



ABERDEEN HALL

PREPARATORY SCHOOL



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Teaching Excellence | Inspiring Futures | Shaping Character

At Aberdeen Hall Preparatory School, we are committed to providing the very best educational environment for our students. Our positive and constructive partnership with parents is crucial to the success of our students and school.

This handbook has been designed to provide you with a reference for communication and protocol. We hope that these guidelines will answer all of the questions that you may have.

We welcome your feedback and appreciate your ongoing support. Please note that policies, procedures and guidelines will be updated periodically and pertinent updates will be communicated appropriately.

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SCHOOL PHILOSOPHY

OUR MISSION STATEMENT

For all students to achieve academic excellence and realize potential, in a progressive educational environment. To equip students with the knowledge, skills and attitudes necessary to have success at University, and to lead meaningful, fulfilling lives as compassionate and contributing citizens.

OUR VISION STATEMENT

Our vision is that all Aberdeen Hall students will become balanced and empathetic individuals, keen thinkers and communicators with a passion for life and learning and an enthusiastic drive to excel, enabling them to pursue any kind of higher education and to succeed in any endeavor they may choose.



IMPORTANT DOCUMENTATION

STUDENT RECORDS

We are required by law to keep a file on each student enrolled at AHPS, by the first day of school. This file must include:

1. Application form with full names, sex, date of birth, addresses, phone numbers, and date of enrolment
2. Medical insurance plan number
3. Emergency contact information
4. A copy of your child's passport and
5. Proof of parents' Canadian citizenship or permanent residency/work visa.

Student's files will be requested from previous schools by the school office. Please keep this information up to date

CHANGE OF ADDRESS/EMERGENCY CONTACT

Please ensure that changes of address, phone number, email, fax or emergency contact information is reported to the front office. Any changes can be emailed to the school at info@aberdeenhall.com

IMMUNIZATION

The school follows the Interior Health immunization programme. Nurses come to the school to administer shots or request students go to their centers. Parent permission is always sought before any immunizations are given, however Grade 6 and 9 students will be informed about immunization and given the opportunity to consent to or refuse immunization on their own behalf.

PARKING/DROPOFF/PICKUP

Morning drop-off **in the Junior and Senior School turning circles**

School bus drop-off **in the Junior School turning circle**

No parking in the turning circle or on the hill leading down to the turning circle

A member of the school's administration is on duty each day to greet your younger children and guide them into the school.

Parents who wish to bring their child into school must park in the designated bays. Parking is also available along the road. *Because of COVID-19 [Stage 2 Policies and Procedures](#) parents are unable to come into the school unless they have an appointment.

Reminder: the first several bays are designated for preschool use only

Please be especially careful when backing out of the bays. Little ones are not always visible.

Pick up: Only school busses may park in the circle for pick up

- Parents who wish to pick up their child inside the school must wait for them in the main entrance.*
- We politely ask that parents of students in **Grade Two and up** not to go upstairs as we like to encourage independence and also to prevent congestion in the hall.*
- Parents who wish to talk to a Homeroom teacher are welcome to go upstairs after 3:35pm.*
- **Preschool and Kindergarten** parents are welcome to wait for their child outside the classroom.*
- **Grade One** parents are welcome to go upstairs and wait in the hallway at the end of their school day.*
- Parents must let the Homeroom teacher know if their Junior School child is to be picked up by another adult by sending an email.
- We politely ask parents who are dropping off and picking up their **Middle School** children to please wait for them by Senior School reception. If you need to contact your child to pass along a message or pick them up during the day, please let personnel know at Senior School Reception and they will assist you. We appreciate your help as we support our students in developing independence.

*Parents only allowed to pick up outside in the designated pick up locations due to COVID-19 [Stage 2 Policies and Procedures](#). Meetings with teachers can be requested via email and must be arranged in advance.

SCHOOL BUSES

- The school provides a bus service from the **Crawford** and **Mission** area, **Glenmore, Kettle Valley, West Kelowna** and **Vernon/Lake Country**. For information on the service please go to our website <http://www.aberdeenhall.com>
- Bussing is a privilege and not a right.
- To ensure the safety of everyone on the bus, students are expected to behave in an appropriate and responsible manner on the way to and from school.
- If a student violates these expectations, the consequences will be a warning for the first offense, a move to the front of the bus for a week for the second offense and removal from the bus for a defined period on the third offense.
- During a suspension from the bus, students are expected to find an alternative way to get to and from school.

THE SCHOOL DAY

PRE-SCHOOL HOURS

- Drop-off 8:15am – 9:00 am
- Morning/AM classes 9:00 am – 11:30 am
- Afternoon Daycare 11:30 am – 3:30 pm
- Extended Daycare 3:30 pm – 5:00 pm

For more information on our Preschool program please see our [Preschool Parent Handbook](#)

JUNIOR SCHOOL HOURS

- Regular programming 8:20 am – 3:15 pm
- Morning Recess 10:10 am- 10:30 am
- Lunch Recess/Lunch 11:20 am - 12:15 pm
- Afternoon Recess 1:55 pm - 2:10 pm

SENIOR SCHOOL HOURS

- Regular programming 8:40 am – 3:20 pm
(Grade 6-8 students who are on campus prior to 8:40 will attend morning activities as designated by Advisor)
- Senior lunch (6 to 12) 12:15 pm - 1:00 pm



AFTER SCHOOL SUPERVISION

Kindergarten to Grade 5: The school provides After School Care (ASC) for students in a designated classroom. Homeroom teachers bring registered students to ASC after school. The ASC homework club supervisor is responsible for organizing indoor and outdoor activities; a small snack will also be offered. ASC runs from 3:15 to 5:15. Further details and costs can be found on the website <http://www.aberdeenhall.com>. Students who are not picked up by 3:30pm will be taken to ASC by a teacher

and charged accordingly.

- **Grade 6 to 12:** Grade 6 students who are on campus after 3:15pm must attend **Study Hall**, available until 4:45pm Monday through Thursday and until 4:30pm on Friday. Please note that Grade 7 - 12 students are unsupervised after the school day ends at 3:20pm, and this applies also to Grade 6 students after Study Hall finishes.

The school is closed at 5:15pm.

Parents are deemed responsible for their child on school property when they are not in a supervised school situation such as an after school activity.

ASSEMBLIES

Junior School Assemblies are held at the school on Mondays, once a month. Currently, they are virtual due to COVID-19 Stage 2 Policies and Procedures. Students must wear their **Number One** uniform.

LUNCH

Healthy eating and nutritional habits are key to the developmental needs of children. Please pack only healthy food snacks and drinks (fresh fruit, vegetables, cheese, crackers, dried fruit, or health cookies).

DAILY LUNCH*

The school has a Daily Lunch program, which operates five times a week. Information about the program is sent home at the beginning of each term. For more information about the program please see the website www.aberdeenhall.com.

*Currently not in operation due to COVID-19 [Stage 2 Policies and Procedures](#).

NUT ALLERGY ALERT

- With advice from Health professionals, AHPS has placed a ban on nuts because of the extremely toxic nature of this allergy for some of our students.
- Please ensure that all snacks and lunches are free of peanuts, tree nuts or nut oils.
- Please advise your families and designated care providers of this important policy
- Please see [Appendix E - Anaphylaxis Policy & Procedures](#) for further information.

CLOSED CAMPUS

Students are expected to remain on school grounds from morning arrival until they leave campus at 3:20. However, students are permitted to leave campus if:

- They are a grade 6-8 student participating in a chaperoned, off-site lunch and permissions have been submitted.
- They are a Grade 9 or 10 student with signed parental permission and their homeroom advisor's permission.
- They are a Grade 11 or 12 student with signed parental permission. These students may sign themselves out for lunch.
- They are a Grade 12 student in good academic standing with signed parental permission wishing to depart during a study block. These students must sign themselves out.

In all cases, students must have signed in prior to their next scheduled class.

