

Gladstone Secondary School



GRADE 8 Articulation Handbook for the 2026-2027 School Year

WELCOME TO GLADSTONE

The staff and students of Gladstone extend a warm welcome to you as you enter grade 8! Gladstone Secondary is a school of approximately 997 students, Grades 8 through 12.

Gladstone opened as a junior high in 1950 and the first graduating class was in 1954. Since then, nearly ten thousand students have graduated from Gladstone and gone on to post-secondary education and successful careers.

Our vision of success centres around academic success, social responsibility and leadership. The core of this vision is that students are successful in attaining the academic goals of high school, mastering the academic knowledge and skills required for success at each level, and earning the credits for graduation. Along with this, we want students to become effective learners who take responsibility for their own learning, persist in the face of difficulties, and find intrinsic value in the work that they do. This means solving real problems, making a difference in the world, feeling respected, and learning from and with each other, as well as experts. Finally, we want students to embrace their role in shaping a safe, welcoming and supportive school community by developing and demonstrating the personal skills, habits and character traits that are critical to lifelong learning and success in adult roles.

Gladstone Secondary embraces The Circle of Courage as an aspirational framework for being in our lives. Based on the work of Dr. Martin Brokenleg, Dr. Larry Brendtro and Dr. Steve Von Bockern, The Circle of Courage outlines four areas of growth: **Belonging, Mastery, Independence and Generosity.**

Welcome to 'your' school!

Our Mission Statement

Gladstone Secondary School is a community of learners dedicated to providing young people with opportunities to prepare themselves for complex and changing futures. Our purpose is to guide learners toward the acquisition of attitudes, skills and knowledge needed to interact in an increasingly complex society; to develop critical thinking; and to encourage active participation as socially responsible and contributing members of a community.

Our expectation is that all learners will benefit from a wide variety of teaching and learning experiences. We believe in our students' ability to be successful and to achieve even more success; we encourage all members of our community to take the opportunity to grow and challenge themselves; to work to their potential; and to continue learning throughout their lives.

Gladstone School Phone Number: 604-713-8288
Web Page: <http://gladstone.vsb.bc.ca>

REGULAR GRADE EIGHT PROGRAM

Each student takes 8 courses:

| | |
|------------------|---|
| English 8 | Physical & Health Education 8 |
| Math 8 | French or Skills 8 |
| Science 8 | Applied Design, Skills & Technologies 8 |
| Social Studies 8 | Fine Arts 8 |

Some students take English Language courses and/or classes in our Learning Hub, in place of one or more of the courses listed above.

Other options include our District Specified Alternative Program: the Gladstone Mini School and four District programs designed to support students' learning and development.

REQUIRED COURSES:

English 8

The focus in English 8 is on the skills of listening, speaking, reading and writing, as well as the development of an appreciation and understanding of literature and language. A variety of materials is used so that students can enjoy success in the study of novels, stories, poetry, and composition.

Mathematics 8

Students will explore the "big ideas" of mathematics (e.g. numeracy helps us to see patterns, communicate ideas, and solve problems). They will develop the curricular competencies of reasoning and analyzing, understanding and solving, communicating and representing, and connecting and reflecting. Topics include Fraction Operations, Pythagorean Relationship, Integers, Surface Area and Volume, and Linear Equations.

Physical and Health Education 8

At Gladstone Secondary, students in Physical and Health Education 8 will be exposed to a diverse program of physical and health topics, with a focus on individual and team activities. Health related topics include healthy choices, healthy relationships, healthy sexual decision making, nutrition, emergency first aid, strategies for self-protection in a variety of settings, consequences of bullying, stereotyping, and discrimination, signs and symptoms of stress, anxiety, and depression. Physical education students are expected to follow the Gladstone Way Of Being: Belonging, Independence, Mastery / Self-Mastery and Generosity.

Science 8

Science 8 will help students make the transition from elementary school science to secondary school science and they will learn how to work safely in a Science laboratory setting. The new Science 8 -10 curriculum has identified the importance of Science education in developing Scientific literacy and the need to emphasize creativity and collaboration in Science education. In grade 8 there is an intention to introduce and establish key concepts that can guide the development of big ideas and higher-level learning standards, leading to more inquiry-based approaches throughout the junior science curriculum and beyond.

Social Studies 8

In Social Studies 8, students learn how to think like historians, geographers, and political scientists, through the study of world events from the 7th Century to 1750. The course is designed around four key understandings: contacts and conflicts between peoples stimulated significant cultural, social and political change; changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions; human and environmental factors shape changes in population and living standards; exploration, expansion, and colonization had varying consequences for different groups. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

French 8

This course is focused on a communicative approach to acquiring a language, similar to how one learns their first language. The students will work with plays, short stories, and songs that are aimed at increasing high frequency vocabulary and sentence structure. The students will be communicating daily in French with oral activities, as well as practicing reading and writing. They will be able to demonstrate their increasing fluency and comprehension by means of oral presentations, written work, small projects, and daily oral communication. Students will also gain an awareness and understanding of the culture and customs of French-speaking communities throughout the world. The course provides the necessary foundation for further study of the language.

Career Education 8

Career Education 8 is delivered to all students as units within their five standard grade 8 courses (Math, Science, Social Studies, English, and Physical & Health Education). Career Education Learning goals include using self-assessment and reflection to develop awareness of strengths, preferences, and skills; applying this awareness to career considerations; setting realistic learning goals and achieving these with perseverance and resilience; demonstrating respect, collaboration, and inclusivity in working with others to solve problems. A further focus is developing strategies for effective communication in establishing and maintaining healthy relationships and boundaries; learning skills to resolve conflicts respectfully; exploring financial literacy and financial goal setting; understanding the principles of workflow, stress management and wellness... and more.

