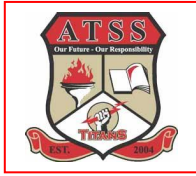


# Abbotsford Traditional Secondary School

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# Parent Handbook



## Abbotsford Traditional Secondary School

British Columbia's 21<sup>st</sup> Century Traditional School

### Parents' Handbook 2018-2019

2272 Windsor St.

Abbotsford, BC V2T 6M1 604-850-7029

[www.atss.ca](http://www.atss.ca)

#### Message From The Principal and Vice-Principal

It is with great pleasure that we welcome your family to Abbotsford Traditional Secondary School. I trust you will find your experience with us to be very positive and rewarding. We have had a number of changes in our very short history but are now looking forward to establishing a long history of program and student excellence. We are all strongly committed to this goal.

ATSS is a part of the Abbotsford School District and as such operates within the public school system. The prescribed curriculum and regulations of the British Columbia Ministry of Education will be followed. Course options will include courses for graduation and preparatory courses for university entrance.

ATSS will reflect five major emphases: a traditional philosophy of responsibility, respect and achievement, a strong academic focus which includes literacy in all subject areas, a one-to-one technology program - 'anywhere – anytime', strategies to promote strong connections between adults and students, and a specialized fine arts program featuring a variety of course options in art, graphic art, music, band, media arts, technology, and musical theatre.

The intent of this handbook is to provide parents with some philosophical direction and general information regarding the routines and programs at ATSS. If you have concerns or questions, please refer to this handbook or contact the school office directly.

Our staff members encourage parents and students to get involved in the learning process. We look forward to home and school working together on behalf of our students. By working together to support each other and the traditional philosophy, we will ensure that our school is a vital and nurturing place for our students to learn and grow.

Sincerely,

Mr. Glen Hildebrand, Principal

Mrs. Jaimie Webster, Vice-Principal

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## School Focus

### ATSS MISSION

*Abbotsford Traditional Secondary School is a school of choice, who along with a strong partnership with parents, is committed to the overall development of our students, through a traditional learning environment which emphasizes our core values of civility, integrity, excellence and compassion.*

This Handbook invites you as parents to reflect on our strong mission statement and the corresponding values, and to confirm the general procedures, expectations and responsibilities of the Abbotsford Traditional Secondary School.

ATSS continues the commitment to learning that began in King, Auguston, South Poplar and Abbotsford Traditional Middle Schools. As with these feeder schools, we seek to enable each student to develop his or her full intellectual, creative and physical potential. In addition, we strive to prepare graduates to take their places as leaders of the future, and to impress upon them the need, not only to succeed, but also to make a difference.

In order to support young adolescents, it is important to be aware of their unique developmental needs. Research (Scales, 1991) indicates seven key needs that characterize adolescence:

- positive social interaction with adults and peers
- structure and clear limits
- physical activity
- creative expression
- competence and achievement
- meaningful participation in families, and school setting
- communities, opportunities for self-definition

Margaret Wheatley, a well-known writer on organizational structure, suggests that the basic questions for the members of a school community to ask are, “What do we want this school to mean in this particular community, in

this context, with this population? What are we trying to create?”

Wheatley suggests that students within the school ask themselves the following questions, “What is the future that we want? Who are we going to be in the future? What's possible and what's needed?”

Students are willing to participate for a more positive future if they are sincerely invited to help create that future. Our goal at ATSS is to encourage learning that focuses on the joy of discovery and involvement, learning that asks that we trust one another as committed parents, progressive educators, and passionate students. We ask students and parents to ask themselves, “ How is the world going to be different because we are working and learning together?”

### FOCUS AREAS AT ATSS



At ATSS there are five major focus areas:

**Traditional philosophy** - an emphasis on a safe and orderly environment with a culture of social responsibility, respect for others, self and the environment. To support this focus there will be student leadership team, a collaboratively developed civility code and a code of conduct, parental involvement, and casual coordinates that echo the theme ‘dress for success’.

**Academics focus** - an emphasis on academics with each student achieving to the best of his or her ability in preparation for a successful future. In addition, there will be an emphasis on including strategies to develop strong skills in literacy in and through all subject areas.

**Technology focus** - ‘Anywhere - Anytime’. All students work with a laptop computer in all classes and at home. The wireless network allows computer technology to be integrated into all subject areas throughout the school. With this capability comes the emphasis that the power of communication is directly linked to the meaningfulness of the information.

