

Abbotsford Traditional School

Parent Handbook 2026-2027



Mission:

Abbotsford Traditional School is a school of choice, which along with a strong partnership with parents, is committed to the overall development of our students, emphasizing our core values of respect, responsibility, integrity, empathy, courage, and service.

Vision:

We strive to be a vibrant community of life-long learners, demonstrating shared values, building positive relationships, and celebrating our achievements.

Core Values:

Respect, Responsibility, Empathy, Courage, Integrity, Service

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Table Of Contents

A Message From Our Principal.....	4
Students at the Centre.....	5
Our Commitment.....	5
The Traditional School Model.....	5
Ten Tenets of Traditional.....	5
The Tenets in Action	6
Profile of a Traditional Graduate	6
Our Goal.....	6
Learning, Achievement and Assessment	7
Learning at ATS	7
Homework Philosophy.....	7
Assessment and Reporting	7
Reports & Letter Grades	7
Character Development.....	8
ATS Character Code	8
Student Well-Being, Safety and Belonging	10
Student Well-Being	10
Safe and Caring Schools	11
Quad Pods: Building Connection and Belonging.....	11
Indigenous Learning and Reconciliation	11
Student Conduct and Accountability	12
Behaviour Philosophy	12
Behaviour Response Framework	12
Parents as Partners	13
Partnering for Success	13
Parent Teacher Interviews.....	14
Attendance and Engagement	14
Why Attendance Matters	14
Attendance Procedures	14
Technology and Digital Citizenship	15
Responsible Technology Use	15
Internet Use At School	15

Personal Electronic Devices	15
Student Uniform	16
Why We Wear a Uniform.....	16
Uniform Dress Code Policy.....	16
Uniform Dress Code Requirements	17
Uniform Supplier Information	18
ATS School Procedures	18
School Calendar	18
Bell Schedules	19
Locks And Lockers	20
Lunch Time Expectations	20
Transportation - Bussing - User Pay.....	21
Student Pick-Up/Drop Off.....	21
Visitors To The School.....	23
Emergency Drills	23
Lost And Found	23
Supervision.....	23
Athletics and Extracurricular Activities	24
Participation and School Spirit.....	24
Athletic Code Of Conduct	24
ATS Standard Athletic Fees.....	25
Parent Involvement	25
Parent Volunteer Opportunities	25
Parent Advisory Counsel	25
District Policies and Resources	26

A Message From Our Principal

Welcome to Abbotsford Traditional School.

We are proud to be a school community that combines high academic expectations, strong character development, meaningful relationships, and a commitment to student well-being. As a traditional school, we believe that students are most successful when families, educators, and students work together in partnership.

Guided by our Ten Tenets of Traditional Education, we strive to create a learning environment that is safe, orderly, supportive, and engaging. We recognize that every student brings unique strengths and experiences to our community, and we are committed to helping each learner grow academically, socially, emotionally, and personally.

At ATS, our goal is not simply academic achievement. We aspire to develop responsible citizens, critical thinkers, compassionate leaders, and lifelong learners who demonstrate integrity, empathy, courage, respect, responsibility, and service.

Our Grade 6 Student Orientation will be held on Wednesday, September 2nd. Invitations will be sent out during the summer. This is a good opportunity for Grade 6 students to make new friends and meet student leaders who will support their transition to ATS.

Homeroom lists will be posted on Friday, September 4th by 4:00 p.m., and all students should check their home room assignment before the first day of school on September 8th. Middle school homeroom lists will be posted on the middle school entrance (North side), and secondary lists will be posted on the main office entrance (South side). All middle school students will line up and meet their homeroom teacher on the blacktop behind the school near the library and gaga ball pits.

Thank you for choosing ATS and for partnering with us in supporting your child's success.

Brent Schroeder

Principal,

Abbotsford Traditional School

Students at the Centre

Our Commitment

At ATS, our programming, policies, work and decisions are guided by what is best for students.

We believe student success includes:

- Academic achievement
- Character development
- Well-being
- Belonging
- Citizenship
- Leadership
- Lifelong learning

We are committed to creating learning environments that are safe, caring, inclusive, orderly, and engaging, where students can achieve their personal best and develop into responsible contributors to society.