Applied Design, Skills and Technologies 8 (ADST 8) Elective Choices

Introduces students to a sampling of the various areas of ADST. Emphasis will be placed on the core principles of understanding context, defining, ideating, prototyping, testing, making, and sharing. All Grade 8 students will participate in two of the following. Specific areas of concentration vary from year to year. Grade 8 students will be exposed to a combination of some of the following areas of concentration:

Computational Thinking, Computers & Communication Devices: introduces students to computer logic through game design, debugging algorithms and programs by breaking problems into a series of sub-problems

Drafting: introduces students to manual and computer-aided drafting techniques, and the fields of architecture and product design.

Food Studies: introduces students to food preparation practices, including elements of a recipe, techniques, and equipment.

Graphics: introduces students to the graphic design field. You'll become an expert with Photoshop and Illustrator, thus enabling you to create some amazing projects like T-shirts, clocks, ID tags and trading cards. You'll also learn about business and marketing.

Metalwork: introduces students to metalworking techniques and processes using hand tools and power equipment, and elements of plans and drawings.

Robotics: introduces students to the design and construction of robots, including both user and autonomous control systems, the uses and applications of various end effectors, movement- and sensor-based response, and program flow.

Woodwork: introduces students to: traditional and non-traditional joinery using hand tools and power equipment, and elements of plans and drawings.

Fine Arts 8 Elective Choices

Students have the following options for Fine Arts:

- * Art 8
- * Drama 8
- * Concert Band 8 Beginners
- * Dance 8

Art 8

This fun and creative course requires no previous art experience. This semester course includes a semester of Art and a semester of Ceramics. Art/Ceramics 8 introduces students to a variety of creative processes including drawing, painting, printmaking, design, ceramics and sculpture. Students will be introduced to a variety of media including, graphite, oil pastels, acrylic and watercolor paint, clay, glazes and paper mache.

Drama 8

Students will be introduced to a variety of drama theatre skills: warm-up exercises (body & voice), team-building games, basic improv games and group presentations. Focus is also on increasing self-confidence and improving ability to speak in front of others.

Concert Band 8 Beginners

This semester course for students with no music experience who are interested in being introduced to a variety of band instruments. Students will learn about music notation and how to read music. They will also learn how to play a woodwind, brass or percussion musical instrument and perform in a band.

Concert Band 8 Intermediate

This is semester course for students who already have at least one year of experience playing an instrument and performing in a band. The course will encourage students to enhance and improve their musical skills. Students will continue to learn technique on their instrument and music theory.

Dance 8

Students learn the basic steps of hip-hop, jazz dance, break-dance, swing, and Latin dance. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centers. Students will learn choreographed routines and dance sequences and will perform in at least one dance show.

Junior Dance Company 8

Junior Dance Company is designed for dancers with at least two years of previous technical dance training in a dance studio or students with a strong gymnastics background. Students will study ballet, various styles of jazz dance, acrobatic dance (acro), contemporary, and cultural dances. The emphasis will be on technique training, strength, improving flexibility, jumps, turns and acro dance. These dancers will also improve their self-confidence by performing in shows as well as the District Dance Festival.

SPECIAL PROGRAMS

GLADSTONE MINI-SCHOOL PROGRAM

The Gladstone Mini-School is a District Program that offers bright, motivated students the opportunity to enjoy the challenge of an accelerated curriculum. Students cover three years of course material in their core academic subjects during the two years they spend in the program (see table below). Students who successfully complete both years have the option of either graduating after four years or staying for five years and enjoying a wider range of electives in their senior years. As well as academic development, the Mini-School focuses on building leadership skills, responsibility, and an awareness of school and community through service.

Mini School Courses

The program accepts 28 students at each level. A copy of the most recent report card and a portfolio of the student's work are required. Applications consist of a form, report cards and a personal statement and are due at the end of December in students' grade 7 year.

| COURSE OFFERINGS | YEAR ONE | YEAR TWO |
|---------------------------------|---|--|
| FULL MINI SCHOOL STREAM | English 8/9 Mini Socials Studies 8/9 Mini French 8/9 Mini Math 8/9 Mini Science 8/9 Mini PE Leadership 8 Mini Applied Skills Rotation Fine Arts Elective | English 9/10 Mini Socials Studies 9/10 Mini French 9/10 Mini Math 9/10 Mini Science 9/10 Mini PE Leadership 9 Mini Two Electives |
| MINI HUMANITIES STREAM | English 8/9 Mini Socials Studies 8/9 Mini French 8/9 Mini Math 8 Science 8 PE 8 Applied Skills Elective Fine Arts Elective | English 9/10 Mini Socials Studies 9/10 Mini French 9/10 Mini Math 9 Science 9 PE 9 Two Electives |
| MINI MATH SCIENCE STREAM | Math 8/9 Mini Science 8/9 Mini PE Leadership 8 Mini English 8 Socials Studies 8 French 8 Applied Skills Elective Fine Arts Elective | Math 9/10 Mini Science 9/10 Mini PE Leadership 9 Mini English 9 Socials Studies 9 French 9 Two Electives |

ENGLISH LANGUAGE LEARNING (ELL) PROGRAM

The objective of the English Language Learning Department is to provide support to students for whom English is a new language. Students are placed at an appropriate level based on assessment and/or teacher recommendation. While all ELL courses are content based, they are non-credit, therefore, recommendation for placement is via a committee consisting of ELL teachers, counsellors, and administrators.

At Gladstone we offer two levels of instruction for English Language learners:

Level 1 - Beginner students are generally new to Canada and may have been assessed initially at the Newcomers Welcome Centre or may have spent very little time learning English at a Canadian elementary school. Beginner students, regardless of age, will be taking three core ELL courses that emphasize learning the basics of English through an academic lens. In addition to these ELL courses, students will be enrolled in mainstream Math, Science, PE, and a Fine Art & Applied Skill elective at their grade level, where appropriate.

Level 2 – Developing students typically enroll in three core ELL courses which focus on further developing and applying the language skills acquired at the beginner stage. Level 2 ELL students will also enroll in mainstream Math and/or Science, and PE where appropriate, based on grade level. They also take electives chosen from the regular program, depending upon the student's age, ability, and interest.