**Connecting with students** – there is an emphasis on building connections between students and adults in the school. In particular, connections with students will be developed through teaching teams, homerooms, student leadership, and parental involvement.

**Fine Arts focus** – our specialized fine arts program features a variety of course options in art, graphic arts,

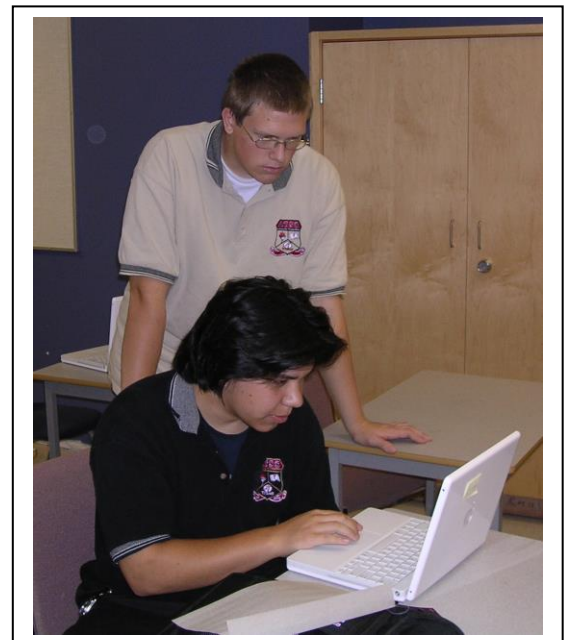
music, band, drama, media arts, technology, and musical theatre.

## School’s Expectations of the School Community

Abbotsford Traditional Secondary School is the newest member of the traditional family of schools in the Abbotsford School District. We are a community dedicated to inspiring young people to meet the challenges of life with confidence, to take a responsible role in society and to enjoy a lifelong enthusiasm for learning.

We believe that it is up to all members of the school community to support this goal by treating each other with courtesy and respect and by showing consideration at all times.

ATSS is a choice school. In making the choice to join the ATSS community, we expect that students, parents, and staff members be prepared to support the school philosophy and structures in a positive manner. We value all members of our school community, and their ideas, suggestions and input. We encourage you to get involved in the school through the PAC, the School Planning Council, or the parent volunteer program, in the classroom, or as part of the clubs and sports program. Together we will achieve great things.



**Faculty**

Mr. Hildebrand ..... Principal  
Mrs. Webster ..... Vice-Principal

Department Heads

Mr. A. Macphail .....Fine Arts, Applied Skills, Tech.  
Mr. C. Abernethy ..... Student Services  
Ms. K. Hunt .....Athletic Director, P.E.  
Mrs. R. Toews/ Mrs. T. Wedel ..... Humanities  
Mr. Gasser ..... Math  
Mr. Haak ..... Science

**School Times**

Warning Bell ..... 8:05  
Period 2 ..... 8:10-9:15  
Period 3 ..... 9:20-10:25  
Period 4 ..... 10:30-11:34  
Lunch ..... 11:34-12:14  
Period 4(L) ..... 12:19-1:23  
Period 5 ..... 1:28-2:32

**School Calendar 2018 - 2019**

School Opening (1/2 day) ..... September 5  
Thanksgiving Day ..... October 8  
Remembrance Day ..... November 12  
Last Day Before Christmas Break ..... December 21  
Christmas Vacation ..... December 24 to January 4  
School Reopens ..... January 7  
Semester 2 ..... January 28  
Family Day ..... February 18  
Last day before Spring Break ..... March 15  
Spring Break ..... March 18-29  
School reopens after Spring Break ..... April 1  
Good Friday ..... April 19  
Easter Monday ..... April 22  
Victoria Day ..... May 20

Last day for students ..... June 27  
Year-end Closing (Administrative Day) ..... June 28  
Office hours ..... 7:00am – 3:30pm

Non Instructional Days and Assessment Week TBA

- ❑ to complete a long term project.