The Traditional School Model

Ten Tenets of Traditional

1. Students, educators, and families ensure a safe learning environment.
2. Students, educators, and families contribute to a healthy learning environment by adhering to a clearly defined code of conduct.
3. Students, educators, and families have elevated expectations and a strong focus on the achievement of intellectual, human, social, and career goals.
4. Students, educators, families, and the community are partners in student success.
5. Educators emphasize mastery of essential skills and competencies in reading, writing, and numeracy.
6. Educators use the provincial curriculum and their collective pedagogical expertise to personalize learning for their students.
7. Educators use consistent and predictable routines that maximize student learning.
8. Educators and students use a variety of timely assessment and feedback methods to accelerate meaningful learning and engagement.
9. Students follow a uniform dress code.
10. Learning takes place at school, at home, and in the community

The Tenets in Action

The Ten Traditional Tenets are not simply philosophical statements. They are reflected in our daily practices and expectations.

Practice	Traditional Tenet
Attendance and punctuality	#3 - High Expectations
Parent communication	#4 - Parents as Partners
Learning, homework and study habits	#3, #4, #5, #6, #7 - Learning at School and Home
Uniform	#9 - Student Uniform
Behaviour expectations	#1, #2 - Safe and Healthy Learning Environment
Assessment and reporting	#8 - Timely Assessment and Feedback

Profile of a Traditional Graduate

Our Goal

Our aim is to develop graduates who demonstrate:

Academic Excellence

- Literacy
- Numeracy
- Critical thinking
- Problem solving

Character

- Integrity
- Respect
- Responsibility
- Courage
- Empathy
- Service

Citizenship

- Leadership
- Community engagement
- Respect for diversity
- Global awareness

Personal Success

- Resilience
- Self-regulation
- Collaboration
- Lifelong learning

Learning, Achievement and Assessment

Learning at ATS

Traditional Tenets emphasize mastery of foundational skills while providing opportunities for students to develop competencies across all subject areas.

Homework Philosophy

Traditional Tenet #10 recognizes that learning occurs at school, at home, and in the community.

Homework may be assigned to:

- Reinforce learning
- Practice skills
- Prepare for future lessons
- Develop organization and responsibility
- Complete long-term projects
- Encourage reading habits

Assessment and Reporting

Assessment at ATS is intended to support growth and learning. Students receive ongoing feedback to help them understand their strengths, identify areas for improvement, and set goals for future learning.

Reports & Letter Grades

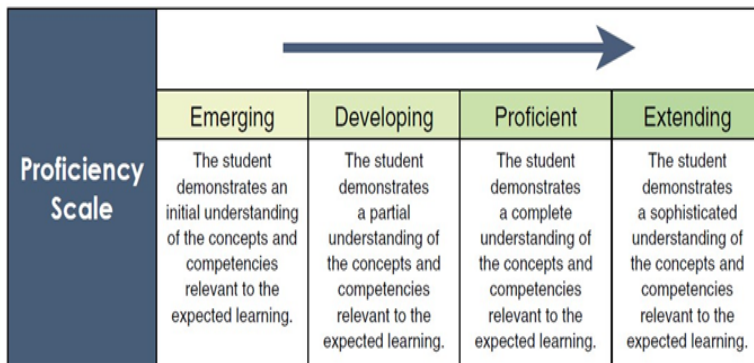
For Grade 6-8

Formal report cards are issued three times a year - before the winter break, before the spring break, and at the end of the year. At other times during the year, interim reports may be issued at the discretion of individual teachers.

For Grade 9-12

Formal report cards are completed four times per year in the form of mid semester learning updates (November & April), and end of semester Learning Summaries (January and June). Parents and students may login to myEducationBC at any time to check out their child’s progress. Logging in to myEducationBC requires your student’s Pupil ID number and their password.

For more on BC’s redesigned curriculum, please visit this website: <https://curriculum.gov.bc.ca>



Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Character Development

ATS Character Code

At Abbotsford Traditional School, we believe that character is an essential part of education. Academic success is important, but it is equally important that students develop the qualities necessary to become thoughtful, responsible, and compassionate citizens.

Character is developed through daily choices, meaningful relationships, and a commitment to personal growth. Our goal is to help students become individuals who contribute positively to their school, their families, and their communities.