For students who provide evidence of proficiency and successfully progress from the Beginner and Developing levels into mainstream courses, we provide extra English language support classes where students can earn credits towards graduation. These support classes are: English Language Development (ELD) and Academic Writing for English Language Learners (AW).




LEARNING ASSISTANCE, LIFE SKILLS & LEARNING SUPPORT

These District Special Education Programs are for students with diverse needs. The curriculum offers adapted and/or modified academic subjects, life skills, career preparation and work experience. Students are placed in these classes by the Board of Education's Central Screening Committee.

EXTRA-CURRICULAR ACTIVITIES

ATHLETICS

The Athletics Program at Gladstone gives students of all grades the opportunity to participate in inter school competition for three seasons, Fall, Winter and Spring. Although it is not guaranteed that all teams will be offered as we are dependent on teachers and community coaches donating their time, we do our best to offer the following each year.

| FALL | WINTER | SPRING |
|---|--|--|
| Cross country Girls Volleyball Boys Soccer Aquatics  | Basketball—boys and girls Wrestling—boys and girls  | Girls Soccer Boys Volleyball Track Badminton  |

Although all students are encouraged to participate, athletics is considered extra-curricular so students must first be accountable for their attendance, behaviour and effort in class in order to earn the privilege of taking part in the in the athletic program.

We encourage you to get involved and represent Gladstone Athletics in your Grade 8 year!

See the Athletic Director if you have any questions.

INTRAMURAL SPORTS PROGRAM

Throughout the year there is a variety of sports activities in the gyms during lunch such as: Floor Hockey, Spring Hoops Basketball, Team Volleyball, Soccer, Badminton and Table Tennis. Listen to the announcements, check the bulletin, get a few friends together and sign up for some fun.

CLUBS AND SERVICE GROUPS

Gladstone offers many different clubs and services to meet the needs and interests of the student body. Students are encouraged to participate in as many clubs as they would like. Although all students are encouraged to participate, clubs and committees are considered extra-curricular so students must first be accountable for their attendance, behaviour and effort in class.

Information on current clubs will be available by late September each year.

| | | |
|--|-------------------|------------------------------|
| Robotics | Games Club | Canned Food Drive |
| Dance Club | Library Club | Theatre Company |
| Dance Team | Lighting Crew | GFactor |
| Musical Theatre Showcase | Stage Crew | Cabaret Night |
| Dragon Boating | Sound Crew | Garden Club |
| Feminism Club | Spirit Days | Badminton Intramurals |
| Climate Action Club | Grad Committee | Basketball Intramurals |
| Community Schools Team & Gladstone Ambassadors | Students' Council | Soccer Intramurals |
| Youth in Action Team | Leadership | Volleyball Intramurals |
| Environment Club | Math Challengers | Hockey Intramurals |
| Film Club | Choir Ensemble | Tutoring and Tutorial Centre |
| Gender Sexuality Alliance | | Cabaret Night |
| And lots, lots more! | | |

STUDENTS COUNCIL

Gladstone Student Council is an important aspect of every Gladstone student's high school life. These elected members of Council are individuals who are dedicated to building school spirit and creating a school that is in the best interests of all students. Student Council meetings are held at least once a week to discuss matters regarding the student body. We embrace different visions and opinions, which is an extremely vital feature of our democratic society. The regular Council meetings are open to all Gladstone students. If there is a specific concern or suggestion, we highly encourage students to see any one of the Council members to address the matter.

CODE OF CONDUCT

STUDENT RESPONSIBILITIES

The VSB's District Code of Conduct outlines the expectations of all students. At each school in VSB, students are expected to:

- Attend classes and be on time
- Bring the materials needed for class
- Make a good effort in studies
- Conduct themselves in a safe and courteous manner
- Treat everyone with respect and dignity

Students are expected to understand and act in accordance with the full student Code of Conduct.

CODE OF CONDUCT - STATEMENT OF PURPOSE

We at Gladstone are committed to upholding a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promoting clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Part of our commitment and code is developing the intellectual, social, aesthetic, and physical potential of all students in a challenging and safe environment. Our mission is to:

- provide resources for the acquisition of knowledge and skills
- enable students to adapt in a changing world
- promote mutual respect, self-esteem, and cooperation
- develop social and personal responsibility
- foster cultural and aesthetic awareness
- encourage physical fitness
- lay the foundation for life-long learning

GLADSTONE'S STUDENT CODE OF CONDUCT

Gladstone's Code of Conduct provides a framework to ensure that success and achievement are reached through courtesy, consideration, constructive behaviour and common sense. All members of Gladstone's community will work to establish and maintain a safe, caring, and orderly environment for purposeful learning. The Code of Conduct applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

Disciplinary action, whenever possible, is restorative, rather than punitive. However, all actions do have a consequence. The severity and frequency of unacceptable conduct will be considered in determining appropriate disciplinary action.

Gladstone Secondary School will treat seriously any behaviour or communication that discriminates on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, gender, gender identity or sexual orientation (i.e., prohibited grounds set out in the BC Human Rights Code). These behaviours are examples only and are not all-inclusive.

As students become older, more mature and move through successive grades, they are to assume increased

personal responsibility and self-discipline. There will be an increasing set of consequences for continued inappropriate behavior. School officials may have a responsibility to advise other parties of serious breaches of the code of conduct, including District Staff, Provincial Ministry offices, the VPD, etc.

Special consideration may apply to students with special needs, if they are unable to comply with the Code of Conduct due to having a disability of a developmental, intellectual, physical, sensory, emotional or behavioural nature.

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy (https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Pages/300-Students.aspx).

ANTI-HARASSMENT

Students, staff and parents support Gladstone as an anti-bullying school. Therefore, if you have any concerns about being threatened, bullied or intimidated, please contact your Counselor or grade administrator at once. This includes on-line behavior involving our school community. The sooner we receive this type of information, the sooner we will be able to rectify the situation.

