



# ABERDEEN HALL

PREPARATORY SCHOOL



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Teaching Excellence | Inspiring Futures | Shaping Character

## WELCOME FROM THE HEAD OF SCHOOL

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.

If you have any questions or feedback regarding the contents of this handbook, please contact me directly so we can address accordingly.

With warm regards,

Chris Grieve  
Head of School

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### **Our Mission Statement**

Empower students to lead meaningful lives as compassionate, contributing citizens, and inspire their success in learning and life.

### **Our Values**

Resilience | Responsibility | Integrity | Optimism | Curiosity | Kindness



### Board of Directors and Board Committees

#### Structure

Aberdeen Hall is an independent coeducational day school with charitable status. The Board is usually composed of 12-15 members, two of whom are non-voting, ex-officio members (Head of School and the school's legal council). The Head of School is responsible for all day-to-day operations of the school.

Members of the Board exercise a fiduciary responsibility, provide oversight for the business and affairs of the school, and ensure that adequate resources are in place to support the realization of the school's mission, strategic plan and program goals.

#### Ensuring a Strong Future

The Aberdeen Hall Board of Directors (the "Board") is a group of dedicated volunteers who lend their time, expertise and commitment to ensuring the school's sustainability across many dimensions, including strong school leadership, strategic planning and financial and risk stewardship, for current and future generations of Aberdeen Hall families. The Board and its committees are composed of parents, alumni, community professionals and friends of the school, all working together to effectively govern the school.

#### Mandate

The Board manages the long-term sustainability of the school, serves as the trustee of Aberdeen Hall's mission and values, and provides oversight of the development and implementation of the school's strategic plan. In keeping with the membership requirements of the Canadian Association of Independent Schools (CAIS), the Board oversees the role of Head of School but remains removed from day to day operations.

The overall mandate of the Board, along with mandates for each of the Board Committees, are included below.

#### Terms

Members of the Board are appointed for three year terms, which are renewable in such a cycle to ensure continuity of membership. Members of the Board may be re-appointed to additional terms and may serve a maximum of nine consecutive years. The Board retains the discretion to extend these terms and their corresponding limitations.

#### Committees

In addition to various short-term Task Forces that may be struck to focus on particular key issues, there are five standing "Board Committees" which include: Governance, Finance, Development, Risk Management, and the Executive Committee. Board Committees may include non-Board members, such as Aberdeen Hall



parents, alumni, employees and community professionals in addition to members of the Board.

### Accountability

Each member of the Board makes an annual written commitment to follow the principles of the Board's Code of Conduct and abide by the Board's Conflict of Interest Policy. The Board evaluates its own effectiveness on an annual basis and the Canadian Accredited Independent Schools (CAIS), as part of its periodic review regarding the accreditation of the school, evaluates the Board with reference to its Standard 3 on Governance and corresponding indicators of effectiveness. Board members are recruited with reference to criteria including their skills, experience, ability to contribute time, willingness to provide financial support and resources, respect for traditions, and diversity reflective of our community, to best support the goals and vision of the school.

### Interested?

Interested members of the community who wish to be considered as Board and Committee candidates are encouraged to complete a letter of interest and resume and submit both by email to Kari Drinnan, the Governance Chair, at [governance@aberdeenhall.com](mailto:governance@aberdeenhall.com) for consideration by the Board's Governance Committee.

## STUDENT CODE OF CONDUCT, STANDARDS AND POLICIES

At Aberdeen Hall Preparatory School (AHPS), we are committed to providing a healthy and safe learning environment where fairness and respect are both taught and modelled. As we strive to help build good character in our students, we realize that there may be missteps along the way. At the end of this document, you will find appendices to which you can refer for more detailed information regarding school expectations and possible consequences for student non-compliance with our policies.

At AHPS, we believe in fostering a diverse, welcoming and innovative community sustaining positive relationships among students, faculty, staff, parents and visitors to the campus.

### Our Student's Philosophy

At Aberdeen Hall, we believe that having shared values and a common direction allows everyone to lead happy, productive and fulfilled school lives. During Positive Peer Week in 2017, we asked our students, "What qualities should an Aberdeen Hall graduate possess".