## Parents' Role

Education is a partnership that involves the teachers, the parents, and the students. We encourage you to take an active role in your student's education. Some ways to get involved include:

- ❑ show your student that you value education, and school involvement
- ❑ get to know your student's teachers as good communication is important
- ❑ take part in school activities as a parent volunteer
- ❑ attend open houses and parent-teacher conferences
- ❑ contact the school if you have a question or concerns.
- ❑ check your student's planner regularly, and use the planner as a communication tool or access the information at our school website [www.atss.ca](http://www.atss.ca)
- ❑ review the school rules with your student
- ❑ help your student make the most of his or her study time; show encouragement and support, but also allow him/her to take the responsibility for his/her learning
- ❑ expect your student to be responsible for bringing home school notices and permission slips
- ❑ expect your student to be responsible for being prepared for the school day (supplies, homework, gym strip, lunch).
- ❑ Ensure that students attend all classes and arrive on time.

## Homework Is Important

Homework is an important part of your student's academic program. It is assigned on a regular basis at every grade level for the following reasons:

- ❑ to complete work not completed in class
- ❑ to check students' understanding of items covered in class
- ❑ to provide extra practice
- ❑ to serve as preparation for future lessons
- ❑ to reinforce material that was taught in class



## Homework Policy



If your student completes homework on a regular basis, he/she will develop sound work habits and routines. If not, it will affect his/her own progress as well as hinder the pace of the lesson and the progress of the other students. Your student may require extra study time at home, or assistance from his/her teacher to catch up.

Your student's progress will be reviewed by his/her team of teachers on a regular basis. If a pattern of not completing homework is developing, the following steps will occur:

1. Your student will face the regular consequences determined by the teacher (detention, after school work time, etc.).
2. You will be given a password to access CheckMyProgress to monitor progress & achievement in all subject areas. You may also contact teachers directly.
3. If your student continues to have difficulty completing assignments, he/she may be assigned to homework club.

If assignments are still incomplete, the following may occur:

1. Your student may be given a one-day in-school suspension where he/she will complete the assigned work in the school, but outside of the classroom. He/she will not take part in the regular school program, including P.E. classes, extracurricular activities and special events. Your student will be given assistance to help organize his/her time and form good work habits.
2. Your student's classroom teacher, student services teacher, and the principal or vice-principal will work with your student to review the problem, discuss options, and set a course of action.

- Your student may be suspended out of school for one day.

## Casual Coordinates – Dress for Success

Casual coordinates have been established for Abbotsford Traditional Secondary School for many reasons.

These reasons include:

- ❑ to help develop a strong school focus and team spirit
- ❑ to give your student a sense of belonging to a unique school
- ❑ to discourage competition based on clothing.



Your student is expected to wear the school casual coordinates. It is your student's responsibility to wear the casual coordinates appropriately and with pride. When your student is involved in a school-sponsored event (field trips, public speaking competition, writing workshop, etc) he/she must wear casual coordinates.

## Guidelines

### Boys

- Beige, black or red golf/polo shirt with short sleeves and school crest,
- Beige dress shirt with long sleeves and school crest,
- Black or red vest or cardigan with school crest,
- Black hoodie with school crest,
- Beige or black sweat shirt with school crest,
- Beige or black poly/cotton dress pants with fly front, (cords accepted)
- Beige or black poly/cotton walking shorts with fly front.



### Girls

- Beige, black, red, golf or polo with crest,
- Black/red vest or cardigan with school crest,
- Black/red sweatshirt or hoodie zip up or pullover.
- Black poly/cotton dress pants



- with fly front, (cords accepted)
- Black/beige poly/cotton dress capri pants with fly front,
- Black or beige poly/cotton walking shorts with fly front,
- Dress Stewart tartan kilt

### Gym Strip

- Plain white T-shirt with school sports logo,
- Plain black gym shorts with school sports logo,
- Plain black gym sweat pants with school sports logo (optional).



### Restrictions

- No sweat pants (except for gym), cargo pants, yoga/stretch pants or tear-away pants.
- No shirts with coloured trims or logos.
- No outerwear with offensive words, slogans, or pictures.
- No T-shirts or sports pants/shorts for daily wear.
- No hats inside the building.
- No visible body piercing except for appropriate earrings.
- No unnatural hair colours or extreme styles. Hair may be dyed but only in colours that occur naturally (blond, auburn, black, brown, etc.). Hair is a big part of 'dress for success'.

## General Information

### Attendance

Regular attendance is one of the keys to success. Students are expected to be present each day during school hours. If for any reason your student will be absent from school, please notify the office by 10:30 a.m.

### Drop Off and Pick Up

We have a drive-through lane, a stopping lane and numerous parent-parking stalls.