We want to ensure that you come to our school comfortable in the knowledge that you will be able to learn in a harassment-free environment. We will do everything as a staff to ensure this "ideal" is realized as part of our day-to-day practice.

GLADSTONE WAY OF BEING FRAMEWORK

Gladstone Secondary embraces The Circle of Courage as an aspirational framework for being in our lives. Based on the work of Dr. Martin Brokenleg, Dr. Larry Brendtro and Dr. Steve Von Bockern, the Circle of Courage outlines four areas of growth: Belonging, Mastery, Independence and Generosity. Some examples of each area, as presented by Dr. Brokenleg, are provided below:

Belonging:

- Working cooperatively
- Joining in discussion
- Sharing attention
- Showing sensitivity to others
- Talking with others
- Compromising
- Accepting loss or defeat

Mastery/Self-Mastery:

- Completing tasks
- Resolving conflicts
- Setting goals
- Self-monitoring and reflection
- Dealing with anger or failure
- Disagreeing appropriately
- Coping with change

Independence:

- Resisting peer pressure
- Making a decision
- Solving a problem
- Identifying feelings
- Laughing at oneself
- Coping with teasing
- Saying "No" respectfully

Generosity:

- Giving compliments
- Expressing affection
- Communicating appreciation
- Articulating empathy
- Listening carefully
- Making an apology
- Using social graces

A little more about Gladstone...

Attendance

It is important to attend all classes and be on time. If you are absent, please bring a note from your parent(s) explaining your absence to show your teachers, and then hand it in to the office. If you are late, report directly to your teacher and explain why you are late.

Reporting Student Absence Procedure

Students no longer need to submit a paper note to the Main Office to report absences and phone calls are no longer required. To have your child's absence excused (whether for a timeframe known in advance or after the student has returned to school) Email gladstone@vsb.bc.ca with the following information:

1. First, last name and grade of student
2. Dates missed
3. Periods missed
4. Reason for absence(s)

The email will only be considered valid and therefore, processed, if it is received from a parent/guardian email on file. The attendance record in MyEd will be adjusted to indicate that the home has excused the absence. Students/Parents/Guardians are encouraged to contact their teachers directly in order to ensure students have the necessary work to not fall behind with their progress.

Attendance Messaging

Gladstone will report unexcused absences to parents/guardians via email. Please ensure that the school has correct email addresses. Details about upcoming school events and other important information will also be sent to these addresses.

Counsellors

Counsellors are teachers with post-graduate training in counselling psychology. They help students in the areas of academic achievement, personal and social development, and career planning. Students are encouraged to see their counsellor for help in any area. Parents or guardians with concerns about their child are also encouraged to contact the counsellor.

Library Learning Commons

To engage and motivate students to become independent, inquisitive, skillful and successful users of print and digital information the Teacher Librarians, Mrs. Montroy and Ms. Loo, provide on-site and virtual curriculum support. Information skills taught in elementary school are reinforced and added to (e.g., how to evaluate resources and information critically for perspective, purpose, currency, authority, relevance, coverage, and quality*). The focus is on inquiry, reading for pleasure and becoming proficient, independent users of information.

The Teacher Librarians work collaboratively with teachers to develop units of study on a variety of topics and how to use multiple sources to represent learning; students are encouraged to use the databases provided by the VSB and to correctly cite their sources.

Students can develop their citizenship by volunteering as Library Club Monitors. All students are welcome to apply, including grade 8 students. In this way they contribute to the smooth operation of one part of the school – the Library Learning Commons. Previous experience in the library is not required as training is provided.

**From Points of Inquiry <https://bctla.ca/resources/point-of-inquiry/>

Communication

Students - There are many activities at Gladstone, so students need to be informed. Every Monday morning at the start of second period, the Student Council read the **Morning Announcements**. Information will also be communicated through All Student, Grade and Class Teams.

Parents - The Parent Advisory Council (PAC) is an advisory group comprised of parents/guardians, administrators and staff which meet in the evening on the third Tuesday of the month during the school year. The PAC is designed to promote a free exchange of ideas on topics related to school programs, activities and policies. The School Planning Council (SPC) meets several times per year after PAC.

Community Health Nurse

As an employee of the Vancouver Coastal Health, the health nurse is at Gladstone on a regular basis. Students may consult the nurse for many reasons other than medical problems. It is hoped they will learn to take responsibility for their health and happiness by examining their personal lifestyles and making changes when necessary.

Community Schools Team

The Gladstone Community Schools Team is comprised of a Community Schools Coordinator and youth and family worker.

Our team has three key focus areas: grade to grade transition, attendance and connectedness. Through a variety of partnerships with community service agencies and with the support of secondary age volunteers, we offer programs and supports for students from grades K-12. Our activities happen year-round, primarily during out of school time; before/after school, lunch hour, and during school breaks.

A central role that we play in the school is to engage youth with opportunities in the school and the community. We recruit students to support events like our Grade 7 Gladtourific Day, Grade 8 Orientation, Parent Teacher Conferences, Graduation ceremonies, and other school-based events. In addition, we connect students to opportunities at Trout Lake Community Centre, Cedar Cottage Neighbourhood House and with recreation partners who deliver programs at our elementary schools.

We look forward to helping all students who are interested in building a healthy school community and fostering their own success at school and beyond!

Come by room A104 to learn how to get involved!

Community Schools Coordinator
Youth & Family Worker

Mr. S. Deyell
Ms. L. Litwiller

Health Services

All accidents or illnesses occurring during school hours and at school functions must be reported immediately to the office. A First Aid Attendant is available for anyone who requires medical attention. Before a student leaves the school due to illness or accident, parent/guardian permission must be obtained.

Students should advise the school of any medical condition which might affect school attendance or participation in school activities. All requests for long-term exemption from or modification of a student's Physical Education program must be presented to the subject teacher and must be accompanied by a letter from their physician.

School Goals

As a school community, we are working on the following to:

- Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging.
- Improve Equity.
- Continue on our journey of reconciliation with First Nations, Metis, and Inuit.