After a series of meetings, they told us that ideal graduates should be responsible, resilient and should act with integrity. These shared beliefs form the cornerstone of our student social philosophy.

In joining the Aberdeen Hall, students join a community that will ask them to:

Our school mission is to **empower students to lead meaningful lives as compassionate, contributing citizens, and inspire their success in learning and life.**

In keeping with this, we designed a strategic plan that identifies the following 5 key pillars that guide our school practice:

- Wellness, Balance, and Breadth
- Personalization
- Character Development
- Future Readiness
- Creative and Critical Thinking

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### **Kindness Curiosity Responsibility Integrity Optimism Resilience**

The school mission is achieved through the effort to provide a rich school experience informed by the school pillars, and employing the spirit of the school values. Graduates should embody these values.

**Responsibility is: The ability to act independently in response to duty, and to be accountable for one’s choices.**

**Responsibility looks like:**

- Caring for yourself, and taking advantage of opportunities (support, extensions, extra-curricular, etc...) and to strive for excellence in all pursuits
- Maintaining a positive relationship with ourselves – healthy eating, sleeping and exercise habits, positive mindset, self-care strategies and a balanced lifestyle
- Caring for others in our school community – to encourage, support, and to challenge others in our school. Personal responsibility for keeping our physical environment the best it can be so that all members can enjoy it
- Being involved in the wider community of Kelowna and beyond – to consider how we can make a positive impact and take action to do so when possible

**Resilience is: The ability to respond to and recover from challenges, difficulty and hardship.**

**Resilience looks like:**

- Accepting positive challenges when they are presented
- Persevering through difficulty
- Adapting strategies to be successful
- Using supports and opportunities to your benefit
- Understanding that success, however it is defined by you, is a journey and not achieved at once
- Employing positive habits that help us overcome obstacles
- Learning from failure

**Integrity is: The quality of being honest, having strong moral principles, and staying true to ones' self.**

**Integrity looks like:**

- Acting in accordance to your values even when this is difficult
- Being honest and forthright
- Making positive choices for the right reasons – don't wait for external motivations

**Optimism**

A commitment to a bright and hopeful future and the steadfast belief that the outcome will be positive.

**Optimism is: The quality of being hopeful and confident about the future or successful outcome of something.**

**Optimism looks like:**

- Viewing the world, other people and events in the most favourable, positive light possible
- Having a solution-oriented approach
- Believing in ourselves and our abilities
- Approaching hardships in a productive way
- Understanding that doubts and fears are healthy and normal without letting them define us
- Being intentionally grateful

**Curiosity is: The demonstration of passion for learning, understanding, exploration, and inquisitiveness for life**

**Curiosity looks like:**

- Asking questions and listening without judgement
- Embracing the unknown with an eagerness to learn
- Challenging the norm and considering different approaches to learning and life

**Kindness is: The quality of being considerate, inclusive, and generous to others, and to oneself**

**Kindness looks like:**

- Showing genuine interest in the well-being of others
- Acting with empathy
- Helping others to feel included, safe and supported
- Showing up as your authentic self and giving others permission to do so as well
- Doing the right thing without expectation.

The challenge is for all students to exhibit and embody the values associated with these values in their school, in their community, and in their lives.

**Student Code of Conduct**

## Standards of Conduct

The following standards apply to all members of the school. It is important for students to see their leaders as role models.

- Show respect for the rights, property and safety of oneself and others
- Respect and appreciate the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, age or ability
- Express oneself with socially acceptable language and gestures
- Refrain from public displays of affection
- Exhibit behaviour that avoids all forms of intimidation, harassment, racism, and discrimination
- Dress in accordance with school dress standards
- Wear hair, jewellery and accessories in a manner that demonstrates respect for oneself, one's peers and the school community.
- Treat school property and the property of others with a reasonable standard of care
- Promote positive behaviour at all times, including not participating in, initiating, hazing
- Being under the influence of alcohol, cannabis and any other illegal substance while at school or on school trips is prohibited

For safety and security reasons, these items should not be brought to school or taken on school trips:

- Large sums of money
- Credit cards
- Cigarettes, E-Cigarettes, vaporizers, lighters or matches
- Any item that may be considered a weapon
- Illegal substances of any kind
- Alcohol in any form
- Cannabis in any form
- Chewing gum
- Skateboards, scooters, e-scooters, hee-lies, rollerblades
- Laser pens

## 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](mailto: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**

### **Drop-off and Pick-up Policy**

**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. Parents are asked not to park in the student lot as this space is limited.**

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.

