

Aberdeen Composite School
Box 10, 101 Thompson Street, Aberdeen SK
Tel 306-253-4333
www.blogs.spiritsd.ca/aberdeenschool

STUDENT HANDBOOK



2019-2020

Dream and Believe, Learn and Achieve

ABERDEEN SCHOOL

Dear Students,

We are so happy you're here with us this year. We know that each of you bring your own strengths, hopes and dreams when you come in the door. We also know that you have good days and bad days, just like we do. We are committed to helping you realize your best self every day. We care about you and you matter here.

Your Aberdeen School staff

ABERDEEN SCHOOL

CONTACTS

Director of Education - Lori Jeschke

Superintendent of Learning - Fay Cassidy

Driver Trainer - Todd Pluhator

Band Teacher - Will Martin

School Counsellor - Dede Koscielski

Principal - Amy Orth

Vice-Principal - Deane Martin – Gray

Kindergarten – Mrs. Charyce Ramler

Grade 1 – Ms. Kara Fafard & Mrs. Anne Rapley

Grade 1/2 – Mrs. Gwen Peters

Grade 2/3 – Mrs. Sharlene Ethier

Grade 4 – Miss Macaila Funk

Grade 5 – Miss Megan Baker

Grade 5 – Miss Megan Baker

Grade 6 – Mrs. Kelli White

Grade 6/7 – Mr. Scott Myrah

Special Education Gr. K to 2 – Mr. Scott Myrah

Grade 7 & 8 Science/Health & Career Education – Mrs. Olivia Ojukwu

Grade 7 & 8 ELA & Elementary Phys Ed – Mr. Mat Vedress

Band – Mr. Will Martin

Home Economics – Mrs. Megan Printz

Grade 9 to 12 English – Mr. Michael Maier

Math, Physical Science – Mr. Kevin Cumming

Social Studies, Computers – Mr. Kyle Males

Industrial Arts – Mr. Mark Antymniuk & Mr. Bryan Matkowski

Grade 10 to 12 Physical Education and Science – Mr. Justin Olnhoff

Grade 7 to 12 Special Education – Mr. Taylor Holubetz

BELL SCHEDULE

8:50 - 8:55	Move To Period One
8:55 - 10:00	Period 1
10:00 - 11:00	Period 2
11:00 - 11:15	Recess
11:15 - 12:15	Period 3
12:15 - 1:00	Lunch
1:00 - 2:00	Period 4
2:00 - 3:07	Period 5
3:15	Bus Departure

COMMUNICATION PROTOCOL FOR PARENTS

If students or parents have concerns or questions about an issue at school, please follow this communication process:

- The classroom teacher is to be the first person to hear and address any concerns from a student or parent.
- If the issue cannot be resolved with the teacher, the Principal is to be contacted.
- If the matter remains unresolved, the parent may request a meeting with the Superintendent.
- If further discussion is required, the parent may ask to meet with the Director of Education.
- Finally, the parent may request the issue to be heard by the Board of Education.

ATTENDANCE AND LATES

- It is expected that students be present and on time and prepared for class for the students to make the best use of their instructional time.
- The school recognizes the difference between excusable and inexcusable absences from class. Attendance is considered part of the learning process and faithful, consistent attendance is encouraged. Many learning activities upon which students are evaluated take place during class time. Student absence will have an adverse effect on marks without participation in these activities.
- Parents are asked to phone the school and inform the office staff of student absences. Aberdeen School uses an automated call-out system to notify parents and guardians regarding absences that have not been cleared. A phone call and e-mail will go to the identified primary contacts at 9:45 am and 1:45 pm for students in Kindergarten to grade 12 (the two phone calls are to ensure that younger students have arrived safely at school).

- If a student has been absent for an equivalent of 5 hours in any one subject during a semester or quarter, the school office may send a letter home to parents informing them of the accumulated absences. After a student has been absent for an equivalent of 10 hours in any one subject during a semester or quarter, the parents may be contacted by the teacher to set up a meeting with the student, parents, teacher and a school administrator. At this meeting a plan for improved attendance will be developed to the satisfaction of all parties.
- If a student arrives late for class, they are to wait at the door to be admitted to class by the teacher.
- Students are not marked absent if given permission by a teacher to not be in class.