Fees

A school fee is charged which includes the student agenda intramurals, student welcome events, social responsibility activities, and student identification card. The school fee also assists the Students' Council in supporting school clubs and student activities. For an additional fee, students can purchase the school Yearbook which has all the students' photographs in it, as well as photos of teams, clubs and activities throughout the year.

Financial Hardship Policy

The Board of Education is committed to ensuring that no school-age student will be denied an opportunity to participate in a course, class or program because of an inability to pay fees. Parents and guardians unable to pay some or all school fees are invited to speak to their child's teacher, school counsellor, and/or the school Principal.

Lockers

Each student can choose a locker for their general school use. There are lockers in the PE changerooms as well and students must bring another lock to use a locker during PE class. It is extremely important that all valuables are securely locked up during PE class.

Lost and Found

Personal items and textbooks should be clearly labeled with student names. Lost or stolen items should be reported immediately to the office. Please bring found items to the office and check regularly for lost items with Office staff. Unclaimed items are sent to a charity.

Lunch & Snacks

Gladstone has an excellent Cafeteria which provides good food at reasonable prices. Students may eat in the cafeteria, halls or leave the campus at lunch. Food is also available before school and at the break.

Lunch Smart Program

Lunch Smart is available for students who require help with nutrition services at school. Lunch is provided daily at the school cafeteria. A limited government subsidy is available for students who require help. To register, complete the application in the office.

Breakfast Program

Gladstone offers a free light breakfast in the cafeteria before school to students on the lunch program.

Timetable and Bell Schedules

Students will take four courses in semester 1 and 4 courses in semester 2. The daily schedule is as follows:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Warning Bell 8:35 | | | | |
| BLOCK 1 8:40 – 10:00 | BLOCK 1 8:40 – 9:40 | BLOCK 1 8:40 – 10:00 | BLOCK 1 8:40 – 10:00 | BLOCK 1 8:40 – 9:40 |
| BREAK 10:00 – 10:10 | BREAK 9:40 – 9:45 | BREAK 10:00 – 10:10 | BREAK 10:00 – 10:10 | BREAK 9:40 – 9:45 |
| | FIT 9:45 – 10:25 | | | FIT 9:45 – 10:25 |
| | BREAK 10:25 – 10:30 | | | BREAK 10:25 – 10:30 |
| BLOCK 2 10:10 – 11:30 | BLOCK 2 10:30 – 11:30 | BLOCK 2 10:10 – 11:30 | BLOCK 2 10:10 – 11:30 | BLOCK 2 10:30 – 11:30 |
| LUNCH 11:30 – 12:15 | | | | |
| Warning Bell 12:10 | | | | |
| BLOCK 3 12:15 – 1:15 | BLOCK 3 12:15 – 1:35 | BLOCK 3 12:15 – 1:35 | BLOCK 3 12:15 – 1:15 | BLOCK 3 12:15 – 1:35 |
| BREAK 1:15 – 1:20 | | | BREAK 1:15 – 1:20 | |
| FIT 1:20 – 2:00 | | | FIT 1:20 – 2:00 | |
| BREAK 2:00 – 2:05 | BREAK 1:35 – 1:45 | BREAK 1:35 – 1:45 | BREAK 2:00 – 2:05 | BREAK 1:35 – 1:45 |
| BLOCK 4 2:05 – 3:05 | BLOCK 4 1:45 – 3:05 | BLOCK 4 1:45 – 3:05 | BLOCK 4 2:05 – 3:05 | BLOCK 4 1:45 – 3:05 |

Gladstone follows the same timetable as every high school in Vancouver School District. School starts at 8:40 and ends at 3:05. On Monday, Tuesday, Thursday and Friday there is **Flexible Instruction Time, or FIT**, which provides students with choice, voice, and flexibility with their learning in order to independently complete assignments, study, collaborate with peers, complete homework, or engage in a personal area of interest. It also provides the opportunity for students to receive support and guidance from staff.

STUDENT ACHIEVEMENT

Evaluation

Your performance in a course is reported informally to you by your teacher and informally to your parents by telephone and/or e-mail. Formal reporting is communicated through Informal Learning Updates, Written Learning Updates, Summary of Learning Reports and two parent-teacher conferences. Your teacher will inform you at the beginning of your course on how you will be evaluated by giving you a written course outline. Gladstone Secondary School staff strive to maintain close contact with the student's parents. Parents are welcome to contact teachers, counsellors, or administrators to set up convenient appointment times. Specific questions related to student instruction and evaluation in any course must first be brought to the subject teacher's attention.

Assessment

For grade 8 and 9 Learning Updates/Report Cards, teachers will identify, on a proficiency scale, the level that best describes the evidence of learning.

Proficient is the goal for all students

When a student demonstrates the expected learning in relation to the learning standards for an area of learning they are Proficient.

VSB – Proficiency Scale Grades 8 -9

| Emerging | Developing | Proficient | Extending |
|--|---|--|---|
| The student demonstrates an <i>initial</i> understanding, or is not yet demonstrating understanding, of the concepts and competencies relevant to the expected learning. | The student demonstrates a <i>partial</i> understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a <i>complete</i> understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a <i>sophisticated</i> understanding of the concepts and competencies relevant to the expected learning. |
| IE or INSUFFICIENT EVIDENCE: The recommendation is to only use IE in rare circumstances: when a new student arrives right before a report card, when a student is absent for an extended period. At year end, students in Grades 8 & 9 will likely be promoted to the next grade level with a support plan in place. | | | |

Provincial Graduation Assessments and Final Exams

It is a school expectation that a student must write the Final Exam (if any) in their courses. There will also be three Government Assessments required for graduation: Grade 10 Numeracy Assessment, Grade 10 Literacy Assessment, and Grade 12 Literacy Assessment. These assessments may be offered during the months of November, January, April, and/or June.