Cooperate and follow direction from the traffic persons guiding traffic at drop off and pick up.

### **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 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.

**Dogs On Campus:** Dogs are permitted on campus with the following conditions: on a leash at all times, In the care, custody and control of the adult owner at all times, remain outside school buildings, poop and scoop. **Please note:** Pet owners are liable for the actions of their dog in the event of an accident or injury.

## SCHOOL BUSESSES

- 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 8:15 am – 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



### Middle School Hours

- Regular programming 8:30 am – 3:20 pm
- Middle School lunch (6 to 8 ) 12:10 pm - 1:00 pm

### High School Hours

- Regular programming 8:35 am – 3:20 pm
- Senior lunch (9 to 12) 12:10 pm - 12:55 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. 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 healthy 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](http://www.aberdeenhall.com).

### **Nut Aware School**

- 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 [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 11 or 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 our [Uniform Guidelines](#).**

### 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 after school 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 an 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 [absent@aberdeenhall.com](mailto:absent@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

[Air - Province of British Columbia](#)

If the air quality index is 3 or below no changes will be made to school activities. If the 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.
- During each school holiday break, Lost and Found clothing items not bearing identification are donated to the Parent Guild Uniform Committee.

### **Student Parking Guideline and Expectations**

This privilege is granted to students in Grade 12 on a first come first served basis. Eligible students are required to park appropriately in the designated student parking lot across the street from the school campus, with an AHPS student pass on visible display at all times. Students may also park their vehicles appropriately on Academy Way.

- The cost of a new parking pass is \$20.00
- The cost of a replacement pass is \$10.00
- Parking parking passes are valid for the school year and must be purchased each year
- Students will receive \$20.00 back when they turn in their pass at the end of the school year.

The following guidelines are to be observed by all student drivers:

- Students are to adhere to all licensing rules outlined by the Graduated Licensing Program
- The identified vehicle must be in a safe, roadworthy condition and the student's license must be in good standing.
- Students will drive in a safe, responsible manner at all times following all traffic laws and regulations.
- Students wishing to leave campus at lunch may do so, only after signing out, then returning to the school and signing in, prior to the start of fourth block (1:00pm)
- Student drivers will not carry passengers during the school day unless specific permission is provided by school administration.
- Students must not leave campus during class hours. In special circumstances (doctor's appointment, family event...) specific written permission signed by a parent or guardian must be provided.
- Students are not permitted to park in the senior, junior or staff school parking lots.

- A Three Strike Program will be enforced to ensure students are following the above noted guidelines. When a student receives three strikes, their parking pass will be suspended or potentially revoked.
- The student lot is considered “on school property”. As such, the school Code of Conduct is in effect for students parked in this lot.

### **Representing The School While Off Property**

All policies and procedures will remain in effect when students are traveling on the school bus, and when off property with classes, clubs or teams. It is important for the students to realize that when they are wearing their uniforms they are ambassadors for the school and should behave sensibly.

### **Conduct Committee**

The Head of School will make most decisions with regards to discipline. For certain major decisions, the Head may assemble a 3-Person Conduct Committee for guidance and recommendations. Parents will have an opportunity to appeal the Head’s decision. In this case, the Conduct Committee, in consultation with all parties, will make the final decision.

### **Disciplinary Consequences**

AHPS believes that all students are capable of complying with the school’s standards, its policies and its Code of Conduct. From the first day at school, students are taught what is expected of them in the classroom, on the playground and in the hallways. Should a disciplinary issue arise, AHPS has a proactive procedure, endorsed by staff, to ensure a consistent approach to discipline.

### **Consequences of Misconduct**

## **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>

### **Travel for Over Night / Out of Town Games and Tournaments**

For student athletes, travelling with the team is an opportunity for building team camaraderie and is considered part of the team experience.