If you are dropping off or picking up, please stop briefly in the stopping lane, and then use the drive through lane to exit the school.

If you need to go into the school, or your son/daughter will be a few minutes, please pull into one of the parking stalls and free up the drive-through and stopping lanes. At no time should parents stop their cars in the drive-through lane.

### **Injuries and Illness**

Students frequently receive minor injuries during the day. When injuries are more serious, parents or the alternate contact will be notified immediately. Should the student require immediate medical attention and a parent or alternate contact is not available, 911 will be called immediately.

To reduce the health risk to other students, you are asked to inform the school should your student have a communicable illness.

### **Late Arrivals**

Late arrivals are unfair interruptions for the class. Your student is expected to be present and punctual for all classes. If late, he/she must check in at the school office, pick up a late slip and give the slip to the teacher upon entering the class. A Late Club DT will be assigned for unexcused lates.

### **Lost and Found**

Students must take responsibility for their belongings. All personal possessions including clothing, footwear, stationery, and books should be clearly labeled with your student's last name. A 'lost and found' box is located in the entrance by the office.

The school will not be responsible for lost money, jewelry, or personal possessions. Students should not bring valuable items to school unless they are specifically requested to do so by their teacher.

At regular intervals unclaimed items will be donated to the consignment store or to charity.

### **Lockers**

Lockers are available at the school. A \$2.00 lock/locker rental fee is included in the student fees. If the lock is lost there is an \$8.00 fee to replace it. The school reserves the



right to check lockers at any time. Your students must have a lock for the lockers in the change rooms. These lockers are provided for use during PE and after school activities.

When students are taken ill or injured at school, you will be informed. Provision will be made for the student to lie down in the medical room until he/she feels better or you can make arrangements to collect the student.

### **Physical Education**

Physical education (PE) is part of the school curriculum in grades 8 – 11 and optional in grade 12. All students are expected to wear PE strip with the school logo when taking PE. If there is a medical reason your student cannot participate, please send a note to excuse your student.

### **Supervision**

Teachers provide supervision for students during the following times:

2:35-3:00 after school

All before and after school activities will be arranged and supervised by individual staff members or parents. You will be informed of these extra events.

Concerns about behaviour or safety will be brought to the attention of the teacher(s) and the principal or vice-principal. At that time, parents may be involved if the situation warrants.

### **Textbooks**

Students are issued the textbooks they will need for the year at no cost. Your student is responsible for his/her textbooks, and will be billed for lost or damaged books.

### **Telephone**

Students may not use the office telephone except in the case of an emergency. A hallway phone is provided for student use.





## Electronic Devices

Cell phones are not to be used within the building. If your student brings a cell phone or pager, he/she must keep it turned off and out of sight while in the school building.

Other listening devices with headphones such as iPods etc. are not permitted in class.

Violation of these restrictions will result in the item being confiscated for 24 hrs minimum, repeat violations will result in longer confiscations and may result in further disciplinary action.

## Appointments

Please help your student to develop responsible habits by making arrangements for appointments or special activities before school. If your student forgets something, allow him/her the opportunity to learn from the situation – please don't bring the item to school unless it is urgent (e.g. your student forgot his/her glasses).

## Visitors to the School

We welcome visitors to the school. All visitors however must check in with an administrator before wandering the campus. When you visit please check in at the office and pick up a visitor's tag.

## Reporting Procedures and Letter Grades

Reporting takes many forms: telephone calls, notes sent home, or informal conversations at the school. Formal report cards are issued in both semesters. At other times during the year, interim reports may be issued at the discretion of individual teachers. Student progress can also be monitored 24/7 on CheckMyProgress. Formal parent/teacher interviews will be arranged after the report card is issued in each semester. You should feel free to contact the administrative or teaching staff throughout the year regarding your student's progress.

Reports contain letter grades according to the Ministry of Education guidelines as follows:



- A (86-100%) Your student has demonstrated excellent or outstanding performance in relation

to expected learning outcomes for the subject or grade.

- B (73-85%) Your student has demonstrated very good performance in relation to expected learning outcomes for the subject or grade.

- C+ (66-72%) Your student has demonstrated good performance in relation to expected learning outcomes for the subject or grade.

- C (59-65%) Your student has demonstrated satisfactory performance in relation to expected learning outcomes for the subject or grade.

- C- (50-58%) Your student has demonstrated minimally acceptable performance in relation to expected learning outcomes for the subject or grade.