The following six character attributes guide our work at ATS and reflect the qualities we hope to nurture in every student.

Respect • Responsibility • Integrity • Empathy • Courage • Service

Respect

Respect is recognizing the worth and dignity of every person. Respectful people value others, demonstrate courtesy, and contribute to a positive learning environment.

Students demonstrate respect when they:

- Treat others with kindness, courtesy, and consideration.
- Listen attentively to understand different perspectives.
- Use language that is positive, appropriate, and encouraging.
- Value differences and appreciate the contributions of others.
- Show consideration for shared spaces, property, and the learning environment.
- Demonstrate good manners in their interactions with peers, staff, families, and community members.

Responsibility

Responsibility is taking ownership of our actions, choices, learning, and contributions to the community.

Students demonstrate responsibility when they:

- Come prepared to learn and participate fully.
- Manage their time, materials, and commitments effectively.
- Follow through on obligations and commitments.
- Care for personal belongings, school property, and shared resources.
- Contribute to a safe and healthy learning environment.
- Take pride in their work and strive to do their best.

Integrity

Integrity is choosing what is right, even when it is difficult or when no one is watching.

Students demonstrate integrity when they:

- Act honestly and truthfully.
- Complete their own work and give credit to the ideas of others.
- Accept responsibility for mistakes and learn from them.
- Keep commitments and follow through on promises.
- Speak positively about others and avoid gossip or rumours.
- Demonstrate consistency between their words, values, and actions.

Empathy

Empathy is understanding and caring about the feelings, experiences, and perspectives of others.

Students demonstrate empathy when they:

- Listen with patience and an open mind.
- Consider how their actions affect others.
- Include and support those who may feel left out.
- Show compassion when others are struggling.
- Seek to resolve conflict respectfully and peacefully.
- Demonstrate understanding, forgiveness, and kindness.

Courage

Courage is doing what is right despite challenges, uncertainty, or fear.

Students demonstrate courage when they:

- Stand up for themselves and others respectfully and appropriately.
- Persevere through challenges and setbacks.
- Try new things and embrace opportunities for growth.
- Accept constructive feedback and learn from mistakes.
- Make ethical decisions even when they are difficult.
- Demonstrate resilience, optimism, and determination.

Service

Service is using our talents, abilities, and actions to positively impact others and our community.

Students demonstrate service when they:

- Help others without expecting recognition.
- Contribute positively to classrooms, teams, and school activities.
- Take initiative when they see a need.
- Volunteer their time and effort to support others.
- Act as positive role models for younger students and peers.
- Demonstrate citizenship through meaningful contributions to their school and community.

Student Well-Being, Safety and Belonging

Student Well-Being

Student well-being is essential to learning.

ATS promotes:

- Positive relationships
- Emotional well-being
- Mental health awareness
- Physical activity
- Inclusion and belonging
- Connection to trusted adults

Students are encouraged to seek support from teachers, counsellors, administrators, educational assistants, or other trusted adults when challenges arise.

Safe and Caring Schools

The school is committed to maintaining a safe, caring, and inclusive learning environment for all students.

Quad Pods: Building Connection and Belonging

At ATS, we believe students thrive when they feel known, supported, and connected. Beginning in 2026-27, Grades 6 and 7 will participate in our new **Quad Pod Looping Pilot**.

Each Quad Pod consists of **two Grade 6 classes and two Grade 7 classes working together as a learning community**. Students will remain with their peer group from Grade 6 to Grade 7, providing continuity in friendships, relationships, and support networks. While students will move to a new homeroom teacher in Grade 7, teachers within each Quad Pod will continue to collaborate closely and maintain connections with students across both years through shared planning, and vertical teaming.

The Quad Pod model builds on the strengths of traditional looping by allowing students to develop meaningful relationships with multiple educators while benefiting from a consistent and supportive learning community. Through this approach, students experience smoother transitions between grades, a stronger sense of belonging, and increased opportunities to be known, supported, and successful.

Indigenous Learning and Reconciliation

Consistent with district priorities and the BC curriculum, ATS is committed to learning about Indigenous histories, perspectives, cultures, and contributions.

Students are encouraged to deepen their understanding of truth, reconciliation, empathy, and responsible citizenship through meaningful learning experiences.

