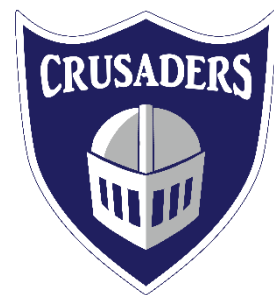


Aberdeen Composite School
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www.blogs.spiritsd.ca/aberdeenschool

FAMILY HANDBOOK

2023-2024



ABERDEEN SCHOOL

Dear Families and Students,

We are so happy you're here with us this year. We've worked hard to develop procedures and plans that keep your kids safe, happy and learning at ACS. We know that your input and knowledge is key to this endeavour.

We often hear parents say "I didn't want to bother you..." or "We know you're so busy..." Please know that chatting with you about your kids or our school is one of the most important things we could do in a day and we welcome you calling, dropping in or emailing any time. The more we work together, the better we can do for students.

Your Aberdeen School Staff

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ABERDEEN SCHOOL

CONTACTS

Name	Role
Amy Orth	Principal
Haley Bartsch	Vice-Principal and Special Education (8-12)
Crysta Lalonde	Administrative Assistant
Charyce Ramler	Prep Coverage (K-8)
Kristin Eliason	Kindergarten
Gwen Peters	Grade 1
Anne Rapley	Grade 1
Lesli Ann MacLeod	Grade 2
Macaila Funk	Grade 2/3
Jill Walter	Grade 3
April Cator	Grade 4
Kelli White (intern: J. Schulkowsky)	Grade 5
Olivia Ojukwu	Grade 6
Mat Vedress	Grade 7
Colleen Sheppard	Special Education (K-7)
Kyle Males (intern)	Sr. Social Sciences and Grade 8
Megan Printz	PAA (Home Ec)
Michael Maier	Sr. English
Johnathon Dueck	Sr. Math and Physics
Mark Antymniuk	PAA (Industrial Arts)
Justin Olnhoff	Sr. Phys. Ed and Science
Todd Pluhator	Driver Trainer
Dede Koscielski	School Counsellor
Sandy Kocay	EA
Trish Voldeng	EA
Hope Lowe	EA
Tammy Lynchuk	EA
Barb Hagele	EA
Christine Hryniuk	EA
Renae MacSorley	EA
Nola Ford	EA
Liz Fortier	EA
Volodymyr Rybachenko	EA
Rick Rance	Head Caretaker
Tylor Carl	Caretaker
Troy Connors	Caretaker

ABERDEEN SCHOOL

ATTENDANCE

- We care about your children and want them to attend school when it is safe to do so.
- Parents are asked to enter student absences in Edsby. Notifications to parents for students in K-7 go out at 9:15 and 1:15. Grade 9-12 notifications go out at the end of each class. We will contact parents of K-6 students by phone that are not cleared in Edsby.

CELL PHONES

- K-8 students are required to keep cell phones in lockers during class time. If a teacher deems it appropriate for a student to use a cell phone as a learning tool, the teacher will help the student to use the phone as necessary.
- Grade 9-12 students are allowed to use cell phones in class, as directed by teachers. If a student becomes unreasonably distracted by a cell phone and is unable to engage in learning tasks, cell phones may be confiscated for the class period.

CLOTHING

- A top and bottom layer of clothing made of opaque material must be worn
- Tops that expose arms, shoulders, stomachs, midriff, neck lines, chest and straps are allowed but the nipples must be covered
- Bottoms that expose legs, thighs, hips and that expose straps and waistbands will be allowed. The groin and buttocks must be covered.
- Headwear and head coverings such as ball caps, head scarves and durags are allowed but the face must be visible.
- Dress or headwear required for religious reasons will be allowed
- Undergarments must not be worn as outerwear
- Students will not be allowed to wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- Clothing must not depict or display hate speech

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.

ABERDEEN SCHOOL

CURRICULA

What we teach is determined by the Ministry of Education. Appendix A, B and C from [Renewed Curricula: Understanding Outcomes](#) provides an overview.

Information about what high school courses are taught in a given year are available in that year's course selection guide, which is available on our website.

