

2024 | 2025



**QMS SCHOOL  
HANDBOOK**

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Dear QMS Students, Parents and Guardians,

A very warm welcome to a new school year!

The beginning of any new school year brings with it that mixture of excitement, anticipation and sometimes a touch of apprehension. The latter often comes from a slight concern that the marvelous chemistry of people and experiences that we try to create will indeed combine to yield the quality experiences that we are all aiming for.

Every school year gives us the chance to maintain the best of what we have had and build on it as we are all committed to the notion that we can always get better. We'll remain encouragingly relentless on the expectations of how people treat each other as our strong culture depends completely on the kindness that pervades every aspect of our school community.

Please peruse this handbook and glean what you can, but if you still have questions, don't hesitate to ask them. Our QMS is more interested in the actions and behaviours that result from any of our words or notions, rather than the words themselves. To be absolutely authentic, we have to "walk our talk" and we will again take pride in how genuine our community is. Thank you for being a part of it all!

With warm regards,

A handwritten signature in blue ink, appearing to read 'D Robertson', written over a white background.

David Robertson  
Head of School





Dear QMS Students, Parents and Guardians,

It is a pleasure to welcome you to Queen Margaret's School for the new academic year. One of the joys of working in schools is the sense of potential that the beginning of the year provides. We hope you are as excited as we are to develop that potential, both as individuals and as members of the Queen Margaret's School community.

As a member of our community, you are part of a 104-year tradition of education that is built on academic excellence, athletic participation, fine arts accomplishments and service. Our roots are humble, but our accomplishments are well recognized. Our graduates are accepted to leading universities in Canada, the United States and around the world. Our holistic approach uses best practices to address not only learning habits and performance, but also to develop high behavioural standards, such that QMS students become connected, confident, and capable people, who can meet future challenges with a positive attitude.

Our Junior and Senior School programs are designed specifically to empower students to pursue their passions in an environment of achievement. Our academic expectations are high and our teachers strive to ensure the relevancy of course content for development of the skills and dispositions needed in the 21st century. In keeping with Queen Margaret's School's core values, students are actively supported to think critically, lead confidently and live honourably. Teachers are familiar with how students learn best, and this is reflected in the courses and co-curricular opportunities we offer and the teaching practices we employ.

This handbook provides you with an overview of important information for Queen Margaret's School students and parents. Please use the information to guide you on how best to work with school faculty and staff in order to provide the most successful learning environment possible.

On behalf of our faculty, we wish you all the best for this new academic year and look forward to meeting many of you in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ander Monro'.

Ander Monro  
Deputy Head of School



A handwritten signature in black ink, appearing to read 'Susan Cruikshank'.

Susan Cruikshank  
Junior School Principal



## 1.0 Organizational Structure

### Our Purpose

To prepare young trailblazers...no two journeys are the same.

### Our Values in Action

- Be Curious
- Be Kind
- Be Brave
- Be You

### 1.1 School Motto

#### Our School Motto

*Servite Fortiter—Serve Ye Bravely*

Service to others has always been an important part of a QMS education. As Queen Margaret (Saint and Queen, wife and mother) served her generation, we hope that QMS students will go out from the school with a sense of service for their generation. We see the importance of helping others and recognizing those who do.

#### The School Crest



The official heraldic description of our school's crest reads:

*"Vert on a cross gules colised or between; in the four quarters consecutively, a two-flamed pendent lamp, a mullet, a chain of three links, and a sword all argent, a crown of the third."*  
(*Beyond All Dreams, A History of Queen Margaret's School, 1975*)

The cross and the crown were inspired by Queen Margaret's School, Scarborough, whereas the lamp, chain and star were borrowed from Miss Geoghegan's school, Uplands at St. Leonard's-on-Sea, England. The Sword was chosen to represent the QMS School hymn, "Soldiers of Christ Arise."



## A Brief History

Queen Margaret's School was founded by Miss Norah Creina Denny and Miss Dorothy Rachel Geoghegan. These two women had been teaching individually before being brought together, and their common interest in Guides helped greatly towards establishing their lifelong friendship. When they took that first step to open their own school, they had little idea what the future held for either of them!

Miss Denny and Miss Geoghegan wanted to provide a solid education for anyone willing to come to their school. They wanted to teach those young people service, integrity, pride, both in themselves and the school, faith in God and faith in themselves.

Queen Margaret's School has embarked on a series of improvements and building projects that reflect best practices in the ever-evolving educational landscape. The Primary Centre (2008), Rowantree Hall (2009), the Learning Centre (2013), the ECE Building (2020), the Learning Centre Phase II (2021) and the Sports Hall (2022) are the latest dedicated instructional spaces to be constructed. Each of these buildings is characterized by natural light and materials, fostering innovation and creativity. They are inspirational environments where students from Preschool to Grade 12 can collaborate and develop the skills needed to become lifelong learners.

The graduates of Queen Margaret's School recognize they have been given great opportunities, and they have risen to the challenge and gone on to achieve great things with the opportunities they have been given. It is no small feat that all of the school's graduates achieve post-secondary school admission, often with significant scholarship offers. Many of our graduates go on to study physics, engineering, science, business and the fine arts. By combining enriched educational experiences with unique programs such as leadership and service learning, Queen Margaret's School prepares students not just for post-secondary, but for life.

The development of Queen Margaret's School illustrates the fact that the character, tone and spirit of a school do not depend on fine buildings, but on the people themselves. Back in 1921, Miss Denny and Miss Geoghegan wanted to show all students who came under their care how to reach their potential, both academically and socially. We are very aware that many things have changed over the years, but the spirit of the Founders' vision still guides us.

## School Houses

Every student, faculty and staff member at QMS belongs to a school house. Upon acceptance into the School, each student is assigned to one of the three Houses for their duration at QMS. If a parent is an alumni of the school or there is an older sibling at the school, the student will be assigned to the family's house. The School Houses were chosen by our founders for specific reasons.

**St. Hugh's**—The green of St. Hugh's house represents a commitment to a life of service to others. Miss Denny, who dedicated her life to others, also chose St. Hugh's green to represent her former life in Lincolnshire.

**St. Michael's**—The brave St. Michael was chosen for his "fighting for right." Red is to remind us to face life with courage.

**St. Gabriel's**—St. Gabriel's gold was reminiscent of Miss Geoghegan's home in St. Leonards-on-Sea England. The gold colour represents finding purity, perfection and beauty in all pursuits.



## 1.2 QMS Society

The QMS Society deals with business matters and election of the Board of Governors. An Annual General Meeting is held in the fall term, and all QMS Society members are strongly encouraged to attend and exercise their voting privileges. All current QMS parents/guardians are invited to become members.

To acquire voting privileges at the Annual General Meeting scheduled for **Thursday, November 21, 2024**, at 6:00pm, parents/guardians must submit Society membership application forms by **Wednesday, November 20, 2024** at 4:00pm. If there is a change to the date or time of the AGM, all QMS Society members will be notified through their email address on file.

### Board of Governors

Position	Name	Term
Chair	Ms. Mary DeLury	2015–2024
Treasurer	Mr. Bruce Munro	2017–2026
Secretary	Ms. Alison Taylor	2021–2024
Governor	Mrs. Sherra Collett	2022–2025
Governor	Mr. John Garrad-Cole	2023–2026
Governor	Mr. Ian Humphries	2023–2026
Governor	Ms. Denise MacDonald	2021–2024
Governor	Mr. Tyler Vanderputten	2021–2024

For all constitution information, by-laws and membership details, please visit [www.qms.bc.ca](http://www.qms.bc.ca).



## 1.3 Parental Involvement

### Parent Events

Although our families hail from around the globe, collectively we form a special community connected by our shared QMS experience. Throughout the school year, we provide several opportunities for parents to engage with both the School and other parents, at social functions and through participation in school-based activities. Please refer to our [online events calendar](#) for details. Information on additional events which come up during the year will be communicated by email and social media. We hope you can join us for some of these events.

### Parents' Association

At QMS, our Parents' Association is a valuable part of our school community. The Parents' Association works collaboratively with the school and is a vital link between parents and the School. The aims and objectives of the Parents' Association are to assist with fundraising for the school and to host and provide hospitality for school events.

All parents of current students are automatically members of the Association, which meets the first Monday of each month during the school year. The first Parents' Association Meeting this fall will be held on **Monday, September 9, 2024**.

### Volunteer Opportunities

Queen Margaret's School would not be successful without the countless volunteers that support our school every year. We welcome parents to share their time and talent with our school community. Our school's motto is "Servite Fortiter" (Serve Ye Bravely); our parents are excellent role models for our students, serving our QMS community.

Queen Margaret's School will work with you to find a volunteer opportunity that aligns with your values and expertise. Volunteering with QMS is a great way to get to know our staff, parents and community. We look forward to working with you!

For more information, contact us at [volunteer@qms.bc.ca](mailto:volunteer@qms.bc.ca). Here is a list of current volunteer opportunities:

- Parents' Association Volunteer
- Parent Ambassador—Welcoming a new QMS family or participating at a QMS Open House
- QMS Holiday Market & Fair Committee
- Gala Committee
- Guest Speaker—Career Exploration Days
- Book Fairs
- Jr. School Class Field Trips
- Primary School Fun Day
- Volunteer Athletic Coaches
- Equestrian Program Volunteer
- Volunteer at Large

Thank you for your commitment to QMS. We appreciate your support!





## Policy/Procedures for Parent Volunteers

In keeping with the School's responsibility for the safety and security of students while in attendance at the school or engaged in off-campus school activities, volunteers must undergo a screening and selection process.

Volunteer driver candidates must submit appropriate documents, including a driver's abstract or summary of driving history, a copy of a valid license, and a copy of valid registration and insurance.

For detailed information on our *Volunteers in Schools* policy, please visit our [website](#).

## 1.4 Giving Back at QMS

At Queen Margaret's School, we count on the generosity of our community for annual giving, capital projects and special initiatives that allow us to deliver an exceptional and transformative education, which will prepare our young trailblazers.

QMS is a not for profit school and fundraising is a vital part of our school's success. Tuition covers the cost of operating the school, where philanthropy is required for us to do more. Donations made to QMS enable campus improvements and extra educational resources, as well as provide financial assistance for families who need help with tuition.

The Annual Fund is our School's appeal to the Queen Margaret's School community and is the cornerstone of our fundraising. The wide variety of initiatives paid for by the Annual Fund are only possible through the support of you—our parents, alumni, staff, faculty and community members. When you invest in the Annual Fund, you are making a personal commitment to our School and our vision of creating confident leaders of character and compassion.

Our Priority Areas for the 2024–2025 Annual Fund:

1. **The Head of School's Fund**—All gifts to this fund will be directed to improving the quality of experience for one student, a group of students or the whole school. Help the Head help the kids!
2. **Program Development Fund**—This fund provides you the opportunity to directly support athletics, the arts, service activities or another area of the School's curriculum or extra-curricular offerings.
3. **Scholarships and Bursaries**—Donations to this fund help ensure that the gift of a QMS education reaches as many deserving young people as possible.
4. **Equestrian Program**—By supporting the Equestrian Program, you will help to ensure our students receive world-class equestrian learning through riding, horsemanship, equine science, and Equine Facilitated Wellness. Your support will also help us build additional educational opportunities for our Equestrian Program.
5. **Special Opportunities for Students Fund (SOS Fund)**—Donations to this fund ensures that we can 'say yes' to opportunities for our student that are outside our experiential learning and curriculum, such as Model UN trips, Film Festivals and the opportunity for athletic teams to travel and compete at provincial and national levels. These opportunities for our students can often be life changing.

These priority areas reflect the immediate needs of Queen Margaret's School. If these areas do not align with your preferences, we welcome contributions to an area of our School which is significant to you and your family. Every gift makes a difference!



Make a gift by:

- Completing and returning an Annual Fund Card
- Donating online at [qms.bc.ca/support-qms/](https://qms.bc.ca/support-qms/)
- Or contact our Development Office at 250.746.4185 ext. 105 or at [giving@qms.bc.ca](mailto:giving@qms.bc.ca).

## 1.5 QMS Affiliations

Queen Margaret's School is proud to be a member of the following organizations. Students at QMS benefit immensely through partnerships with these groups. To learn more about how their programs positively impact our students, please visit their websites.



**Canadian Accredited Independent Schools (CAIS)**  
[www.cais.ca](http://www.cais.ca)



**Equestrian Canada**  
[www.equestrian.ca](http://www.equestrian.ca)



**The Independent Schools Association of British Columbia (ISABC)**  
[www.isabc.ca](http://www.isabc.ca)



**BC Hunter Jumper Association**  
[www.bchja.com](http://www.bchja.com)



**The Federation of Independent School Associations (FISA)**  
[www.fisabc.ca](http://www.fisabc.ca)



**Horse Council BC**  
[www.hcbc.ca](http://www.hcbc.ca)



**The Association of Boarding Schools (TABS)**  
[www.tabs.org](http://www.tabs.org)



**Association of Independent School Admission Professionals**  
[www.aisap.org](http://www.aisap.org)



## 1.6 Major School Dates Calendar

Please note that students are not permitted to leave classes early for travel purposes, unless given prior written authorization from the Deputy Head of School or Junior School Principal.



### QMS MAJOR SCHOOL DATES 2024–2025

<p><b>September 2024</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>Aug. 31 Returning Grade 12 Boarders and Boarding Leaders Arrive</p> <p>Sept. 2 New Boarders Arrive</p> <p>Sept. 2 Labour Day (School Closed)</p> <p>Sept. 3 Returning Boarders Arrive</p> <p>Sept. 3 Senior &amp; Junior School New Student Orientation Day</p> <p>Sept. 4 First Day of Classes, Kindergarten &amp; ECE Gradual Entry</p> <p>Sept. 30 Truth &amp; Reconciliation Day (School Closed)</p>	<p><b>January 2025</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>Jan. 6 Professional Development (ECE Closed)</p> <p>Jan. 7 Classes Resume</p> <p>Jan. 31 Mid Term Break (ECE Closed)</p>							
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## 2.0 Educational Philosophy

We believe that all students should have a wealth of opportunities to support their unique gifts and talents. We guide our students to be resilient, innovative and solution-focused learners who ask thought-provoking questions and challenge assumptions.

Queen Margaret’s School (QMS) transforms how students grow through a curriculum focused on experiential learning, inquiry and competency-based development as part of our teaching and learning philosophy. Our unique, student-centred, educational model guides students to personal excellence while developing the confidence to express their ideas and engage actively in their learning.

### 2.1 Academic Program

At Queen Margaret’s School, our programs, teaching and learning practices emphasize innovation and personalization. Examples of ways in which the academic program exceeds Ministry of Education expectations are numerous. Our academic program has a clear, research-based approach to student-centred learning and wellness. This includes an emphasis on inquiry-based learning, experiential opportunities and the development of competencies that allow students to be the architects of their own learning. With rigor and personal excellence in mind, students can explore their interests, make real-world connections and challenge themselves beyond perceived limitations. It is important to further underscore the ongoing development of unique learning opportunities that exist both inside and outside of the classroom to support the development of the whole child. This includes a focus on student wellness, learning outdoors, project-based learning in our middle years and authentic applications to the world beyond school.

#### Junior School

Our Junior School provides many enriched learning and leadership opportunities. We have specialist teachers for Physical and Health Education, French, Fine Arts, and Library from Kindergarten to Grade 3. We also have Physical and Health Education, French, Music, Visual Arts, and Drama specialist teachers for our Grade 4–7 students, as well as Band being offered to students in Grades 5–7.

Students move towards the integrated use of technology in Grades 4–7, with specific applied design, skills, and technologies classes offered in Grades 6–9. QMS is also proud to offer experiential Outdoor Education programs for all students in Grades 1–7.

#### Senior School

At QMS, we take a research-informed and evidence-based approach to student success. Our faculty are dedicated to offering each student the opportunity to develop their critical and creative thinking skills through exceptional teaching and assessment practices. We offer a positive student-centered environment where students can always strive to achieve their best. Interesting and challenging programs are offered to all students, and patience, understanding and support systems are in place and available to those students who need extra time to help build their confidence, self-esteem and aptitude. We believe that as self-confidence and self-discipline evolves, students gradually realize and attain their goals.



Learning at QMS is supported through:

1. Experiential and inquiry focused learning
2. Standards based assessment
3. Student-centred, competency focused learning.

### **Grade 8–9 Project Based Learning Curriculum**

Our Grade 8–9 curriculum is focused on providing students with experiential, innovative and inquiry-based learning opportunities that support students in their ability to think critically, creatively and confidently about a rapidly changing world. Students in the Grade 8–9 program explore academic learning through an integrated project-based learning lens that asks students to investigate the curriculum through complex questions and real-world contexts. Unique and relevant elective options such as sewing, woodworking, farm-to-table cooking, outdoor skills and entrepreneurship invite our students to explore their interests and identify transferrable skills for the future.

### **Grade 10–12 Curriculum**

As our students progress through our Senior School program, they are supported by classroom teachers, Faculty Advisors (FA), learning support specialists, a wellness coordinator and our Post-Secondary Counsellors who help students to identify goals, shape their academic pathways and recognize their individual potential. Our unique educational model in the Grade 10–12 Graduation Program guides students to academic and personal excellence while developing the confidence to express their ideas and engage actively in their learning. Students are supported at this level to engage in rigorous academic pursuits through optional Advanced Placement offerings and the exploration of unique QMS course offerings such as Equine Science, Film and Television Arts, e-Commerce and Medical Sciences.