ASSIGNMENTS AND EXAMS

- Students are expected to complete assignments with effort and to the best of their ability.
- Students who miss class are responsible for all assignments and exams that they miss.
- Students returning to school after an absence are to make arrangements with the teacher on the student's first day back to school to determine what they missed
- When a student has an incomplete assignment, they are expected to go complete the work in the teacher's assigned study hall at noon hour

STUDENT INVOLVEMENT IN SCHOOL ACTIVITIES

- In order to participate in extra-curricular activities students must:
 - Have consistent regular attendance
 - Be in good academic standing
 - Conduct themselves as positive ambassadors of the school during and outside of school hours
 - Be in attendance the day of the event and/or have parental clearance for the absence(s).

CLOTHING

- Hats or toques may be worn in the hallways.
- Each teacher and substitute teacher will make a decision regarding whether they will allow hats in their classrooms.
- All headgear must be removed when singing O Canada.
- Students must remove head gear at assemblies and at any time that staff feel it is situationally appropriate to remove a hat etc.
- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Clothing must be appropriate for a school environment. No profanity or offensive language or symbols may be worn on clothing while at school.

INCLEMENT WEATHER

- The decision regarding inside/outside recess is to be made by the staff. It is expected that all elementary students go outside at recess and noon if weather permits.
- We care about students' health and wellness. In some circumstances, injury might require a student to stay inside – parents are asked to communicate with teachers in this case. Students are encouraged to rest and recover at home when illness prevents them from participating in a full and active school day.

SERVERY AND FOOD

- The servery is open during recess for Grade 7-12.
- Students are expected to eat their lunch in their assigned areas, not in the hallways.
- Many students eat lunch at school and it is important that students clean up after themselves.
- Food and drinks are not to be brought into class or the gymnasium.

SUPERVISION OF STUDENTS

- Students are not to leave school grounds at recess without permission of their teacher. Bus students from kindergarten to grade 6 may not leave the school grounds at noon without a note from their parents and permission of their teacher.
- Students from kindergarten to grade 2 are to enter the school using the main front entrance. Students from grade 3 to grade 6 are to use the north entrance. Students from grade 7 to 12 may use either of the front entrances.
- Supervision of students on the playground will begin at 8:45 am. Students in kindergarten to grade 6 are expected to stay outside and play until the bell rings except in the case of inclement weather.

LOCKS AND LOCKERS

- Locker clean-outs will be held at regular intervals.
- Only school issued locks will be allowed on lockers. These locks are available for purchase at the school office for \$6.00.
- Locks are mandatory for grade 6 to 12 students.
- Lockers must be kept in a clean and sanitary condition. Lockers must be cleaned out at school year end.

HALLWAY TRAFFIC

- Please help everyone get around safely by not sitting or eating in the hallway.
- Hallways are to be kept clear of personal belongings. Any books, clothing, or other student articles left in the hall will be placed in the Lost and Found.

PERSONAL SAFETY

- Our school is a safe place for everyone. Any object that endangers the safety of others is not to be brought to school. Such object, if brought to school, will be confiscated.
- Inappropriate behaviour will result in lost privileges.

PERSONAL PROPERTY

- Personal valuables should not be brought to school.
- Bikes brought to school are to be placed in bike racks. The school cannot guarantee the safety of bicycles when brought to school. Bike locks should be used.
- Students should not leave valuables in the change rooms by the gymnasium. Again, the security of any valuables cannot be guaranteed by the school.
- Every student will respect the belongings of others and it is expected that anything intentionally or accidentally broken or damaged will be replaced or repaired at the expense of the person doing the damage.

TELEPHONE PRIVILEGES

- Students are to make personal calls at recess or noon. Telephone use during class time is discouraged unless emergency conditions exist. Elementary students may have permission to use the telephone by asking their homeroom teacher for a phone pass.
- Cell phone use is to be managed at the discretion of the teacher.
- Parents are encouraged to communicate with their child during breaks as opposed to during class time.

SMOKING

- School property is a no-smoking zone. This includes vaping. It is expected that students treat the neighbouring properties to the school with respect.

VEHICLES

- Students may not park in designated staff parking areas. They may park by the Equestrian center or at the hall, but never in the bus loading zone.

CLASS ELECTIVES GRADES 10 TO 12

- Students in grade 10 and 11 are expected to have full schedules. Grade 12's must carry a minimum load of 9 classes. Exceptions may be granted by school administrators.
- Should a student wish to drop a class, the student must approach a school administrator and the subject teacher and discuss the situation. Parents must give their written permission before a student is allowed to drop a class. Classes may not be dropped after the midpoint of the course has been reached.
- Students on spare are not to loiter in the hallway. The tutorial room or library is generally open for students to quietly study during a spare period.