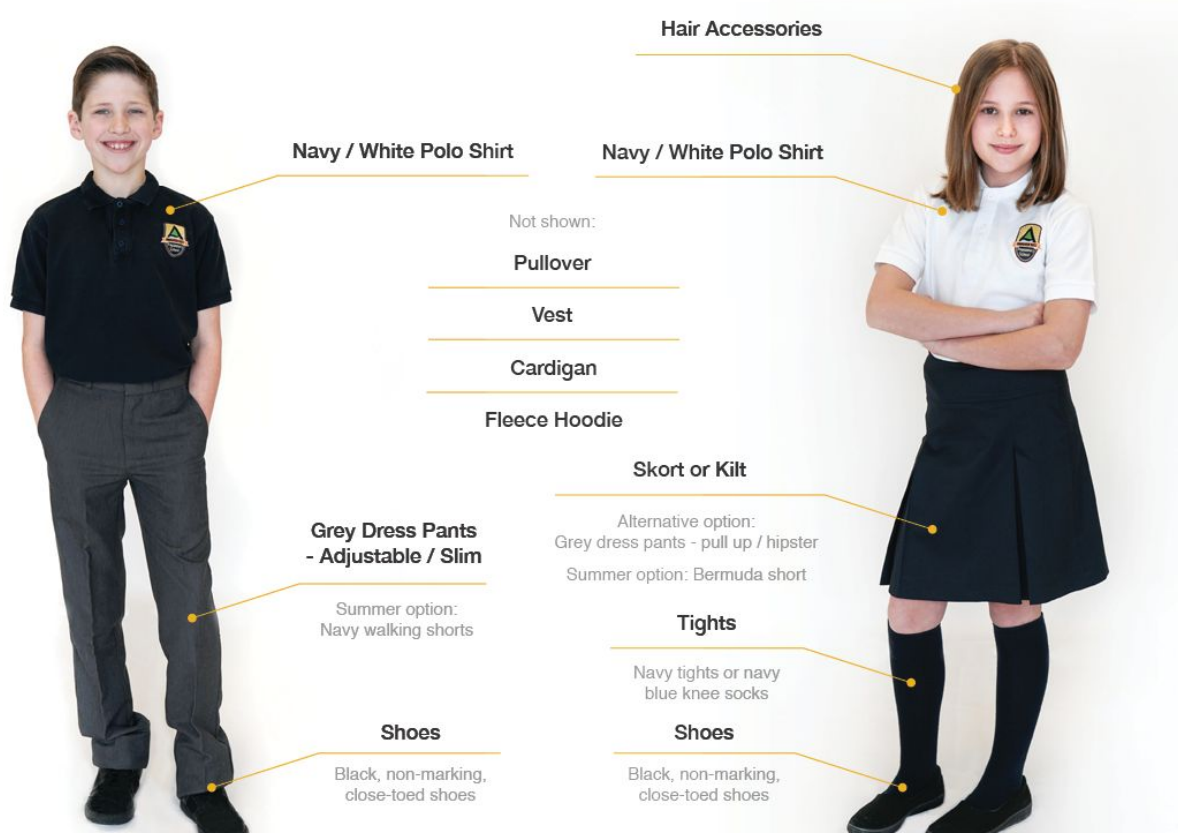
LOCKERS

All students from Kindergarten to Grade 12 are assigned a locker. It is expected that students keep neatly organized lockers, with food items removed daily. For students in the Senior School, when not in use, lockers are to be closed and locked with a **combination-style lock**. Students are to memorize their combination codes and for backup, are to be given to one's Homeroom Advisor at the start of term. Any code changes should be communicated immediately. Students who do not adhere to these expectations, or who use their locker inappropriately, may lose their locker privileges.

SCHOOL UNIFORM

The school uniform is standardized to provide consistency of dress within the school. Students must adhere to the dress requirements, which offer some latitude of choice. To that end, we are asking parents to assist us by ensuring their child is always neatly presented.

Most items of uniform are purchased through the school's uniform shop. It is important that students wear the uniform correctly and that parents endorse and support the uniform policy. **For full details, please refer to [Appendix A](#)**



DAILY EXPECTATIONS

SCHOOL SUPPLIES

- The school provides students in **Kindergarten to Grade 3** with a complete set of school supplies in September.
- Any items lost or consumed during the year will need to be replaced by parents.
- Students in **Grades 4 to 12** are requested to provide their own supplies for the first day of school.
- A list of necessary items is sent home in the summer newsletter.
- The school continues to supply all classroom art supplies (glue sticks, scissors, paint, etc.), textbooks and workbooks.

TEXTBOOKS

- Textbooks are generally numbered and recorded by the subject teacher, and are part of a digital inventory in the Senior School
- Each student is responsible for the care and custody of his/her books.
- When returned at the end of the school year, a check is made of the condition of each book.
- A charge is made for any book that has been lost, damaged or not returned by June 30.

ELECTRONIC DEVICES

Students from Grade 6 and up have permission to have electronic devices at school, and are solely responsible for their possessions. The school is not accountable for any loss or damage of these items. When such devices are permitted in class for educational purposes, teachers will clearly outline expectations. When not allowed in class, devices should be locked in the student's locker. Any misuse of a technological device will result in it being confiscated by a faculty member. Continued misuse will result in the loss of a student's privileges for a set period of time. The issue will be brought to the attention of a school administrator and parents will be contacted.

Please note that Grade 6-8 students do not use electronic devices during the day, with the exception of their laptop or other BYO-device according to our BYOD program.

Students in Grades 6 and up will adhere to the Technology Responsible Use Policy.

If parents require a child younger than Grade 6 to have a cell phone at school, written permission must be sought from the student's homeroom teacher.

HOMEWORK

Practice is an important part of the educational program we offer at Aberdeen Hall. It is important that students complete their homework in order to:

- Reinforce course content taught during the day's lessons
- Assist with retention of previously learned material
- Help them develop independent mastery of course content
- Prepare for future lessons and tests
- Complete long term projects
- Increase independent reading practice

- Reinforce skills that require more time than the school day can provide
- Develop sound work habits

Non-completion of homework affects a student's progress and hinders the pace of the next day's lesson for the teacher and classmates.

If a student has a valid reason (illness or family emergency) for not completing homework, parents (or students if in Grade 6 to 12) should write a note of explanation, or contact the teacher. Concerns regarding homework should first be directed to the homeroom teacher. In the Senior School, a supervised afterschool study hall is provided to assist students in achieving homework success.

LATE ARRIVAL/TARDINESS

- Please help to ensure your child arrives on time.
- **Students who arrive late must sign in at Junior or Senior Reception**
- Students who are chronically late are in breach of the Aberdeen Hall Code of Conduct.
- Punctuality and consistent attendance are key to a student's success.

ATTENDANCE/ABSENCE

Each spring the provincial government, BEFORE providing the school with a grant per student, requires evidence that we have in fact 'educated' the qualifying students for a minimum number of days. This evidence is reviewed and audited annually by an external accounting firm who reports to the government. A student must be in school at least 105 days between September 1 and May 15 of the school year or have a documented reason for absence.

Undocumented absences will result in a partial loss of the grant; this amount will need to be paid by the student's parent or guardian.

Students are expected to attend school on all academic days. All absences should be reported to the front office prior to 8:20 am. Should a student fall ill during the day, they must inform their homeroom teacher, so that arrangements may be made.

- If you would like to take your child out of school, please complete the Leave of Absence Request Form.
- For unexpected absentees, please call the office and provide a written note for 3 or more days.
- A doctor's note will be required for absence of 5 days or more (not required in the Junior School).

Parents wishing to take their child home during the school day must ensure that the homeroom teacher has been informed, and that the student has been properly signed out at the front office. **Students in Grades 4-12 may sign themselves out at Junior or Senior School reception provided they have been given consent from a parent or guardian. Consent can be given through email to info@aberdeenhall.com, by calling 250-491-1270 or with a signed copy of Notification of Early Pick-up or Late Drop off form. Students are able to sign out a sibling in Grades 1 – 3 but are not permitted to sign out Kindergarten students.**

Although students in Grade 12 are permitted to leave campus during their lunch hours, students in lower grades are required to have proper field trip permission forms in place in order to walk off school grounds.

Planned absences should be discussed with homeroom teachers two weeks prior to the event. Please

note: although teachers will make every effort to help students catch up for missed work during planned absences, we cannot guarantee that teachers will be able to provide work for students in advance. Senior School students wishing to receive tutorials for missed concepts are encouraged to attend regularly scheduled after school tutorials.

Students who are absent during a school-based or provincially scheduled exam will be required to provide a doctor's note. In these situations, students may be asked to write the missed exam during the next appropriate exam sitting. Students who experience chronic absence may be required to provide a doctor's note. Please note: school field trips and experiential education adventures are considered part of the school curriculum. As such, attendance for these events is expected. Students who demonstrate excessive absenteeism will be required to meet with administration.

ABSENCE FROM P.E. / GAMES

- Please advise the school in writing, specifying the reason and expected duration.