We take our students on field trips, engage in place-based learning through outdoor education, encourage them to participate in performances, engage with experts in our community and create presentations of learning that integrate academic and social skills. Students are asked to demonstrate their commitment to our motto of *servite fortiter* (or serve ye bravely) by engaging in community service opportunities. Through our commitment to the development of the whole student, QMS encourages participation in musical performances, exhibitions of learning, science and social studies fairs, entrepreneurial sales, theatre, co-curriculars and athletics. Our school gardens and Innisfree Farm also enhance educational endeavours as students learn to cultivate their understanding of sustainability, food security and place-based learning. This level of opportunity is an integral part of the QMS educational experience. Our goal is to offer an enriched curriculum in every classroom, and we take pride in the extent to which we offer such programs.

### **Equity, Diversity and Inclusion**

At Queen Margaret’s School we endeavour to provide a place where all students, staff and families feel safe and recognized. It is important that our teaching and learning reflects the diversity of our student body, community, nation and globalized world. This includes placing value on the recognition of the place, equity, diversity, inclusion and reconciliation in our curriculum, practices and community engagement. We aim to live our values through the recognition of diversity, equity and inclusion by being brave, kind, curious and true to ourselves—inside and outside of the classroom.

### **Senior School Course Selection**

Please refer to the [Senior School Academic Program](#) for course information. Course selection will take place in February for returning students and in May-June for new students. Students will be provided with information on course offerings for the upcoming year and will meet with the Post-Secondary Counsellor in the spring.



Students will receive an initial timetable based on their choices in August. **Please note that all elective courses are subject to sufficient enrollment and may not be offered every year.** Changes to course selections may be made with the Post-Secondary Counselling Office during the first two weeks of classes in September.

***Please note, Queen Margaret's School is unable to provide the requisite courses or administrative support for students to achieve the Dual Dogwood Diploma in French Immersion.***

## **2.2 English Language Learners (ELL) Program**

### **Junior School ELL**

For English Language Learners in the Junior School, ELL instructional support is provided to increase students' English language competency and to assist them in participating in the regular academic program. This support is offered through additional individualized and/or small group programming. Support is also provided within the regular classroom setting through differentiated instruction.

### **Senior School ELL**

The English Language Development Program in Senior School has been designed to support the development of academic language skills for students who are learning English as an additional language. Students are provided with opportunities to develop their academic language proficiency and understanding of school-based texts. Development of subject-specific vocabulary to assist comprehension in mainstream academic courses is highlighted. Additional ELL specialist support is provided to students in academic classes on an individualized basis in Grades 8–10.

### **Placement of ELL Students**

The first step of our placement process begins with the Admissions department. Personal information is gathered, prior learning experiences are assessed, an interview in which all four literacy domains (speaking, writing, reading, and listening) are used takes place and an English placement test is given. This information provides preliminary data for our ELL specialist teacher to review prior to ELL student arrival on campus.

The second step of the ELL student placement process occurs in September. Upon arrival at QMS, a language specialist will test students to further determine language needs and placement. The following will take place: an informal interview, personal writing sample submission and a formal writing sample submission.

In Junior School, students are assessed using a language assessment tool and informal interviews.

In the Senior School, students are assessed using the following tools:

- Interview—graded on standardized criteria
- Personal writing sample—graded against QMS English Language Proficiency Levels
- Formal writing—graded against QMS English Language Proficiency Levels
- SLATE\* assessment—graded on standardized criteria

\*SLATE (Secondary Level Assessment Test of English) is specially designed to measure the English proficiency of Middle and High School students. It measures reading, listening and grammar.



A student whose first language is not English and who has attended an international school where the language of instruction is English, will also participate in placement testing. Recommendations from prior core subject teachers will be taken into consideration for these students in placement decisions. Based on the results of the assessment tools noted above, ELL students receive an English Language Development course placement.

### ELL Assessment Chart

Senior ELL Program Equivalency	Vital English 2	IELTS	TOEFL JR	TOEFL IBT	SLATE	CET
<b>Candidate for ELL Prep Program for Grades 8–9</b>	0 - 39%	0 - 4.0	< 645	0 - 31	< 2.0	A2
<b>ELL Program for Grades 8–9</b>	40 - 65%	4.5 - 6.5	646 - 850	32 - 89	2.1 - 3.5	B1, B2
<b>Candidate for ELL Prep Program for Grade 10</b>	0 - 49%	0 - 4.0	< 745	0 - 39	0 - 3.4	A2
<b>ELL Program for Grade 10</b>	50 - 79%	4.5 - 6.5	746 - 850	40 - 89	3.5 - 4.9	B1, B2
<b>Potential for Regular Program</b>	80 - 100%	7.0 - 9.0	> 850	90 - 120	5.0 - 6.0	C1, C2

### 2.3 Athletic & Equestrian Programs

Queen Margaret’s School offers exemplary curricular and co-curricular athletic and club programs that provide students with the opportunity for physical as well as academic development.

The athletic program in the Junior School includes every student. There are many opportunities for involvement in sports. Building a strong athletic program, developing physically fit and motivated students and building team pride is a process that takes many years. Specific skill development must be sequential and must begin early. We expect Intermediate students to participate on a team or in an extracurricular sport. We also offer structured and unstructured opportunities for our primary students to get involved in athletics and team sports.

In Senior School, physical education classes, combined with an integrated Outdoor Education Program, develop physical fitness and life skills while enhancing sportsmanship and strengthening student self-esteem.

#### Athletic Philosophy

QMS is a member of [BC School Sports](#), a membership-based organization of schools promoting student participation in extra-curricular activities, assisting schools in the development and delivery of programs and providing governance for inter-school competition.

In keeping with the policies of BC School Sports, our senior athletic teams are categorized by grade level, although some athletes may be asked to play with a higher-grade group if their developmental level warrants this. Generally, our senior sport teams are categorized in the following way: Grade 8 teams, Junior teams (Grades 9–10), and Senior teams (Grades 11–12). At each level, a greater amount of commitment is expected from players.

*Grade* level teams emphasize skill building, fun and sportsmanship. All players who attend practices can expect equal play time.



Junior teams emphasize skill building, fun and sportsmanship as well, but at a more competitive level. All players who show commitment to the team can expect fairly equal play time.

Senior teams are competitive, and playing time is dependent on skill level, commitment and sportsmanship. This may occur in the form of exhibition matches or tournaments.

Students will be assigned uniforms at the beginning of each season; failure to return uniforms may result in charges to a student’s account.

**Riding Lessons**

Our Equestrian Centre offers lessons to interested students beginning in Grade 3. The goal of our QMS Equestrian Program is to provide knowledgeable, skilled, responsible and interactive members of the equestrian community, whether they ride competitively or for fun. Rider training focuses on hunter, jumper, equitation and flat work, providing a sound base for every rider, along with inspiring a spirit of sportsmanship. We encourage all students to take an interest in our Equestrian Program. For more information, please refer to the [Equestrian Program Handbook](#).

**Sports**

A large variety of team sport and fitness activities are offered each year dependent on student interest and scheduling. Offerings may include:

**Junior School**

Badminton	Basketball	Cross Country	Cross-fit
Equestrian	Field Hockey	Fitness Classes	Flag Rugby
Golf	Skating	Soccer	Swimming
Track & Field	Volleyball	Wrestling	Yoga

**Senior School**

Badminton	Basketball	Cross Country	Equestrian
Field Hockey	Golf	Hiking	Mountain Biking
Rugby	Rugby Sevens	Soccer	Strength & Conditioning
Swimming	Tennis	Track & Field	Volleyball
Wrestling	Yoga		

**2.4 Arts Education Program**

Our comprehensive arts education program provides students with curricular and co-curricular opportunities for artistic development in the visual and performing arts. Our goal is to develop collaboration, self-confidence, creativity, aesthetics and communication skills via theatrical productions, musical recitals and competitions and art exhibitions.

**Music/Band**

Music is a large part of the curriculum at QMS. Students receive instruction from a music specialist beginning in Kindergarten. Students in Kindergarten through Grade 4 are encouraged to read music and sing in specialist classes. Students in Grades 5–7 participate in our band program, where they receive regular instruction. There are numerous opportunities for students to perform throughout the year, including a large Christmas concert.





In Senior School, students may explore their musical interests through elective courses in Grades 8–9 that explore music through theatre or performance. In these courses, students have the chance to develop their creative skills and develop composition projects while integrating digital skill development. All Senior School students in Grades 8–12 are also invited to participate in Concert Band, a curricular course that is offered outside of the timetable. Co-curricular opportunities to participate in our String Orchestra and Concert Choir are also available for all Grade 8–12 students. Senior students are provided with numerous performance opportunities, enriching both QMS and the wider community.

### **Drama/Theatre Arts**

Students in the primary and intermediate grades will have the opportunity to explore dramatic expression through character, plot, movement and dramatic play. Some of the ways that students are encouraged to build their confidence include Reader’s Theatre, our Christmas Concert and opportunities for public expression in our assemblies. Students in the Intermediate grades may also audition to perform in an annual theatrical performance.

Building on the skills introduced in Junior School, Drama and Theatre performance is offered through fine arts education in Grades 8–12. This includes courses in exploratory drama and through musical theatre. This year, the Senior School is proudly preparing for a musical theatre performance.

### **Visual Arts**

Led by specialist teachers, the visual arts program at QMS is dynamic and varied. Students are encouraged to explore a number of materials and processes including clay, Batik, wire sculpture and printmaking. Trips to art galleries, a Junior School Art Show and visits by local artists encourage students’ growing awareness of the work of others. Class discussions provide opportunities to communicate visual concepts. All students participate in exhibits on campus and within the community. In Senior School, course offerings include Visual Art, Film Studies, Pottery, Material Arts and AP Studio Art.

## **2.5 Citizenship**

Students have the opportunity to develop their global citizenship competencies by participating in a variety of co-curricular activities that invite them to explore the world. Students from Grades 6–12 may elect to join our Queen Margaret’s School Model United Nations Program. In Senior School, students may elect to join our RAD Committee (Reconciliation and Decolonization), Stigma-Free Club, Eco Club, Student Council and/or Service Club throughout the to further develop their understanding of the world around them and their relationship to diversity, equity, inclusion and social justice initiatives.

## **2.6 Community Service & Cultural Awareness**

At QMS, we have a long-standing tradition of service to others. Our motto “*Servite Fortiter*” means *Serve Ye Bravely*. There are many opportunities for Junior and Senior School students to be involved in service-related activities.

Senior School students will track their service contributions over the year, reflecting on the types of service they have undertaken and building a positive relationship with this core element of our QMS philosophy.



Service initiatives within Senior School are driven by student interest and our school values. Senior students participate in two service days annually where they work in the local community as requested by community partners. More information on local, national and international service learning opportunities will be presented to students throughout the school year.

At the end of each year, we award Service Pins to Senior School students who have completed and tracked 75+ service hours to the school and the outer community. The *“Servite Fortiter” Cup* is awarded to a Senior School student who is an outstanding citizen of QMS and who has delivered “over and above” in service. It is one of the most coveted and prestigious awards presented by Queen Margaret’s School.

In our Junior School, students are involved in the annual Thanksgiving and Christmas Food Drives, Service Clubs in the intermediate grades, school-wide service days and fundraising for local agencies such as the SPCA, World Wildlife Fund, Terry Fox Foundation, Tour de Rock, Juvenile Diabetes and Clements Centre.

By being involved in these worthwhile causes, students have an opportunity to help and become more aware of their ability to improve the lives of others. In turn, they experience the satisfaction associated with providing service in our community.

QMS is also committed to raising cultural sensitivity, awareness and appreciation of diversity. Throughout the year, we host various activities that profile and celebrate the different cultures represented at the school.



## 3.0 Daily Operations

### Hours of Operation

The Junior School day begins at 8:00am and ends at 2:45pm. Attendance is taken in homeroom.

The Senior School Day begins at 8:15am and ends at 3:00pm. Attendance is taken during Faculty Advisory (FA).

After school activities generally begin at 3:30pm, Monday through Friday. Times for practices, rehearsals or games will be outlined by the teacher or coach.

### 3.1 Attendance

#### Late Arrivals

In the Junior School, if a student is going to be (or is already) late for class, there are two processes in place.

1. For Primary students, please email your child's teacher in advance and copy [reception@qms.bc.ca](mailto:reception@qms.bc.ca). If you are dropping off your child late, please email [reception@qms.bc.ca](mailto:reception@qms.bc.ca) as attendance has already been taken.
2. For Intermediate students, we ask that they sign in with the Junior School Secretary in The Learning Centre so that attendance can be updated.

In Junior School, when students are consistently late, parents will be contacted to develop a plan for punctual arrival.

In Senior School, students arriving after 8:15am must go to the Senior School Office to sign in. The student will not be allowed in class without informing the Senior School Secretary. For Senior School students who are consistently late, an Academic Support Plan will be created to support their personal skill development. Appropriate consequences will be applied if necessary. Students with consistent absenteeism, without excuse, may not be applicable for the Honour or Merit Roll.

#### Illness/Sick Days

If a student is absent, their parent/guardian must email [reception@qms.bc.ca](mailto:reception@qms.bc.ca) prior to 8:00am. All requests for homework should be made by 8:30am of that day to the Homeroom Teacher or Faculty Advisor (FA). Regular attendance is extremely important to your child's achievement.

Too many unexcused absences will result in the school repaying a portion of the Education Grant received for BC students. Please note, this cost will be added to your account.

#### Student Appointments during School Hours

Parents are asked to schedule all appointments at times when classes are not in session. However, if it is essential for a student to leave the School early, parents are asked to email their child's Homeroom Teacher or Faculty Advisor and copy the Junior or Senior School Secretary indicating the time of departure. All students will need to sign out with the School Office prior to leaving campus.

#### Family Holidays during the School Year

It is extremely important that your child does not miss any classes when booking family holidays. We prefer that parents please book holidays in advance to avoid early departures and late returns to school. Extended holidays make it very difficult for students to catch up on work missed. Our school year has extended breaks to allow ample



travel time.

All students are expected to remain in school until dismissal on the last day of each term. Please refer to the [School Calendar](#). Early dismissal will be granted for family emergencies or extenuating circumstances only. Any special requests for early departure must be made in writing to the Junior School Principal, Director of Academics or Deputy Head of School prior to making travel plans or early departure arrangements.

### **Special School Events**

A small number of special school-wide events take place in the evening or on weekends, and both boarders and day students may be expected to attend. We expect students to punctually attend all school events related to their commitment to curricular and co-curricular participation. Students are asked to be at School on time and in appropriate uniform for events, including concerts, plays, sports and service activities.

It is mandatory that all Grade 8 to 12 students attend Speech Day in June. Grade 12 students are expected to attend all graduation-related ceremonies.

## **3.2 Supervision**

### **Early Morning Supervision**

The School provides teacher supervisors for Primary School children who arrive between 7:50am and 8:00am. Although the school doors are usually open, teachers are often away from their classroom preparing materials for the day. A designated supervisor outside the Primary Centre will ensure that all Primary students are properly supervised and cared for until classes begin at 8:00am.

Intermediate students who arrive before the first bell at 7:55am will wait outside The Learning Centre in the designated area until classes begin at 8:00am.

*\*Please refer to the [ECE Handbook](#) for policies regarding supervision of ECE students.*

### **After-School Programs (Junior School)**

After 3:00pm, **parents must supervise their own children once they are picked-up**, whether they are playing on the school playground, watching a sports event or after music or riding lessons.

### **Kindergarten–Grade 3 After-School Activity Club**

*This is a sign-up service that is provided for an additional fee. We do not accept older siblings and/or drop-ins.*

Primary (Kindergarten to Grade 3) students who remain at school after 3:15pm *must* be registered in our After School Activity Club on a yearly basis. Spaces in our After School Activity Club are limited and will be available on a first-come, first-served basis. Priority will be given to families who require five days per week. Students in our After School Activity Club will participate in organized activities from 3:15pm–5:00pm. A nutritious snack will be provided to those who are registered. All students must be picked-up by 5:00pm.



### **Grades 4–5 After-School Homework Club**

*This is an optional drop-in service provided as part of your tuition fees.*

Homework Club provides students in Grade 4 and 5 with an opportunity to complete homework assignments, review study materials, or read quietly. An intermediate teacher will supervise this study period and will be available to assist with homework questions. Parents/Guardians should note the following:

- This club will only be available on Tuesday and Wednesday afternoons from 3:15pm to 4:00pm.
- Students attending Homework Club will be expected to come with all necessary materials to work on assignments and tasks.
- Homework Club will be completed by 4:00pm, and students should be picked-up at this time.
- Grade 4 and 5 students who must remain on campus after 4:00pm for parent pick-up or the late school bus will be asked to wait quietly in The Learning Centre Library.
- School Sports and clubs take place on Mondays, Tuesdays, and Wednesdays after school, and students are strongly encouraged to participate in these activities. Further information regarding co-curriculars will be shared once school starts.