PARTICIPATION AND EXCELLENCE AWARDS

There are two awards ceremonies during the school year. One of them honours academic excellence and is held in October. The other honours participation and achievement in extra-curricular activities and is held in June.

GRADUATION

- Students eligible to participate in the graduation ceremonies are those who will complete all grade 12 requirements by the end of an academic year.
- Graduation will be held on the last Saturday of May each year.

Student Harrassment Protocol

STATEMENT OF BELIEF

Based on the Harassment Policy, the Board of Education of the Prairie Spirit School Division believes:

- Harassment is a school and community issue. Harassment impairs the right of students to learn and interact in a safe, affirming environment.
- Harassment may include comments or behaviour by any individual towards another which is perceived to be intimidating or hurtful. This includes, but isn't limited to, harassment on the basis of race, creed, religion, gender, sexual orientation, marital status, family status, ability, physical size or weight, nationality, age, ancestry, place of origin, or receipt of public assistance.
- Education, intervention, and policy are effective in preventing and dealing with harassment.
- School personnel have a duty to take harassment seriously and deal with it effectively. Harassment must be met with an appropriate response.
- Harassment is unacceptable conduct; likewise a false accusation of harassment is unacceptable conduct.

WHAT ALL PSSD STUDENTS NEED TO KNOW

- Harassment is unacceptable conduct in the Prairie Spirit School Division.
- Harassment has an impact on the individual involved and on the functioning of the classroom and the school generally.
- It is every student's responsibility to be aware of their behaviour and its affect on others. All students shall know or learn the difference between acceptable friendly joking behavior and harassment or bullying.
- If it is known that a certain behaviour is unwelcome and unwanted, the student should stop the behaviour.
- If someone tells a person that their behaviour results in them feeling uncomfortable, then the person should stop the behaviour.
- The Student Harassment Protocol shall be available on PSSD's Safe Schools website

DEFINITION OF HARASSMENT

Harassment is any unwanted comment or behaviour by an individual toward another which is or is perceived to be hurtful, intimidating or alienating. Harassment may include, but is not limited to, unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire,

gender, sexual orientation, racial or ethnic background, place of birth, citizenship, ancestry, age, physical size or weight, religion, marital status, family status or ability. Harassment is against the law.

Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time. Repeated harassment is commonly referred to as bullying.

Consultation with administrators regarding VTRA, reporting to police or child protection may be warranted depending on the severity and nature of the situation.

TYPES OF HARASSMENT

Physical: Harassment can be physical in nature involving contact in some way with the target. Examples include hitting, grabbing, pushing, using a weapon, etc.


Verbal: Harassment can be verbal in nature involving using words in some way to hurt or intimidate another person. Examples include name-calling, demeaning language, racial slurs, rumors, etc.

Social: Harassment may not necessarily involve direct physical or verbal contact. Examples include purposeful exclusion, refusal to work with a person, inciting a group to reject someone, etc.

Sexual: Harassment can be sexual in nature involving unwanted sexual activity or attention. It may involve remarks, gestures or actions of a sexual nature that result in a person feeling unsafe or uncomfortable. Examples include unwelcome physical contact, rude jokes or sexually suggestive remarks, threats or bragging about sexual prowess, requests for sexual favors, etc. It may also involve displaying pornographic or offensive material.

Cyber Harassment or online harassment is simply a different setting for the various types of harassment. Technology can be used to verbally, socially, or sexually harass. In cyber harassment, the harassing individual or group use email, instant messaging, text messages, blogs, mobile phones and websites to engage in deliberate, repeated and hostile behavior with the intent of harming others. Cyber harassment can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber harassment may also include threats, sexual remarks, or pejorative labels (i.e., hate speech). Students who engage in cyber bullying may publish personal contact information of those they harass on websites. They may attempt to assume the identity of another individual for the purpose of publishing material in the individual's own name that defames or ridicules them.

