally in Senior School, students are provided with a variety of opportunities to develop both informal and formal leadership skills. Some of these roles include: assembly hosts, ambassadors, Round Square representatives, House Captains, club leaders, team captains, grade representatives, Athletic Leadership Council members and for Grade 12, our Prefects:

- Head Prefects (2)
- Academic Prefect
- Student Life Prefect
- Athletic Prefect
- Service Prefect
- Arts Prefect
- Advocacy Prefect
- House Prefect
- Community Prefect

Student Exchanges at GNS

Middle and Senior School

The objectives of the Grades 8 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. Round Square is an international organization of 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, plus the expenses of hosting the student's exchange partner.

During Grades 9 to 11, students may apply to participate in the Senior School Exchange Program where, once accepted into the program, students travel independently on exchange from six weeks to three months to attend and engage fully in school life at another Round Square School in either the Americas, Europe, Asia, Africa, or Australia. Students either stay in the home of their exchange partner or in a school boarding house. Either before or after this adventure, our students host their exchange partner in their home and at our school for the same amount of time.

For more information, please see the [Round Square Resource Board](#) on Blackbaud myGNS. Here you will find the Exchange Student Handbook and any dates for the upcoming information evenings.

Further International Adventures to Consider: Service and Leadership

For further international adventures, the GNS Round Square Program also offers the opportunity for students aged 16 and over to participate in regular international service projects. Students in Grades 9 to 12 may also apply to represent the school at either the annual International Round Square Conference, hosted by a different Round Square school every Fall- typically late September or October, or the Round Square of the Americas Conference, hosted by a different Round Square school every Spring- typically in March/April. For more information on these service and leadership opportunities, please see the Director of the Senior School Round Square Program, Ms. McKerlich.

Outdoor Education

Outdoor Education gives 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.

Taking utmost advantage of our beautiful west coast location, students are taught to engage with nature from the very beginning of their GNS experience. As they progress through the school, students are given opportunities to challenge themselves as they develop a mastery of skills, safety and leadership in the outdoors. All of this takes place in amazing wilderness settings that inspire GNS learners to discover their true potential.

As the adventures get bigger, they expand from the shores of our Junior School campus to the mountains and coastlines of Vancouver Island. When we explore, we also try to limit the carbon footprint of our Outdoor Education programs by running them on and around Vancouver Island, showing students the fantastic outdoor recreation opportunities that are abundant in our own backyard.

GNS Outdoor Education experiences provide students with the chance to:

- connect with nature
- work together as a team
- learn and master new skills
- be physically active, and
- challenge themselves in a safe and healthy environment.

Outdoor Education experiences are woven into the school programming and often involve entire classes or grade cohorts being involved in off-site activities. In older grades, OE experiences are also available during the year as part of our co-curricular program. Please review the [Outdoor Education Resource Board](#) in Blackbaud for more information and details about the excursions.

Parent briefings are a great way to get an overview of the outdoor education trips. During these pre-trip meetings, there will be an opportunity to learn more about trip locations, learning objectives, preparation and packing tips, risk

management strategies, food, accommodation, etc. Presentations include a variety of photos that give you a visual idea of what the location and the activities look like. These briefings are a great place to ask questions or get needed clarification.

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.

Junior School

The Junior School offers a very strong program of co-curricular activities that gives each student an opportunity to delve into the arts, practice a new skill, join a club, or take part in an athletic endeavour. There are specialist art, music and physical education programs taught within the timetable and optional activities such as trailblazers running, Round Square, , , mindfulness activities and Skittles club for students to sign up for at recess. Families will receive communication regarding extensive programming options and registration instructions for after school/off campus co-curricular activities in advance of each term. This information is also available in Blackbaud under the Junior School Co-curriculars tab. Activities vary greatly and include options such as track & field, kayaking, field hockey, badminton, conversational Mandarin, disc golf,, robotics, soccer, etc.

The athletic program of the Junior School, with its emphasis on team sports and individual performance, strives to teach the values of good health and physical conditioning as well as those of team play, self-sacrifice, and sportsmanship. We purposely keep the Grade 1 and 2 co-curriculars to a minimum. Our students work very hard at school and it is important that students at these early stages be finished as soon after 3:20 p.m. as possible each day so that they can decompress, engage in free, creative play in the home environment and be ready for another day of learning the next day. Downtime is essential to growth and learning. Each student (Grades 3 to 5) has an opportunity to participate at a level consistent with their age, strength and skill. Intramural as well as inter-school opportunities are available to every student.