### **Grades 6–7 After-School Tutorial Program**

*This is an optional drop-in service provided as part of your tuition fees.*

Group tutorial sessions will be provided for students in Grades 6 and 7. In these tutorial sessions, students will have an opportunity to work with their subject teacher to receive assistance or support. Parents/Guardians should note the following:

- These sessions will only be available on Tuesday and Wednesday afternoons from 3:15pm to 4:00pm.
- After School tutorials will be completed by 4:00pm and students should be picked-up at this time.
- Grade 6 and 7 students who must remain on campus after 4:00pm for parent pick-up or the late school bus will be asked to wait quietly in The Learning Centre Library.
- School Sports and clubs take place on Mondays, Tuesdays, and Wednesdays after school, and students are strongly encouraged to participate in these activities. Further information regarding co-curriculars will be shared once school starts.

### **Senior School Tutorials**

To preserve our after-school time for co-curricular athletic, art and citizenship-based learning, Senior School extra help and tutorial sessions will be embedded within the school day before lunch. Students can use this time to seek additional support from subject-specific teachers, work collaboratively, engage in quiet study or prepare for the afternoon. Students who do not require support may use this time as a recess prior to lunch. However, where extra help is required, students may be assigned to mandatory, scheduled tutorials and teachers may organize additional after school support at their discretion. This will be included on Academic Support Plans and tracked for students who are not able to meet their academic commitments or who need additional incentive to seek support from their classroom teachers.

## **3.3 The School Store & Uniforms**

### **The School Store**

The School Store provides families with all uniform items needed for students in Preschool through Grade 12. Details on store hours and dates will be posted on our School [website](#).

We encourage families to use our online QMS School Store. This site enables families to shop for uniform, apparel and swag items from the comfort of their own homes. Orders can be picked up from our School Store. Begin your shopping experience at [shopqms.ca](http://shopqms.ca).



## The Unicycler

The Unicycler is a program that offers previously owned uniform items at discounted prices and is situated in our School Store. QMS uniform items may be donated or sold on a consignment basis, whereby parents submit items and collect payment upon the sale of the item. Please refer to our [QMS website](#) for our standards of consignment, a list of items we are accepting each year and hours of operation.

## Uniform Requirements

Uniforms promote the sharing of a common outlook, behaviour and attitude within the School, and eliminate unhealthy competition in dress. Students are expected to be in proper uniform every school day. All uniforms must be maintained and cleaned on a regular basis.

Students are asked to travel to and from the school in correct uniform. This means that non-uniform items are not permitted. Winter jackets will be permitted during extremely cold weather and QMS will notify parents and students when this is applicable.

**FORMAL (CENTENNIAL) UNIFORM FOR GRADES 1 TO 12** must be worn **Monday** of every week, for assemblies and for select field trips. *Please note that dress shorts are not to be worn on days with assemblies or formal events.*

**REGULAR DRESS UNIFORM FOR GRADES 1 TO 12** must be worn on **Tuesday, Wednesday, Thursday** and **Friday** of every week, unless otherwise stated by teachers or the School.

**PRESCHOOL AND JUNIOR KINDERGARTEN UNIFORM** must be worn **Monday to Friday** every week, unless stated by teachers or the School.

**KINDERGARTEN UNIFORM** must be worn **Monday to Friday** every week, unless stated by teachers or the School.

**PLEASE NOTE:** For Kindergarten to Grade 7, the **PE Uniform** *may* be worn on Thursdays all day.

Please ensure that all items of clothing are clearly marked with the student's name, both surname and first name. During each term, many articles of clothing find their way to the Lost & Found boxes on campus. If your child misplaces an item of clothing, please ensure that you or your child check the Lost & Found containers. Lost & Found containers can be found in The Learning Centre, Primary Centre, Senior School, Founders' Hall, the Sports Hall and Equestrian Centre.

At the end of each term, many items remain unclaimed. We will make every effort to return lost items to their owners; however, items that are not claimed will be packed up during Christmas, Spring and Summer Breaks and donated to the Unicycler or given to charity.

The uniform requirements are reviewed annually and any changes will be communicated to parents/guardians in a timely manner.



**PRESCHOOL—JUNIOR KINDERGARTEN UNIFORM REQUIREMENTS (All Year—All Genders)**

- QMS Polo Shirt Dark Navy
- QMS Tunic or Black Dress Pants or Black Skirt or Black Dress Shorts
- Green Knee-High Socks or Green Tights (with tunic or black skirt)
- Grey Dress Socks (with dress pants or shorts)
- Black Dress Shoes or Runners
- QMS Blue Fleece (optional)
- QMS Blue School Coat



**NOTE:** Preschool and Junior Kindergarten children will also require a Muddy Buddy Rain Suit, indoor shoes i.e., Holesy, Crocs or slippers, and outdoor rain boots/shoes for outside use.



**KINDERGARTEN UNIFORM REQUIREMENTS (All Year—All Genders)**

- QMS Polo Shirt Royal Blue
- QMS Tunic **or** Black Dress Pants **or** Black Dress Shorts
- Green Knee-High Socks **or** Green Tights (with tunic)
- Grey Dress Socks (with dress pants or shorts)
- Black Polishable Shoes or Ankle Boots only
- QMS Blue Fleece (optional)
- QMS Blue School Coat



**NOTE:** The PE Uniform *may* be worn on Thursdays all day.

**NOTE:** Kindergarten children will also require boots/shoes for outside use. Regular indoor shoes are required during class time. Although the PE/experiential learning uniform (page 27) is required for Kindergarten, it is worn during on and off-campus field trips and special events, not regular PE class.





**GRADES 1—7 UNIFORM REQUIREMENTS** (All Year—All Genders)

FORMAL (CENTENNIAL) UNIFORM	REGULAR UNIFORM
• White Long-Sleeved <b>or</b> Short-Sleeved Dress Shirt	• QMS Polo Shirt (Mid Navy, White, Grey, Green)
• (Grades 1–3) QMS Tunic <b>or</b> Black Dress Pants <b>or</b> Black Dress Shorts	• (Grades 1–3) QMS Tunic <b>or</b> Black Dress Pants <b>or</b> Black Dress Shorts
• (Grades 4–7) QMS Kilt & Kilt Pin <b>or</b> Black Dress Pants <b>or</b> Black Dress Shorts	• (Grades 4–7) QMS Kilt & Kilt Pin <b>or</b> Black Dress Pants <b>or</b> Black Dress Shorts
• QMS Green Blazer	• Green Knee-High Socks <b>or</b> Green Tights (with tunic or kilt)
• House Tie	• Grey Dress Socks (with dress pants or shorts)
• Green Knee-High Socks <b>or</b> Green Tights (with kilt)	• Black Polishable Shoes or Ankle Boots only
• Grey Dress Socks (with dress pants)	• QMS Branded Hoodie/Crewneck (optional)
• Black Polishable Shoes or Ankle Boots only	• QMS Blue Fleece
• QMS Green Sweater, Vest or Cardigan (optional)	• QMS Spirit Shirt (Spirit Day’s only)
• QMS Blue or Black School Coat	• QMS Green Sweater, Vest or Cardigan (optional)
	• QMS Blue or Black School Coat
	• QMS Puffer Vest <b>or</b> Jacket (optional)

<h2>Formal Uniform</h2> <h3>JUNIOR SCHOOL</h3> <p>GRADE 1—7</p>	<h2>Regular Uniform</h2> <h3>JUNIOR SCHOOL</h3> <p>GRADE 1—7</p>
 <p>White Long-Sleeved or Short-Sleeved Dress Shirt</p>	 <p>QMS Polo Shirt (Mid Navy, White, Grey, Green)</p>
 <p>(Grades 1–3) QMS Tunic or Black Dress Pants/Shorts (Grades 4–7) QMS Kilt &amp; Kilt Pin or Black Dress Pants/Shorts</p>	 <p>(K-Grade 3) QMS Tunic or Black Dress Pants/Shorts (Grades 4–7) QMS Kilt &amp; Kilt Pin or Black Dress Pants/Shorts</p>
 <p>QMS Green Blazer</p>	 <p>Green Knee-High Socks or Green Tights (with tunic or kilt) Grey Dress Socks (with dress pants or dress shorts)</p>
 <p>House Tie</p>	 <p>Black Polishable Shoes or Ankle Boots</p>
 <p>Green Knee-High Socks or Green Tights (with tunic or kilt) Grey Dress Socks (with dress pants or dress shorts)</p>	 <p>QMS Hoodie (optional)</p>
 <p>Black Polishable Shoes or Ankle Boots</p>	 <p>Blue Fleece (optional)</p>
 <p>QMS Green Sweater, Vest or Cardigan (optional)</p>	 <p>QMS Spirit Shirt</p>
 <p>QMS Blue School Coat or QMS Black School Coat</p>	 <p>QMS Green Sweater, Vest or Cardigan (optional)</p>
	 <p>QMS Blue School Coat or QMS Black School Coat</p>
	 <p>QMS Puffer Vest or Jacket (optional)</p>

**NOTE:** For Grade 1 to 7 students, the **PE Uniform** *may* be worn on Thursdays all day.

**NOTE:** Grades 1 to 3 students will also require boots/shoes for outside use. Regular indoor shoes are required during class time. Although the PE/experiential learning uniform (page 27) is required for Grade 1 to 3 students, it is worn during on and off-campus field trips and special events, not regular PE class.

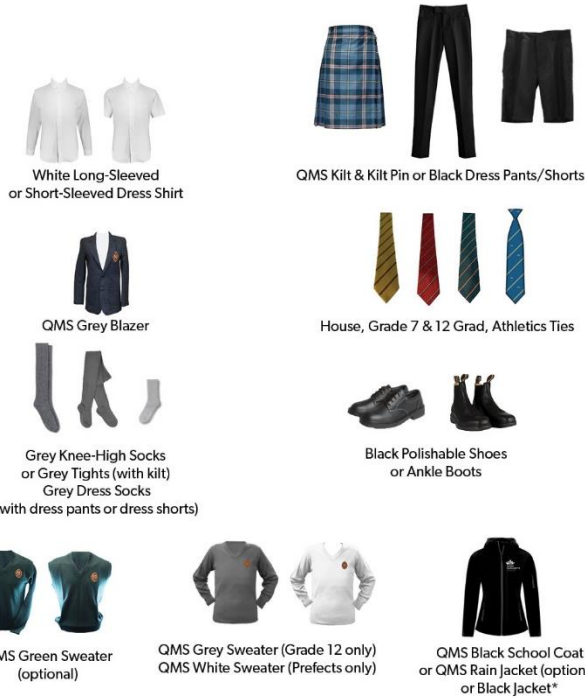


**GRADES 8—12 UNIFORM REQUIREMENTS** (All Year—All Genders)

FORMAL (CENTENNIAL) UNIFORM	REGULAR UNIFORM
• White Long-Sleeved or Short-Sleeved Dress Shirt	• QMS Polo Shirt (Mid Navy, White, Grey, Green)
• QMS Kilt & Kilt Pin or Black Dress Pants	• QMS Kilt & Kilt Pin or Black Dress Pants
• or Black Dress Shorts	• or Black Dress Shorts
• QMS Grey Blazer	• Grey Knee-High Socks or Grey Tights (with kilt)
• House Tie, Grade 12 Tie, Grade 7 Tie or Athletic Tie	• Grey Dress Socks (with dress pants or shorts)
• Grey Knee-High Socks or Grey Tights (with kilt)	• Black Polishable Shoes or Ankle Boots only
• Grey Dress Socks (with dress pants)	• QMS Branded Hoodie/Crewneck (optional)
• Black Polishable Shoes or Ankle Boots only	• QMS Blue Fleece (optional)
• QMS Green Sweater, Vest or Cardigan (optional)	• QMS Green Sweater, Vest or Cardigan (optional)
• QMS Grey Sweater (Grade 12s only)	• QMS Grey Sweater (Grade 12s only)
• QMS White Sweater (Prefects only)	• QMS White Sweater (Prefects only)
• QMS Black School Coat (optional)	• QMS Spirit Shirt (Spirit Day's only)
	• QMS Retro Rugby Shirt (optional)
	• QMS Black School Coat or Rain Jacket (optional)
	• QMS Puffer Vest or Jacket (optional)

## Formal Uniform

SENIOR SCHOOL  
GRADES 8—12



## Regular Uniform

SENIOR SCHOOL  
GRADES 8—12



\*Senior School students are required to have a black coat. Appropriate coats will be plain black in colour, will not display a prominent design or brand logo (other than QMS) and will be suitable for our weather.

















**GRADE 12 STUDENT UNIFORM REQUIREMENTS**

Grade 12 students wear a special tie throughout the year. They also have the option of acquiring a grey sweater from the School Store.

Elected Prefects will receive a custom ordered white sweater to identify them within our community. Students will receive these special sweaters in early fall.

**PHYSICAL EDUCATION/EXPERIENTIAL LEARNING UNIFORM REQUIREMENTS** (All Year—All Genders)

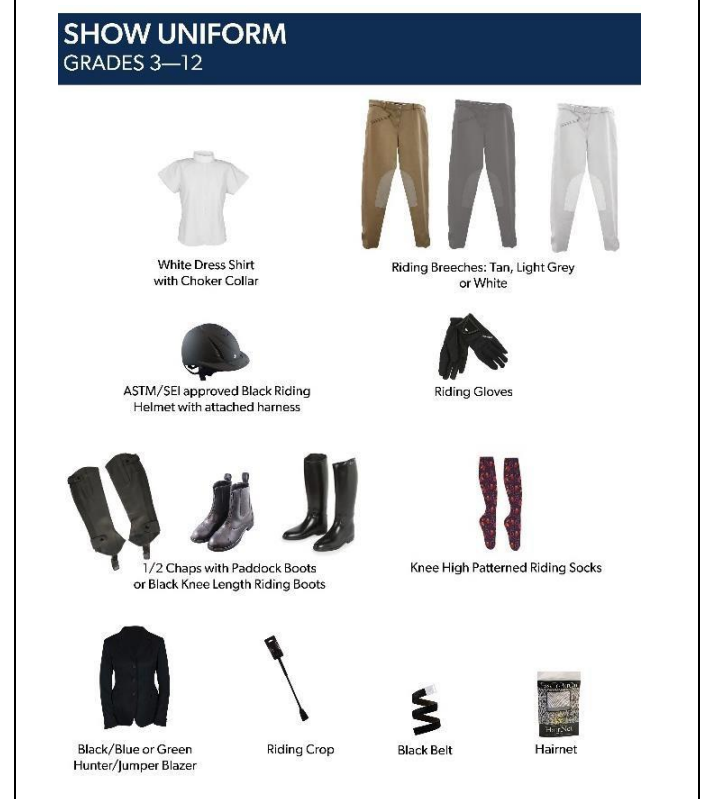
KINDERGARTEN to GRADE 7	GRADES 8 to 12
<ul style="list-style-type: none"> <li>• QMS PE Royals Shirt</li> </ul>	<ul style="list-style-type: none"> <li>• QMS PE Royals Shirt</li> </ul>
<ul style="list-style-type: none"> <li>• QMS PE Shorts</li> </ul>	<ul style="list-style-type: none"> <li>• QMS PE Shorts</li> </ul>
<ul style="list-style-type: none"> <li>• QMS Royals Athletics Hoodie</li> </ul>	<ul style="list-style-type: none"> <li>• QMS Royals Athletics Hoodie</li> </ul>
<ul style="list-style-type: none"> <li>• QMS Leggings <b>or</b> Athletic Pants</li> </ul>	<ul style="list-style-type: none"> <li>• QMS Leggings <b>or</b> Athletic Pants</li> </ul>
<ul style="list-style-type: none"> <li>• Non-marking Athletic Shoes (Velcro runners for K to Grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Non-marking Athletic Shoes</li> </ul>
<ul style="list-style-type: none"> <li>• White Athletic Socks</li> </ul>	<ul style="list-style-type: none"> <li>• White Athletic Socks</li> <li>• QMS Track Suit (required for competitive sports teams)</li> </ul>
<ul style="list-style-type: none"> <li>• QMS Track Suit (Grades 4–7, optional)</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Only to be worn on game days</i></li> </ul>
<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> <b>JUNIOR SCHOOL</b>                      KINDERGARTEN—GRADE 7                 </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS PE Royals Shirt</p> </div> <div style="text-align: center;">  <p>QMS PE Shorts</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS Royals Athletics Hoodie</p> </div> <div style="text-align: center;">  <p>QMS Leggings or Athletic Pants</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS Track Suit (Grades 4–7, optional)</p> </div> <div style="text-align: center;">  <p>Non-Marking Athletic Shoes (Velcro runners recommended for Grades 1-3)</p> </div> <div style="text-align: center;">  <p>White Athletic Socks</p> </div> </div>	<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> <b>SENIOR SCHOOL</b>                      GRADES 8—12                 </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS PE Royals Shirt</p> </div> <div style="text-align: center;">  <p>QMS PE Shorts</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS Royals Athletics Hoodie</p> </div> <div style="text-align: center;">  <p>QMS Leggings or Athletic Pants</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>QMS Track Suit (required for competitive sports teams)</p> </div> <div style="text-align: center;">  <p>Non-Marking Athletic Shoes</p> </div> <div style="text-align: center;">  <p>White Athletic Socks</p> </div> </div>

**NOTE:** For Boarding students, Denny House and Geoghegan House Sweat Pants and Hoodies are not to be used as Physical Education Uniform pieces.