DAILY SCHEDULE

	K-Grade 8		Grade 9-12
8:55 – 11:00	1 st Block of Instruction	8:55 – 9:55	Period 1
11:00 – 11:15	Recess	9:55 – 10:00	Break
11:15 – 12:15	2 nd Block of Instruction	10:00 – 10:15	Crusader Crew (Period 2)
12:15 – 1:00	Lunch	10:15 – 11:15	Period 3
1:00 – 3:10	3 rd Block of Instruction	11:15 – 11:20	Break
		11:20 – 12:20	Period 4
		12:20 – 1:10	Lunch
		1:10 – 2:10	Period 5
		2:10 – 3:10	Period 6

EXTRA-CURRICULAR ACTIVITIES

- Each year, ACS offers a variety of extra-curricular activities. The variety and depth of our programming depends on the capacity of our staff and parents to volunteer their time and the interest of our students. Please contact the school if you are able to help out with any of the following:
 - Jr Girls Volleyball
 - Sr Girls Volleyball
 - Jr Boys Volleyball
 - Sr Boys Volleyball
 - Cross Country
 - Track and Field
 - Marafun
 - Curling
 - Jr Girls Basketball
 - Sr. Girls Basketball
 - Jr. Boys Basketball
 - Sr. Boys Basketball
 - Choir
 - Drama
 - Musical
 - Yearbook
 - Student Leadership Team
 - Terry Fox Run
 - Outdoor Classroom
 - Heritage Fair

ABERDEEN SCHOOL

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.

LIBRARY

- The library is intended to support student learning. Teachers will take students there to exchange books, work on projects or access a larger learning space. Older students may choose to spend their lunch hours there with friends or catch up on work during their spares.
- Students are expected to clean up after themselves and behave in a way that does not disrupt others using the space. Students having difficulty doing this will lose library privileges.
- We are always looking for parent volunteers to help manage the library – please connect with administration if you are able to help out!

LUNCH

- Students typically bring lunch to school or go home at lunchtime. K-8 students eat in their classrooms and 9-12 students eat in any Sr. classroom or common area.
- K-6 students are required to stay on school grounds, unless their parents have communicated with classroom teacher. Permission for K-6 students to leave school grounds must be provided daily, unless arrangements have been made with administration.

LOCKS AND LOCKERS

- All students are assigned a locker and older students (7-12) are encouraged to use locks that are available for \$6 from the office. Personal locks are not permitted.

NUTRITION AND ALLERGIES

- Thanks to generous donations, ACS offers a breakfast program for all students. We have yogurt, fruit and breakfast snacks available at the front entrance each morning. Everyone is welcome to help themselves. Cash donations to this program are always welcome.
- ACS is a nut aware school – bringing peanuts or tree nuts to school in any form is strongly discouraged but we cannot guarantee that they will not be present in the school. Children with life threatening allergies must complete medical documentation through our Special Education teachers – this process will provide additional safeguards to ensure children's medial health.

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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.

PICK UP AND DROP OFF

- Students can be dropped off in the yellow highlighted areas. Please note that the back parking lot is not accessible and the front of the school is reserved for busses after school.



- Students can enter through any door in the morning but need to ensure that footwear is stored on their assigned boot rack.

RECESS

- K-6 students go outside for morning and lunch recesses. Students can play on playground, Asphalt pad or field. Students go outside unless it is raining excessively or colder than -26 so please ensure that kids are dressed appropriately.
- Grades 7 and 8 students can stay inside for recess or go out to playground. If staying inside, they are not to congest hallways or disrupt high school classes. They should stay in their classrooms during morning recess and can access common areas during lunch recess. Students who are disruptive or disrespectful inside during recess will lose the privilege and be required to go out.

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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.
- Parents are encouraged to communicate with their child during breaks as opposed to during class time.
- **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

- *The Tobacco and Vapour Products Control Act* prohibits vaping in schools, including school grounds. Vaping refers to inhaling or exhaling vapour from a vapour product or holding an activated vapour product. This prohibition extends to all school property at all times regardless if school is in session. The sale of tobacco and vapour products in schools is also prohibited.
- **Students who choose to vape or smoke must do so outside of school time, off of school property.**
- If administration becomes aware that a student is engaging in vaping/smoking on school property, related items will be confiscated until parents are able to pick them up.

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.

SPARES

- Students in Grades 10-12 may have spare periods in their schedule, if a reasonable grad plan can be maintained.
- Students on spare are encouraged to work in the library or commons area.

STUDENT AWARDS

We are proud of our students and recognize their accomplishments each spring with two awards (one for Grade 7-9 and one for Grade 10-12) in the following categories:

Extra Curricular Awards

- Athletic Award
- Arts Award

Student Awards

- Leadership Award
- Grit Award
- Respect Award
- Collaboration Award
- Curiosity/Innovation Award
- The Future CEO
- Crusader Award

We have a nomination process that begins in April and awards are given out during an afternoon ceremony in June for Grades 7-12.

ABERDEEN SCHOOL

STUDENT HARASSMENT 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.

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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

<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 Personnel 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

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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.