Student Conduct and Accountability

Behaviour Philosophy

Traditional schooling is built upon responsibility, respect, self-discipline, and accountability.

When behavioural concerns arise, our goal is to:

- Teach appropriate behaviour
- Restore relationships
- Repair harm when possible
- Maintain safe learning environments
- Support student growth

Behaviour Response Framework

ATS is committed to addressing behaviour concerns in a timely, fair, restorative, and responsible manner. Responses to student behaviour are guided by the values and expectations outlined in the ATS Code of Conduct and the Abbotsford School District Code of Conduct.

Most behaviour concerns are initially addressed by the classroom teacher in collaboration with support staff, counsellors, case managers, and school administrators. The level of intervention and administrative involvement increases when behaviours become more serious, chronic, or impact the safety, well-being, or learning of others.

Level 1 Behaviours

Level 1 behaviours are minor or more common conduct concerns that are typically addressed through classroom-based interventions, restorative conversations, reteaching of expectations, and communication with home as appropriate.

Level 2 Behaviours

Level 2 behaviours are serious and/or repeated concerns that require coordinated intervention involving school staff, administration, students, and families.

Level 3 Behaviours

Level 3 behaviours are serious breaches of the Code of Conduct that require immediate administrative intervention. These behaviours may impact the safety, well-being, or dignity of individuals or the broader school community and may require school- and district-level involvement. Serious breaches of conduct may be referred to district processes in accordance with Abbotsford School District policies and procedures.

Progressive and Escalating Responses to Behaviour

ATS recognizes that each behavioural incident is unique. In keeping with district expectations, responses to student behaviour are determined through consideration of the nature, severity, frequency, and impact of the behaviour, as well as the age, maturity, and individual circumstances of the student. Disciplinary responses are intended to be educational, restorative, and supportive while maintaining a safe, caring, and orderly learning environment.

Behaviour concerns are generally addressed through a continuum of supports and interventions that may involve the classroom teacher, support staff, counsellors, vice-principal, principal, and, when appropriate, district administration. As concerns become more serious or persistent, responses may escalate accordingly and can include restorative processes, parent meetings, behaviour support planning, loss of privileges, disciplinary consequences, suspension, or referral to district-level processes, consistent with Board policy and administrative procedures

Parents as Partners

Traditional Tenet #4 - Students, educators, families and the community are partners in student success.

ATS faculty and administration pride themselves on a collaborative working relationship with parents where problems are identified early and information is shared to ensure best strategies are followed in the support of children's learning needs. This spirit permeates our intentions in regard to communicating disciplinary events to our parents.

Partnering for Success

Families contribute to student success by:

- Supporting attendance
- Encouraging reading and homework completion

- Monitoring progress
- Communicating with staff
- Reinforcing school expectations
- Promoting healthy routines
- Participating in school events when possible

Strong school-family partnerships support both academic achievement and student well-being.

Parent Teacher Interviews

Parent-Teacher interviews are typically scheduled in conjunction with the early dismissal days in October and February. Appointments can also be set up at any time by contacting your teacher by email. All teacher emails can be found on the staff page of our [website](#).

Attendance and Engagement

Why Attendance Matters

Regular attendance is one of the strongest predictors of student success.

Consistent attendance supports:

- Learning continuity
- Academic achievement
- Social development
- Positive routines

Attendance Procedures

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 son/daughter will be absent from school, please enter their absence on the School Messenger app or website (<https://go.schoolmessenger.com>). You can sign up for an account using the same email address that you receive school communications on and your child will automatically be added to your account. Please enter your students absence, late, or early departure prior to 9:00 AM.

Please note, the email address used for school communications should be a PARENT's email only. Anyone who has access to the email account can enter your child as an excused absence. If your child is allowed to enter their own absences, it becomes difficult for us to know whether students are missing school with legitimate parent permission or not. Please connect with the office if you are not sure if your email is set up correctly for school communications.

Late arrivals are unfair interruptions for the class. Students are expected to be present and punctual for all classes. If a student is late, they must check in at the school office, pick up a late slip and give the slip to the teacher upon entering the class.

Technology and Digital Citizenship

Responsible Technology Use

Technology can support learning when used responsibly.