**EQUESTRIAN UNIFORM** (All Equestrian Students)

RIDING UNIFORM: GRADES 3 to 12	SHOW UNIFORM: GRADES 3 to 12
• QMS Equestrian Sun Shirt or Polo Shirt	• White Dress Shirt with Choker Collar
• Riding Breeches: Tan, Black, Navy or Grey	• Riding Breeches: Tan, Light Grey or White
• ASTM/SEI approved Black Riding Helmet with attached harness	○ <i>(White Breeches for Specialty Events)</i>
• Riding Gloves	• ASTM/SEI approved Black Riding Helmet with attached harness
• ½ Chaps with Paddock Boots or Black Knee Length Riding Boots	• Riding Gloves
• Knee-High Grey or Green Socks (with Formal and Regular School Uniform) or Matching Patterned Riding Socks from the School Store (with Regular Uniform Only)	• ½ Chaps with Paddock Boots or Black Knee Length Riding Boots
• QMS School Sweater (optional)	• Matching Patterned Riding Socks from the School Store
• QMS Equestrian Jacket (optional)	• Black, Blue or Green Hunter/Jumper Blazer
• QMS Puffer Vest (no hood, optional)	• Riding Crop
	• QMS Puffer Vest (no hood, optional)
	• Black Belt
	• Hair Net



**NOTE:** The riding uniform may only be worn on days a student has a lesson within the instructional day. The QMS equestrian jacket may be worn only with the regular uniform on Tuesday, Wednesday, Thursday or Friday. Students must wear their QMS blazer with their riding uniform on Formal (Centennial Days—Mondays), as well as to assemblies and formal events. \***No hoodies** are to be worn in the stables.



## UNIFORM EXPECTATIONS (All Students)

In addition to the itemized list on the previous pages, we hold the following expectations:

- Formal (Centennial) uniform includes blazer, tie, short or long-sleeved dress shirt, and kilt (with kilt pin) or black dress pants and must be worn on **Mondays**.
- All kilt and tunic hems should be just above the knees.
- Students are permitted to wear any officially branded QMS hoodie on Regular Uniform Days (Tuesdays, Wednesdays, Thursdays and Fridays). A QMS polo shirt must be worn under the hoodie.
- Hats, ball caps and toques are not to be worn in school. QMS ball caps, bucket hats and toques may be worn outside.
- Black polishable shoes or ankle boots are to be flat or low heeled (max. 1.5"/4 cm heels). **Fashion sneakers such as Vans or Skechers, sandals and Crocks are not allowed**. Shoes must be free of adornments that are not black.
- Acceptable nail polish is a modest pale colour. Bright colors are not acceptable in Junior School.
- No visible tattoos, nose, eyebrow, tongue studs, rings, or body piercing of any kind are permitted while on campus, school-sponsored trips, or while traveling to/from school.
- Hair must be neat and clean.
- Hair may be dyed a colour that could pass for a NATURAL hair colour.
- A small amount of light make-up is allowed.
- Discreet jewelry may be worn.
- Students are expected to have clean-shaven faces, free from moustaches, stubble or beards.
- PE strip may not be worn in other classes without special permission.

### 3.4 Lunch Program

All ECE, Junior and Senior School students are provided with daily nutritious snacks. All students participate in our Lunch Program, which includes many healthy choices.

Lunch is prepared by our food services staff and served in Karin Quinn Hall and Glide Hall. Special dietary needs can be accommodated through discussion with our Chef Manager at [kitchen@qms.bc.ca](mailto:kitchen@qms.bc.ca). Please note that QMS can accommodate diagnosed food allergies. Parents are responsible for updating their child's current health information with the School nurse at [nurse@qms.bc.ca](mailto:nurse@qms.bc.ca).

### 3.5 School Supplies

#### KINDERGARTEN–GRADE 3

All Primary students will have the necessary school supplies given to them by their teachers on the first day of school. Please do not purchase any supplies for students in Kindergarten to Grade 3. The cost of school supplies is included with tuition fees.

#### GRADES 4–7

Classroom supply lists for intermediate students are provided in [Appendix 1](#) of this handbook. Please refer to this list for purchasing your child's school supplies for the year.

ECE and Junior School students are required to have an Emergency Comfort Kit brought to School in September. Please ensure you provide one for your child. An itemized list can be found in [Section 10.3](#) of this handbook.



## Senior School

Classroom supply lists for Senior School students are provided in [Appendix 1](#) of this handbook. Please refer to this list for purchasing your child's school supplies for the year.

## Textbooks/Textbook Damage

All students are provided with a copy of the required textbook(s) for each of their courses. Students are expected to treat all school property with respect and will be charged for lost or damaged textbooks.

## Locks and Lockers (Intermediate & Senior School)

At the beginning of the year, lockers are assigned to students. Students may be expected to share a full locker with another student, depending on enrollment.

- School lockers are school property and are subject to searches by Administration at any time.
- Students are responsible for any damage caused to their locker and will be charged accordingly.

## Valuables

Unfortunately, every year a few students have items of value go missing. To prevent this, valuables should be left at home or locked in a school locker during school hours. Students should not give out lock combinations to others. All uniform items, electronics, and personal items must be labelled.

## Students are asked to:

- Leave valuables at home or locked in your boarding house room during the school day.
- Keep locker combinations confidential.
- Leave all valuables locked in a locker when in PE class.



### 3.6 Technology Use (BYOL)

QMS has a mandatory Bring Your Own Laptop Program for students in Grades 7–12. Students are required to bring their own laptop to school on a daily basis.

	PC		Apple Mac	
	Minimum	Recommended	Minimum	Recommended
<b>Age</b>	Newer than 5 years old	Newer than 3 years old	Newer than 5 years old	Newer than 3 years old
<b>Processor</b>	Intel i5 9 <sup>th</sup> Gen / AMD Ryzen 5 (4000 series)	Intel i5 12 <sup>th</sup> gen (or newer) / AMD Ryzen 7 (4000 series)	Intel i5 / Apple M1	Apple M1/M2
<b>Storage</b>	512 GB	1 TB	256GB	> 256 GB
<b>Memory</b>	8 GB	16 GB	8 GB	16 GB
<b>Wireless</b>	802.11 wireless	802.11 wireless and Bluetooth	802.11 wireless	802.11 wireless and Bluetooth
<b>Webcam</b>	Built-in	Built-in	Built-in	Built-in
<b>Battery</b>	~8 hours/charge (normal use, non-video)			
<b>Operating System</b>	Windows 11 (no non-English Language Editions)		macOS 10.15 Catalina	macOS 10.15 Catalina or higher
<b>Microsoft Office</b>	Provided <b>free</b> of charge to enrolled students			



## **Important Notes**

- 1) These specifications are recommended on the basis that they will provide better performance and a longer useful service life than bargain models.
- 2) Please be conscious of weight. The larger laptops may be more powerful and have a larger display, but they can tire students who have to carry them around all day.
- 3) Gaming specific laptops tend to have shorter battery life in favour of higher graphical performance, and often require nearly constant charging. This impacts portability and weight, as a charger must be carried with the device. This should be considered in the purchase, and expectations set with the student should one of these powerful models be chosen.
- 4) Due to the nature of some educational software availability only for Windows/MacOS, an iPad is not a suitable replacement for a laptop.
- 5) Student computer operating systems MUST be able to be set to the English language keyboard and display during school hours so we or teachers can troubleshoot common problems. Single Language (non-English) versions of Windows cannot do this.
- 6) Laptops must be fully charged each day. With the wide variety of chargers that are used by many different brands, we do our best to have spares on hand, but we are unable to guarantee we will have an appropriate charger available if a student's laptop needs charging.
- 7) While we understand everyone's tolerance for risk is different, we do recommend purchasing Accidental Damage protection for student laptops. For Apple Macbook owners, this comes in the form of AppleCare. Every year we see students with broken screens which are very expensive to replace.
- 8) Student devices requiring repair will be referred to local reputable computer repair shops. If desired, we can work with the shops to have the repair/replacement cost charged to the QMS Student Account.
- 9) Questions concerning student laptop suitability can be directed to [helpdesk@qms.bc.ca](mailto:helpdesk@qms.bc.ca).





## 4.0 Academic Program Procedures

### 4.1 Homework Expectations

#### Junior School

During their time in the Junior School, students are encouraged and taught to apply appropriate study skills. These skills are reinforced regularly, and the consistent use of the Student Agenda helps establish habits around personal responsibility.

There are several reasons why teachers give homework. For example, teachers will assign homework to provide extra practice where repetition is known to improve certain skills. Homework may also be assigned to extend students' thinking beyond the classroom, to allow for completion of project work, and finally, to allow students more time to complete their assignments. In the Intermediate grades, students are encouraged to take further responsibility for their learning by adhering to timelines and due dates for homework. In addition, test preparation and test-taking skills are reinforced so that intermediate students can approach these tasks with confidence.

If a student is spending excessive time on homework, it is a good idea to discuss this with the teacher. Some adjustments may be necessary, and good communication between parents and teachers can help support a manageable homework schedule.

If specific homework does not require much time, students can use the balance of time for reviewing classroom work, organizing binders or preparing for tests. Every student in Grades 1 to 7 should read, or be read to, for at least 20 minutes per day at home.

#### *How Much Homework?*

##### **Kindergarten to Grade 1**

Primary teachers may ask students to practice sight words and letter sounds at home with parents. There is an expectation that children read, or are read to, every day at home.

##### **Grades 2 to 3**

A maximum of 20–30 minutes per night. Students should read aloud to parents, study spelling words, and practice basic math facts. On occasion, unfinished work from school may be sent home to be completed.

##### **Grade 4**

A maximum of 30–40 minutes per night. Each night will include no more than two subjects as decided by the homeroom and specialist teachers.

##### **Grade 5**

A maximum of 40–50 minutes per night. The amount of time gradually increases throughout the year. Each evening will include different subject work as assigned.

##### **Grades 6 to 7**

A maximum of 60–75 minutes per night. The amount of time gradually increases throughout the year. Each evening will include different subject work as assigned.



### **Senior School Homework**

Teachers may assign homework for fluency building, to check for understanding, complete assignments or to allow for reflection. It is expected that students will plan for homework time when needed and complete their homework by the assigned date. Faculty Advisors will communicate student progress on a regular basis with parents and guardians.

Depending upon the academic needs of each student, extra-curricular circumstances, and time of the year, homework assignments can vary. All school systems, activities and philosophies at QMS are aligned to foster student success and wellness in all areas of life. This includes a healthy balance between a student's academic and personal life. Daily homework should range from approximately one (1) hour for Grade 8–9 students and up to two (2) hours for Grade 10–12 students.

Our teachers welcome comments or questions from parent/guardians and are eager to clarify expectations and provide strategies to support the completion of homework.

### **Student Agendas**

Student Agendas, required for all Junior School students beginning in Grade 1, will be distributed in homeroom. The Student Agenda enables students to keep a record of homework, assignments and due dates. Parents are encouraged to use the agenda to communicate with teachers. Parents will also find the agenda helpful in monitoring progress and expectations. Students must have their agenda book checked and signed each evening by a parent. Important information about the school is contained in the front of the agenda for handy reference.

In Senior School, Grade 8–9 students will be provided with an agenda to help support the development of organizational skills, goal setting and time management. To support a gradual release of responsibility, support planning and preparation, all Grade 10–12 students are encouraged to continue with this practice using a personal agenda to keep track of homework and school commitments, while selecting a method that works for them (agenda, personal calendar, online calendar). A student who is having difficulty meeting homework expectations may be required to use an agenda as a means of communication with their teachers and parents or Boarding staff.

### **Tutorial Programs**

Please refer to [Section 3.2](#) in this handbook for complete details.



## 4.2 Reporting to Parents

### Reporting on Student Progress and Achievement

Communication to parents/guardians regarding their child's academic achievements and social/emotional growth is accomplished in many ways. Queen Margaret's School sends home reports on progress and achievement several times during the year. Teachers may also use phone calls or email to communicate student progress, or they may request a conference with parents in order to develop action plans to address areas of concern. Parent-teacher conferences and student-led conferences are also scheduled. At any time during the year, you may contact the School and ask to speak to a teacher about your child's progress. We believe that it takes the teacher, the student, and the parents or guardians to ensure that each student reaches their full potential. Together, we make an amazing team.

### Parent Information Sessions

Junior and Senior School parent information events will be scheduled in **September**. This provides an opportunity for parents to feel a part of our community, learn expectations held by the subject area/Homeroom Teachers and to meet our QMS educational team.

Additional parent information sessions will be hosted throughout the school year to support important events such as student transitions between Junior and Senior School, to share post-secondary and graduation information and to invite interesting and informative educational guest speakers to meet our parent community.

### Parent/Teacher Conferences & Student-Led Junior School Conferences

These conferences are the ideal opportunity to discuss a student's achievement and ways to support learning at home. Parents or guardians may ask for a conference at any time during the year. Teachers may also ask parents or guardians to schedule a conference to plan for the success of the student at any time during the year.

During the Junior School Student-Led Conferences in February, the student is "in charge" of leading the parent through a portfolio of selected work. This is an opportunity for students to share their work with their parents, describe their overall learning progress and set some learning goals. This opportunity builds self-confidence and pride of accomplishment, while enhancing your understanding of your child's learning. It is not an appropriate time to discuss a student's achievement with the teacher. If you would like to know more about your child's achievement, please make an appointment with the teacher(s).

### Reporting & Assessment Kindergarten–Grade 12

Communicating student progress is fundamental to the teaching and learning that supports student growth at Queen Margaret's School. This includes ongoing dialogue about student progress throughout the school year. British Columbia's curriculum creates opportunities for deeper and more authentic learning opportunities. Research supports grading and assessment practices that align with the realities of how students are learning from an individualized perspective. Our reporting process aims to include narrative and formative feedback that will help our students to grow toward their own goals.

Assessment requires teachers to make reference to specific criteria in the curriculum and determine what students *know*, what they can *do*, and what they *understand*. When reporting focusses on *where* students are in their learning and *what* students need to do to improve, it can be valuable in helping parents, guardians and students focus on growth, rather than only the outcomes.



Queen Margaret’s School is committed to the ongoing communication of student learning. Teachers use a variety of assessment methods and apply student evidence of learning to determine what level of achievement best describes their performance progress. Homeroom Teachers, classroom teachers and Faculty Advisors communicate student progress through a variety of channels.

**This includes the following types of communication of student learning K–12:**

**Learning Update and Progress Report: Assessment for Learning**

This initial report will provide students and parents with a “snapshot” of information related to student strengths and areas of growth, related to initial learning outcomes as students become oriented to their classes and begin to demonstrate their learning and growth in a new year and subject-areas.

**Student Self-Assessment: Assessment as Learning**

This is a student-directed self-assessment of their own learning. It may be carried out in the form of a student self-assessment of core-competencies student-led conference (Junior School) or through a student-developed portfolio (Senior School). Assessment as learning actively involves the student as a participant in assessing their own outcomes in relations to the learning standards and core competencies.

**Summative Report Cards: Assessment of Learning**

These detailed narrative reports will provide a personalized, summative report of student learning and growth based on curricular outcomes from September to the reporting date.

**Junior School Reporting Timeline**

- Ongoing conversations through email, parent meetings and newsletters
- Report Card #1 (Interim): **October**
- Parent/Teacher Interviews: **November**
- Report Card #2 (Progress Report): **December**
- Student-led Conference: **February**
- Report Card #3 (Progress Report): **March**
- Report Card #4 (Summative Report): **June**

**QMS Grading Standards K–7**

Emerging	Developing	Proficient	Extending
The student demonstrates an <b>initial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated understanding</b> of the concepts and competencies relevant to the expected learning.
The student is <b>still learning to understand and apply</b> the learning standard.		The student has <b>met</b> the learning standard.	The student can <b>go beyond</b> the learning standard.



### Senior School Reporting Timeline:

- Ongoing conversations through email, Faculty Advisory correspondence, parent meetings and newsletters
- Parent/Teacher Interviews: **November**
- Report Card #1 (Progress Report): **December**
- Student Self Assessment: **February**
- Report Card #2 (Progress Report): **March**
- Report Card #3 (Summative Report): **June**

### QMS Standards Based Assessment 8–12

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete understanding</b> of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated understanding</b> of the concepts and competencies relevant to the expected learning.
The student is still learning to understand and apply the learning standard.		The student has <b>met</b> the learning standard.	The student can go <b>beyond</b> the learning standard.

### Letter and Percentage Grade Standards Grades 8–12

Grades 8–12		
A+	92% to 100%	Outstanding
A	86% to 91%	Excellent
B	73% to 85%	Very Good
C+	67% to 72%	Good
C	60 % to 66%	Satisfactory
C-	50% to 59%	Minimally Acceptable
I		In progress Retroactive change from an “I” grade in the next reporting period if the Student Support Plan is not completed successfully.

### Habits of Learning & Behaviour (Senior Reports)

Effort marks on the formal reports in Senior School provide an indication of preparedness, organization and effort. The criteria are listed below.

