

Aberdeen Composite School
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www.blogs.spiritsd.ca/aberdeenschool

FAMILY HANDBOOK

2020-2021



Dream and Believe, Learn and Achieve

ABERDEEN SCHOOL

Dear Families and Students,

We are so happy you're here with us this year. We are SO excited (even more than usual!) to see your kids. The 2020-2021 school year will be different in a lot of ways, but it will also be the same. We are still planning amazing ways to help them learn and grow. We're working hard to figure out new ways to make things work and every decision we make starts out with the question, "What is best for these kids?"

Aberdeen Composite School and all Prairie Spirit schools follow the direction given by the Ministry of Education. We are entering our second 6 week chunk of school and we will continue to adapt our plans as needed.

Your Aberdeen School staff

CONTACTS

Director of Education - Lori Jeschke

Superintendent of Learning - Fay Cassidy

Driver Trainer - Todd Pluhator

School Counsellor - Dede Koscielski

Principal – Mrs. Amy Orth

Vice-Principal – Mrs. Deane Martin – Gray

Kindergarten – Mrs. Charyce Ramler

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

Grade 1 – Mrs. Gwen Peters

Grade 2 – Mrs. Lesli Ann McLeod

Grade 3 – Ms. Megan Ekstrand

Grade 4 – Mrs. April Cator

Grade 5 – Ms. Kory Telfer

Grade 6/7 – Mrs. Kelli White (Intern Teacher – Ms. Jill Feist)

Grade 7 – Mr. Mat Vedress

Special Education Gr. K to 5 – Mrs. Shantelle Rempel

Grade 6 and 8 – Mrs. Olivia Ojukwu

Grade 8 and Sr Social Sciences – Mr. Kyle Males

PAA (Home Economics) – Mrs. Megan Printz

Grade 9 to 12 English – Mr. Michael Maier

Sr. Math, Physics – Mr. Kevin Cumming

(PAA) Industrial Arts – Mr. Mark Antymniuk

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

Grade 6 to 12 Special Education – Mr. Taylor Holubet

SAFE SCHOOL PROCEDURES

Handwashing

All students (K-12) will review proper handwashing on the first day of school. Students and staff are required to use soap and water when hands are visibly soiled and sanitizer when visibly clean.

Sanitizer will be available in each classroom and at each entrance. Students and staff are also encouraged to bring their own sanitizer from home. Please ensure that any products brought from home are approved by Health Canada and listed as effective for use against COVID-19.

Physical Distancing and Masks

For K-8 students, grade groups will become cohorts that don't mix with each other indoors. During recesses, the cohorts below will be in the same outdoor location. For Grades 9-12, cohort groups will be kept to a minimum of 60. - some classes will have Grade 11 and 12 students in them. For high school students, each cohort will stay in the same location during breaks.

Main cohorts will be:

Kindergarten/Grade 1
Grade 2/Grade 3
Grade 4/Grade 5/Grade 6
Grade 7/Grade 8
Grade 9/Grade 10
Grade 11/Grade 12

In all classrooms, physical contact will be limited by:

- Reconfiguring desks/tables to ensure as much space between students as possible
- Utilizing front facing instruction where ever possible
- Wearing masks when closer contact is unavoidable

Masks will be worn by all students in Grades 4-12 in high traffic areas, like busses and hallways and when 2 meters distance can't be maintained. Students in Kindergarten – Grade 3 will be encouraged to wear masks when social distance can't be maintained.

It is recommended that students wear their own non-medical cloth masks, made using two or three layers of fabric. Bandanas and gaitor masks are not recommended as appropriate face coverings.

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We will avoid congestion in halls and doorways by scheduling specific entrances, recess and lunch periods for each grade/cohort.

Entering and Exiting the School

Each grade has a designated entrance that students must use. Each of these doors will be labeled and teachers will help their students practice entering and exiting in an orderly fashion.

Front Doors - Kindergarten, Grade 1, Grade 7

Library Doors - Grade 6, Grade 8, Grade 9

North Doors (Complex) - Grade 2, Grade 3, Grade 4, Grade 5

High School Doors (by IA shop) - Grade 10, Grade 11, Grade 12

Orange students will be dismissed 5 minutes early on even days. Blue students will be dismissed 5 minutes early on odd days.