Homework

To practice and gain confidence in becoming an independent and lifelong learner, students will be held accountable for completing homework assignments. You will increase your subject specific and overall knowledge, skills, and attitudes through homework completion. Homework includes out-of-class assignments and home study preview and review. A minimum of one to two hours should be spent at home on schoolwork every day. Homework should include completing homework assignments, preparation for upcoming tests, and/or preparation of study notes, and ideas discussed in class. Reading (for homework or pleasure) at home will enhance your overall literacy skills.

Who Do I Contact?

| | |
|--|---------------------------------------|
| Content, progress, learning in a course | Classroom teachers |
| Graduation requirements | Grade counsellor |
| General inquiries about school procedures | Office staff |
| Registration for next year's course | Grade counsellor |
| School website/bulletins | Receptionist |
| Student transcripts | Student records clerk |
| Support for English Language Learners (ELL) | Classroom teacher |
| Support for International Program students | Grade counsellor or administration |
| Support for language interpretation | Multi-cultural liaison workers (MCLW) |
| Student password assistance | Office staff |
| Support for peer conflict, social media issues, etc. | Grade counsellor |
| Support for substance use/misuse | Grade counsellor and SACY worker |
| Support for social connection, grade 7 to 8 transition and community involvement | Community Schools Team (CST) |

What do you do if . . .

FEELING SHY?

Everyone else is too. Talk to someone, join a club, drop by room A102, to hang out and meet your peers and the CST Youth and Family Worker, Ms. Litwiller (A104). Or visit the Sacred Room, B102, to chat with Mr. Dulai.

LATE?

Don't be. Plan to be on time. But be prepared to explain - a note is best.

SOMETHING GONE MISSING?

Report to the main office. Lost and Found is located outside the cafeteria.

LOCKER PROBLEMS?

Did you make sure your lock is really locked? Does your locker close properly? Do not tell others your combinations! See the office if you have any problems.

FORGOT YOUR LOCKER COMBINATION?

The office can always open your locker for you if you purchased your lock from the school.

VALUABLES?/THEFT?

YOU SHOULD NOT bring valuables to school.

Report all theft to the office.

ANNOUNCEMENTS?

Student announcements are read at the beginning of second period and most messages are posted on Teams.

WASHROOMS?

Washrooms are located in each wing. There are two single-use, Universal Washrooms: B111 and B103

TIMETABLE PROBLEM?

See your counsellor.

NEED A TELEPHONE?

The main office has a phone for emergency use.

LOST?

Ask the nearest staff member, or any of the students in the building..

LOST TIMETABLE?

Make sure you know how to log into MyEd. You can check your schedule and your marks from there. It's also a good idea to take a photo of your schedule until you memorize your classrooms and teachers.

ABSENT YESTERDAY?

Make sure your parents have emailed the office to have your absences excused. See page 13 for proper procedures on how parents/guardians can report an absence.

FRUSTRATED/UPSET?

Drop by the counselling area. Get to know your grade counsellor, the office, teaching and support staff. They are all here to help support your success at Gladstone.

NOT FEELING WELL?

Tell your classroom teacher and report to the receptionist in the office. Stay active and healthy (nutrition, sleep, exercise) to avoid absences and manage your stress.

Be yourself and be kind to others...it's the Gladstone way!



First Week of Grade 8 - Common Questions...

What do I need to do before the first day of school?

Relax and enjoy your summer break. Make sure you and your parent(s)/guardian(s) check your email between late August and the start of the school year to read the back-to-school newsletter.

What do I need to bring to school on the first day?

On your first day, you will attend an orientation and homeroom session. You will receive some materials to bring home. You do not need to bring a notebook, although a pen will be useful.

What is homeroom?

A homeroom is not a subject class. It is an assigned classroom for staff to pass on important information. You will attend a homeroom during the first day of school. After that you will only attend your homeroom when information needs to be distributed.

What if I can't log into MyEd (MyEducationBC), VSB webmail or SpacesEDU?

Contact your school's office to get login details.

What if I miss the first day (or two)?

Make sure your parent(s)/guardian(s) contact the school's office to report your absence. Then, contact your classroom teachers for any missed coursework.

SERVICES

Community Resources for Students and Families

The following services are available, outside of the school, to help you if you have a concern. You can contact these resources directly and confidentially. Most of the following resources are free and confidential.

GENERAL HEALTH

1. **Doctor** (College of Physicians)
604-733-7758
2. **Community Health Centre**
Raven Song 604-709-6466
3. **Health Link BC**
604-215-4700 or 811
4. **Kids Help Phone**
1-800-668-6868
5. **BC Children's Hospital**
604-875-2345
6. **Vancouver General Hospital**
604-875-4111
7. **Emergency - Police/Ambulance/Fire**
911
8. **Poison Control**
1-800-567-8911

ALCOHOL AND DRUGS

1. **Detox Referral Line**
1-866-658-1221
2. **Raven Song Community Health Centre Addiction Services**
604-872-8441
3. **Complete list of addiction services available at:**
<http://www.vch.ca/public-health/children-youth-schools/youth-health/youth-addiction>
4. **SACY Worker** (Meredith Baker)
meredith.baker@vch.ca
5. **Parent SACY worker** (Savoy Williams)
savoy.williams@vch.ca

SEXUAL HEALTH

1. **Youth Clinics**
Contact the school nurse or counsellor for more information
2. **Options for Sexual Health**
www.optionsforsexualhealth.org
3. **Qmunity**
604-684-5307

EMOTIONAL & MENTAL HEALTH

1. **Child & Youth Mental Health Services**
Pacific Spirit: 604-267-3970
Raven Song: 604-709-6400
West End: 604-314-6989
Sunrise: 604-675-3895

2. **Crisis Centre**
604-872-3311
3. **Urban Native Youth Association**
604-254-7732
4. **Battered Womens Support Services**
1-855-687-1868
5. **Vancouver Multi-lingual Distress Line**
604-872-3311
6. **Kelty Mental Health**
keltymentalhealth.ca
604-875-2084

NUTRITION/EATING DISORDERS

1. **Eating Disorders Resource Centre BC**
1-800-665-1822
2. **Dial a Dietician**
604-732-9191 or 811

MULTICULTURAL SUPPORT SERVICES

1. **Immigrant Services of BC**
604-684-2561
www.issbc.org
2. **SUCCESS**
604-684-1628
www.successsbc.ca

WEBSITES

sexandu.ca
Comprehensive Sexual Health Information

planetahead.ca
Condomania website

dietitians.ca
Nutrition information

vch.ca
Information on hospital and community health services in Vancouver

qmunity.ca
Serving and supporting Lesbian, Gay, Transgendered, Bisexual people

youthinbc.com
Community Resources

How do I apply?