- I Incomplete. Your student is making progress, but it has been determined that he/she needs additional time to meet the expected learning outcomes for the subject or grade.

- F Failed or Failing. Your student has not demonstrated, or he/she is not demonstrating minimally acceptable performance in relation to the expected learning outcomes for the subject or grade.

## Expectations of Students

### Philosophy

The members of the ATSS community strive to provide a stimulating and nurturing environment that supports your student emotionally, socially and academically. As in any community, people must work toward a common purpose in a spirit of co-operation. Our school mission, vision and values have been developed to give a foundation and direction for how we do things. At ATSS we seek to acquire knowledge, develop skills, foster positive attitudes toward learning, build confidence, and instill respect for the rights, beliefs and property of others. Failure on the part of a member of our community to work

toward this common purpose adversely affects everyone.

## Rights and Responsibilities

As a member of a community, your student has rights. Each of these rights is associated with a responsibility. It is your students' responsibility to respect the rights of others and for others to respect your students' rights.

### TEN TENETS OF TRADITIONAL

#### 1. Consistent structured approach that optimizes class time

Clearly defined classroom expectations and student accountability lead to a structured environment which helps students of diverse needs and learning styles to thrive.

#### 2. A strong focus on academic achievement

The creation and recognition of high standards and work habits in an environment of integrity

#### 3. Teacher designed instruction

The creation of clearly defined activities and expectations will enable students to achieve mastery of learning outcomes

#### 4. Regular skills assessment

Effective ongoing assessment practices that correspond with learning outcomes which accurately reflect classroom instruction and student learning

#### 5. An emphasis on literacy skills as the foundation of academic excellence and success

Solid literacy skills are demonstrated by the students' ability to decode, read for comprehension, research, analyze, synthesize and communicate in written and oral forms across the curriculum.

#### 6. An established homework policy

Teachers assign and assess homework to reinforce learning, provide regular skills practice, and build effective time management skills, thereby requiring students to take responsibility for their own learning.

#### 7. A clearly defined code of behavior.

Staff, parents and students demonstrate a strong commitment to citizenship and integrity as outlined in our civility, student and athletic codes of conduct.

#### 8. A dress code

A dress code exists that reflects a professional and uniform approach to the importance of learning in our school.

#### 9. A safe environment

Embraces a commitment by staff, parents and students to provide an environment that recognizes everyone's right to a safe and respectful school community

#### 10. Parents as Partners

Parents working in partnership with teachers and administration to enhance learning opportunities, cultivate community and address challenges.

## Key Visuals

Key visuals are visual ways of demonstrating respect for yourself and for others. When an adult enters a

classroom, the students are expected to stand quietly beside their desks. When a student is asking or answering a question, he/she is expected to stand until the teacher asks him or her to be seated.

This is done:

- to ensure that everyone can see the student and hear his/her question or answer,
- to make it clear that a particular student has the floor,
- to practice public speaking,
- to aide thought processes (studies show that a person thinks better when standing),
- to give the student the opportunity to move and stretch his/her legs,
- to give the teacher a way to redirect student's inappropriate behaviour without drawing attention to it,
- to show respect for the group and oneself.

The observance of this formality provides an ongoing and daily reminder that we are a community of learners working together to support learning and each other.

## School Rules/Student Code of Conduct:

The Abbotsford School District has a District Code of Conduct, which can be accessed on the SD #34 website. In addition to adherence to the District Code, your student is expected to adhere to the following school rules. Contravention of the school rules will result in an escalating set of consequences that may include detentions, parent conferences, and in school or out of school suspensions.

Your student is expected to:

- be responsible for his/her own behaviour and treat all members of the school community with respect and fairness; watching an inappropriate situation is promoting and condoning the action and is against school policy. • resolve conflict through non-aggressive means
- conduct him/herself off school property in a respectful and appropriate manner.
- attend all classes, on time and prepared to apply him/herself to learning.
- adhere to all safety rules posted in high-risk areas such as the science and food labs and the gymnasium.
- eat and drink outside in designated areas, in the cafeteria or student lounge; students should clear their tables and return dishes to the dish racks at the end of the eating period.
- treat the grounds, buildings and facilities of the school with respect.
- keep classrooms, changing rooms, corridors, and all public areas tidy and free of garbage.
- wear the casual coordinates in an appropriate manner.
- ATSS is a closed campus, so students must be on the school property during the entire day unless they have a note from you giving permission to leave the school property for a specific day and time, and have also received permission from either the Principal or Vice Principal.
- be responsible for the care and return of all textbooks, curricular materials and the computer assigned to you. All losses and damages incurred are your student's responsibility.
- report damage to any part of the school immediately to the School office, a member of staff, or a student cabinet member.
- treat the possessions of others and the school with respect; ask permission to borrow other students' and school equipment.
- be responsible for their own possessions.
- use e-mail and the internet services appropriately as outlined in the technology policy book.
- refrain from any of the serious offences outlined in the following section.