Recess, Lunch and Bathrooms

Break times have been staggered to limit the number of people in the hallway at one time.

School Update (9/23/2020): Grade 9-12 students will no longer have a morning recess.

	K- Grade 3	Grade 4-8	Grade 9-12
8:50	Warning Bell		
Period 1	8:55 - 10:30	8:55 - 10:50	8:55 - 11:00
Recess	10:30 - 10:45	10:50 - 11:05	
Period 2	10:45 - 12:00	11:05 - 12:15	11:05 - 12:05
Lunch Eating	12:00 - 12:15	12:15 - 12:30	12:05 - 12:55
Lunch Outside	12:15 - 12:45	12:30 - 1:00	
Period 3	12:45 - 3:07	1:00 - 3:07	1:00 - 3:07

Whenever possible, students will be encouraged to go home for lunch. If this is not possible, students (K-12) will eat in their homerooms and then have a half hour period for recess. K-8 students will go outside at this time. 9-12 students will have designated areas where they must stay from 12:05-1:00, if they choose to remain at school.

Students will be able to use their designated bathroom when they need to. No more than 3 students are allowed in a bathroom at a time, so we will use a token system to let kids know when they can safely enter.

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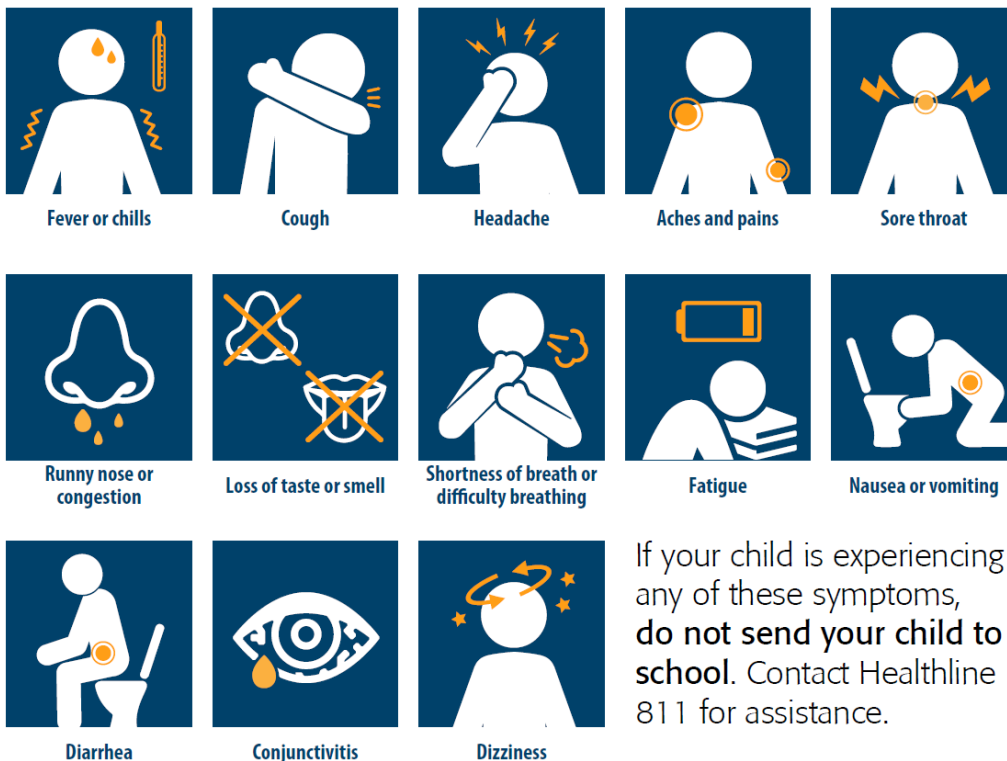
Health Monitoring and Self-Screening

It is imperative that parents monitor children closely for any signs of symptoms of illness. If any signs of illness (please consult Saskatchewan Health [website](#) for full list of symptoms) are present, children should **NOT BE SENT TO SCHOOL**.

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How do you feel today?