EXTENDED HOLIDAYS

- Please refer to the school calendar when planning family holidays or events
- Students are expected to be in attendance when school is in session
- Notification of upcoming extended absences must be given to the Division leader at least **three weeks in advance** by filling out the Leave of Absence form.
- We consider such requests carefully, but it is not the school policy to endorse them.

MEDICAL AND DENTAL APPOINTMENTS

- Medical and dental appointments should be made after 3:15 on weekdays whenever possible to avoid conflict with the school timetable.
- Please report, in writing, appointments that must be kept during school hours.
- Students are required to sign out and in at the office when leaving for and returning from appointments.

INCLEMENT WEATHER

It is the school's policy that all children go outside for all recess breaks. We do, however, adhere to Ministry guidelines regarding temperature before sending children outside during extreme weather conditions. Please be sure your child comes to school with boots and a hooded jacket/coat during the winter months and with a sun hat and sunblock during the summer. The uniform shop has Aberdeen Hall accessories in stock.

AIR QUALITY POLICY

In the event of smoke in the air the administration team will consult the air quality data provided by the BC government website

<https://www2.gov.bc.ca/gov/content/environment/air-land-water/air>

If the air quality index is 3 or below no changes will be made to school activities. If air quality index is between 4 and 6, moderate changes will be made during any physical activities (Recess and PE). Air quality index 7 and above, primary students (K-5) will be kept indoors and activities for Senior School

students will be adjusted (this could include indoor PE, recess/lunch or modified recess/lunch to avoid strenuous activities). Senior School students will not necessarily have indoor recess/lunch at this stage.

The school will instruct parents of children with breathing or health issues that would be affected by poor air quality, to contact homeroom teachers to ensure special measures are put in place as required.

CASUAL DAYS AND THEME DAYS

During the school year students will be invited to come to school in casual clothes for a variety of celebrations or in support of causes. Guidelines for costumes are sent home via the Friday Courier.

CHEWING GUM

Chewing gum is not allowed on school premises or on the school bus. Please help us enforce this rule by not allowing your child to bring gum to school.

SKATEBOARDS, SCOOTERS AND HEELYS

These are not allowed on school property.

LOST AND FOUND

- It is imperative that each student takes responsibility for his or her belongings.
- Found items of considerable value (e.g. watches, wallets and eyeglasses) are kept in the office.
- After June 30 of each year, Lost and Found clothing items not bearing identification are donated to the Parent Guild Uniform Committee.

CO-CURRICULAR ACTIVITIES and ATHLETICS

CO-CURRICULAR ACTIVITIES

Over the years, co-curricular participation has enabled teachers to gain a greater insight into their students and meet students they may not otherwise teach. It has allowed the children to see each teacher in a different context - unrelated to the classroom. The activities available are changed three times a year and sign up for these activities takes place in September, January and April. Information about the activities can be found on the website and through our Tuesday Reminders and the Friday Courier..

ATHLETICS

Aberdeen Hall is committed to encouraging physical fitness as a principle of good health and thus has an excellent athletic programme that enables students to develop skills and a level of excellence in a sequential manner. We urge parents to ensure that their children are taking part in physical activity daily. Information about the athletics programmes and teams can be found on the website. <http://www.aberdeenhall.com>

MUSIC PROGRAM

Aberdeen Hall Preparatory School offers an exceptional music programme. Our goal is to give young people the experience of playing music together and individually, while developing the highest possible level of musical achievement. It is also our goal to foster listening skills, positive attitudes, self-reliance, and a spirit of cooperation and above all else to help young people become increasingly sensitive to all that is beautiful and artistic in life. Parents are required to lease/buy instruments for the various programmes. Details of the programme are available on our website. <http://www.aberdeenhall.com>

FIELD TRIPS

Field trips are taken to enhance and complement academic and co-curricular activities. The cost of field trips is included in the school fees. Extra-ordinary trips may require some funding, but are rare.

- Students are usually required to wear Number One uniform and will be notified
- Students must abide by all school rules while on the trip.
- Students are representing Aberdeen Hall and are expected to act responsibly and behave properly at all times.
- All missed assignments and homework must be completed. Specific field trips may have other or additional conditions.

HORIZONS WEEK

Grade 4 and up take part in experiential activities away from school. The goal of the trips is to encourage personal growth, develop leadership skills and fellowship. These trips are organised annually and in the past have included the following:

- Grade 4 - UBCO Overnight*
- Grade 5 - Outdoor Activity Camp*
- Grade 6 – Trip to Victoria
- Grade 7 – Outdoor Leadership Camp
- Grade 8 – Outdoor trip to Sunshine Coast
- Grades 9, 10, 11 – Outdoor trip to various locations including RockRidge, Loon Lake
- Grade 12 – Decided by students, trips have included San Francisco and Los Angeles

*Currently not in operation due to COVID-19 [Stage 2 Policies and Procedures](#).

Full participation in these excursions is expected.

STUDENT CONCERNS & ISSUES

MEDICAL ASSISTANCE

- Students needing aid (on a non-emergency basis) or feeling ill must report to the teacher responsible for them, who will check on the child before sending them to the office.
- The office staff will provide care as needed, and will inform the parents.
- Prescriptions can be given at the office if medication is in its original container, properly labelled with student's name and instructions along with a permission letter to dispense

NUT ALLERGY ALERT (as indicated earlier)

With advice from Health professionals, AHPS has placed a ban on nuts because of the extremely toxic nature of this allergy for some of our students.

- Please ensure that all snacks and lunches are free of peanuts, tree nuts or nut oils.
- Please advise your families and designated care providers of this important policy Please see

[Appendix E - Anaphylaxis Policy & Procedures](#) for further information.

HEAD LICE

- From time to time, the school will receive a report of a case of Head Lice in a class.
- If you are aware of head lice, please do not send your child to school until at least one Interior Health recommended treatment has been received
- If a child is found to have lice at school, the parents will be called to collect their child so that treatment can begin as soon as possible.

The school's foremost concern is for the well-being of the student, and will ensure that the situation is dealt with sensitively.

CONTACT

- The Homeroom Teacher/Advisor is always the first point of contact
- The Advisor will contact subject teacher if necessary and will form a plan of support with parent, teacher and student.
- We endeavor to respond to all communication as quickly as possible, by the next business day. If you do not receive a reply by the next business day, or if further assistance is necessary, please contact the Division Leader, and then Head of School after that, if the issue is not resolved.

Aberdeen Hall Preparatory School Faculty and Staff can be reached through their professional email account ending in @aberdeenhall.com, via telephoning the school at 250.491.1270, or by setting up an in-person meeting. *Faculty and staff cannot be reached through their personal email, text messaging or social media accounts to discuss business related to the school.*

In all communication, parents are expected to be positive ambassadors of the school.

The Head of School and all Division Leaders are available to discuss individual family concerns.

SCHOOL SECURITY

EMERGENCY DRILLS

Emergency drills are practised throughout the year to ensure all students understand the procedure.

SECURITY AND VALUABLES

The school is frequently an open facility, with freedom of access for students and, on occasion, members of the community. For this reason, students are requested not to bring expensive electronic equipment such as radios, iPods and video games to school. Should students choose to do so, they are solely

responsible for their possessions. If large sums of money have to be brought to school, they should be left with the Office for safekeeping. Students are strongly advised not to leave anything of value unattended.

EVALUATION, REPORTING & PROMOTION

STUDENT EVALUATION

Primary Grades:

- Throughout the term, these areas are assessed through daily assignments, short quizzes, teacher observation, written assignments, project work, oral presentations, collaborative activities, teacher questioning, student participation, and “end-of-term” testing.
- Evaluation is an “on-going” process whereby students receive information, support, and constructive feedback that will enable them to take on a more active and positive role in their own academic success.

Intermediate and Upper Grades: .

- Students are expected to take on a more responsible and active role in their own education while still gaining much support from the staff.
- Students in Grade 5 write a year-end final exam in June.
- Students in Grades 6 and up may write formal Midyear and Final exams.

REPORTING PROCESS

Reporting to parents is an ongoing and detailed process. It has several formats.

Formal Report Cards: There are three sessions during the year when formal report cards are prepared for parents: November, March, and June. These reports give a summation of the child’s performance in each subject area over the course of one full term. It includes information regarding academic progress, attitude, effort, commitment to the school, and social development. Kindergarten to Grade 3 students are assessed using a proficiency scale in all core subject areas, and in regards to their attributes towards learning. Students in Grades 4-5 are assessed using a letter grade for all core subject areas, and a proficiency scale for their attributes towards learning. More details on this can be found on your child's report card, and through information provided by the homeroom teacher.