## **Serious Offences**

A school is a community and a place of learning, both inside the classroom and in all areas and activities throughout the school day, on and off campus. Actions that detract from an environment where all students feel safe, are not acceptable and will be dealt with severely.

These offences include but are not limited to:

- inappropriate or offensive language,
- physical violence or verbal threats,
- willful disobedience,
- damage to school property or the property of others,
- using or taking the property of others without permission,
- being under the influence of, or in possession of alcohol or illegal drugs,
- smoking in the school or on school property or at a school event,
- leaving the school property without permission,
- causing a false fire alarm
- academic misconduct.

## **Academic Misconduct**

Plagiarism is a serious offence that occurs when a student submits the work of another person as his/her own. If a student uses material from another source such as the internet or a book, he/she must acknowledge the author through footnotes or references.

Your student will be evaluated through quizzes, tests and final examinations. Any form of cheating on any evaluation will not be tolerated. Academic misconduct will result in an automatic grade of zero on that particular test or assignment, and he/she will face disciplinary action.

## Discipline Should be Fair and Firm

We believe that discipline should show students:

- where they have gone wrong,
- how they are responsible for their actions,
- how they can create solutions,
- that there are consequences,
- that we value each student as a member of our school community.



## Parents and the School

### In the School

Your involvement is encouraged and appreciated at ATSS. Parental input and assistance in the school is a vital part of the educational process, and parents are important members of the educational team. There are many ways in which you can become involved in the school. Special events such as theme days, Christmas concerts, field trips, spirit days, sports teams and sports day are greatly enhanced through your involvement.

Ongoing committees such as fund raising, noon hour supervision, and lunchtime clubs, are other ways in which you can be involved. Choose the activity and the time that you would like to help, and get involved.

### In the Classroom

Your help is very much appreciated in the classrooms. Please arrange times with the teacher when it will be convenient for you to visit or assist in the classroom.

### At Home

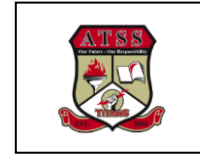
Your involvement in your student's work (homework, special projects, etc.) and progress (attitude and behaviour) is a vital component in the education process. The primary goal of schooling is education, and you are an essential and indispensable partner in attaining this goal. It is important that parents monitor progress with CheckMyProgress and support the homework policy.

## The PAC

PAC meetings are held monthly. These meetings are an informative avenue of communication between school and home. They are also an



opportunity for you to have input into decisions concerning the PAC and the school. You should attend PAC meetings whenever possible to keep informed, share your views, and cast your vote.



## Protocol

### Concerns or Questions

If you have a concern or question, please contact your student's teacher by leaving a message at the office for the teacher. The teacher will return your call and either answer your question over the phone or arrange an appointment time.

Please do not telephone staff members at home as this is their time off. Please do not go into the staff room or knock at the staff room door, as teachers need some time and a space during the day. If you have a concern, speak with the secretaries, Mr. Hildebrand or Mrs. Webster in the office and they will relay a message to the teacher.

Please do not arrive unexpectedly just before school to talk to the teacher as the teachers are preparing to begin lessons for the day. After school is not always a convenient time as staff members have meetings, workshops, or extracurricular activities scheduled.

Appointments made in advance are the most efficient way to raise concerns or questions with your student's teachers.

### Process for Addressing Concerns or Issues

It is very important that in any situation the proper procedures are followed for the benefit of all parties, and the most rapid resolution of the problem.

If you have a concern or an issue that you think should be dealt with, you should:

### 1. **Contact Your Student's Teacher**

If you think that your child's teacher has not been able to address your concern to a level you are comfortable with, you should.....

### 2. **Contact the Principal or vice-principal**

If Mr. Hildebrand and/or Mrs. Webster has made every effort to resolve the issue, and you are still not satisfied, your next course of action is to.....