- All athletes are required to take school-organized transportation when available
- Athletes may travel home with another student/athlete's parents, or an older family member. However, for liability reasons, arrangements must be made prior to the event, in writing, with the faculty chaperone or faculty coach
- In extenuating circumstances, a parent may transport their own child. In these situations parents must make arrangements with the athletic director and the faculty coach / teacher chaperone in advance. Please note: in cases of this nature parents may transport their own child(ren) only.

### **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 organized annually and in the past have included the following:

- Grade 4 - UBCO Overnight\*
- Grade 5 - Outdoor Activity Camp\*
- Grade 6 – Outdoor Activity Camp
- Grade 7 – Outdoor Leadership Camp
- Grade 8 – Outdoor trip to Vancouver
- Grades 9, 10, 11 – Outdoor trip to various locations including RockRidge, Timberline Lake, Loon Lake. These excursions typically take place in autumn.
- Grade 12 – Decided by students, trips have included San Francisco and Los Angeles. Typically this trip takes place in spring.

**Full participation in these excursions is required as the excursions fulfil aspects of Ministry Curriculum.**



### 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

### Services Related to Student Well-Being

Homeroom teachers in the Junior School and Advisors in the Senior School hold the role of primary point of contact for all student support services. These teachers establish a nurturing relationship to support the physical, mental, emotional and relational health of the young people under their care and act as advocates for further support when needed. Explicit lessons on well-being, resilience training, mental health advocacy and support are part of the homeroom and advisory program.

Students may self-refer or be referred to meet with Aberdeen Hall counsellors who offer further support through brief solution focussed therapy. Our counsellors are well connected with our greater community and make referrals to specialized clinical support services outside of school as needed.

### Nut Aware 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

[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 the subject teacher if necessary and will form a plan of support with parent, teacher and student.
- We endeavour 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 practiced 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 at the end of the Fall, Winter, and Spring terms. 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, student attributes, and self-reflection on curricular competencies. 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 4-9 are assessed using a proficiency scale. 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 midway through each term.

**Parent-Teacher Interviews:** In the Junior School, these typically occur at the end of the Fall and Winter terms. 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.

## 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 will be written by all students in the Grade 12. Typically students write these assessments in January. Students who miss these assessments must make arrangements with administration to reschedule them prior to graduation.

## 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 [communications@aberdeenahl.com](mailto:communications@aberdeenahl.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 and parents 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
- Locate up to date scores and feedback from assessments.

Google Classroom is also used to find and submit their daily assignments, and to locate related attachments and course materials. Students may also communicate with class instructors via the Google Classroom message board.

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

## 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 organized 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 judgement, 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.

**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 of 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 travelling 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](#)

### **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.

### **Harassment and Bullying**

Harassment and bullying can be physical, verbal, written, emotional, sexual, or racial in nature and will not be tolerated at Aberdeen Hall. Harassment is defined in the British Columbia Human Rights Code as “a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome”. Harassment includes unwelcome contact, verbal insult or threat, written or visual display of offensive and hurtful materials designed to exclude or marginalise the victim. Bullying is defined as "The willful conscious desire to hurt, threaten, upset or frighten anyone."

If a student believes he/she has been harassed or bullied, it is important for the child or parents to notify the school. Most students have a trusted adult at the school, but if a child is not comfortable sharing his/her experience with a teacher or Division Leader, then we invite the parent and child to meet with us. It is important for our children to learn to stand up for themselves, but we must stress that provocation is not justification for retaliation. Students are expected to seek adult assistance when feeling unsafe or threatened. To report concerns anonymously, students may use the ERASE Report It tool found at: <https://erasereportit.gov.bc.ca/>

### **Respecting the Possessions of Others**

Students are asked to respect the others' possessions and school property. This means that students are allowed to handle the possessions of others, only with permission. Stealing, borrowing without permission, damaging school property or the property of others is a serious offence and will result in

significant discipline.