Harassing Behaviours Continuum

<p><i>The severity and intent of these offences may require consultation with administrators regarding VTRA, reporting to police or child protection.</i></p> 		
LEVEL 1	LEVEL 2	LEVEL 3
<p><i>Cyber harassment may be a component within all types and levels.</i></p>		
SOCIAL		
<ul style="list-style-type: none"> • dirty looks • gossiping • ignoring 	<ul style="list-style-type: none"> • spreading rumors • exclusion from a group • social rejection • intolerance 	<ul style="list-style-type: none"> • severe alienation • public humiliation • group harassment • public-wide distribution via technology
VERBAL		
<ul style="list-style-type: none"> • teasing • name-calling 	<ul style="list-style-type: none"> • intimidation • racial slurs • swearing 	<ul style="list-style-type: none"> • threats of harm • threatening use of weapon – danger to life
PHYSICAL		
<ul style="list-style-type: none"> • rough play • pushing and shoving 	<ul style="list-style-type: none"> • punching, kicking • spitting • clear intentions to hurt 	<ul style="list-style-type: none"> • inflicting bodily harm • use of a weapon
SEXUAL		
<ul style="list-style-type: none"> • jokes with a sexual theme • innuendo 	<ul style="list-style-type: none"> • comments on physical character-issues • sexual gestures 	<ul style="list-style-type: none"> • sexual touching • threats of sexual acts • forcing sexual acts • pornography

SEVERITY AND INTENT

Severity

- Increases with repetition (e.g. repeated name-calling or shoving becomes more impactful).
- Increases when the harassing behavior occurs in multiple settings (e.g. cyber, on playground or school bus, in classroom) or involves multiple complainants.
- Prior incidents or interactions may be relevant (e.g. complainant verbally insulted respondent earlier that day, history of conflict between the individuals involved).

Intent

- Degree of intent can be difficult to determine.
- Age and developmental level are relevant (e.g. spitting by a kindergarten student may be level 1, whereas spitting by a grade 8 student may be level 3).

CONSIDERATIONS IN DETERMINING SERIOUSNESS OF THE HARASSMENT

The complainant's feelings are important in assessing the situation. Harassment is likely if the complainant feels hurt, humiliated, or intimidated, and also believes that the respondent intended to hurt them with the unwanted treatment. The negative emotions experienced can range from mild to extreme. It needs to be understood that all harassment and bullying is serious in terms of the detrimental potential for the individual who is harassed.

The complainant's response to the unwanted behaviour can offer information about the situation. If the complainant has told the respondent how they feel and asked them to stop and the unwanted comments or behaviours have continued, this would increase the seriousness of the situation.

Situations of alleged harassment are more serious if there is an imbalance of power between the complainant and the respondent. This imbalance of power makes it more difficult for the complainant to deal with the situation.

PROCEDURES AND SUGGESTED PRACTICE

What the Complainant Can Do

Ignore: The first and least intrusive response, if the harassment is of a mild form, is for the student to ignore the behaviour. Ignoring may result in stopping the harassing behaviour.

Say Stop: The second response, if it is safe and comfortable to do so, is for the student to tell the person to stop. Person-to-person communication may yield a positive result.

Report to Adult: If the harassment is of a severe form, or if the student does not feel able to resolve the harassment safely on their own, they need to report it to an adult in the school. School Personal will refer the information to a Supporting Adult (Classroom Teacher, School-Based Administrator, or School Counsellor).

What Students Observing Harassment Can Do

It is considered to be everyone's duty to respond to harassment. When students observe harassment they are encouraged to offer assistance to the complainant if it is safe to do so. This may be done in the following ways in any order:

- Asking the complainant if he/she wants help.
- Telling the harassing individual to stop.
- Reporting the incident to an adult in the school.

What Students Accused of Harassment Can Do

Stop: The respondent must stop the offending behaviour when asked to do so.

Reflect: The respondent will be encouraged to reflect on the impact of their behaviour.

Seek Support: The respondent may choose to ask for support from an adult within the school.

What Parents Can Do

Parents who think that their child or another student is being harassed may choose to do the following:

- If it is safe and comfortable to do so, parents are encouraged to invite students to follow the guidelines in What the Complainant Can Do (see above).

- The parent may choose to accompany the child when and if the child reports the incident to an adult in the school.
- If the harassment continues or if the situation is of a moderate to severe nature it is recommended that the parents consult immediately with the school-based administration.
- Parents may contact the RCMP if they believe a chargeable offense has occurred.

What School Personnel Can Do

The adult will report the incident to a Supporting Adult (the Classroom Teacher, a School-Based Administrator, or the School Counsellor) who will refer to the Harrassing Behaviour Continuum to determine the severity and intent of the incident. If the behaviour is potentially criminal in nature, the adult has a duty to report to Ministry of Social Services or RCMP services.