Every morning before your child leaves for school, please check to see if they are experiencing any of these symptoms:



If your child is experiencing any of these symptoms, **do not send your child to school**. Contact Healthline 811 for assistance.

If a child presents at school with any of the symptoms above or those listed by SK Health [here](#), the following steps will be taken:

- The child will go with the Principal or Vice-Principal to an isolated room.
- Parents will be notified and required to pick child up immediately. Parents, please consider setting up support systems with other families so that should the need arise, there is someone to pick up a sick child. Parents will be advised to call 811 and follow medical advice.

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- Our processes are guided by [Administrative Procedure 432](#) which include a flow-chart that describes what happens when a student presents with symptoms consistent with COVID-19.

TRANSPORTATION

- Students riding the bus will be seated with their families.
- Students will get off the bus in an orderly fashion, starting with the front and moving back. (Like on an airplane)
- Students will have assigned seats on the bus and when loading the bus, will go directly to their spots upon dismissal.
- Expectations for behavior on the bus will be developed with bus drivers, posted on the bus and shared with kids. We will make sure that students have lots of opportunity to practice these new procedures and understand the importance of good behavior on the bus.
- As per PSSD procedures, any student who fails to abide by the rules or who misbehaves on a bus may be denied bus transportation.
- Families are asked to transport their kids to school whenever possible.

GENERAL SCHOOL POLICY

ATTENDANCE

- We care about your children and want them to attend school when it is safe to do so.
- 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).

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.

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.

EXTRA-CURRICULAR ACTIVITIES

- **All extra-curricular activities were on hold for the first 6 weeks of the 2020-2021 school year. We are currently making plans to determine what this might look like for the second 6 week chunk of school.**
- We will provide additional communication and procedures when these activities are permitted to start up again.

INCLEMENT WEATHER

- The decision regarding inside/outside recess is to be made by the staff. We use -26 as a cut-off for inside recess. It is expected that all elementary students go outside at recess and noon if weather permits. Students should be prepared to go outside daily.
- During the first 6 weeks of school, student should be prepared to spend portions of their instructional time outdoors, as weather permits. We have a lot of access to beautiful outdoor spaces and since it is safer to be outside, we will utilize these as much as possible.

SERVERY AND FOOD

- **The servery is currently not available. Healthy snacks are available in each classroom if students require them.**

LOCKS AND LOCKERS

- Lockers will be available to students starting on October 9th. Teachers will ensure that cohorts do not mix in the hallway.

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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.
- 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.
- Any student who uses the student phone must wipe it down immediately after using it.
- **Parents are strongly encouraged to communicate with their children by speaking with Crysta in the office and leaving a message, if a need for this arises during the school day.**

SMOKING AND VAPING

- School property is a no-smoking zone. This includes vaping. It is expected that students treat the neighbouring properties to the school with respect.
- It is recognized that vaping in public spaces now poses a significant risk to the health of others in that space, due to COVID-19. **Circumstances of students vaping in or around the school will be take very seriously.**

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.

VOLUNTEERS AND GUESTS IN THE BUILDING

At this time, parents are able to be in the building for compelling reasons only. Visits should be pre-arranged and guests will need to fill out a contact form in the office.

- Upon permission, arrive at the arranged time and complete [the COVID Screening Tool](#) by going to the PSSD Website on your phone or completing a paper copy found inside the doorway.
- Sanitize your hands
- Proceed directly to the window by admin office and Crysta will help you.
- When you leave, complete the contact form that Crysta will give you.

SPARES

- Students in Grades 10-12 may have spare periods in their schedule, if a reasonable grad plan can be maintained. Students who choose to have spares in their schedule will be scheduled into an alternate location in the school and supervised *unless* their spare is scheduled at the end of the day, in which case they would be encouraged to leave the school.

AWARDS NIGHTS

We are working on alternatives to our traditional awards ceremonies, since gatherings such as this are not permitted.

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

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- 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

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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

<i>The severity and intent of these offences may require consultation with administrators regarding VTRA, reporting to police or child protection.</i>		
LEVEL 1	LEVEL 2	LEVEL 3
<i>Cyber harassment may be a component within all types and levels.</i>		
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:

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- 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.