#### **Excellent (E)**

Responsibility: demonstrates an industrious work ethic, ready to work and learn

Cooperation: a class leader, exemplified by a high degree of positive and meaningful participation initiated by the student

Independence: a keen and enthusiastic learner actively seeking personal growth and learning opportunities



### **Good (G)**

Responsibility: all assignments turned in, ready to work and learn

Cooperation: works well with other students and teachers, participates in class in a meaningful way

Independence: a self-directed learner, takes appropriate initiative and responsibility for learning

### **Satisfactory (S)**

Responsibility: most assignments turned in, usually ready to work and learn

Cooperation: usually works well with other students and teacher(s)

Independence: often requires direction

### **Needs improvement (N)**

Responsibility: most assignments missing, frequently not ready to work and learn

Cooperation: does not work well with other students or teacher(s)

Independence: needs one-on-one attention most of the time

## **Self-Assessment of Core Competencies**

The self-assessment of core competencies may take many forms and focus on one, or many, of the core competencies. The core competencies include **thinking competencies, communication competencies and personal/social competencies**. Through this process of self-assessment and documentation of learning, students will gain the ability and language to assess their own strengths, create realistic and achievable goals and construct a clear path to reach their goals. The self-assessment helps to showcase evidence of student learning and monitor growth over time. Students will have ongoing opportunities to build on their reflective practice and self-awareness. The self-assessment of core-competencies will be included with the final report card.

## **4.3 QMS Academic Awards**

### **Honour Roll**

Permanent Honour Roll status will be awarded to students beginning in Grade 8. Students will be publicly recognized at Speech Day in June.

### **Criteria**

**Grades 8–9:** Must achieve an average of Proficient or above for Honour Roll or A (Extending) and above for Honours with Distinction in the following academic subjects, *English, Math, Science, Social Studies, second Language*. **A student must also qualify for Merit Roll.**

**Grades 10–11:** Must achieve an average of 86% or above for Honour Roll or 92% and above for Honours with Distinction in the following four (4) core academic subjects, *English, Math, Science, Social Studies, plus the next best mark in an academic subject*. **A student must also qualify for Merit Roll.**

**Grade 12:** Must achieve an average of 86% or above for Honour Roll or 92% and above for Honours with Distinction in four (4) academic subjects\* including *English* plus the three (3) best academic subjects. **A student must also qualify for Merit Roll.**

\*There may be special circumstances where a Grade 12 student has completed a Grade 12 core course(s) in Grade 11 and is only taking three (3) academic core subjects in Grade 12. In this case, their academic average will be based on the three (3) academic core subjects. A student's average cannot be based on less than three (3) core academic subjects.



## **Merit Roll**

A student qualifies for Merit Roll if they have effort marks of Excellent or Good. **Please note unexcused absences from QMS will be recorded in each student's school record. Students will have to explain any unexcused absences to the Director of Academics, and these conversations may determine whether a student is still eligible to receive Merit Roll.**

## **Year-End Awards and Final Assemblies**

### **Junior School**

Junior School Recognition Assemblies are held at the end of the school year to celebrate the students for their academic performance and participation in co-curricular activities. All students in Kindergarten to Grade 7 will receive individualized certificates of recognition.

A Junior School Sports Recognition Assembly will also take place in June to recognize athletic achievement for students in Grades 4–7.

### **Senior School**

Special recognition of student achievement will be made at the Senior School Awards Ceremonies and Senior School Speech Day in June. Various awards and presentations will honour outstanding achievement and effort in academics, athletics, fine arts, service and citizenship.

Presentation of graduation certificates to our Grade 12 students occurs at the Graduation Ceremony following Speech Day.

Three (3) Senior Athletic Banquets to recognize student athletic achievement are held throughout the year at the end of each athletic season. Major athletic awards will be presented at Speech Day.

## **4.4 Library Access & Resources**

Queen Margaret's School has three libraries on campus. The Wanner Family Library in the Primary Centre houses books for early year's students, and the Intermediate library resources are located in The Learning Centre II (TLC). Primary and Intermediate students have regular library classes with the school librarian. During these lessons, the librarian teaches various library skills as well as assists students with personalized choices of reading materials.

At the Senior School level, students have access to the Senior School library on the ground floor of Denny Hall, which includes relevant and engaging fiction and non-fiction texts to support their course content and recreational reading. Students in the Senior School also have access to online academic resources to support the academic research process, along with the benefit of a dedicated faculty member assigned to the library who can help support the inquiry process and simply foster a love of learning and reading.

## **4.5 Outdoor Education Information**

Queen Margaret's School is proud to offer a wide range of outdoor education activities. Our youngest students begin with local hikes and visits to sites worthy of scientific, social, or historical study. By the time students complete the primary program, they will have enjoyed day camps, tours to ecological reserves and scientific outings to examine local salmon streams.



During the intermediate years, students continue to learn in the great outdoors. They enjoy overnight camping trips at various Vancouver Island camps such as Camp Thunderbird and Camp Creina. These experiences enable students to develop specific outdoor skills while making connections to curricular outcomes.

As part of our Outdoor Education Leadership Program, Senior School students in Grades 8 to 12 participate in a four- or five-day outdoor education experience. Grades 8–9 students will engage in an exploratory program, while Grades 10 through 12 will participate in a four-credit ‘challenge by choice’ outdoor leadership experience.

The cost of outdoor education activities is covered by the mandatory Experiential Learning Fee, which will appear on the school fee invoice. All food, transportation, instructors, technical and safety equipment (ropes, harnesses, helmets, PFDs, etc.) are provided.

Please refer to the appropriate packing list for each Outdoor Education Program, found in [Appendix 2](#). It is extremely important that students have the proper equipment. The School has some equipment that can be borrowed, which will be made available to students on a first-come, first-serve basis. **Proper clothing is essential**, not only for our outdoor education programs, but every student should have a sturdy rain coat, rain pants and good footwear for service activities, participation in outdoor athletics, or simply living in our northern coastal rainforests.

**\*\*Please note: Waterproof rain jackets, rain pants and a sleeping bag rated to -7 degrees Celsius are mandatory equipment for all Senior students.**

Mandatory permission forms and organizational informed consent will be sent home in advance of each trip. Parents are asked to ensure that these forms are reviewed, signed and returned to the School in a timely manner.

### **Grades 1–3 Outdoor Education Trip**

#### **Day trips throughout the year**

Grade 1–3 students will participate in day trips. Activities will include nature walks, nature crafts, native plant identification and outdoor games and trips to Camp Creina with an outdoor specialist.

### **Grade 4 Outdoor Education Trip**

#### **Day trips throughout the year**

Grade 4 students will take part in different outdoor activities and team building sessions with an emphasis on sustainability and appreciation for local Indigenous cultures and history. In particular, during visits to Camp Creina students will partake in orienteering, survival skills, nature walks and outdoor applies design skills. On-site, there are natural woods, creeks and camping facilities.

### **Grades 5–6 Outdoor Education Trip**

#### **Day trips throughout the year**

#### **Spring 2025 overnight trip to Camp Creina**

The students will take part in different outdoor activities and team building sessions with an emphasis on sustainability and appreciation for local Indigenous cultures and history. In particular, during visits to Camp Creina students will partake in orienteering, survival skills, nature walks and outdoor applies design skills. On-site, there are natural woods, creeks and camping facilities.





### **Grade 7 Outdoor Education Trip**

**Camp Thunderbird, Sooke, BC**

**Fall 2024 (three days, two nights)**

Grade 7 students will rotate through different outdoor activities, team building sessions and challenging physical activities. In particular, we have booked sessions in orienteering, kayaking and archery. Students will also participate in high ropes training, campfires and swimming. On-site, there is a climbing wall, natural woods, creeks and a lake.

### **Outdoor Leadership 8: Exploratory Program**

**Strathcona Park Lodge, Campbell River, BC**

**Fall 2024 (four days, three nights) October 7–10, 2024**

This experience will provide students with an opportunity to experience outdoor education, leadership and collaborative learning at Strathcona Park Lodge. Students will challenge themselves through a variety of outdoor activities including canoeing, kayaking and high ropes initiatives. Through these experiences, students will begin to develop an emerging understanding of personal and group leadership skills. The “Art in the Park” program, will support students in developing an appreciation and awareness of human interaction with the natural environment.

### **Outdoor Leadership 9: Facing Challenges**

**Strathcona Park Lodge, Campbell River, BC**

**Fall 2024 (four days, three nights) October 7–10, 2024**

This is an experience designed to help build the core competencies of thinking and communication while simultaneously developing students’ personal understanding of leadership in the outdoors at Strathcona Park Lodge. Students will be introduced to basic outdoor education planning and safety, leadership skills, and the fundamentals of outdoor wilderness survival. Additionally, students will become familiar with the social, cultural, economic, and historic significance of the local environment on Vancouver Island. Environmental sustainability and First Nations’ relationship to the environment will be introduced to students during a wilderness skills workshop. Through their experiences, students will apply new strategies to a range of situations and explore their personal learning from the perspective of goal setting and self-reflection.

### **Outdoor Leadership 10: Building Relationships**

**Strathcona Park Lodge, Campbell River, BC**

**Spring 2025 (five days, four nights) May 12–16, 2025**

A place-based experience, Outdoor Leadership 10 is designed to help build upon the core competencies of thinking and communication while simultaneously improving students’ confidence and leadership in the outdoors. It will take place over five (5) days at Strathcona Park Lodge. In addition to developing their collaborative group communication and leadership skills, students will also develop the foundational risk management and basic technical skills that are necessary for a short outdoor expedition (hiking, canoeing, caving or rock climbing). These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.



### **Outdoor Leadership 11: Building Confidence**

**Strathcona Park Lodge, Campbell River, BC**

**Spring 2025 (five days, four nights) May 12–16, 2025**

Outdoor Leadership 11 is designed to help build upon the core competencies of thinking and communication while simultaneously developing students' leadership facilitation and wilderness expedition skills. It will take place over five (5) days at Strathcona Park Lodge, throughout the greater Strathcona Park Region, the Seyward Portage Circuit and Nootka Sound. Students will develop an appreciation for the historical, social, cultural and economic significance of the local environment to First Nations communities on Vancouver Island. Additionally, students will build upon their group and personal leadership skills and further develop a repertoire of technical outdoor skills while sea kayaking or ocean canoeing. These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.

### **Outdoor Leadership 12: Choose Your Adventure**

**Camp Barnard and the Juan de Fuca Coast; The Juan de Fuca Trail; or Kayaking in the Gulf Islands.**

**Spring 2025 (five days, four nights) May 12–16, 2025**

These are outdoor educational experiences that build upon a school-wide approach to experiential, inquiry-based, sustainable innovation and entrepreneurial thinking. Using an inquiry and/or design thinking approach, students will participate in many of the immersive experiential journeys at three locations: Camp Barnard west of Sooke, the Juan de Fuca Trail on Vancouver Island's south coast, or amongst the Gulf Islands off of Vancouver Islands East Coast. The students will be involved in learning new skills for the planning and execution of longer trips. These experiential learning opportunities will help to build an appreciation for learning in the outdoors and introduce some of the competencies that are necessary to learn, lead and collaborate with others in an outdoor context.



## 5.0 Student Life

### 5.1 House System

Every student, faculty and staff member at QMS belongs to a school house. Upon acceptance into the School, each student is assigned to one of the three Houses for their duration at QMS.

The three houses are: St. Hugh's (Green), St. Michael's (Red), and St. Gabriel's (Gold).

Multiple House Spirit events are held each school year. Activities include dress-up days, intramural sports, fundraising and focus on house pride. Student leaders from both the Junior and Senior Schools are involved in the planning of the activities.

In Junior School, each house has two House Captains who are elected twice each year. These students, under the direction of a Junior School teacher, work together to plan various events including House Spirit activities.

House points are awarded at the Junior School level for being a good QMS citizen and contributing to a positive school culture. House points are tracked in each classroom and at the final assembly, the house with the most points is awarded the Spirit Cup.

In the Senior School, each house is run by a Spirit Captain and student leaders. These students organize various activities throughout the year to promote school spirit.

House points are awarded in the Senior School for numerous initiatives including helping around the school and supporting teachers in extracurricular activities. At the end of the year, the house with the most points is awarded the Spirit Cup.

### 5.2 Student Leadership

In Junior School, all students are expected to take on a range of classroom-related leadership roles. In Grades 6 and 7, these leadership roles become more formalized as Grade 6's take on special jobs related to their duties as Peer Helpers and Grade 7's develop leadership through House Captain Roles and other captain positions.

In Senior School, there are many student leadership opportunities available to students. Grade 12 students may apply to become part of Prefect Council. Prefects lead through their service to the school community and strive to improve the student experience. Whether it is quietly contributing to areas of need or leading an event, a Prefect must be accessible to the students, must seek to connect with students, and must be a bridge between the student body and the staff.

Senior School students may apply for a position on the Student Council, which is a voice for the student body committed to building the school community and strengthening relationships among peers. They are active in creating events and experiences that acknowledge meaningful themes, provide service for our community, and bring joy to the students' lives.



Amongst our numerous clubs and athletic teams, students are appointed to captaincy roles where they work with their peers on sports teams or in clubs to lead their peers in activities and organize events. More importantly, the K to 12 nature of QMS affords Senior students the opportunity to work with younger students in many capacities to share their knowledge through coaching, refereeing or mentoring younger students in their areas of passion.

Students in Grades 10 and 11 are encouraged to apply for experiential leadership opportunities available across Canada advertised through our Post-Secondary Counselling Office. Successful candidates complete leadership growth plans prior to departure and share their learning upon return to Queen Margaret's School.

### **5.3 Service Activities and Events**

Please refer to [Section 2.5](#) of this handbook for further details.

### **5.4 Assemblies**

#### **Junior School**

Primary assemblies are held once a month and Intermediate students meet weekly. Assemblies are a chance to bring the Junior School students and teachers together to share important news, celebrate successes and enjoy student entertainment. Students are also celebrated for their demonstration of various virtues over the course of the school year.

#### **Senior School**

Assemblies are held on a regular basis and include academic/athletic awards and recognition assemblies. As much as possible, assemblies are held during non-academic time. Please refer to the [School Calendar](#) on the website and/or the Royal Reminder for assembly dates.

### **5.5 Gatherings**

#### **Junior School**

Gatherings are held once every two weeks in the Chapel and focus on readings, songs and stories based on the virtue of the month.

#### **Senior School**

Gatherings are held once per week in the Chapel and are designed to provoke thought and develop character. They are an excellent platform for student voice and an opportunity to increase awareness about relevant topics as well as to reflect.

### **5.6 Co-Curricular Activities & Clubs**

At QMS, we acknowledge that a student's personal development and growth can be enriched in many ways. This includes making a commitment and contribution to the wider school community. We expect each student to take advantage of the many opportunities offered at Queen Margaret's School and to participate in a variety of co-curricular activities throughout the school year. Students are to display respect for others and sportsmanship in all activities.

In Junior School, a variety of clubs and sports are offered throughout the school year. Different co-curricular activities are offered each term determined by teacher and student interest. Students are encouraged to participate in sports, clubs and service activities regardless of previous experience or skill level.



In Senior School, all students are expected to participate in at least two afternoons of co-curricular activities per week in every term. We have a mixture of arts, music, citizenship and athletic opportunities, so there is something for everyone. We also acknowledge that students may also be participating in after-school programs in the community, and these may fulfill the co-curricular expectations. In these cases, a conversation with the students Faculty Advisor is necessary.

**Junior School Extra Curricular Sports & Clubs may include:**

Extra-Curricular Sports		Clubs	
Badminton	Basketball	Art Club	Board Games Club
Boot Camp	Cross Country	Chess Club	Choir Club
Field Hockey	Golf	Cross Stitch Club	Debate Club
Soccer	Track & Field	Dungeon & Dragons Club	Lego Club
Volleyball	Yoga	Minecraft Club	Newspaper Club
		Ozobots Club	Passion Project Club
		Reading Buddies Club	Robotics Club
		SPCA Club	Tinkering Club

**Senior School Club Activities & Clubs may include:**

Music	Citizenship	Athletics	Arts
Concert Choir	Eco Club	As listed in <a href="#">Section 2.3</a>	Film Production
Concert Band	Stigma-free Club		Visual Arts Club
String Orchestra	Model UN		Theatre Production
	Service Club		Dance

**5.7 Field Trips/Guest Speakers**

In Junior School, field trips are intended to provide students with experiential learning opportunities to support and enhance the curriculum. Trips may include visits to the BC Forest Discovery Centre, Goldstream Provincial Park, the Royal BC Museum, Victoria, Chinatown and Swan Lake Christmas Hill Nature Sanctuary. Guest speakers may include local authors and artists, as well as cover subjects such as personal health and environmental studies.

In Senior School, guest speakers complement the work of teachers, counsellors and faculty advisors through presentations on topics related to the curriculum. Field trips offer students experiential learning opportunities to gain hands-on experience, become immersed in an authentic context, and apply concepts they are learning in class.

**5.8 Band Camp**



On **Thursday, August 29, 2024**, all students in Grade 5 as well as new students in Grades 6 and 7 are required to attend Band Camp. This camp is optional for returning students in Grades 6 and 7. Students will have a chance to work with clinicians and take part in a full band rehearsal to get back into the “swing of things.” This will be an excellent chance for your child to meet new classmates and connect with old ones before school begins. Prior to Band Camp, you can expect information from our Music Teacher regarding information about the rental or purchase of instruments.