Students are expected to:

- Demonstrate positive digital citizenship
- Use technology ethically
- Follow teacher direction
- Respect privacy
- Minimize distractions

Internet Use At School

BYOD and technology use permission forms are completed through SchoolCashOnline once per school the child attends. Please complete these as early as possible in the school year to ensure your child is able to participate fully during instruction time.

**Use of the school's computer system is neither private nor confidential and will be monitored. School network administrators reserve the right to access and remove files on the system.

Personal Electronic Devices

Telephones at the school are used for school business and incoming messages. Students may use the office telephone after asking permission. After school activities should be prearranged so the student does not have to phone. Students in grades 9-11 may have their phones at school however, it is expected that they are put away (in lockers) and kept out of sight during classtime. Students in grade 12 may keep their phone in their backpack with ringers turned off. Cell phones are never to be used in class except with explicit teacher permission. Students in grade 6-8 are not permitted to have their phones during school hours.

Student Uniform

Traditional Tenet #9 - Students follow a uniform dress code.

Why We Wear a Uniform

The ATS uniform:

- Promotes safety
- Encourages belonging
- Supports equity
- Reduces peer pressure
- Creates a professional learning environment

Uniform Dress Code Policy

At ATS, our school has an established student uniform. Adhering to the Student Dress Code is one of the defining characteristics of the Traditional School Model. We believe promoting the use of the student uniform is important for the following reason:

Student uniforms provide for a safe and orderly environment where our students are easily identifiable and behave to a higher standard.

ATS has high academic expectations; students are expected to work with maximum effort. Dressing daily in the school uniform is symbolic of our commitment to a professional learning environment.

Students deserve to have a learning environment where others judge them by the content of their character, their ideas and their actions – not by what they wear. Uniforms provide an even playing field for all students and reduce bullying.

Wearing school-crested clothing fosters a sense of belonging and builds confidence and pride in our community.

The responsibility of adhering to our school's dress code rests with the entire community. Students who do not meet the dress code requirements will be asked to dress appropriately or will be supplied with an immediate change of clothing (when available). Parents will be notified when chronic uniform infractions occur. The school attempts to collaborate with families and understands the student dress code should not prevent regular attendance. However, failure to consistently meet dress code expectations is a disciplinary infraction and may result in family/guardian being contacted and the student being sent home. Any questions/concerns regarding appropriate student dress should be referred directly to the school principal.

Uniform Dress Code Requirements



ATS Student Uniform Dress Code Requirements



<p>Secondary Daily Wear</p> <ul style="list-style-type: none"> Charcoal Grey Crested Polo (now available in cotton) Charcoal Grey Crested Crewneck 			
<p>Middle Daily Wear</p> <ul style="list-style-type: none"> Maroon Crested Polo (now available in cotton) Maroon Crested Crewneck 			<p>Daily Wear Bottoms</p> <ul style="list-style-type: none"> Black pants, shorts or skirt Loose fitting Elastic waist is okay Chino material is okay NO tights, leggings, jeans or sweatpants
<p>Secondary PE Strip</p> <ul style="list-style-type: none"> Red Athletic logo t-shirt Navy Athletic logo sweat pants or athletic shorts Optional: Navy Athletic logo crewneck 		 <p style="font-size: small;">Navy blue 1801 Gildan crewneck with new ATS Athletic logo</p>	
<p>Middle PE Strip</p> <ul style="list-style-type: none"> Navy Athletic logo t-shirt Navy Athletic logo sweat pants or athletic shorts Optional: Navy Athletic logo crewneck 			

Able Cresting is our school uniform provider. They are located at 1-30887 Peardonville Rd, Abbotsford. Store hours are Monday-Friday 9AM-5PM. Online ordering is also available at www.ablecresting.com

All TOPS will be crested or have the athletic logo and will need to be purchased from Able Cresting. All BOTTOMS can be purchased from the store of your choice. Bottoms are expected to be loose fitting. Here are some highlights:

1. All students in grades 6-12 will wear black bottoms. This will make it easier for families to purchase bottoms less often -- black pants or shorts or skirts
2. All students in grades 6-12 will wear PE strip only for PE, and on some Spirit Days such as Fridays.
3. All students in grades 6-12 can wear sweatpants and shorts for PE. Students cannot arrive to school in sweat pants.
4. All students in grades 6-12 will wear navy blue bottoms for PE. This will make it easier for families to purchase bottoms less often.