### Academic Integrity

Acting with integrity means that your actions reflect the spirit of our Gryphon Code. Students will do their utmost to excel in an honest, fair and respectful manner. Those students who try to achieve success through deception are a small minority. We want to ensure that the honest efforts of students are protected and recognized, and that those who cheat are not rewarded with high marks. The most common form of academic dishonesty is plagiarism, which occurs when individuals submit the ideas and/or words of others as their own. Submitting plagiarized assignments or projects, or assisting others in the process of plagiarism is an act of academic dishonesty, and will be treated as such. **This includes using AI tools not permitted by your teacher or not citing the use of AI tools permitted by your teacher. More details regarding AI can be found in the use of technology section of this document.** When in doubt about the permissibility of AI on an assignment, ask your teacher.

### Academic Dishonesty

In cases of cheating and/or plagiarism, deductions to grades or a zero may be given. Students may be asked to redo the assignment or test in question, and the mark given will be at the teacher's discretion. Repeated offenders will be considered to be in violation of the school Code of Conduct.

### Internet Safety

For safety reasons, it is important for our students to refrain from giving out personal information such as names, addresses, or photos (of themselves or classmates/friends) on the internet. This includes refraining from saying negative things about other individuals (children or adults) online or through messaging. It is important for parents to be aware of their child's internet use and to report any concerns or issues to the school so they may be appropriately addressed.

### 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 [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

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 Program

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 RR0001.

### **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:(250)491-1270) or email: [christopher.grieve@aberdeenhall.com](mailto:christopher.grieve@aberdeenhall.com)

## **vavUNIFORM AND DRESS CODE POLICY**

### **School Uniform/Dress Code Policy**

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 (Zip or Clip) / White Dress Shirt
- Grey Dress Pants (grey dress socks)
- Tunic (navy footed tights/navy knee high socks)
- Navy Shorts (navy dress socks )\*
- Black Shoes (shoes must be all black, including laces and sole)
- Blazer is optional

Number One (Gr. 4-5):

- Blazer
- Junior School Tie / White Dress Shirt
- Grey Dress Pants (grey dress socks)
- Kilt (navy footed tights/navy knee high socks)
- Navy Shorts (navy dress socks )\*
- Black Shoes (shoes must be all black, including laces and sole)

\* 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, Special Guest Speakers or Picture Day.

### Junior Normal Daily Wear

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

Normal Daily Wear (K - 5):

- Golf Shirt (navy or white) / Long Sleeve Mock Neck
- Cardigan / Jr. Fleece Hoodie
- Grey Dress Pants (grey dress socks)
- Navy Skort / Tunic / Kilt (navy knee high socks/ navy footed tights)
- Navy Shorts (navy dress socks )\*
- Black Shoes (shoes must be all black, including laces and sole)

\* 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, Special Guest Speakers or Picture Day.

### 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 – 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 may be 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:

- Blazer
- Senior School Tie (Zip or Clip) / White Dress Shirt
- Dress Pants (grey or black) / Navy Shorts\* / Kilt (skirt should be of reasonable length, falling between the knee and mid-thigh, no higher than 3-5 inches above the knee depending on leg length)
- Navy Knee High Socks / Footed Tights (navy, black, grey) / No Show Socks / Dress Socks (navy, black, grey)  
**White crew socks are not permitted**
- Black Shoes (shoes must be all black, including laces and sole)

\*Please note that navy shorts may not be worn with the uniform from the end of November through the end of March Break Break or for any formal events such as Closing Ceremonies, Special Guest Speakers or Picture Day. Athletic shorts are not permitted as part of the school uniform outside of the PE strip.

### Senior Normal Day Wear

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

- Golf Shirt (navy, white, grey) / Long Sleeve Navy Golf Shirt
- Champion Sweatshirt / Cardigan
- Aberdeen Hall or team issued athletic sweatshirt may be worn over top uniform
- Dress Pants (grey or black) / Khaki (non denim) / Navy Or Black Shorts\* / Kilt (skirt should be of reasonable length, falling between the knee and mid-thigh, no higher than 3-5 inches above the knee depending on leg length)
- Navy Knee High Socks / Footed Tights (Navy Black Grey) / No Show Socks / Dress Socks (navy, black, grey)  
**White socks are not permitted**
- Black Shoes (shoes must be all black, including laces and sole)



### Senior Physical Education Clothing Requirements

- Gym shirt – supplied from the uniform shop or athletic department
- Gym shorts – navy shorts / solid black shorts >3” inseam(no design or colour) /solid black leggings (no design or colour)
- 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 - sport socks kept in the gym bag
- Track pants are available but are not required. If your student joins a sports team a track pants are *mandatory* for all team travel.