Interim Reports: Every Junior School child receives an Interim Report in October (half term). This report simply gives an indication in the term as to how a child is adjusting and opens the door for discussion should there be a concern. In the Senior School, interim reports are released at either three-week or six-week intervals throughout the school year.

Parent-Teacher Interviews: In the Junior School, these typically occur at the end of Terms 1 and 2. The purpose of these interviews is to further inform and advise you of your child’s strengths and areas of growth.. Parents should leave with a clear understanding of how their child is progressing in all regards.

Round Table Discussions: There are times during the year when a child may be experiencing challenges to a degree whereby the homeroom teacher, through discussion with his/her colleagues, feels the need to

have the parents in and speak with all of the child's teachers in a large group format. Very often the child is present and steps are established to:

- a) Clearly identify the problem
- b) State the steps the school will take to rectify the situation
- c) Indicate what the child will have to do to make necessary adjustments
- d) Clearly define the school's expectations for the parents in giving support to the child while still supporting the goals of the school
- e) Establish a timeline for feedback

PROMOTION POLICY

It is the aim of Aberdeen Hall to meet the academic needs of each child. Still, it is necessary for each student to demonstrate a basic understanding of both the knowledge and skills components of the year's curriculum in order to qualify for the next academic year's course of study. It is also necessary for each student to demonstrate a positive attitude and willingness to get involved in the co-curricular programmes offered at his/her grade level.

ACADEMIC AWARDS

Major academic, arts, athletic and leadership awards are presented at the end of year's closing ceremonies, as well as Honor Roll placements for the Senior School.

EXTERNAL EXAMINATIONS

GRADE 4 & GRADE 7 FSA TESTING

- Aberdeen Hall participates in the province-wide **Grades 4 and 7** Foundation Skills Assessment of the BC Ministry of Education.
- Grade 10 Numeracy and Literacy Assessments will be written by all students during their Grade 10 year. The Grade 12 Literacy Assessment is scheduled to commence in 2022, and will be written by all students in the Grade 12 class of 2022, and in all subsequent years.

COMMUNICATION WITH PARENTS

Tuesday Reminders and the Friday Courier

- Every Tuesday and Friday the school will email an update to families
- Please be sure to watch for these, as they will alert you to all **activities** occurring the following week, any **changes** to the school calendar for the coming month, **forms** that need completion as well as bring you up to date on **events** happening in and around Aberdeen Hall.
- Please ensure the office is informed of changes to email addresses.
- Parents or guardians who wish other members of their family to receive the Tuesday Reminders and the Friday Courier should email the office at info@aberdeenhall.com providing the person's email details and permission for the school to send them the information.

MYSCHOOL

MySchool is an online Student Information System that is used by Aberdeen Hall to communicate with parents and students.

In the Junior School, parents can expect to sign field trip permission forms and receive report cards through MySchool.

All students in Grade 6-12 have access to their personal MySchool page. Teachers and homeroom advisors are making every effort to use this online tool to communicate effectively with students and parents. We encourage our students to check their personal page on a daily basis, as this will help them:

- see their daily and weekly schedule
- read any announcements regarding sports, student life opportunities, or upcoming events
- locate report cards from previous terms
- find information regarding courses and teachers contact information

Google Classroom is also used for the following purposes:

- find their daily assignments, upcoming tests, and related attachments
- locate their most recent scores on marked assessments
- check their most up to date overall grade for each course

Parents can also find useful information regarding their child's schooling. By logging in each week, parents can be sure to stay up to date with field trips and school events.

More information on the use of Google Classroom and MySchool in the Senior School will be provided in the first two weeks of school.

If you or your child is having difficulty logging on to your MySchool account, please contact teri.krupa@aberdeenhall.com

STUDENT AGENDAS

Students in Grades 4-8 are provided with a hard-copy agenda at the beginning of the school year. Junior School students bring home their agendas every day and we ask that you check and initial it daily. We view the agenda as an essential communication device between parents and teachers. Should you wish to forward any information or message, simply record it and remind your child to give it to her/his teacher. We also ask that you sign your child's agenda in acknowledgement of your receipt of all school correspondence.

Senior School students may use their hard-copy agenda to record homework and manage their time. Homework recording is also completed through homeroom MySchool announcements.

TELEPHONE

Children will be allowed to phone parents for such reasons as: a school programme being changed, something vital being forgotten at home, or returning a parent's phone call. They may NOT use the

telephone to make private social arrangements – these should be made before or after school. All children must have permission from their teacher or the office to make any call.

SEVERE WEATHER CONDITIONS

If severe weather presents during the school day, requiring us to close early, parents will be contacted and the school bus will be organised to leave early. Likewise, if severe conditions arise overnight, digital forms of communication (such as SMS, website) with parents will be employed.

SERIOUS STUDENT MATTERS

CONSEQUENCES OF MISCONDUCT

Cases of misconduct and administrative response are recorded to help students learn from an error in judgment, to provide a reference point for further action, and to address possible chronic misbehaviour. A student who understands why his or her actions were inappropriate and meets the expectations of our response, will usually demonstrate improved behaviour for the remainder of his or her time at the school. Students are always dealt with in a firm, consistent, and fair manner. It is truly his or her best interests, and the interests of his or her peers that we have at heart.

Appropriate consequences and guidance play a major role in correcting negative behaviour to help students acknowledge the mistake and avoid repeating it in the future.

Inappropriate student behaviour or failure to meet expectations will result in a variety of consequences. Staff members will try to intervene in a fair and consistent manner and treat each incident as an opportunity for the student to learn and grow. Disciplinary responses and consequences are determined on a case by case basis and are outlined in the school's **Code of Conduct**. The Head of School will consult with the Leadership Team to determine suspension and expulsion decisions, as defined by the school's Code of Conduct. Final discipline decisions will be made by the Head of School.

Appendix B of this Handbook contains the Code of Conduct. The Student Agreement and Code of Conduct will be signed by all parents and students in Grades 6 – 12 as directed on the first day of school.

PROCEDURAL FAIRNESS AND APPEAL GUIDELINES

Whenever the legal rights of an individual may be affected, there is an expectation that the decision-making authority of the School (usually the Head of School, the Principal of the Middle School, Principal of the High School or the Principal of the Junior School) will make a decision in accordance with the “principles of procedural fairness” and “natural justice”. In keeping with this expectation, Aberdeen Hall adheres to the following principles when dealing with students:

- Students are clearly informed about what is expected of them through verbal and/or written forms of communication such as, but not limited to, the Student Handbook, Code of Conduct and the Technology Responsible Use Guidelines.
- Students are treated with dignity and respect.

- In accordance with school policy, a student who is accused of breaching a rule must be notified of that which he/she is accused and with the essential facts of what he/she is alleged to have done. In more serious cases, the student's parents are also informed.
- An accused student is given the opportunity to tell his/her side of the story. Where conflict or inconsistencies exist, more formal investigation and/or documentation may be required.
- In the case of an expulsion or other severe disciplinary consequences, the student and his or her parents are informed of the school's appeal procedure, as outlined below.
- The student and his or her parents are assured that there will be no retribution for pursuing an appeal.
- Appeals in the case of severe disciplinary consequences, such as expulsion, the student and his or her parents have the right to appeal the decision of the Head of School to an appeal-hearing committee of the Board of Directors. This committee may be the Executive Committee of the Board or another committee appointed by the Board Chair for the purpose of the appeal. The mandate of the appeal-hearing committee is to determine whether or not the appropriate procedures were followed by the school administration (as outlined in the Procedural Fairness Guidelines), and whether or not all of the relevant information was considered when determining the consequence. The Board Chair or his/her appointee(s) shall ensure that the proceedings are timely and unbiased, and that the outcome of the appeal hearing is communicated in writing to the student and his or her parents.
- The Independent School Association of British Columbia (ISABC) retains the services of an ombudsperson. The ISABC ombudsperson reviews cases which are not, in the opinion of the concerned parents, satisfactorily resolved after following the appeal process (as described above).

The ombudsperson can be contacted through the Executive Director of the ISABC. Contact information for the ombudsperson will be provided to parents at their request after following the above appeal procedures.

JURISDICTION

The School's Code of Conduct applies to students as follows:

- Whenever a student is on school property;
- Anytime the student is in the school building;
- While the student is traveling to and from school, including travel on a school bus;
- Whenever a student attends a school-organized function.