Uniform Supplier Information

Able Cresting
 #1 - 30887 Peardonville Rd
 Phone: 604-864-9728
 www.ablecresting.com
 Hours: Monday–Friday, 9:00 am–5:00 pm

ATS School Procedures

School Calendar

School Opening / Secondary – Semester 1 Starts (1/2 day dismissal)	September 8
Non-Instructional Day #1	September 25
National Day for Truth & Reconciliation	September 30
Thanksgiving Day	October 12
Early Dismissal for Parent-Teacher Conferences	October 21
Evening Parent/Guardian-Teacher Conferences	October 21
Early Dismissal for Parent-Teacher Conferences	October 22
Non-Instructional Day #2	October 23
Remembrance Day	November 11
Non-Instructional Day #3	November 20
Report Cards (Elementary/Middle)	December 11
Last day before Winter Break	December 18
Winter Break	December 21-January 1
Schools reopen after Winter Break	January 4
Secondary – Semester 2 Starts	February 1
Report Cards (Secondary)	February 5
Non-Instructional Day #4	February 12
Family Day	February 15
Early Dismissal for Parent-Teacher Conferences	February 17

Evening Parent/Guardian-Teacher Conferences	February 17
Early Dismissal for Parent-Teacher Conferences	February 18
Report Cards (Elementary/Middle)	March 12
Last day before Spring Break	March 12
Spring Break	March 15-25
Good Friday	March 26
Easter Monday	March 29
Schools reopen after Spring Break	March 30
Non-Instructional Day #5	April 23
Non-Instructional Day #6	May 21
Victoria Day	May 24
Last day for students (Report Cards for Elementary/Middle)	June 29
Report Card (Secondary)	June 30
Last day for teachers	June 30

Minutes of Instruction Per Day	Elementary – 294	Middle – 296	Secondary - 319
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Bell Schedules

Abbotsford Traditional 9-12 Bell Schedule 2026-2027						
	Monday	Tuesday	Wednesday	Thursday	Friday 1	Friday 2
8:05	Welcome Bell	Welcome Bell	Welcome Bell	Welcome Bell	Welcome Bell	
8:10 - 9:14 (64 min)	A	C	D	B (1)	B (2)	Collab (9 total) 8:00 - 9:20 (80 min)
9:19 - 10:23 (64 min)	B (1)	D	C	A	Careers	Welcome Bell (9:20)
10:28 - 11:31 (63 min)	C	A	B (1)	D	C	B (2) 9:25 - 10:15 (50 min)
11:31 - 12:16 (45 min)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	Careers 10:20 - 11:04 (44 min)
12:16 - 1:20 (64 min)	C	A	B (2)	D	A	C 11:09 - 11:59 (50 min)
1:25 - 2:29 (64 min)	D	B (2)	A	C	D	11:59 - 12:44 (45) LUNCH
						A 12:44 - 1:34 (50 min)
						D 1:39 - 2:29 (50 min)

Abbotsford Traditional 6-8 Bell Schedule 2026-2027						
	Monday	Tuesday	Wednesday	Thursday	Friday 1	Friday 2
8:15	Welcome Bell	Welcome Bell	Welcome Bell	Welcome Bell	Welcome Bell	Collab 8:00 - 9:20 (9 Times / year) (80 min)
Advisory 8:20 - 8:31 (11 min)						Welcome Bell 9:15
8:31 - 9:26 1 (55 min)						Advisory 9:20 - 9:30 (10 min)
9:26 - 10:21 2 (55 min)						9:30 - 10:24 1 (54 min)
10:21 - 10:36 (15 min)	NUTBREAK	NUTBREAK	NUTBREAK	NUTBREAK	NUTBREAK	10:24 - 10:39 NUT BREAK (15 min)
10:36 - 11:31 3 (55 min)						10:39 - 11:33 2 (54 min)
11:31 - 11:46 11:46 - 12:16 (45 min)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH 11:33 - 11:48; 11:48 - 12:18 (45 min)
12:16 - 12:26 DEAR (10 min)						12:18 - 12:28 DEAR (10 min)
12:26 - 1:21 4 (55 min)						12:28 - 1:22 3 (54 min)
1:21 - 2:16 5 (55 min)						1:22 - 2:16 4 (54 min)

Locks And Lockers

Lockers are the property of the school and the school administration reserves the right to open and search lockers for issues relating to school safety and security. Unsafe or dangerous items should never come to school and must never be put in a school locker. It is a privilege to have a locker, and it is the student's responsibility to take care of their locker. Lockers are not to be damaged or defaced in any way. Students must use their assigned lockers daily and must take responsibility for its contents.