### 3. **Contact in Written Form the Assistant Superintendent or Superintendent at the School Board Office**

If you are still not comfortable with the resolution to the situation, your final recourse is to.....

### 4. **Contact in Written Form the Chairperson of the School Board.**

## **Student Class Placement Policy**

The process of making up classes for each school year is a complex one. It begins in June, and is based on the best information available at that time. In assigning students to classes, school personnel must balance the student needs in each class, and also work within the limits of the collective agreement concerning class size.

In meetings that include the 'sending' teachers and the 'receiving' teachers, staff members go through a process that considers many factors. The final decision is based on the class structure that we believe will provide the best educational experience for every student. Decisions are based on the following factors: (this list is not in order of priority nor is it exhaustive) ....

- teacher contract considerations
- learning needs of individual students
- social groupings
- class demographics

### **Parental Requests for Class Placement**

On occasion, parents would like us to consider their input to help us make the best decision for their student. We welcome parental input.

If you have a particular request, please put the request in writing, including an educational reason for your request, and hand it in to the office.



While we will consider your input most seriously, and it will form part of our deliberations, it is only one aspect - all of the factors

mentioned earlier will form the basis for each child's placement.

THERE ARE NO GUARANTEES THAT YOUR STUDENT WILL BE PLACED IN THE CLASS THAT YOU HAVE REQUESTED.

## **Student Facilities and Services**

### **School Cafeteria**

Our cafeteria will be open every day at lunch to provide hot and cold meals and snacks.

### **School Counsellor**

Your student is encouraged to meet with our school counsellor to work on course selection or career planning.

### **School Newsletter**

A school newsletter will be issued on a regular basis. Your student is invited to be involved in the production of the newsletter that will be available on the school web site an, downloaded to each student's computers.

### **School Photographs**

School photographs will be taken in September. Your student will have the opportunity to purchase photograph packages. Student ID cards will be issued free of charge.

### **Learning Support Department**

The Learning Support Department will provide extra help for students who are experiencing difficulties, need enrichment, or support learning English (ESL).

## ATSS Student Leadership

We believe that students acquire the capacity to cope with difficult situations when they have been given the opportunity to take on consequential responsibilities in relation to others, and are held accountable for them.

Students need to develop the habits that equip them with the social and problem solving skills to take their place in adult society as functional, purposeful, fully rounded citizens.

If ATSS is to help students to be prepared for this role, there must be an emphasis on the development of 'rational thought'. Rational thought can be defined in terms of seven underlying values: seeking to know and to understand, questioning of all things, searching for data and their meaning, demanding verification, respecting logic, investigating each premise, and considering consequences.

These aspects should characterize all education. Using them, students should be involved in making real decisions and be part of the democratic process in a meaningful way.

The development of a cooperative environment for the solution of problems is important and conducive to the development of the society and the individual, and for the intellectual and emotional growth of both. An individual is rarely in a position to solve today's complex problems alone.

Based on this philosophy, the student government program at ATSS was designed to support the students to:

- A. participate actively,
- B. discuss and apply the principles of ethics to problems and situations,
- C. develop self-discipline and self-confidence,
- D. make consequential decisions,
- E. assume responsibility for themselves and for their peers,
- F. understand and appreciate the democratic process through participatory democracy,
- G. develop the strength of character necessary to resist the negative influences so prevalent in our society,

H. develop an understanding of how to go about changing, in a responsible and intelligent manner, that which they consider needs changing,

I. develop and awaken their native abilities and attain knowledge through experience and not simply to be taught it; to learn how to obtain and master knowledge and information and not merely memorize it.

J. develop a positive outlook on life, one that assists them to see the future as meaningful and purposeful and to see their place in such a future.

### Summary

Our uniqueness is based on our firmly established **ten tenets** of the Traditional program. The adherence to these foundational principals has provided us with a unique and rich learning experience for our students. The school programs are designed to support our students academically, culturally, and aesthetically while the student government ensures that students are involved in and taking an active part in establishing a positive culture at ATSS.

We hope that you and your students enjoy your time at Abbotsford Traditional Secondary School, and that you will become involved with the many activities and special events sponsored by the school staff and the parents.

If you have any questions or concerns, please do not hesitate to contact any member of staff, the principal, vice-principal any member of the ATSS PAC executive.

Note: This is a living document subject to change