The Code of Conduct also applies to off-school property as follows:

- School neighbours and their property
- Behaviour during lunch period when off school grounds
- During a school field trip
- Sporting events

COMPUTER USAGE

Students have supervised access to various school-owned devices as well as their own. They are expected to follow the computer usage guidelines set out in the **Technology Responsible Use Policy ([Appendix C](#))**

BULLYING, HARASSMENT AND DISCRIMINATION

The diversity of the Aberdeen Hall community offers a special opportunity to practise understanding, tolerance, respect and compassion. We will always strive to provide a safe, caring and structured school environment for our students and employees. Infringing upon the wellbeing of others or violating their rights is completely unacceptable.

This policy is in place to ensure that we are doing all that we can to protect our students and employees physical safety, social connectedness and feeling of inclusiveness as well as, to provide protections for all forms of bullying regardless of their gender, race, culture, religion, sexual orientation or gender identity.

The possession of weapons (such as pellet guns, sling shots, switchblades, or any other item that may be used in a violent or aggressive manner) is strictly prohibited, and will result in serious disciplinary action.

See [Appendix C](#) for further information regarding the above.

DISHONESTY AND THEFT

For a community to be effective, an atmosphere of trust and honesty must prevail. At Aberdeen Hall we cherish personal integrity above everything else; we will not tolerate lying or stealing. Both are very serious disciplinary matters.

VANDALISM

Aberdeen Hall is an inspirational campus that has been designed to create a feeling of warmth and community. Any wilful act of damage to School or personal property is viewed as a gross disregard for our community. Purposeful destruction of this nature is considered a serious disciplinary matter. Students will be charged for wilful damage.

The disciplinary process can be found in [Appendix E - Consequences of Misconduct](#)

CHILD ABUSE

Anyone who provides service to children is required to watch for possible abuse or neglect. While many indicators, particularly those of a behavioural nature, may be signs of other problems, a series or cluster of observed indicators over a period of time may be cause for concern. These signs or indicators often happen in combinations or as dramatic changes from usual behaviour. They may be the child's reaction to abuse or neglect and can be a way of communicating that he or she is reaching out.

The Guide for Independent School Personnel Responding to Child Abuse is available [online](#).

Aberdeen Hall recognises that the use of Alcohol, Cannabis, Illicit drugs, Tobacco, Vapour Products and Medications can cause impairment and can seriously affect the ability of a parent and/or guardian to provide a safe ride for the child in their care. If there is cause for concern, a parent/guardian will be asked not to drive their vehicle. Other suggestions will be given such as calling a cab, calling the child's emergency contact. If the parent refuses the police will be called.

ABERDEEN HALL PARENT GUILD (AHPG)

The AHPG is a volunteer organization in which all Aberdeen Hall parents are members. The Parent Guild executive and interested members meet regularly in support of endeavours and activities that enhance the education of our students and to build community. The Parent Guild raises fun and funds in a number of ways:

- Welcome back BBQ
- Parent and family social events
- Daily Lunch Programme

Money raised goes back to the school through an allocation process that invites all members of our community to submit ideas to enhance the overall experience delivered by Aberdeen Hall. An elected and volunteer executive leads the Parent Guild. Monthly meetings are held at various times and in various places and all parents are invited to attend. For more information on the Parent Guild, visit the website <http://www.aberdeenhall.com>. Meeting dates and times are advertised on the website and in the Friday Courier.

GIVING

GIVING AT ABERDEEN HALL

We all play a critical role in shaping the future of our students. Aberdeen Hall is built upon a culture of philanthropy. Our philanthropic community has demonstrated what amazing progress we can accomplish in a short amount of time to enhance the educational opportunities for all Aberdeen Hall students.

Tuition fees cover the school's normal operating expenses including; teacher salaries, mortgage, building maintenance, general equipment, and an extensive list of smaller items needed to run a school. A truly great school must rely on support over and above fees if it hopes to maintain a level of excellence and innovation in education. The Gryphon Annual Fund provides Aberdeen Hall with the opportunity to offer program enhancements, purchase new equipment and technology, increase scholarship and bursary options for existing and future students, and improve our exceptional facilities.

In 2004 a group of like-minded parents shared a vision to create a genuine independent school experience in the Okanagan. We have since grown to 600+ students, offering excellence in academics, character development, arts and athletics. After 4-Phases of construction, we now have a spectacular 44 acre campus in the scenic Okanagan Valley.

ABERDEEN HALL'S HISTORY OF PHILANTHROPY

Our school sits on 44 acres of generously donated land. It's been a great start to the creation of a philanthropic culture at our school. We have had a small group of extremely generous founding donors who have made the success of Aberdeen Hall possible. Their transformative gifts have benefited each and every school family. As we grow, so does that pioneering culture of philanthropy at Aberdeen Hall.

As an independent, non-denominational, not-for-profit institution, Aberdeen Hall is able to issue tax receipts under the registered charity number: 85908 7348 RT0001.

LEARN MORE

If you would like to learn more about how to donate or have any further questions please contact Chris Grieve, Head of School at: [\(250\) 491-1270 Ext. 125](tel:2504911270) or email: christopher.grieve@aberdeenhall.com

APPENDICES

APPENDIX A - SCHOOL UNIFORM/DRESS CODE

The school uniform is standardized to provide consistency of dress and a community within the school. Students must adhere to the dress requirements, which offer some latitude of choice. An image of excellence and quality is paramount at all times. To that end, we are asking parents to assist us by ensuring their child is always neatly presented.

Most items of uniform are purchased through the school's uniform shop. It is important that students wear the uniform in its official style and parents endorse and support the uniform policy.

For more information you can view the Uniform Guideline Lookbook [HERE](#).

JUNIOR SCHOOL UNIFORM

Junior Formal Dress

Formal dress "Number One" uniform is required on **Mondays**, our school assembly day, and for all official school functions and outings; notice is given when Number One is required. Students may opt to dress in Number One any day. "Number One" wear consists of the following:

- Number One (Gr. K-3): Cardigan, junior school tie, white dress shirt, grey dress pants (grey socks) or tunic (navy high knee socks/navy tights) or navy shorts (Term 1&3) (navy socks) & black shoes. Blazer is optional.
- Number One (Gr. 4-5): Blazer, junior school tie, white dress shirt, grey dress pants (grey socks) or kilt (navy socks/navy tights) or navy shorts (navy socks) & black shoes.

Please note that navy shorts may not be worn for Number One uniform during Term 2 or for any formal events such as Closing Ceremonies or Special Guest Speakers

Junior Normal Daily Wear

The daily school uniform (Tuesday – Friday) consists of the following:

- Normal Daily Wear (K-5): White or navy golf shirt /long sleeve navy mock neck and grey dress pants (grey socks) or navy shorts (navy socks) or navy skort (navy knee high socks/navy tights) & black shoes

Junior Physical Education Clothing Requirements

- Gym shirt – supplied from the uniform shop
- Gym shorts – supplied from the uniform shop
- Gym bag – supplied from the uniform shop

- Gym shoes – any type of running shoe is acceptable but they must have non-marking soles
- Gym socks – white sport socks kept in the gym bag
- Zip hoodies and sweatpants are available but are not required

* Kindergarten and grade one students are not required to wear gym clothing

* It is recommended the gym bag be taken home on Friday to be laundered

Junior Jewellery and Makeup

- Junior School students should not wear makeup
- Nail polish should be clear. No gel or acrylic nails
- Junior School students should not wear facial piercings
- Earring must be small and conservative, hoops are not recommended
- All final decisions concerning uniform and personal appearance will be made by the Division Leader or Head of School

Junior Haircuts and Hair Colour

- Hair should be well-kept and maintained
- No extreme styles will be allowed for any students
- Hair colour, if treated, should be that of a natural shade
- Junior Hats maybe worn during recess but must be removed when entering the building, even on a casual day.

Students in **unacceptable dress** will be directed to the office and the parents will be contacted. Please see the school's Code of Conduct.