### Senior Jewellery and Makeup

Students should present themselves in a school appropriate and professional manner at all times.

- All final decisions concerning uniform and personal appearance will be made by the Division Leader and/or Head of School.

### Senior Hats

Hats may be 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:*

- 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 crew socks or no socks with black school shoes
- The school tie worn with a golf shirt
- School sweatshirts and sweaters worn without a golf shirt underneath

### **Labeling**

We cannot stress enough the importance of labelling all clothing clearly. Labels are available from [www.aberdeen.mabel.ca](http://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 organizes a gently used uniform shop. If you would like to inquire please email Karen at [kwq860@gmail.com](mailto:kwq860@gmail.com)

### 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 and stop the spread of harmful or untrue messages by not passing them on to others. If it isn't right to say, it isn't right to post or share.
- 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"

#### 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 password details).
- If something feels too good to be true, it most likely is.

- Make sure to be mindful of 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.
- Speak up against and report online bullying and encourage your peers to do the same.

### 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.
- [Student Technology Responsible Use Policy](#)

### AI at AH

**The foundation of academic integrity is that students complete their own work.** In any assignment that students should complete on their own, the use of ChatGPT or other Generative AI without proper attribution would be considered a breach of academic integrity. While AI tools should not be used to reduce the learning opportunities in the completion of academic work, there may be times where teachers and students make use of it as part of the learning process. If this is the case, teachers should provide clear guidance to students around how they are

allowed to engage with the tools in accordance with the nature of the activity. **If the teacher hasn't discussed the use of AI tools in the classroom, students should consider using them prohibited. More details regarding AI protocols can be [found here](#).**

### 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.

## ANTI-BULLYING POLICY

### [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 behaviour, 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 rumours 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.

## Anti-Racism Policy

Aberdeen Hall has developed this policy in accordance with its Mission Statement and Values as well as the British Columbia Human Rights Code, the Multiculturalism Act, the B.C. Declaration on the Rights of Indigenous Peoples Act, the Canadian Human Rights Act, and the Canadian Charter of Rights and Freedom.

Aberdeen Hall appreciates diversity, celebrates differences and aims to give voice to multiple perspectives.

Aberdeen Hall is responsible for providing a safe, welcoming environment free from racism, discrimination, harassment, and violence and that is inclusive and affirming for all students, staff and community members.

Aberdeen Hall recognizes that racism in all of its forms is harmful not only to those directly affected, but also to all students, staff, families and community members.

Aberdeen Hall expects each member of the school community to work to eliminate racism and to address the effects of historic, organizational, systemic and attitudinal racism by:

- i. committing to equity and inclusion in all contexts, activities and places;
- ii. in developmentally appropriate ways, becoming aware of privilege, bias, prejudice, stereotyping, discrimination and racism in all forms, and by making connections to the Personal and Social Core Competencies of the BC Ministry of Education Curriculum;
- iii. learning about how to act, directly or as bystander, against all forms of racism and hate crime;
- iv. developing cross-cultural interactions to create understanding, show respect for, and to celebrate racial, ethnic and cultural identity.

**Any infraction under this policy must be brought to the attention of a divisional principal immediately which will initiate a formal investigation in accordance with the established guidelines for conduct investigation.**

## Student 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)

## ANAPHYLAXIS POLICY & PROCEDURE

### Anaphylaxis Policy

*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) a process for identifying anaphylactic students;
- (b) 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;
- (c) 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;
- (d) an education plan for anaphylactic students and their parents to encourage the use by

anaphylactic students of Medic-Alert identification;

- (e) procedures for storage and administering medications, including procedures for obtaining preauthorization' 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, diarrhea
- 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 labeled 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.