Please refer to the following documents to assist you:

- Grade 8 Application and Course Selection Form
- Registration Documents
- Grade 8 Articulation Timeline



All forms can be found on our website.

For grade 7 students at Beaconsfield, Cunningham, Selkirk and Tyee registration forms will be distributed in January when the Gladstone articulation team visits your school. Registration packages will be picked up from **catchment** elementary schools on January 31st.

How are students selected to attend Gladstone?

The Vancouver School Board believes that the students' educational interests are best served by attendance at their neighborhood school. Students residing within the Gladstone catchment have priority to be accommodated at the school, provided that suitable programs and facilities for the students are available.

The student's residence shall refer to the legal address of the dwelling in which the parent and/or legal guardian maintains his/her home and where the student ordinarily resides.

Students residing on a boundary street (the street that separates two catchment areas) are only eligible to attend the school (as an in-boundary applicant) in whose catchment area they actually reside.

Subject to the current and future availability of space and resources at Gladstone, cross-boundary applications and the continuation of cross-boundary status will be considered by the administration using the following priorities:

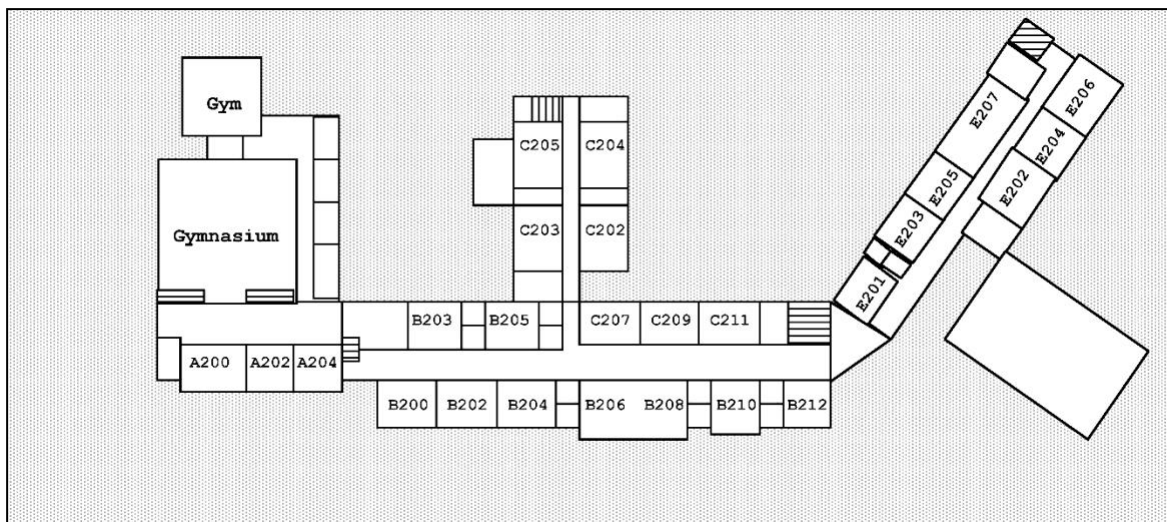
1. In-Boundary Students
 - Students residing within the Gladstone catchment
2. Cross-Boundary Students
 - Siblings of Gladstone students receive first priority.
 - The remaining cross-boundary applicants are according to priorities indicated on the cross-boundary website.
 - Cross-Boundary Applications to be completed online by **February 27th**.
3. Out of District Students