SENIOR SCHOOL UNIFORM

Senior Formal Dress

Formal dress “Number One” uniform is required on Mondays, our school Assembly day, and for all official school functions and outings; notice is given when Number One is required. Students may opt to dress in Number One any day. Number One wear consists of the following:

Blazer, senior school tie, white dress shirt, kilt/grey dress pants/navy shorts, navy knee high socks/solid navy or black tights if wearing kilt, dress socks (grey, navy or black) & black shoes (shoes must be all black, including laces and sole)

Please note that navy shorts may not be worn for Number One uniform from the end of November through the end of March Break or for any formal events such as Closing Ceremonies or Special Guest Speakers

Senior Normal Day Wear

The daily school uniform (Tuesday – Friday) consists of the following:

Normal Daily Wear: Golf shirt / long sleeve navy golf shirt and grey dress pants / navy shorts / kilt (skirt should be of reasonable length, falling between the knee and mid-thigh, no higher than 3-5 inches above knee depending on leg length) / navy knee high socks/solid navy or black tights)/ khaki dress pants (non-denim -

not available from school uniform shop) no show or plain ankle socks (navy, grey or black) & black shoes

Senior Physical Education Clothing Requirements

- Gym shirt – supplied from the uniform shop
- Gym shorts – school navy shorts / solid black shorts >3" inseam(no design or color) /solid black leggings (no design or color)
- Gym bag – supplied from the uniform shop
- Gym shoes – any type of running shoe is acceptable but they must have non-marking soles
- Gym socks – white sport socks kept in the gym bag
- Track suits are available but are not required. If your student joins a sports team a track suit is *mandatory* for all team travel.

Students must arrive at the school and wear the uniform until they leave the school property. Permission to change at school must be given by the Head of School, or relevant Division leader.

Senior Jewellery and Makeup

- Senior School students may wear makeup and nail polish as long as it is well-maintained.
- Senior School students may wear a nose piercing so long as it is a colorless, small stud (less than 2.5mm) and parental permission is granted.
- Earrings must be small and conservative.
- All final decisions concerning uniform and personal appearance will be made by the Division Leader and/or Head of School.

Senior Haircuts and Hair Colour

- Hair should be well-kept and maintained.
- No extreme styles will be allowed for any students.
- Hair colour, if treated, should be that of a natural shade.

Senior Hats

Hats maybe worn during recess but must be removed when entering the building, even on a casual day.

Students in **unacceptable dress** will be directed to the office and the parents will be contacted. Please see the school's Code of Conduct.

Unacceptable dress includes:

- Runners or non-black dress shoes with any combination of school clothing
- Winter clothing substitutes for inside wear include: hoodies, jackets or any pullover type of clothing that is not issued by the school.
- White socks or no socks with black school shoes
- Coloured T-Shirts under white shirts
- The school tie worn with a golf shirt
- School sweatshirts and sweaters worn without a golf shirt underneath

Labelling

We cannot stress enough the importance of labelling all clothing clearly. Labels are available from www.aberdeen.mabel.ca. Many pieces of clothing are found and remain unclaimed each term. Without identification, these items remain in the Lost and Found. Please note: All unclaimed items are donated to the Parent Guild Uniform Committee.

Used Uniforms

The parent guild organises a gently used uniform shop. If you would like to inquire please email Karen at k-w@shaw.ca



Appendix B - Technology Responsible Use Policy

Technology is changing at a rapid pace. The ability to create, communicate, research and share is greater than ever before. Using such powerful tools requires education and guidance.

This Technology Responsible Use Policy pertains to visitor, student and employee use of our school network, equipment and all technology brought into the school. This includes, but is not limited to mobile devices, files, and Internet content (email, social media posts, websites, etc.). This policy also extends to off-campus activities when it is seen to have negative effects on the Aberdeen Hall community. ***Of Special Note: please do not use the Aberdeen Hall logo as your profile picture, and do not use 'Aberdeen Hall Preparatory School' or 'Aberdeen Hall' in your profile 'username' or 'handle'.***

Be Kind

- The Aberdeen Hall Code of Conduct applies to your behaviour online.
- Share online information thoughtfully as it were face-to-face communication. If it isn't right to say, it isn't right to post.
- The Internet is a powerful amplifier that can be used to spread positivity. Take the high road by applying the concept of "treat others as you would like to be treated"
- Stop the spread of harmful or untrue messages by not passing them on to others.

Be Smart

- Keep personal details about yourself and others private.
- The research process should be used to gather evidence to create your own views. Do not simply adopt the views of others. Distinguish between fact, point of view, and opinion.
- You are not allowed to "copy and paste" information from the Internet and claim it as your own. This is called plagiarism. Respect the intellectual property of others.

Be Alert

- Always think critically before acting online and learn to trust your intuition. Be on guard for phishing attempts (efforts to steal information like login or account details by pretending to be a trusted contact in an email, text, or other online communication).
- If something feels too good to be true, it most likely is.
- Make sure to be mindful to others and the environment you are in. Look away from your own screen when others are talking to you.

Be Strong

- Personal privacy and security are just as important online as they are offline. Safeguard valuable information by keeping strong passwords private.
- Do not share accounts and passwords. Lending your username and password may seem kind; however, it puts you at risk for inappropriate activity through your accounts.

Be Brave

- Although we use content filters at Aberdeen Hall, it is possible to come across offensive or dangerous content online. When you come across something questionable, talk to a trusted adult for support.
- Encourage kids to speak up against and report online bullying.

Use of the Aberdeen Hall School Network

- Aberdeen Hall provides school accounts and Internet access to facilitate communication with teachers, students, parents, and the public. Use the provided Internet and your assigned accounts for learning purposes.
- Gaming as well as downloading/streaming of non-educational videos is not permitted during the school day.
- VPN's that bypass our school filtering system are strictly prohibited. Our filters are designed to keep you, and the integrity of the network, safe.
- Students must respect the privacy and personal rights of other individuals. Do not attempt to gain access to or share any personal information that is intended to be private.

Away for the Day Policy

- Cell phones must be stored in your lockers during the school day (8:15 - 3:20pm). They may NOT be stored in the classroom, on your desk, in your pocket or in your bag during class.
- The only exception is during lunch break "after eating is finished" for students in Gr 9 -12.

Bring Your Own Device Policy

- All students in Grades 6-12 are required to bring a laptop with them to school for educational purposes. These devices should have access to the Internet, a keyboard and an English OS.
- Keep your devices updated, password protected and equipped with anti-malware software.
- Have your computer fully charged to start the day and keep it with you, or in your locked locker at all times. Bring your charger with you to school if it will not last the day without it.
- The sharing and borrowing of such devices from friends or the school device will be highly limited in Covid 19 restrictions.

Consequences - Users who violate the Technology Responsible Use Policy may be subject to disciplinary

action as outlined in the Aberdeen Hall Code of Conduct. This disciplinary action will factor in the severity of the infraction and the frequency of the violation. Consequences may include replacement costs for damaged or lost devices.

Appendix C - Anti-Bullying Policy

Purpose

The diversity of the Aberdeen Hall community offers a special opportunity to practise understanding, tolerance, respect and compassion. We will always strive to provide a safe, caring and structured school environment for our students and employees. Infringing upon the wellbeing of others or violating their rights is completely unacceptable.

This policy is in place to ensure that we are doing all that we can to protect our students and employees physical safety, social connectedness and feeling of inclusiveness as well as, to provide protections for all forms of bullying regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Aim

Aberdeen Hall Preparatory School regards bullying as a serious issue. Our principle aim is to foster an atmosphere where bullying is seen to be entirely inappropriate and wrong.

Students have the right:

- To be able to tell the teacher about any bullying and expect that the teacher will consult with them about any decision to be made about the bullying
- To be protected from the bully
- To feel happy and secure
- To expect politeness from others
- To a student council which could help the bully and the victim
- To walk into and around school without feeling threatened
- To walk out of school without being called names and/or pursued
- To be respected if they have a learning/physical disability
- To be respected no matter what their colour of skin, nationality or religion
- To not be singled out or ignored by teachers

Responsibilities

Students

To behave with an expected degree of respect and appreciation for one another, offering appropriate support to victims of bullying.

Teachers

To support the implementation of the school's policy and help to raise awareness of it.

Teachers and Head of School

To coordinate the implementation of the policy in their classes

- To collate and record information on incidents of bullying
- To manage cases of bullying in accordance with the school policy
- To contact and work with the parents of victims and bullies
- To contact and work with external agencies where appropriate.
- To implement social skills lessons within the AHPS curriculum which address issues related to bullying
- To take part in training sessions and use resources to help create a positive classroom climate to minimize the likelihood that bullying will occur

Parents of victims

To support their children and the school in its efforts to manage the situation and come to a resolution.

Parents of bullies

To support the school's efforts to change such behavior, including discussion about activities that are not only in breach of school policy, but also in breach of the law.

Staff (with responsibility for relevant areas of academic curriculum)

To maintain curriculum content that addresses issues related to bullying.