### **5.9 Private Music Lessons**

Queen Margaret’s School is pleased to be able to offer students an opportunity to study with qualified music instructors. Private lessons are available on vocals, piano, strings, brass, percussion and woodwind instruments. Lessons are hosted on campus and take place after academic hours.

The cost of private music lessons is **\$63.00** per hour, **\$50** per 45 minutes or **\$35** per 30 minutes and the fees will be charged to the student’s account on a monthly basis. Please advise the instructor 24 hours in advance of a scheduled lesson if your child is unable to attend. Make-up lessons are at the teacher’s discretion, and a missed lesson without a notice of cancellation will result in the lesson being charged to the student’s account. Students are allowed one unpaid pre-arranged lesson cancellation per year, with a minimum of one week’s notice. Four weeks’ paid notice is required to withdraw from lessons. Please contact our QMS Music Director, Mrs. Alison Hounsome, at [ahounsome@qms.bc.ca](mailto:ahounsome@qms.bc.ca) with any questions about this program.

### **5.10 Grade 12 Graduation**

Every year, the graduating class will be recognized through a series of events. These events include:

- Lifer Reception – Recognition for those Grade 12 students who have attended QMS for 6 or more years.
- Grade 12 Academic Awards – Various awards and achievements are distributed.
- Speech Day – Part of Speech Day celebrations are to honour the graduation class and various awards and achievements are distributed.
- Graduation Ceremony – Presentation of Graduation Certificates.
- Graduation Dinner and Dance

There will be opportunities for family and friends to be a part of these memorable occasions, and they are keenly anticipated dates in the calendar.



## 6.0 Student Support Services

### 6.1 Homeroom Teachers (Junior School)

The Homeroom Teacher plays a significant role in the education and development of each student. This relationship is often a critical factor in determining the success our students' experience at QMS. We expect our Homeroom Teachers to know their students' needs and to contact parents should any academic, social, emotional or physical issues arise.

### 6.2 Faculty Advisors (Senior School)

The Faculty Advisory role is a central part of Queen Margaret's School's personalized and student-centered education. Each Faculty Advisor (FA) will work closely with their students to help them reach their full potential during their time at QMS. Faculty Advisory affords teachers the opportunity to build relationships with their students and act as liaisons between their families and classroom teachers. It also provides our students with an important advocate within the school community.

#### Faculty Advisor and Parent Contact:

- Faculty Advisors will contact parents to give a general update on their child a minimum of five (5) times throughout the year.
- Please direct initial requests for academic updates or general questions about school life to your child's FA. After this initial update, parents are asked to direct specific academic concerns to the particular subject teacher. A list of the teachers will be made available by your FA. You may request an update on academics at any time.
- Students who have multiple concerns may be referred to our counselling department by the FA. The school counsellor may then be designated as the primary contact person.

Faculty Advisors will help guide their students in goal setting, self-reflection, health, wellness and career planning according to the QMS Faculty Advisory and British Columbia Career Education Curriculum. Students will meet the curricular requirements for the following courses through Faculty Advisory:

- Career Education 8
- Career Education 9
- Career-Life Exploration 10
- Career-Life Connections 11
- Capstone 12

### 6.3 Post-Secondary Counselling (Senior School)

Our Post-Secondary Counsellors will support the academic success of your child by providing information needed for graduation, assisting with course selection, providing entrance requirements for post-secondary institutions, assisting in the post-secondary application process, providing post-secondary scholarship information and discussing career choices. Our Post-Secondary Counsellors will meet with each student individually many times during their Grade 8 through Grade 12 years. Parents may be involved by attending graduation and post-secondary information sessions, having contact through email, telephone conversations and personally arranged meetings.



The Post-Secondary Counsellor, in consultation with the student's parents, will arrange tutors if academic assistance is required.

## **6.4 Learning Support**

All students have the potential to thrive in our academic program. However, such potential does not preclude students from experiencing challenges with the learning process. Where possible, lessons and expectations may be differentiated to assist in supporting personalized student success for all students. All teachers will readily give extra assistance and appropriate student-centred support will be made available.

Teachers plan their units with attention to differentiation including opportunities for extensions or adaptations based on the strengths and stretches of the students in their classes. Teachers are supported in this planning by the Learning Support Teachers, the School Counsellors, the School Based Team and Director of Academics, and by each other as they work collaboratively to plan for effective teaching approaches. The QMS unit planning template asks teachers to plan intentionally for differentiation, or Universal Design for Learning (UDL) when they are creating their instructional plan.

When learning support is necessary, the identification/assessment phase begins for most students in the classroom as the teacher observes exceptionalities in learning and/or behaviour. Teachers will record their observations, including their response to instructional, curricular and environmental classroom adaptations. This process may include consultation and collaboration with individual school-based personnel. If classroom-based interventions and adaptations are not sufficient to meet the student's learning needs, the teacher may refer the student to the School Based Team (SBT) at the Junior School level and Student Support Team (SST) at the Senior level for further assistance. The learning support team may refer a student for extended assessments such as psycho-educational testing carried out by a psychologist. Parents and guardians will be asked to arrange for psycho-educational testing at their own cost.

An Individualized Education Plan (IEP) is developed for students with learning exceptionalities who require adaptations and/or modifications in order to effectively meet curricular outcomes. Learning exceptionalities are designated according to the BC Ministry of Education Special Needs Categories based on the recommendations of an Educational Psychologist. The School Based Team will encourage parents to seek more information on external assessments if required. When parents ask for recommendations for psycho-educational consultants, the School can provide a short list of possible consultants within the local area or within a reasonable commuting distance. Parents/guardians will be consulted in planning their child's IEP. Additionally, School personnel will inform parents/guardians and explain the implications of curriculum changes as they affect graduation requirements. All IEPs are reviewed on an ongoing basis with teachers, parents and students where appropriate.

## **6.5 English Language Learner Programming (ELL)**

Queen Margaret's School believes in fostering community spirit through global connections that enable opportunities for students. We celebrate the diversity of our students and work hard to ensure that they have the skills and dispositions to excel in their learning. At both the Junior and Senior Schools, students who require additional English language support are assessed and then provided with the appropriate level of support.





The QMS ELL program is designed to meet three objectives:

1. Increase student English language proficiency
2. Facilitate student understanding of class/course content
3. Integrate ELL and English-speaking students academically and socially

Our program provides inclusive support in the Junior School and Senior School. This inclusive approach integrates both English language development and content. Research supports this approach as an effective way to develop both social and academic language proficiency.

### **Junior School**

In the Junior School, classroom teachers use differentiated instructional strategies to support students. An initial assessment at the beginning of the school year provided by a specialist teacher enables teachers to plan specific programming for each student. Based on this assessment and ongoing assessment throughout the year, students are provided with specialized programs. These programs will vary according to student need and may include:

- Separate one-on-one or small group instruction with a specialist teacher or educational assistant.
- Differentiated programming within the regular classroom with the support of an educational assistant.
- Differentiated programming within the regular classroom where the student is expected to work more independently and without the support of an educational assistant.

### **Senior School**

In the Senior School, our ELL language specialist teacher collaborates alongside content specialists in language rich courses to deliver a curriculum that is accessible to all learners. Both ELL and English-speaking students in these classes benefit through increased teacher access and feedback.

We recognize that each student has unique strengths and personal academic goals that require individual attention. In the Senior School, students are enrolled in English Language Development (ELD) classes that match their English language proficiency levels if required. These classes focus on increasing interpersonal communication skills and academic language proficiency.

### **ELD Courses:**

1. English Language Development 8
2. English Language Development 9
3. English Language Development 10

Upon arrival at QMS, a language specialist will test students to further determine language needs and placement. The following will take place: an informal interview, personal writing sample submission and a formal writing sample submission. All students who are identified as requiring additional language support will be provided with an Annual Instructions Plan (AIP), developed in collaboration with an ELL Specialist. The AIP will help identify differentiated goals and classroom strategies that can be employed by course teachers to differentiate their instruction and assessment.

Students are expected to be able to learn independently and have a sufficient level of English proficiency to be successful in their academic courses by the grade 11 year. Please see [Section 2.2](#) of this handbook for more information on ELL testing and program placement at the Senior School level.



## 6.6 Tutors/Tutorials

QMS faculty members offer general academic support after school. However, if a student requires extra assistance with schoolwork, QMS recommends hiring a professional tutor. These instructors will come to our campus and assist your child in their learning. Parents can request extra tutoring through the Director of Academics or Post-Secondary Counsellor in the Senior School. The cost of tutoring is **\$65.00** per hour and the tutoring fees will be charged to student accounts on a monthly basis. Permission from parents/guardians is required before tutoring can be confirmed.

## 6.7 Counselling

The School Counsellors act as referral agents for students and families who are experiencing difficulties in the area of behaviour or when experiencing social or emotional difficulties. The counsellors are available during the day (Monday through Friday) in Spurgin Hall and The Learning Centre. School counsellors provide social and emotional learning opportunities through the school year. Please note the counselling process is kept confidential except in cases where threat to self or others is present. Students may be referred to a counsellor by a parent or teacher, or may self-refer during a difficult time. School Counsellors will refer students and families to community services when necessary.

The ongoing health and wellness of our students and staff is a priority at QMS. Our Health Team hosts a robust microsite that we invite all our families to utilize to access resources and information on mental, physical and emotional wellness. Visit [wellness.qmslife.com](http://wellness.qmslife.com).

## 6.8 School Nurse

Our Health Centre provides day students with care for injuries or illnesses that occur during the school day. For our boarding students, this care extends for their entire time at QMS. A Registered Nurse is available during regular school hours and is on-call for evenings and weekends.

For day families, if your child becomes ill or injured during school hours and needs to go home, we will contact you and ask that you pick up your child. ***If your child is unwell, please keep them at home to limit the spread of contagious illnesses at school.***

**Please complete the annual Health Reporting Form sent to parents/guardians before school starts and be sure to inform the Nurse if there are any significant changes during the year.** The Nurse will connect with families who indicate serious allergies, significant health issues, or regular medication needs for more information.

Our QMS policy states that all medications are to be kept in the Health Centre, apart from EpiPens or inhalers. If your child requires the use of an **EpiPen** or **inhaler**, they must bring it to school every day (including field trips).

Over-the-counter (non-prescription) medications are stocked in our Health Centre and sent with staff on major field trips. These include Tylenol (acetaminophen), Advil (ibuprofen), Reactine (cetirizine), Tums (calcium), and After-bite. These medications can help students with mild to moderate pain and other ailments to comfortably complete their school day.



With parent/guardian permission on the Health Reporting Form, a School Nurse or other staff member may provide these over-the-counter medications following manufacturer indications and dosing if required. If our child is in Junior School, we will contact a parent/guardian before oral medications are given except in a true emergency.

QMS is a tobacco and drug free school. The possession, use or distribution of tobacco products (including e-cigarettes), alcohol or drugs is prohibited. Anti-smoking programs and counselling are available to students. Students can speak with the Nurse or Counsellor in confidence.

Health Centre Contact Information:

T: 250.746.4185 ext. 109

Email: [nurse@qms.bc.ca](mailto:nurse@qms.bc.ca)

*\*note: Please see [ECE Handbook](#) for policies regarding illness, medication and the School Nurse for ECE students*



## 7.0 Student Code of Conduct & Discipline

The staff at Queen Margaret's School are committed to providing a safe, comfortable environment for students to learn effectively. A system of rules, procedures and routines is necessary for the benefit of all who are a part of the QMS community. Our students are expected to cultivate a sense of personal responsibility as well as a concern for the wellbeing of their larger community.

At all times, a student's behaviour should be based on common sense, courtesy, respect and consideration of fellow students and the property of others. Polite behaviour and courtesy contribute to the wellbeing and positive atmosphere of the School. The language of the community members sets the tone for the School.

QMS values linguistic and cultural plurality. However, the primary language of instruction at the school is English and its use is encouraged during school hours (8:00am to 3:00pm, Monday to Friday).

We value a strong work ethic and a positive attitude toward self and community. The student will make a consistent effort to reach their full potential at the School.

It is essential that all students and parents understand and follow the behaviour expectations at Queen Margaret's School. Codes of Conduct remain in place when a student is in transit, travelling to or from School to another destination or throughout the time a student is representing an event off campus. For example, on the ferry to or from Salt Spring Island or when in Vancouver at a Provincial Championship. As an ongoing condition of enrollment at the school, students and parents are expected to support the requirements of the *Student Code of Conduct*. Please read and review the applicable *Student Code of Conduct* with your child. These documents can be found in [Appendix 3](#) and [Appendix 4](#).

**All students will be required to sign a Code of Conduct Form, which will be distributed and reviewed by the Homeroom Teacher/Faculty Advisor at the beginning of the school year.**

### 7.1 Consequences

In all disciplinary matters of a serious nature, the Junior School Principal or Deputy Head of School will consult with the Head of School, as appropriate. Each case will be treated individually, and all circumstances will be considered carefully with due thought given to the student's history, the benefit to the student, and the good of the community as a whole.

Not all situations that might lead to disciplinary action can be covered by a set of rules. Repeated infractions of lesser offenses or a general unwillingness to live within the expectations of the school may lead to disciplinary action or dismissal.

In many cases where school rules are broken, it is possible for a student to be guilty by association. A student who chooses knowingly to remain in the presence of others when they are breaking school rules may also be regarded as guilty of that offence.

### Uniform Expectations

Our uniform represents our School, and all students are expected to wear it properly. If they do not, the Homeroom Teacher or Faculty Advisor will contact the parents (directly by phone or email or via the student's agenda), who are asked to support their child wearing the correct uniform.



## **Keys**

Unauthorized possession of school keys is a serious offence and may lead to expulsion.

## **Alcohol**

Depending on the nature of the incident, student consequences may include service back to the community, educational support, suspension and/or expulsion. If there is a repeated offence in this area, the response will be elevated to the next stage, i.e., if a student was given service back to the community for the first offence, they would be suspended for the second offence (unless the incidents were more than twelve months apart, in which case the Deputy Head of School and Head of School would determine the appropriate response).

## **Illegal Drugs**

The use, possession, distribution, or being under the influence of illegal or non-prescribed drugs in school, on school property, or at school-sponsored or sanctioned functions is in violation of the School's policy. Student(s) in violation of this policy may be suspended or expelled. Distributors will receive an appropriately elevated response.

## **Tobacco and Cannabis Product Use**

In British Columbia, it is illegal for minors (students under the age of 19) to purchase tobacco and cannabis products. The use of tobacco and cannabis products, including e-cigarettes, are not allowed on school property, during school-sponsored or sanctioned functions, when arriving or leaving school in uniform, or when leaving or returning to school as a boarder. If students are found in possession of tobacco or cannabis products, including e-cigarettes, the items will be confiscated. On the first occurrence, parents/guardians will be notified and the student will be disciplined. Further occurrences and continued violation of these rules may result in suspension and a meeting involving the parents/guardians, school administration and student. The student may face expulsion for repeated offenses.

## **Theft**

Student theft will be responded to with appropriate consequences proportional to the circumstance.

## **Weapons**

The School prohibits weapons of any kind on campus or at school-sponsored or sanctioned activities. Students found in possession of weapons will be suspended and may face expulsion from the School.

## **Use of Cell Phones and Electronic Devices**

### **Junior School**

Junior School students are expected to hand in their phones to their Homeroom teachers at the start of the day and they will be handed back at the end of the day. Their use is not permitted in common areas, which is most of the school campus. If they are seen to be used in these spaces, the cell phones will be placed in the Junior School office to be collected at the end of the school day. Ideally, students will leave their phones at home or in their lockers for the day.

Please organize appointments and pick-ups ahead of time and encourage your child(ren) to use our Junior School Secretary as a resource to communicate with you, who is available to help ensure important messages are shared between parents and their child(ren) during the school day.

Also, students who do not adhere to the [Student Information & Communication Technology \(ICT\) Policy](#) (as outlined on our website) will have their device confiscated and held in the Junior School office until end of day.



## **Senior School**

Senior School students are expected to hand in their phones at the start of FA and classes and will be handed back at the end. Their use is not permitted in common areas, which is most of the school campus. If they are seen to be used in these spaces, they will be placed in the Senior School office to be collected at the end of the school day. Ideally, students will leave their phones at home or in their lockers for the day.

Please organize appointments and pick-ups ahead of time and encourage your child(ren) to use our Senior School Secretary as a resource to communicate with you during the school day. She is available to help ensure important messages are shared between parents and their child(ren) during the day. Parents and students should be aware that local employers of any QMS students will not be able to contact students during the day by phone, and they will need to find alternative communication methods for any work related communication, such as email.

Also, students who do not adhere to the [Student Information & Communication Technology \(ICT\) Policy](#) (as outlined on our website) will have their device confiscated and held in the Senior School office until end of day.

## **Cheating**

Cheating includes copying from the work of another student, allowing another student to copy from one's own work, consulting with another student during examinations, using unauthorized aids during an examination, and the theft or unauthorized possession of an examination paper or other materials. Penalties could range from a new alternate assignment, reprimand, up to suspension from school.