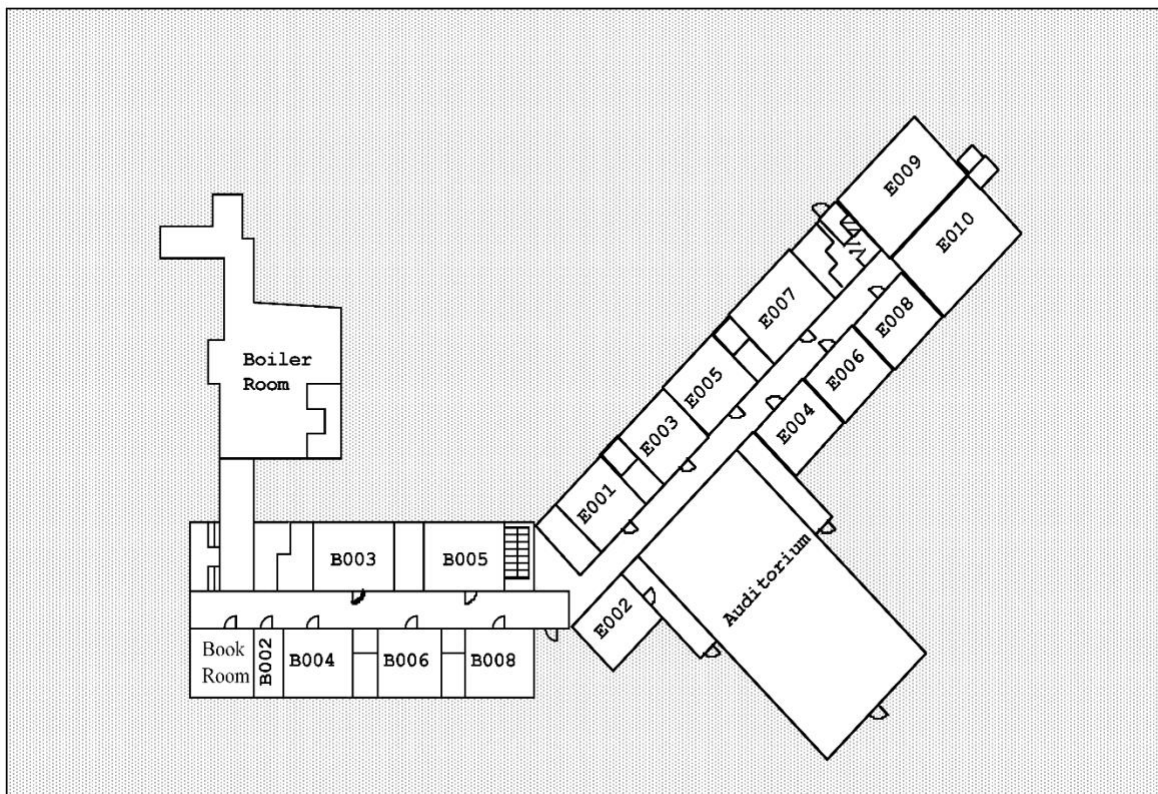
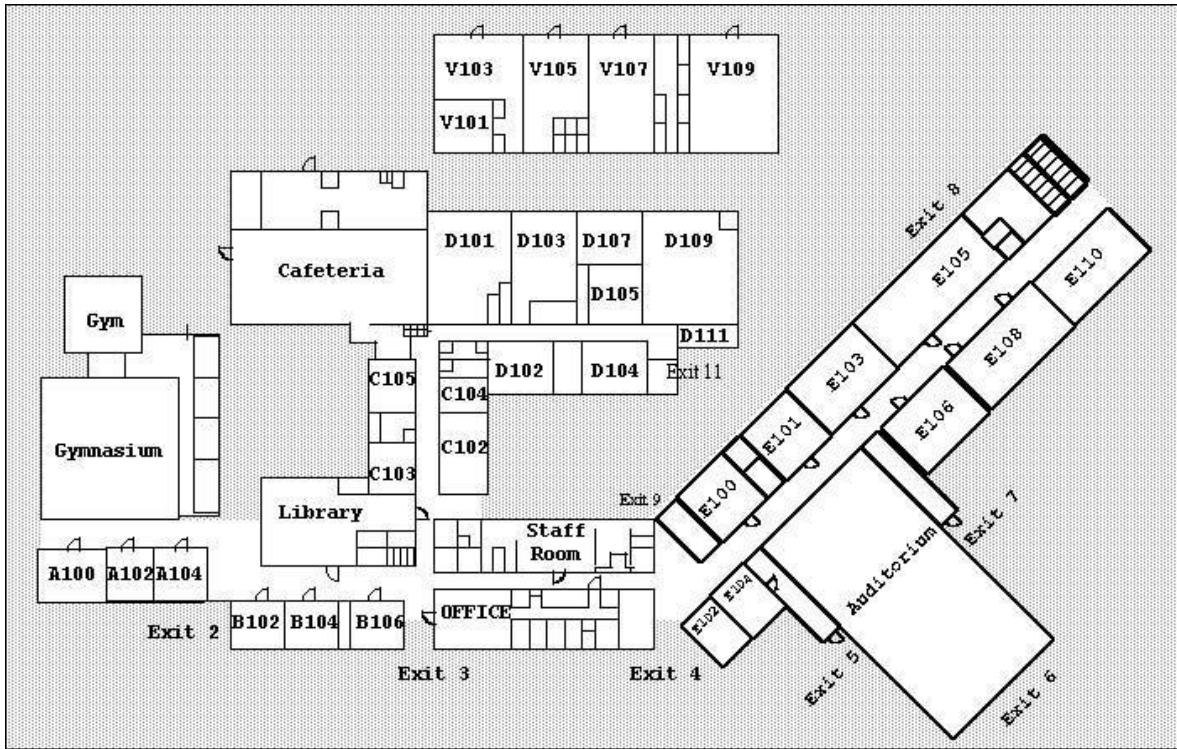
Families should receive mail notification regarding the status of their student's cross-boundary application by March 31st, 2026

Important dates to remember . . .

| | |
|---|---|
| Gladstone Mini School Information Night | Wednesday, October 22 nd , 6:00 pm |
| Gladstone Mini School Applications Open | Monday, November 10 th |
| Gladstone Mini School Application Deadline | Thursday, December 18 th , 3 pm |
| Grade 8 Registration Forms/Information Sent to Elementary Schools | Monday, January 12 th to Friday, January 16 th |
| Grade 7 Parent Information Night | Thursday, January 22 nd 6:30 pm Auditorium |
| Glad-TOUR-ific Day - Grade 7 Visit to Gladstone | Tuesday, January 27 th , 9:30-12:30 |
| VSB In-Boundary Applications Due | Friday, January 30 th , 4 pm |
| VSB Cross Boundary Applications Accepted (Online) | Monday, February 2 nd to Friday, February 27 th |
| Grade 8 Student Registration Forms Due to Elementary School | Friday, February 6 th |
| Gladstone Mini School, Round 1 Offers | Wednesday February 11th - emailed at 9:00 am |
| VSB Cross Boundary Application Deadline | Friday, February 27 th |
| Gladstone Mini School, Round 1 Offer Acceptance Deadline | Friday, February 13 th by 12:00 pm (Please note, students may NOT accept more than one offer) |
| Gladstone Mini School, Round 2 Offers | Wednesday, February 18 th - emailed at 9:00 |
| Gladstone Mini School, Round 2 Offer Acceptance Deadline | Thursday, February 19 th by 12:00 pm |
| Offers for all VSB Cross-Boundary Applications | by Tuesday, March 31 st |
| Mail Out with School Start up Information | August (late) |
| Grade 8 Orientation | TBD - late August/Early September |
| First Day of School at Gladstone | Tuesday, September 8 th |

School Maps







Gladstone Secondary School
4105 Gladstone St.
Vancouver, BC
604-713-8288