Locks are supplied by the school and are required. Students are **not to share their combination with others**. If a student forgets the lock combination they can ask at the office. Lost locks are subject to a \$10 fee for any replacements or exchanges. Each student is responsible for the lock he/she receives at the beginning of the year.

Lunch Time Expectations

Middle students are to be seated in their Homeroom classes during the eating period.

Before leaving the classroom, students need to make sure the room is tidy and all garbage has been picked up and properly disposed of.

Students are expected to return all borrowed equipment from their class bin.

Students are to line up before entering the building.

The ATS PAC typically provide a hot lunch 2 or 3 days per week as an option for students to purchase.

Transportation - Bussing - User Pay

Families that choose to bus their children to school need to register for bussing and pay for that option through the school district. To contact the Transportation Department regarding bussing can email school.bus@abbyschools.ca or go on the District website <https://ats.abbyschools.ca/student-transportation>

The User Pay busses drop off and pick up at the entrance of ATS. Busses will leave promptly at the designated times. If your child misses the bus, they may use the student phone in the hall outside the office.

Student Pick-Up/Drop Off

Student drop off and pick up continues to be an issue with regard to the heavy traffic around the front of the school. This congestion blocks local traffic in and out of business and residential driveways. Additionally it blocks our busses from getting into the school to pick up students and it causes long waits for parents to get in and out of the area. Please consider using one of the options below as your pickup and drop off method. This will help reduce this congestion and make drop off and pick up much faster and easier.



Option 1: Drive along Peardonville Road, park on the gravel, and drop off/pick up the student at the back of the school field. There are two walking entry points at the ends of the fence as marked above. You can then continue along this road and exit onto Marshall Rd



Option 2: Turn off Peardonville Road onto Townline Road and then onto Wheel Avenue. Drop off your student along Wheel Avenue. They can walk along the sidewalk and then use the crosswalk to get onto school grounds. You can turn down Carpenter Street to get out onto Marshall Road. If you are coming from the south on Marshall Road, you can instead turn up Carpenter Street, drop off on Wheel Avenue and then turn back down Townline Road to return to Marshall Road.



Option 3: Turn into the school parking lot at the South entrance and continue through the loop, dropping your student off at the entrance. This is not the recommended option as it will be the most congested area and will take the longest to get in and out. Stopping on Windsor Street to wait to get into the parking lot is not recommended as it blocks traffic in and out of the area and into and out of the surrounding business and residential driveways.

Visitors To The School

All visitors MUST report to the office to identify themselves to the office staff.

Visitors to our school will be identified by a visitor's tag.

Emergency Drills

Throughout the year we have Emergency Drills so that staff and students will be prepared in the event of an emergency. Our Emergency Drills include practicing procedures for: Fire, Earthquake, Intruder Alerts and Evacuation.

Medical Information

Minor injuries happen on a daily basis. Band-aids and ice are available at the office.

If a student has been seriously injured, it should be reported immediately to a teacher or supervisor and the student brought to the office medical room. A First Aid Attendant is available at all times.

When a student is ill at school, provisions will be made for them to lie down in the medical room until he/she feels better or until a parent arrives.

Parents or Emergency Contacts will be called in the event of a serious injury. Should the student require immediate medical attention and the parent or contact is not available, 911 will be called. In a life-threatening situation, 911 will be called immediately.

Parents are asked to inform the school should their student have a contagious illness.

If your student has a chronic health concern or allergies, please contact the office. We have a safe place for necessary medications and information regarding your child's medical concerns.

Students with medical devices such as Epipens that may need staff assistance to administer, MUST have the correct documentation and the medical device supplied to the office. Please review the following link to ensure we have the correct medical information for your student if necessary, <https://www.abbyschools.ca/administrative-procedures/AP327>

Lost And Found

All personal possessions including clothing, footwear, stationery, and books should be clearly labeled. Items should be secured in student lockers when not in use.