## **Plagiarism**

Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all materials including essays, term reports, laboratory reports, presentations, computer programs, research projects and results, and statistical data. The use of such material, either directly or indirectly, without proper acknowledgment (i.e., footnotes, endnotes, or parenthetical reference) is subject to penalty up to and including suspension from school.

## **Lunch-Time Study Sessions**

In Junior School, students may occasionally be required to complete overdue assignments during break times. Arrangements will be made between the teacher and student as needed.

## **Academic Support Plans**

QMS students are encouraged to demonstrate rigor and personal excellence. However, in the situation where a student is unable to meet minimum learning outcomes, they will be supported with an academic support plan that is overseen by the Director of Academics. If a student is unable to demonstrate adequate learning outcomes in advance of a reporting period, they will be assigned a grade of "IE" or "In Progress" on their report card until a time where they are able to successfully demonstrate their understanding.

Queen Margaret's Senior School policy states that the passing mark for courses is 50%, and grades of 65% are recommended for admission to courses at the next grade level. This is set in place to ensure acquisition of prerequisite skills for the following academic year. Students in Grades 8 to 12 who do not achieve 65% in an academic course may be required to hire a tutor or engage with supplementary studies as recommended by the School.

## **Contracts**

A student contract may be used to ensure a student practices good decision making following a disciplinary infraction or infractions. A student may be placed on a contract by the Junior School Principal, Deputy Head of School or Head of School as appropriate, and the parents will be notified of the conditions of the contract. The



duration and stipulations of the contract are determined by the nature of the infraction, the timing of the discipline in the student's school career, and at the discretion of the Junior School Principal or Deputy Head of School in consultation with the Head of School.

During the period of the contract, the Junior School Principal and Deputy Head of School (where appropriate) will communicate with the student regarding their academic progress.

### **Suspension**

In certain instances of a serious disciplinary nature, it may be decided to suspend rather than dismiss a student. The decision will be made by the Junior School Principal, Deputy Head of School and/or Head of School. Parents will be notified immediately of suspensions.

### **Probation**

*Directed Probation:* Students who are suspended from QMS may return on Directed Probation. Directed Probation means that once a student returns after a suspension, should they commit an offence related to the incident they were disciplined for, they will forfeit their place at the School.

*Full Probation:* Full Probation means that once a student returns after a suspension, should they commit **any** serious offence, related to a recent incident or not, they will forfeit their place at the School.

The length and type of probation will be determined by the Junior School Principal or Deputy Head of School with approval from the Head of School.

### **Expulsion/Dismissal**

It is sometimes necessary, in the interest of other members of the school community or in order to protect the school's reputation, to dismiss a student who has proven to be unworthy of retaining a place within the School. The Junior School Principal, Deputy Head of School and the Head of School will make all decisions on dismissal.

## **7.2 Anti-Bullying & Harassment**

Everyone at Queen Margaret's School has the right to a safe environment. Fighting, bullying, cyber-bullying, harassment, or intimidating other students is not acceptable behavior. The uttering of threats by students will not be tolerated. Students involved will be disciplined and may be suspended or expelled.

For detailed information on the QMS *Bullying & Harassment Policy*, please visit our [website](#). Connect with [reception@qms.bc.ca](mailto:reception@qms.bc.ca) if you would prefer to receive a hardcopy of this or any student policy.

## **7.3 Non-compliance with Technology & Acceptable Use Policy**

All students at Queen Margaret's School are required to comply with the Technology Policy. Please refer to the Technology Policy available on our [website](#).



## 8.0 Communications

### 8.1 Parental Communication Channels

It is our fundamental belief that a successful education requires a three-way partnership between student, parents/guardians and the School. Parents/guardians and teachers are encouraged to develop open lines of communication in order to address any questions or areas of concern at the earliest possible stage. **If parents/guardians have any questions, contact the Homeroom Teacher or Faculty Advisor first.** These are the professionals who have the most direct contact with and knowledge of the student and so any issues are most likely to be successfully resolved through these channels. In those few circumstances when a satisfactory resolution cannot be achieved, the Junior School Principal or Deputy Head of School will become involved.

### 8.2 Appeal Process

The Head of School is responsible for running the day-to-day operations of the School. This includes all matters pertaining to student discipline. In the event that parents disagree with the final decision of the Head of School, a special procedure for a formal review exists. The Federation of Independent Schools Association (FISA), of which QMS is a member, has identified a qualified person to act as an ombudsperson for member schools. Parents are advised that the ombudsperson is available to conduct an impartial review of the process carried out by an independent school that led to the decision in question. To initiate this process, parents can request further information through the Head of School.

### 8.3 Email

QMS uses email to communicate with members of the school community. **Parents are reminded to update [reception@qms.bc.ca](mailto:reception@qms.bc.ca) should your contact information change throughout the school year (i.e., email address, phone numbers or mailing address).**

### 8.4 Telephone Calls

The School Office is open between 8:00am and 4:00pm, Monday to Friday during the school year. When calling, please follow the prompts or give the school secretary the name of the person with whom you wish to speak and they will transfer your call. Using email is encouraged.

### 8.5 Messages for Students

Telephone messages for students can be left with the School Secretary at 250.746.4185. In cases of emergency, a student will be called out of class to accept a phone call. Please do not call or text your child on their cell phone during class time. Cell phone use is at the teacher's discretion.

If your message is intended to change the busing or pickup routine for your child, please call the School before 2:30pm so we can ensure the message is delivered before the end of the school day.

Phone calls to boarding students should occur after class hours, beginning at 3:30pm.





## 8.6 QMS Website

The QMS website at [qms.bc.ca](http://qms.bc.ca) provides detailed information about the School, the admissions process, our history, Development & Alumni Relations Office activities, QMS faculty/students receiving notice in the media, and our educational programs including the Equestrian Program, language programs for international students and boarding life. We also provide information about the QMS Parents' Association, Alumni Association (OOMA), equestrian shows, a multimedia gallery and a [school calendar](#).

## 8.7 Royal Reminder Newsletter

[The Royal Reminder](#) is a bi-weekly newsletter for QMS families that features current events, highlights student activities and successes, and provides an upcoming events calendar. This newsletter is sent out on Thursdays via email during the school year.

## 8.8 Social Media

Queen Margaret's School has a strong presence on the Internet through the appropriate use of social media such as Facebook, Twitter, YouTube and Instagram. We encourage you to follow and engage with these social media channels.

Facebook	<a href="http://www.facebook.com/QueenMargaretsSchool">www.facebook.com/QueenMargaretsSchool</a>
Twitter	<a href="https://twitter.com/QMSDuncan">x.com/QMSDuncan</a>
Instagram	<a href="http://www.instagram.com/qmsduncan">www.instagram.com/qmsduncan</a>
LinkedIn	<a href="http://www.linkedin.com/school/queen-margaret's-school-canada/">www.linkedin.com/school/queen-margaret's-school-canada/</a>
YouTube	<a href="http://www.youtube.com/@QueenMargaretsSchool">www.youtube.com/@QueenMargaretsSchool</a>
QMS Connects	<a href="http://qmsconnects.com">qmsconnects.com</a>



## 9.0 Transportation

### 9.1 Daily Pick-Up and Drop-Off Times

School begins at 8:00am for Junior School and 8:15am for Senior School. Students not involved in an extra-curricular activity are dismissed at 2:45pm for Junior School and 3:00pm for Senior School. After school activities take place after 3:00pm Monday through Friday. Times for practices, rehearsals or games will be outlined for students by their teacher or coach.

#### The Parking Lots and “Kiss and Go’s”

When dropping off your child at QMS, please be aware that young children may run unexpectedly across your path. Traffic travels in a counter-clockwise direction in both the Primary drop-off and pick-up area and the Intermediate and Senior drop-off and pick-up area. Please avoid blocking the flow of traffic at all times, as both of these entrance ways provide emergency access to the buildings. Please respect all parking sign instructions.

#### Junior School Drop-off Times

Grade	Time	Location
Grades 4 to 7	7:40am–7:50am	Founders’ Hall “Kiss and Go”
Kindergarten to Grade 3	7:50am–8:00am	Primary Centre “Kiss and Go”
*Families with siblings: Please drop <b>ALL</b> children at the <b>LATEST</b> time.		
ECE	8:10am–9:00am	ECE Centre

#### Senior School Drop-off Time

Grade	Time	Location
Grades 8 to 12	7:50am–8:10am	Founders’ Hall “Kiss and Go”

#### Junior School Pick-up Times

Grade	Time	Location
Kindergarten to Grade 3	2:45pm–3:00pm	Primary Centre “Kiss and Go”
Grades 4 to 7	2:45pm–3:00pm	Founders’ Hall “Kiss and Go”
ECE	*Pick-up times vary	ECE Centre
*Families with siblings: Please pick up <b>ALL</b> children at the <b>YOUNGEST</b> child’s pick-up time.		

#### Senior School Pick-up Time

Grade	Time	Location
Grade 8 to 12	3:00pm	Founders’ Hall “Kiss and Go”

#### Speed Limits

The speed limit on the Queen Margaret’s School campus is **10km/hour**. This posted speed limit is to ensure the safety of everyone on our campus.



## 9.2 School Bus Service

Our transportation fleet picks-up and drops-off students at prearranged locations in Nanaimo, Ladysmith and throughout the Cowichan Valley. There are varying charges for all busing services. Please contact the Finance Office for pricing information at [accounting@qms.bc.ca](mailto:accounting@qms.bc.ca).

Current bus schedules can be found on our website on the [Parent Resources](#) page or contact [reception@qms.bc.ca](mailto:reception@qms.bc.ca). *Published routes are subject to change and/or cancellation due to lack of ridership.*

## 9.3 Bicycles and Scooters

Bicycle helmets are mandatory by law for cyclists in B.C. Students who ride their bicycles to school are encouraged to have a bike lock and to use it. Students should be aware of the rules of the road and ride with due care and caution, both in our parking lot and to and from home. Please do not bring scooters or skateboards to school.

## 9.4 Student Vehicle Use

Day student drivers must register their vehicles with the School Secretary if they wish to park their vehicle on QMS grounds. Students are permitted to park in the parking lot behind the Sports Hall only.

Students are not permitted to drive their vehicle off campus between arriving at School in the morning and the end of their school day unless their parents or guardians have made a specific request that has been approved by the Deputy Head of School. Students are also not permitted to transport themselves or other students in their personal vehicles for off-campus QMS sanctioned events (i.e., athletics games or arts events) where QMS is already providing transportation to and from that event.

QMS boarding students are not allowed to have or use a personal vehicle while enrolled and living on the QMS campus. In very exceptional circumstances, permission from the Deputy Head of School may be given to a boarding student to bring a vehicle for a specified period of time, but that vehicle should remain parked in an approved location and the keys given to the House Director. Boarders who wish to ride in a day student's vehicle must have appropriate permission forms signed by their parents/guardians.



## 10.0 Student Safety & Emergency Procedures

### 10.1 Student Illness/Accident/Injury

In the event of a medical emergency, we will provide emergency care and access 911/hospital care as required. Students will be accompanied offsite by a school staff member. We will inform parents/guardians of the situation as soon as possible.

If urgent medical care is required, the parent/guardian will be notified by the Nurse or member of our leadership team. With you, we will determine an appropriate plan for care. If the parent/guardian is unavailable and urgent care is required, the Health Centre team, in consultation with the Junior School Principal or Deputy Head of School, shall act *in loco parentis* and access medical care as appropriate

**Parents must ensure that the School has current medical information for their child at all times**

*\*note: Please see [ECE Handbook](#) for policies regarding illness, accident and injury for ECE students*

### 10.2 Immunizations

Parents/guardians of Day students are asked to provide Public Health with immunization records for students enrolled at schools in BC. If you have questions about this, you can call our local Public Health Clinic at 250.709.3050. Immunization records will be collected for boarding students with their health forms.

In the event of a communicable disease outbreak, the Medical Health Officers from Island Health may require unimmunized children to avoid school/childcare settings.

### 10.3 Regarding Emergency Situations

#### Emergency Drills

Each year, QMS performs fire, earthquake and lockdown drills as required by law. These drills are conducted throughout the year. The procedure by which they are conducted is posted in each classroom and office at QMS.

Tampering or misuse of the fire alarm or equipment is a severe offense and will be dealt with accordingly.

#### Emergency Contacts

In the event of an emergency, QMS will only release students to their parents or to designated individuals recorded as emergency contacts. In all cases, QMS will continue to care for the student until the designated person arrives.

Parents are encouraged to keep their emergency contact information up-to-date at all times by notifying [reception@qms.bc.ca](mailto:reception@qms.bc.ca) if there are any changes.

Parents are asked not to telephone the school following an earthquake or other emergency situation. It is vital that the phone lines remain open for emergency use. Parents may listen to radio stations 89.7 Sun FM, 102.3 The Wave or 106.9 The Wolf for information about the school.



To ensure that any missing students are properly accounted for, it is imperative that students not leave the school grounds until released by teachers. Senior Students may sign out upon release by teachers (and with parental consent), and teachers will then record where the students intend to go.

If you drive to the school after an earthquake or other emergency situation, it is important that your car does not block emergency access routes.

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.

### **Emergency Comfort Kits**

We request that all Junior School students have an Emergency Comfort Kit at school. These kits are to be prepared at home and will contain items of comfort for the child in the event of an emergency situation. All contents should be placed in a large Ziploc bag labeled with the child's name. Please assemble the following items in the Emergency Comfort Kit and send to school with your child in September:

- three (3) non-perishable food items such as granola bars, power bars, dried fruit or crackers
- a favourite family photo or a reassuring note
- a small toy or game
- a small package of Kleenex
- six (6) Band Aids for small cuts or scrapes
- one (1) large orange garbage bag (to be used as ground sheets or emergency rain jackets)
- an extra pair of warm socks

The Emergency Comfort Kits will be stored with the school's emergency supplies and returned to you at the end of the school year.

### **10.4 Inclement Weather**

At QMS, we make every effort to ensure all our decisions to remain open or close the school are a direct reflection of our ability to safely transport, care for, and instruct our students. After careful consideration of these factors, the decision will be made to remain open *or* close by the Head of School, in consultation with the Facilities Manager. On school days where there is a likelihood of inclement weather, the decision to remain open *or* close for the day will be shared with our community by **6:15am** through the following channels:

#### **Social Media**

Announcements will be posted through the following means:

**QMS Facebook:** [www.facebook.com/QueenMargaretsSchool](http://www.facebook.com/QueenMargaretsSchool)

**QMS Twitter:** [x.com/QMSDuncan](https://twitter.com/QMSDuncan)

**QMS Instagram:** [www.instagram.com/qmsduncan/](http://www.instagram.com/qmsduncan/)

**QMS Website:** [qms.bc.ca](http://qms.bc.ca)

#### **Radio**

We will continue to notify the following radio stations of our plans to remain open *or* to close on the day of inclement weather events:

Duncan	89.7 Sun FM
Nanaimo	102.3 The Wave
Nanaimo	106.9 The Wolf



### **School Phone**

Our recorded message will clarify whether school will be open or closed.

### **Bus Students**

Parents of QMS students who use our bus transportation services will be notified in the early morning if the school is closed or should it be decided to keep school open but limit the availability of bus transportation services.

*\*note: Please see [ECE Handbook](#) for policies regarding bus service for ECE students*

### **10.5 Personal Information Protection Act (PIPA) Policy**

Safeguarding personal information of parents and students is a fundamental concern of QMS. 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.

For detailed information on our *Personal Information Privacy Policy for Parents & Students*, please visit our School Policies page on our website at [qms.bc.ca](http://qms.bc.ca).



## Appendix 1 School Supply Lists

### KINDERGARTEN–GRADE 3

All Primary students will have the necessary school supplies given to them by their teachers on the first day of school. Please do not purchase any supplies for students in Kindergarten to Grade 3. The cost of school supplies is included with tuition fees.