Families are invited to contact the Junior School Vice Principal with any inquiries relating to Junior School co-curriculars.

Middle School

We are proud to offer a wide variety of offerings to our students that, together with academics, form the core of our program at GNS. These programs provide opportunities for students to stretch themselves as they try new things, to make connections and form friendships, to build transferable skills, and to find success as they build confidence through mastery and skill development. Students in Grades 6 through 8 should participate in the co-curricular program in every term. They are encouraged to go beyond this minimum expectation in order to participate in a variety of co-curricular activities.

Senior School

In Grades 9 to 12, students are required to participate in at least one co-curricular activity (club, service, art or athletics), though students who limit themselves to this minimum will not benefit fully from their time in the school.

All Grade 9 students are expected to join at least one co-curricular activity in the Fall Term. Please refer to the PW Co-curricular guide published each year for a full description and details about the program.

The Athletics Program – Subject to decisions by the PHO, BCSS and LVIMSAA and LVISSAA

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 fulfil 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 Vancouver Island Middle Schools Athletic Association (LVIMSAA): Grades 6-8: This organization promotes sportsmanship, participation, and competition through league play at the local level for Middle School teams.

Lower Vancouver Island Senior Schools Athletic Association (LVISSAA): Grades 9-12: This highly competitive organization promotes league play at the local level, which leads to Island Championships for junior varsity and senior varsity teams. Information, including schedules and results, regarding LVISSAA may be found at the following website address:

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 PHE classes and included in the Middle School Snapshot. 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. In the Senior School, dates, times, and locations of team tryouts are announced in Assembly, posted on notice boards, and included in the Daily Announcements.

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.

Playing Time

An athlete's "playing-time" is at the discretion of the coach. Factors that may contribute to an athlete's "playing-time" include: commitment to the team, attitude and skill level. GNS will commit to developing its athletes throughout the seasons of play, however, as the teams move through playoff qualifications, an athlete's "playing time" may be restricted.

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.

Athletic 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 textbooks.

Travel

Athletes leaving from GNS must be wearing the official GNS team wear. Therefore the purchase of a GNS team wear 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. All clothing items 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 team wear 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. These changes will range from \$75 to \$250 depending on the destination.

Awards

In every competitive sport with three or more games, awards are presented at the year-end athletics awards evening, Night of the Gryphon. 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 Family Shield for Sportsmanship, and the Vandekerkhove Award for determination and effort. A committee of coaches determines these major awards.

Program of Athletic Activities – To Be Confirmed

The following activities are available 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, lunchtime and weekend play.

Middle School:

| Fall Term | | |
|----------------------------------|----------------------------------|---|
| Boys | Girls | Coed |
| Soccer Intramurals Basketball | Soccer Intramurals Basketball | Cross Country Ultimate Rowing (Grade 8) |
| Winter Term | | |
| Boys | Girls | Coed |
| Volleyball Intramurals | Volleyball | Tennis Development |
| Spring Term | | |
| Boys | Girls | Coed |
| Rugby | Field Hockey Gr. 8/Jr. Soccer | Badminton Track & Field Gr. 8 Tennis |

Senior School:

| Fall Term | | |
|--------------------------|----------------------------------|--------|
| Boys | Girls | Coed |
| Jr. Soccer Sr. Soccer | Jr. Volleyball Sr. Volleyball | Rowing |

| | | |
|----------------------------------|-----------------------------------|--|
| | Field Hockey | |
| Winter Term | | |
| Boys | Girls | Coed |
| Jr. Basketball Sr. Basketball | Jr. Basketball Sr. Basketball | Swimming |
| Spring Term | | |
| Boys | Girls | Coed |
| Sr. Rugby | Jr. Soccer Sr. Soccer Rugby | Badminton Track & Field Golf Ultimate Tennis |

Performing Arts and Clubs

Performing Arts and Club activities take place before school, during activity time, after school and on weekends. Certainly Theatre, Debating, and Public Speaking participants may spend time in weekend practices, rehearsals, and projects. These are the co-curricular activities generally available at GNS: Jazz Band, Choir, Model United Nations Debating, Public Speaking, Theatre, Athletic Leadership Council, Book & Board, Dungeons & Dragons, Art, Gryphon Government, Cultural Club, Photography, Science Fair and Round Square Committee. The Athletic Directors send out a comprehensive co-curricular guide at the beginning of each school year. 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 generally required at older ages.