Helpful Behaviours

Aberdeen Hall's Gryphon Code (from the [British Columbia Ministry of Education's Core Competencies](#) and *The Six Cedar Trees* by Margot Landahal) provides students with the skills, knowledge and strategies needed to engage in meaningful life long learning. Similarly, it acts as a guide for directing helpful behaviours:

Communication - *Wolf teaches us to communicate clearly.*

- **Caring** – showing empathy, compassion and respect towards the needs and feelings of others.
- **Compassionate** – making sure you help others who are hurt or upset.

Creative Thinking - *Raven teaches us to be creative and playful in all that we do.*

- **Open-minded** – being open to the perspectives, values and traditions of other individuals and communities and understanding that others' ideas and opinions can be equally right.

Critical Thinking - *Salmon teaches us to think critically and persevere when faced with a challenge.*

- **Principled** – acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Personal Awareness and Responsibility - Bear teaches us to reflect on our feelings and find balance with rest.

- **Respectful of yourself** – making good judgments about how you conduct yourself and live up to your responsibilities.
- **Responsible** – taking ownership for your own actions and the consequences that accompany them.

Social Responsibility - Beaver teaches us to work cooperatively to make a change for the greater good by making the world a better place for all.

- **Respectful of others** – being kind and polite at all times to students, teachers and administration and employees of the school.
- **Respectful of your environment** – cleaning up after yourself and ensuring everyone else can enjoy the school spaces and respecting school and personal property.
- **Inclusive** – including others in group activities, discussions and social groups.
- **Fair** – doing your share in a group situation.

Positive Personal and Cultural Identity - Orca teaches us about who we are, where we come from, and to understand our own personal histories by learning the ways of our ancestors.

- **Honest** – owning up to mistakes, accepting consequences for your actions, learning from the experience, and not repeating the inappropriate behaviour which is hurtful or harmful to others.

Unacceptable Behaviours

Any incidents involving bullying, cyber bullying, fighting, sexual, physical or emotional harassment, racial, religious, ethnic, sexual orientation or gender identity intolerance or physical abuse or threats will be dealt with as serious disciplinary matters.

Equally unacceptable is any hazing or “initiation” rituals.

The possession of offensive weapons (such as pellet guns, sling shots, switchblades, or any other item that may be used in a violent or aggressive manner) is strictly prohibited, and will result in serious disciplinary action.

The Board and employees at Aberdeen Hall Preparatory School will not tolerate harassment or bullying in any form, by anyone. We do not accept any behavior, which hurts, threatens or frightens a member of our school community regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression. Every child has the right to feel safe and happy in school and on campus. We believe in eradicating bullying without victimizing the bully. Victims can be confident that support will be given and action will be taken against bullies.

Definition

Bullying is mean or hurtful behaviour that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: it is aggressive behaviour that is usually repeated over time,

occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way, or name calling
- Using put-downs, such as insulting someone's race or making fun of someone gender identity
- Touching or showing private body parts
- Spreading malicious rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone
- Threatening
- Any of the above behaviours using electronic devices

Statement of Scope

It is our school's expectation that all bullying incidents be reported.

- Teachers witnessing or who become aware of a bullying situation should address it right away; many times the situation can be rectified before it requires complicated interventions
- Referrals to the homeroom/advisor teacher
- Referrals to the office
- Extreme cases of bullying will go directly to our administration

Investigating and Responding to Bullying

Teachers and staff will:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Respond quickly and sensitively to bullying reports to ensure the safety of all students involved
- Look into all reported bullying incidents
- Assign consequences for bullying based on our school's code of conduct
- Provide immediate consequences for those who retaliate against students who report bullying
- Students knowingly making false accusations of bullying will be subject to disciplinary action

Once a bullying report is received, our school's administration will conduct an investigation within three days. If it is determined that bullying has occurred, our school's administration will:

- Take appropriate disciplinary action
- Notify the family of the bullied student
- Notify the family of the student who bullied
- Create a safety plan for the bullied student
- Create a behaviour plan for the student who bullied

Written Records

Written records of all bullying incidents and their resolution must be maintained using the following forms:

- Behaviour incident reports
- Student safety plan
- Student behaviour plan
- In addition, written records of communication between our school and the involved parties and their families may be required

Consequences

There will be consequences and appropriate remedial action for those involved in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved should be considered when posing consequences.

Assurance Against Retaliation

It is the responsibility of students and employees to report suspected harassment and bullying. Aberdeen Hall will make every effort to prevent retaliation by a person against a student or employee who has made a complaint of a breach of this policy.

Appendix D - Consequences of Misconduct

Cases of misconduct and administrative response are recorded to help students learn from an error in judgment, to provide a reference point for further action, and to address possible chronic misbehaviour. A student who understands why his or her actions were inappropriate and meets the expectations of our response, will usually demonstrate improved behaviour for the remainder of his or her time at the school. Students are always dealt with in a firm, consistent, and fair manner. It is truly his or her best interests, and the interests of his or her peers that we have at heart.

Appropriate consequences and guidance play a major role in correcting negative behaviour to help students acknowledge the mistake and avoid repeating it in the future.

Depending on the nature and seriousness of the incident, disciplinary actions may include a number of actions outlined below. Significant incidents will be documented by the Head of School or Division Leader. When required, parents will be advised about serious incidents and the plan for discipline through a **Letter of Conduct**.

Serious or repeated wrongdoing will result in placement of a student on **Conduct Alert** to be discussed with the Head of School, Division Leader, parents and the student. The school's response will include specific consequences as well as guidance to help the student learn from his or her mistakes. Students who respond to the disciplinary action will be taken off the **Conduct Alert**. However, students who come off **Conduct Alert** and revert to inappropriate behaviour will be subject to more serious consequences, including **Conduct Report**, detention or suspension.

If **Conduct Alert** does not result in a positive change in behaviour, the student will be placed on **Conduct Report**. **Conduct Alert** may be bypassed directly to **Conduct Report**, if the seriousness of his or her actions so require. Specific expectations will be outlined to help the student modify his or her behaviour. A written *Behaviour Agreement* between the student, parents and school may also be created at this time. Continued misbehaviour may result in suspension, counseling out of the school or in an extreme case, the student may be expelled from the school.

Students placed on **Conduct Alert** or **Conduct Report** near the end of the academic year may not have an opportunity to demonstrate improved behaviour. Their promotion will be reviewed in June and, their probationary period will be extended into the next academic year.

Disciplinary Responses

Inappropriate student behaviour or failure to meet expectations will result in a variety of consequences. Staff members will try to intervene in a fair and consistent manner and treat each incident as an opportunity for the student to learn and grow. Disciplinary responses and consequences are determined on a case by case basis and may include:

Minor

- Reminder
- Time Out
- Warning
- A discussion
- Letter of apology

More serious disciplinary action will be taken if a pattern of repeated transgressions is noted.

Intermediary

- Temporary loss of privileges including recess and suspension from after school activities and sports teams
- Phone call to parents
- Assigning extra duties
- Detention
- Notifying Homeroom Teacher/Division Leader /Head of School with a Student Memorandum
- Interview with parents
- Restitution for damage
- Letter of Conduct
- Placing student on Daily Report

Major

- Permanent loss of privileges including recess and suspension from after school activities and sports teams
- Conduct Alert
- Parent meeting
- Conduct Report and Behaviour Agreement
- Restitution for damage
- Suspension
- Promotion denied

- Expulsion (in extreme situations)

Appendix E - Anaphylaxis Policy & Procedures Preamble

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures to be taken.

Aberdeen Hall recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. Aberdeen Hall also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

Policy

While Aberdeen Hall can not guarantee an allergen-free environment, the school will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

Aberdeen Hall will implement the following steps:

- a process for identifying anaphylactic students;
- a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record;
- a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record;
- an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of Medic-Alert identification;
- procedures for storage and administering medications, including procedures for obtaining preauthorization¹ for employees to administer medication to an anaphylactic student*

*Must be obtained from both the student's physician and the student's parents

**For students who have not been identified as anaphylactic, the standard emergency procedure is to call emergency medical care 911 (where available)

Anaphylaxis Procedures

Description of Anaphylaxis

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same persons.

While the exact prevalence is unknown, it has been estimated that more than 600,000 or 1% to 2% of

Canadians are at risk of anaphylaxis (from food and insect allergy), and that up to 6% of young children less than three years of age are at risk. In the school age population, it is estimated that between 2-4% of children are at risk of anaphylactic reactions to foods.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhoea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past.

It is important to note that anaphylaxis can occur without hives.

If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's Student Emergency Procedure Plan. The cause of the reaction can be investigated later.