The school will not be responsible for lost money, jewelry, or personal possessions. Students should not bring valuable items to school unless a teacher specifically requests them.

A lost and found box is located in the main hallway outside the multi purpose room. Students should check for lost articles on a regular basis.

Supervision

Teachers provide supervision for students starting 15 minutes before the start of the school day, and ending 15 minutes after dismissal.

All before and after school activities will be arranged and supervised by individual staff members.

Our paid lunch time supervisors assist with monitoring students at lunch time. They monitor classrooms during the eating period, and supervise outside during activity time. They are there to ensure the safety of the students and also help to resolve any problems and students are expected to respect the authority of our Noon hour Supervisors.

Athletics and Extracurricular Activities

Participation and School Spirit

Participation in athletics, clubs, leadership opportunities, and service activities contributes to a well-rounded educational experience.

Athletic Code Of Conduct

The actions of a student-athlete are a reflection of themselves, their team, their school, and their community. A student's involvement in a school sport provides opportunities and experiences that are important to the development of a well-rounded student. First and foremost, all players must show respect for their teammates, coaches, and spectators at all times.

Student athletes must act in accordance with the following:

Class – Live and play with class. Be a good sport by being gracious in victory and accepting defeat with dignity. Give fallen opponents help, complement extraordinary performances and show sincere respect in pre-game and post-game rituals.

Respect – Treat everyone with respect at all times, and expect the same from your teammates. Don't complain about, or argue with, official calls or decisions.

Disrespectful conduct – Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.

Role modeling – Consistently exhibit good character and conduct yourself as a positive role model.

Self-control – Exercise self-control. Don't fight or show excessive displays of anger or frustration and have the strength to overcome the temptation to retaliate.

Concern for others – Demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to others.

Play by the rules – Honour the spirit and the letter of the rules. Avoid the temptation to gain competitive advantage through improper gamesmanship techniques as it violates the highest traditions of sportsmanship.

Practices – Demonstrate a commitment to the program by attending all practices; realize the importance of game preparation. Be on time, assist with equipment and come prepared to play.

Academics – Excellent effort and attitude within the classroom is a priority. Academic failure is not acceptable.

Participation in sports is a privilege, not a right. Students are expected to represent their school, coaches and teammates with honour, on and off the field. Coaches and teachers reserve the right to suspend the play of student athletes for academic and behavioral non-compliance.

ATS Standard Athletic Fees

Research is clear in demonstrating the abundance of benefits that sports and physical activities have on brain development as well as physical well-being.

Participating in school sports is an inexpensive, economical opportunity for any student to participate in. In comparison to community sports, the fees charged for participation in school sports are very reasonable. However, all schools charge a fee for students to participate in sports.

The cost associated with each sport varies as some seasons of play are more expensive than others. The standard fee charged for each sport goes towards the following: registering the athlete with BCSS, FVSSAA, AMSSAA; uniform rental and/or replacement; referees, tournament fees, season ending parties, and athletic awards. Students are also provided with t-shirts and warm up shirts.

Schools no longer accept cash or check payment for any school fee. You must access the following website to pay school fees: <https://abbotsford.schoolcashionline.com>

Parent Involvement

Parent Volunteer Opportunities

If you are interested in being a parent volunteer for any events or require more information, please contact the office at 604-850-7029 or the PAC at abbytradpac@gmail.com.

- PAC participation opportunities include working as a general member or on the executive.
- Throughout the year we will need supervision at fieldtrips and some school-wide events.
- Grade 8 year end event organizers. (set up, clean up, decorate, etc.).
- Noon-hour supervisors - full and part time positions. Preference will be given to those available 5 days a week every lunch hour.
- Field trip chaperones

Parent Advisory Counsel

The Parent Advisory Council (PAC) is your parent community at Abbotsford Traditional Middle School. It is hoped that our parent community will work closely with administration and staff to support, encourage, and provide assistance to enhance the quality of education and the well being for all students at Abbotsford Traditional School. For more information, please contact the PAC Executive at abbytradpac@gmail.com.

District Policies and Resources

- [Fair Notice Letter](#)
- [District Code of Conduct](#)
- [Administrative Procedures](#)
- [Student Transportation](#)