Concert Band and Jazz Band

In Grades 11 to 12 Senior Concert Band is offered to students who have previous experience on a brass, woodwind or percussion instrument.

The Middle School Jazz Band is a co-curricular, open to all Grade 7 and 8 students who are registered in band class, while the Senior School Jazz band is a credit course only open to students registered in Concert Band. Try-outs, if necessary, will occur in the first two weeks of September.

Concert Choir

The 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 and Senior students can choose Concert Choir as a co-curricular. Typically, the choir performs at several concerts during the year.

Theatre Productions and Performances

Junior School: Students in the Junior School gain exposure to various mediums of performing arts (singing, dancing, acting, performing) through their classes with specialist art teachers. On occasion, students will showcase their skills through performances in assemblies, concerts, art shows, talent shows, musicals and plays. These may range from small

activities in front of their teachers and peers, to large-scale performances off-site at major theatres in the City with the entire school community present.

Middle School: Students in the Middle School gain exposure to various mediums of performing arts (singing, dancing, acting, performing) through their classes with specialist arts teachers and through a myriad of co-curricular clubs. On occasion, students will showcase their skills through performances in assemblies, concerts, art shows, talent shows, musicals and plays. These may range from small activities in front of their teachers and peers, to large-scale performances, festivals or competitions off-site at major venues with the entire community present. The Middle School theatrical production takes place in the spring. Productions are performed for three evenings and one matinee 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 and all of the performances are welcome to perform.

Senior School: The Senior School offers two theatre productions throughout the school year: a play in the Fall Term and a musical near the end of the Winter Term. Theatre students will have the opportunity to participate in the BC Thespians Theatre Festival in the Fall Term, and other arts events throughout the year. Auditions take place in September for the Fall Play and December for the Spring Musical.

Service as Action 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).

The realization that we are part of a larger community is an essential aspect of education. Students are expected to use their skills and awareness of public issues gained in the classroom to help their communities and to reflect upon their experiences to consider how they can make a difference in the lives of others at the local, national and global level. Service is considered to be action in which the student is the source of the effort, not the recipient.

In the Senior School, students are encouraged and supported to identify opportunities which meet the school’s requirements. The initiative involved in approaching and committing to a worthwhile cause is a significant part of the nature of service. As various service involvement is completed, it should be logged and reflected upon in ManageBac. A complete picture of students’ service history may be of value to them as they apply to various post-secondary programs including scholarship and employment applications.

IB Diploma Candidates are required to participate in service activities in Grade 11 and 12 to satisfy the CAS requirements of the Diploma Programme. As a member of Round Square, GNS also offers the opportunity to our students to participate in international service projects. These projects, which occur in developing countries, allow students to work with students from around the world in constructing buildings and water systems.

Detailed instructions for documenting your service on ManageBac as an MYP candidate (Grade 9 and 10 students) or as a Course Candidate (Grade 11 and 12 students) are available on ManageBac, and by contacting the Senior School Community and Service Coordinator. Detailed instructions for documenting CAS experiences on ManageBac for Diploma candidates are provided by the CAS Coordinator.

School Events

Senior School

Throughout the year, there are evening events for Senior School students. Examples include movie nights, dances, games or other social activities. 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.

In the Senior School, students are not permitted to enter the event after the first hour. If a student leaves the event, they are not permitted to re-enter.

A GNS student may bring up to two guests to an event for whom they are responsible during their entire visit. Guests need to be signed up one week prior to the event so that their school can be contacted, and need to arrive at the event with the GNS student who registered them, or be met at the door. Parents are asked to pick-up their children promptly at the end of the event.

Appendices

[GNS Junior Kindergarten Policies and Procedures](#)

[GNS Family Boarding Handbook](#)

[GNS Gryphon House Parent and Student Handbook](#)