### GRADE 4

- 4–1” binders (red, blue, black, green)
- 1 red, 1 orange, 1 yellow, 1 black duotang (4 duotangs)
- 1 pack of 10 dividers
- 1 pack (250 count) of reinforcements (for torn hole punched holes)
- 2 Hilroy Graph paper books (40 pages) – 27.6 x 21.3 cm (hole-punched)
- 2 pkgs three-holed loose-leaf paper, lined (with acetate strip on left - recommended)
- 1 soft pencil case (hard cases do not fit in the desk)
- 2 packs of HB pencils (at least 12)
- 1-24 pack of pre-sharpened pencil crayons
- 3 to 4 highlighter pens
- 1-10 pack of pens for correcting (any colour other than black)
- 3 glue sticks (no white glue bottles)
- 1 pair of large scissors
- 1 basic calculator
- 5 white erasers
- 1 black permanent felt marker
- 1–30 cm ruler
- 1 large box of tissues
- 1 re-usable water bottle
- 1 small bag for PE equipment (purchased at School Store)
- 1 backpack
- Emergency Comfort Kit (*see itemized list on Emergency Procedures [Section 10.0](#) of this handbook*)

### GRADE 5

- 24 HB pencils
- 4 blue or black ball point pens
- 1–30 cm ruler
- 2 large glue sticks
- 2 small personal pencil sharpeners
- 4 erasers
- 2 ultra-fine tip black pens
- 1 pkg felt-tipped markers
- 1 pkg of sharpened pencil crayons
- 4–1” binders (red, blue, black, green)
- 1 pkg three-holed loose-leaf paper, lined (with acetate strip on left - recommended)
- 2 pkgs page dividers
- 1 pair large scissors with pointed ends
- 4 duotangs



- ❑ 2 rolls scotch tape
- ❑ 1 pencil box or bag
- ❑ 3 to 4 highlighter pens (different colours)
- ❑ 2 Hilroy graph paper exercise books (200 page – quad 4 to 1 inch sheets – **spiral bound**)
- ❑ 1 simple calculator
- ❑ 1 small bag for PE equipment (purchased at School Store)
- ❑ 1 large box of tissues
- ❑ Emergency Comfort Kit (*see itemized list on Emergency Procedures [Section 10.0](#) of this handbook*)

#### GRADE 6

- ❑ 24 HB pencils or 2 mechanical pencils and refills
- ❑ 3 blue or black ball point pens
- ❑ 1–30cm ruler
- ❑ 2 large glue sticks
- ❑ 4 erasers
- ❑ 1 small pencil sharpener
- ❑ 1 pkg fine felt tipped pens
- ❑ 1 pkg thick felt-tipped markers
- ❑ 1 pkg of 24 sharpened pencil crayons
- ❑ 5–1” binders (red, blue, black, green & purple)
- ❑ 1 Hilroy studio scrapbook (20 sheets – 35.5cm x 27.9cm)
- ❑ 1 pkg three-holed loose-leaf paper, lined
- ❑ 2 pkgs page dividers
- ❑ 1 pair large scissors with pointed ends
- ❑ 6 duotangs
- ❑ 1 roll scotch tape
- ❑ 1 pencil box or bag
- ❑ 3 to 4 highlighter pens (different colours)
- ❑ 2 Hilroy green graph paper exercise books (200 page – quad 4 to 1 inch sheets)
- ❑ 1 geometry set
- ❑ 1 pkg paper reinforcements
- ❑ 1 small bag for PE equipment (purchased at School Store)
- ❑ 1 basic scientific calculator
- ❑ Emergency Comfort Kit (*see itemized list on Emergency Procedures [Section 10.0](#) of this handbook*)

#### GRADE 7

- ❑ Laptop (details can be found in Section 3.6 of this handbook)
- ❑ 1 package of 12 HB pencils or 2 mechanical pencils and refills
- ❑ 3 blue or black ball point pens
- ❑ 1–30cm ruler
- ❑ 2 large glue sticks
- ❑ 2 erasers
- ❑ 1 small personal pencil sharpener
- ❑ 1 pkg fine felt tipped pens OR 1 pkg thick felt-tipped markers (optional)
- ❑ 1 pkg of 24 sharpened pencil crayons
- ❑ 1–black 1” binder





- 2–2” binders
- 1 pkg three-holed loose-leaf paper, lined
- 2 pkgs page dividers
- 1 pair large scissors with pointed ends
- 1 roll scotch tape
- 1 pencil box or bag
- 2 highlighter felt pens (different colours)
- 1 scientific calculator
- 1 Geometry protractor and compass (optional)
- 1 pkg paper reinforcements
- 1 small bag for PE equipment (purchased at School Store)
- 1 large box of tissue
- 1 container of surface cleaning wipes
- Emergency Comfort Kit (see itemized *list on Emergency Procedures Section 10.0 of this handbook*)

## GRADES 8–12

<b>Writing and Note-taking</b>	
<input type="checkbox"/> Binders (two large binders are recommended)	<input type="checkbox"/> Erasers
<input type="checkbox"/> Loose-leaf paper	<input type="checkbox"/> Sticky notes
<input type="checkbox"/> Pens (blue/black/red)	<input type="checkbox"/> Scissors
<input type="checkbox"/> Pencils	<input type="checkbox"/> Glue stick
<input type="checkbox"/> Highlighters	<input type="checkbox"/> Coloured pencils and markers
<b>Technology</b>	
<input type="checkbox"/> Laptop (see pg. 31 for requirements)	<input type="checkbox"/> Charger and accessories
<b>Organization and Storage</b>	
<input type="checkbox"/> Backpack or book bag	<input type="checkbox"/> Binder dividers
<input type="checkbox"/> Folders with pockets	<input type="checkbox"/> <b>All students are required to have an agenda</b> <i>Agendas will be provided for Grades 8–9.</i>
<b>Calculator and Geometry</b>	
<input type="checkbox"/> Scientific calculator (required for all math and science courses)	<input type="checkbox"/> Graphing calculator (required for advanced math courses – <i>Please refer to the Senior School Academic Handbook</i> )
<input type="checkbox"/> Compass	<input type="checkbox"/> Protractor
<input type="checkbox"/> Ruler	<input type="checkbox"/> <b><i>Please note, cell phones will not be permitted as a substitute for a calculator</i></b>



## Appendix 2 Outdoor Education Supply Lists

### Outdoor Education Supply List (Grades 5–7)

Please ensure that your child brings the essential items needed for a successful Outdoor Education experience.

**All items should be clearly marked with your child's name.** Sleeping accommodations are in cabins equipped with beds and plastic mattresses.

#### ESSENTIAL ITEMS:

- WARM sleeping bag and pillow
- pajamas
- toque
- 3-day supply of t-shirts, sweat shirts, jeans, shorts, socks and underwear
- bathing suit & towel
- warm jacket *suitable for rain*
- 3 pairs of footwear: 1 - hiking/walking, 1 - can get wet, 1 - slippers/sandals for inside wear only
- bath towel, face towel and a face cloth
- toiletries: soap, toothbrush and toothpaste
- plastic bag for soiled laundry
- flashlight and batteries
- drinking water bottle

#### OPTIONAL ITEMS:

- camera
- small backpack
- favourite stuffed toy
- prescription or non-prescription medicines (kept safe by teaching staff)

#### \*\*\*DO NOT BRING \*\*\*

- electronics
- cash

\*\*\*Any of these items brought on the trip will be retained by the teacher until departure.

Please label all gear and ensure your child has a pack/duffle bag that they can carry for clothing and other items.



## Outdoor Education Supply List (Grades 8–12)

All program participants require appropriate clothing and equipment to participate in the Outdoor Education Program. *Please do not bring electronics or valuables with you on any of the outdoor leadership trips— including cell phones.* A yearbook camera will be provided for School pictures.

### CLOTHING

The importance of proper rain gear cannot be overstated. **Rain gear must be waterproof** (coated PVC or Gore-Tex). If you cannot stay dry while wearing your rain gear in the shower, you may become wet in the outdoors.

For active outdoor pursuits, the best way to regulate body temperature and to maintain warmth is to wear layers of clothing that can be adjusted depending on the weather, temperature and activity level. Layers should include long underwear, warm mid-layers and waterproof outerwear. Wool, nylon, polyester and synthetic fleece are recommended as clothing materials because they provide insulation even when wet and dry quickly.

**Cotton is NOT appropriate for outdoor programs as it absorbs moisture, provides no insulation when wet, and dries slowly. This includes all jean and denim clothing.**

- |  |   |
|--|---|
| <input type="checkbox"/> Rain jacket and rain pants                    | <input type="checkbox"/> Socks & underwear (for 3 nights) |
| <input type="checkbox"/> 2 fleece/wool/acrylic tops or sweaters        | <input type="checkbox"/> Bathing suit & towel             |
| <input type="checkbox"/> 3 pairs of pants (2 – nylon/fleece/lycra)     | <input type="checkbox"/> 2 pairs shorts                   |
| <input type="checkbox"/> Wool/synthetic long underwear top and bottoms | <input type="checkbox"/> Pajamas                          |
| <input type="checkbox"/> Warm fleece or synthetic filled jacket        | <input type="checkbox"/> Sun hat/baseball cap             |
| <input type="checkbox"/> 3 t-shirts (cotton or synthetic)              | <input type="checkbox"/> Fleece/wool toque & gloves       |
| <input type="checkbox"/> 3+ pairs wool socks                           |   |

### FOOTWEAR

- 2 pairs running shoes/hiking boots
- Sport-style sandals with back strap (optional), no flip flops please!
- Rubber rain boots

### EQUIPMENT

***This equipment is mandatory for safety purposes. It is recommended that students arrive with this gear in September.***

- |  |   |
|--|---|
| <input type="checkbox"/> Sleeping bag rated to a min. of -7° Celsius in stuff sack (3 season synthetic fill preferable, down-fill insulates poorly when wet) | <input type="checkbox"/> Flashlight/headlamp with spare batteries               |
| <input type="checkbox"/> Sleep pad (for under your sleeping bag)   | <input type="checkbox"/> Watch  |
| <input type="checkbox"/> 60 litre backpack or soft duffle bag<br>*Suitcases will not be permitted  | <input type="checkbox"/> Sunglasses   |
| <input type="checkbox"/> Day pack (School back packs will work)  | <input type="checkbox"/> Sunscreen SPF 15 or higher                             |
| <input type="checkbox"/> 1 litre water bottle  | <input type="checkbox"/> 2 sets of medications<br>(if medications are required) |
| <input type="checkbox"/> 1 set unbreakable cup, bowl, plate and utensils   | <input type="checkbox"/> 5 garbage bags   |
| <input type="checkbox"/> Toiletries & towel  | <input type="checkbox"/> 5 Large Ziploc bags for waterproofing gear             |



**OPTIONAL ITEMS**

- Camera (\*not a cell phone)
- Journal & pencil/deck of cards
- Bandanna/small pillow
- Insect repellent
- Spending money



## Appendix 3 Code of Conduct—Junior School

The Staff at Queen Margaret’s School is committed to providing a safe, comfortable environment for students to learn effectively. To this end, we ask that students be respectful of others, their belongings and the school.

### 1) RESPECT

I will listen to my teachers at all times. I will follow the rules of the classroom and the school. I will be a good and proud member of Queen Margaret's School.

### 2) COURTESY

Queen Margaret’s School expects polite behaviour and courtesy from everyone. I will not swear, make rude expressions, lie, threaten, insult, or bully anyone.

### 3) RESPONSIBILITY

I will be responsible for myself, my belongings, and my school work. I will make sure I am prepared for my day at school and will have the tools and books I need for the day. I will take care of my books and my uniform. I will be safe and careful on the playground. I will make sure I have my homework done.

### 4) ATTITUDE AND WORK ETHIC

I am a very special person and my teachers will help me to be the best person that I can be. My teachers are there to help me learn and I will do my very best to listen to them. I will pay attention in class and do all the work they ask me to. I will be the best person I can be.

### 5) FREEDOM TO LEARN WITHOUT DISTRACTION

Everyone has the right to learn as much as they can at school. I will help make this happen by not disturbing other students or making unnecessary noise in class.

### 6) PHYSICAL AND EMOTIONAL SAFETY POLICY (i.e., NO-HANDS-ONPOLICY)

In the interest of physical safety and personal space, there is a No-Hands-On Policy at QMS. This means that hurtful touching (pushing, poking, tripping, etc.) as well as touching that may lead to accidents (rough housing and play fighting) is not allowed. I understand that I am responsible for the actions of my body and that I must always act in a way that ensures the safety of others.

In the interest of emotional safety, hurtful words and inappropriate language are not permitted at QMS. I understand that I am responsible for the words that I use and that I must speak in a respectful and kind way to others.

### 7) THE RIGHT TO A SAFE ENVIRONMENT

It is important that everyone is safe at Queen Margaret’s School. I will not do anything that will make things unsafe. I will let a teacher know right away if I find anything that is unsafe.

### 8) FIGHTING, BULLYING OR HARASSMENT

I understand that fighting, bullying, harassment, intimidating other students, or threatening other students is not accepted at QMS. I could be suspended or expelled if I do this.



## **9) SCHOOL PROPERTY**

I will not damage, write on or destroy any property or equipment that belong to the school. If I see anyone doing this, I will tell a teacher right away.

## **10) PERSONAL PROPERTY**

I will respect my belongings and the belongings of others. I will borrow someone else's belongings only with the owner's permission. If I see anyone taking something without permission, I will tell a teacher right away.

## **11) PERSONAL APPEARANCE**

I will wear only the regulation uniform and follow the dress code. I will keep my uniform clean and in good condition at all times.

## **12) ATTENDANCE AT SCHOOL EVENTS**

I will be on time to all school events including concerts, plays, sports and service events.

## **13) ABSENCE**

If I am to be absent, my parent/guardian **must phone** the School prior to 8:15am. I will have my parent/guardian email the School Secretary with an explanation for my absence. Regular attendance is extremely important to a student's achievement.

Parents are requested to give teachers adequate time to prepare homework packages if their child is absent. *All students are expected to remain in school until dismissal time on the last day of class each term. Too many absences may result in the parent repaying a portion of the Education Grant received for BC students.*

## **14) EARLY DEPARTURE**

Students will try to schedule all appointments at times when QMS is not in session. However, if it is essential for me to leave the School early, I will ensure my parent/guardian emails my Homeroom Teacher and the School Secretary. I need to sign out with the School Office prior to leaving the School campus.

## **15) LATE ARRIVALS**

If arriving late, I or my parents/guardians will contact the School Office to notify them that I have arrived at School.

## **16) SOCIAL NETWORKING**

I am aware of the regulations regarding the use of social networking sites (as outlined in the Technology Policy available on our website).

*I have read, understand and agree to follow the Student Code of Conduct at Queen Margaret's School. By following the Student Code of Conduct I will help make Queen Margaret's School the best it can be, and I will be a proud member of the QMS community.*



## Appendix 4 Code of Conduct—Senior School

A system of rules, procedures and routines is necessary for the benefit of all who are a part of the QMS community. Our students are expected to cultivate a sense of personal responsibility as well as a concern for the well-being of the larger community of which they are a part. To this end, we expect students will:

✓ **Be Respectful**

We expect students to behave in a manner that shows consideration and empathy for the feelings and well-being of others. Students' behavior should be based on common sense, courtesy, respect and consideration of fellow students and the property of others. All students have a right to learn without distraction from others.

✓ **Be Courteous**

Polite behavior and courtesy contribute to the well-being and positive atmosphere of the school. The language of the community members sets the tone for the school. The student will be careful not to offend anyone with their language. They will not swear, use obscenities, vulgar expressions, lie, threaten, insult or engage in verbal abuse or harassment of any kind.

✓ **Attend Class and Chapel Gathering**

Attending class and FA is critical for student learning. Skipping a class or Gathering in the Chapel is disrespectful to yourself, fellow students and to the teacher.

✓ **Take Responsibility for Missed Learning**

We expect students to achieve and contribute to the best of their ability. When students know that they are going to miss class, it is expected that they inform their teachers well in advance. Students are expected to take the responsibility to catch up on missed learning as soon as they return from an absence.

✓ **Present a Good Attitude**

We value a strong work ethic and a positive attitude toward self and community. The student will make a consistent effort to succeed in their studies both at the School and in the home.

✓ **Not Cheat or Plagiarize**

Cheating includes copying from the work of another student, allowing another student to copy from one's own work, consulting with another student during examinations, using unauthorized aids during an examination and the theft or unauthorized possession of an examination paper or other materials. Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all materials including essays, term reports, laboratory reports, presentations, computer programs, research projects and results and statistical data. Cheating and plagiarizing are incompatible with the attitudes and ethics expected from students and will have severe consequences.

✓ **Maintain Proper Uniform/Personal Appearance**

The school uniform is part of our school heritage and provides students with a sense of common unity and school spirit. All students will wear the regulation uniform and adhere to the dress code. Uniform infractions will be given to those who fail to adhere to the dress code.



✓ **Comply with Computer and Electronic Device Policies**

All students who use the computer facilities or QMS wireless network are required to comply with the [Responsible Use of Information Technology for Students Policy](#).

**Contribute to a Safe Environment**

**a) Bullying/Harassment**

Everyone at Queen Margaret's School has the right to a safe environment. Fighting, bullying, cyber-bullying, harassment, name calling, or intimidating other students is not accepted.

**b) Theft**

Theft is a violation of trust and is not acceptable in this community. Students should report any instances of theft should they occur and an investigation will be made.

**c) Tobacco and Cannabis Product Use**

QMS is a tobacco and cannabis free campus (including e-cigarettes), the use of tobacco products are not allowed on school property or during school-sponsored functions by anyone (student, parent or staff member). Students are not to use tobacco or cannabis products (including e-cigarettes) on their way to or from campus or any time in uniform.

**d) Alcohol or Illegal Drugs**

The use of, possession of, distribution, or being under the influence of drugs or alcohol is in violation of the School's policy. Students who suspect that another student is under the influence of alcohol or drugs are encouraged to discuss their observations with a teacher or staff member. All reports will be kept confidential.

**e) Weapons**

Students and staff have a right to expect safety at the School. Students may not bring any weapons or dangerous goods onto school premises or to school-sponsored/sanctioned activities.





Queen Margaret's School  
660 Brownsey Avenue, Duncan, British Columbia, Canada V9L 1C2  
T: 250.746.4185 | [reception@qms.bc.ca](mailto:reception@qms.bc.ca)  
[qms.bc.ca](http://qms.bc.ca)