The following symptoms may lead to death if untreated:

- breathing difficulties caused by swelling of the airways; and/or
- a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

Identifying Individuals at Risk

At the time of registration, using the school registration form, parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life threatening conditions will be recorded and updated on the student's Permanent Student Record annually.

It is the responsibility of the parent/guardian to:

- Inform the school principal when their child is diagnosed as being at risk for anaphylaxis.
- In a timely manner, complete medical forms and the Student Emergency Procedure Plan which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication. The Student Emergency Procedure Plan should be posted in key areas such as in the child's classroom, the office, the teacher's daybook, and food consumption areas (e.g. lunch rooms, cafeterias)
- Parental permission is required to post or distribute the plan.
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.
- Inform service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and care plan, as these programs are not the responsibility of the school.
- The school will contact anaphylactic students and their parents to encourage the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others

to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

Record Keeping - Monitoring and Reporting

For each identified student, the school designate will keep a Student Emergency Procedure Plan on file. These plans will contain the following information:

Student-Level Information

- Name, Contact information, Diagnosis, Symptoms, Emergency Response Plan

School-Level Information

- Emergency procedures/treatment
- Physician section including the student's diagnosis, medication and physician's signature.
- A section for parental consent is included on the Student Emergency Procedure Plan.

Emergency Procedure Plans

Student Level Emergency Procedure Plan

The school designate must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Procedure Plan. The Student Emergency Procedure Plan must be signed by the student's parents and the student's physician. A copy of the plan will be placed in readily accessible, designated areas such as the classroom and office.

The Student Emergency Procedure Plan will include at minimum:

- the diagnosis; the current treatment regimen; who within the school community is to be informed about the plan-e.g. teachers, volunteers, classmates; current emergency contact information for the student's parents/guardian; a requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information;
- information regarding the parent's responsibility for advising the school about any change/s in the student's condition, and information regarding the school's responsibility for updating records.

School Level Emergency Procedure Plan

Each school must develop a School Level Emergency Procedure Plan, which must include the following elements:

1. Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
2. Call emergency medical care (911 – where available)
3. Contact the child's parent/guardian. To be in compliance with the Freedom of Information and Protection of Privacy Act (FOIPPA);
4. A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
5. If an auto-injector has been administered, the student must be transported to a hospital (the

- effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
6. One person stays with the child at all times.
 7. One person goes for help or calls for help. The school principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing additional single dose auto-injectors on field trips).

Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated maturity should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their autoinjector(s) will be stored in a designated school location(s).

The location(s) of student auto-injectors must be known to all staff members and caregivers. Parents will be informed that it is the parents' responsibility:

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child; to inform the school where the anaphylactic child's medication will be kept (i.e. with the student, in the student's classroom, and/or other locations); to inform the school when they deem the child competent to carry their own medication/s (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and it is their duty to ensure their child understands they must carry their medication on their person at all times; to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location; to ensure anaphylaxis medications have not expired; and to ensure that they replace expired medications.

Allergy Awareness, Prevention and Avoidance Strategies

Awareness

The school designate should ensure:

- That all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs receive training annually or biannually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans.
- That all members of the school community including substitute employees, employees on call, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures.

Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room, lunch room and/or the cafeteria.

Avoidance/Prevention

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an "allergy-aware" environment. Special care is taken to avoid exposure to allergy-causing substances. Parents

are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:

- Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents (Elementary schools).
- If eating in a cafeteria, ensure food service staff understands the life-threatening nature of their allergy. When in doubt, avoid the food item in question.
- Wash hands before and after eating.
- Not share food, utensils or containers.
- Place food on a napkin or wax paper rather than in direct contact with a desk or table.
- Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.



Training Strategy

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs.

Experts (e.g. public health nurses, trained occupational health & safety staff) will be consulted in the development of training policies and the implementation of training. Training will be provided by individuals trained to teach anaphylaxis management.

The training sessions will include:

- signs and symptoms of anaphylaxis; common allergens; avoidance strategies; emergency protocols; use of single dose epinephrine auto-injectors; identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan); emergency plans; and method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis.

Appendix F: Aberdeen Hall Preparatory School

Policy and Procedures for Cyber-counselling, electronic-counselling, and/or virtual counselling

Any counsellor employed by Aberdeen Hall Preparatory School that is providing Cyber- Counselling, E-Counselling, and/or Virtual Counselling will be required to adhere to the following policy and procedure while conducting sessions with students:

1. The counsellor will comply with Aberdeen Hall and BCACC Standards of Practice for Online Counselling:
 - The virtual platform used for sessions must be PIPA compliant, use end- to-end encryption, and only store information on Canadian servers. Examples include, but are not limited to: InblotTherapy, Zoom Pro
2. The counsellor will adhere to all Standards of Practices and the Code of Ethics set forth by Aberdeen Hall and the BCACC for conducting counselling sessions.
3. The counsellor will go over Informed Consent to Confidentiality with each student that will be using Online-counselling services.
 - The informed consent will go over risks and benefits of e-counselling, limits to confidentiality, physical, technical, and administration safeguards. Noting the students' roles and responsibility for their confidentiality.
4. At the beginning of each session, the counsellor will collect data in order to provide information to emergency services, if needed.
5. The counsellor will adhere to all Aberdeen Hall Preparatory School Faculty Code of Conduct Policies that are appropriate for the services provided, including dressing appropriately for each session and use of a neutral background during sessions.

6. Counsellors will ensure that confidential files are safeguarded until they are able to be brought back to campus.
7. Any communications and services that the counsellor uses with students will be through secure and appropriate channels; email or a secure PIPA compliant platform.
8. The counsellor will work with the Student Support Team to aid in the student's academic, social-emotional, and mental health development.

Appendix G: Aberdeen Hall Preparatory School Online Counselling Support Informed Consent

During a/this time of school closure, every effort is being made to offer students (and their families) the services they need to support their positive mental health. As such, counselling support will be offered by Rebecca Nydr (School Counsellor) through Inkblot Therapy. This platform is PIPEDA and PIPA Compliant and uses secure end-to-end encryption. The confidential counselling files adhere to the British Columbia Association of Counsellors Privacy Policies and are maintained under Aberdeen Hall's Privacy Policy.

Client's Rights, Risks, and Responsibilities:

I understand that I have the following rights with respect to online counselling support:

I have the right to withhold or withdraw consent at any time without affecting my right to future care or treatment.

The laws that protect the confidentiality of my personal information also apply to online counselling. I understand that the information disclosed by me during the course of my counselling sessions are generally confidential. However, there are both mandatory and permissive exceptions to confidentiality:

- (i) when disclosure is required to prevent clear and imminent danger to the student or others;
- (ii) when a child is in need of protection;
- (iii) when legal requirements demand that confidential material be revealed;

Aberdeen Hall Preparatory School is responsible for maintaining the school safety, climate, and culture; If it is in the best interest of the school safety, climate, and culture, the counsellor may share details within the Student Support Team to help support the student.

Assumption of Risk and Benefits

Online counselling support has the same purpose or intention as counselling sessions that are conducted in person. However, due to the nature of the technology used, online support may be experienced somewhat differently than face-to-face sessions.

I understand that there are risks and consequences of participating in online counselling sessions, including, but not limited to, the possibility, despite best efforts to ensure high encryption and secure technology on

the part of my counsellor, that: the transmission of my information could be disrupted or distorted by technical failures; the transmission of my information could be interrupted by unauthorized persons; and/or the electronic storage of my medical information could be accessed by unauthorized persons. There is a risk that services could be disrupted or distorted by unforeseen technical problems.

I understand that I may benefit from online support, but that results cannot be guaranteed or assured. I understand that there are potential risks and benefits associated with any form of counselling, and that despite my efforts and the efforts of my counsellor, my condition may not improve, and in some cases may get worse.

I accept that online counselling does not provide emergency services. If I am experiencing an emergency situation, I understand that I can call 911 or proceed to the nearest hospital emergency room for help. If I am having suicidal thoughts or making plans to harm myself, I can call the Interior Crisis Line 1-888-353-2273 for free 24 hour support.

I understand that there is a risk of being overheard by anyone near me if I am not in a private room while participating in online counselling. I am responsible for (1) providing the necessary computer and internet access for my online counselling sessions, and (2) arranging a location with sufficient lighting and privacy that is free from distractions or intrusions. It is the responsibility of the counsellor to do the same.

I have read, understand and agree to the information provided above regarding online counselling support:

Student/Parent/Guardian Signature:

Date of Signature:

School Counsellor Signature:

Date of Signature:

Rebecca Nydr, BA, MA, RCC
