

RBSS STUDENT HANDBOOK 2026-27



Home of the Timberwolves

Mission Statement

At Robert Bateman Secondary School, we are responsible for providing students with opportunities to acquire the knowledge, skills and attitudes necessary for achieving personal success, pursuing career goals and contributing to society.

35045 Exbury Avenue, Abbotsford, B.C. V2S 7L1

Ph: 604-864-0220 Fax: 604-864-0109

robertbateman.abbyschools.ca

Mrs. Jennifer Koehler
Mrs. Alexandra Klassen
Mrs. Becky Toews

Principal
Vice-Principal (A-K)
Vice-Principal (L-Z)

Ms. Danae Hodgins
Ms. Jen Crockett

Counsellor (A-K)
Counsellor (L-Z)

2026-2027 School Calendar

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 8 - First Day of School
September 30 - National Day for Truth and Reconciliation
October 12 - Thanksgiving Day
November 11 - Remembrance Day
December 21 to January 1 - Winter Break
January 4 - Schools Reopen
February 15 - Family Day
March 15 to 25 - Spring Break
March 26 - Good Friday
March 29 - Easter Monday
March 30 - Schools Reopen
May 24 - Victoria Day
June 29 - Last Day for Students
June 30 - Last Day for Teachers

Secondary Schools
Semester 1: September 8 (88 days)
Semester 2: February 1 (91 days)

Hours of Instruction Per Day
Elementary = 294 minutes (4h 54m)
Middle = 296 minutes (4h 56m)
Secondary = 319 minutes (5h 19m)

NI Days (Pro-D/Admin) Sep 25, Oct 23, Nov 20, Feb 12, Apr 23, May 21
Parent/Guardian-Teacher Conferences & Early Dismissals Early Dismissal on Oct 21, 22 & Feb 17, 18 Evening parent/guardian-teacher conferences on Oct 21 & Feb 17
Report Cards Dec 11, Mar 12, Jun 29 (Elementary/Middle) Feb 5, June 30 (Secondary)
Days of Instruction = 179

Approved by the Board of Education March 12, 2024

 School Vacation/In lieu day	 Instructional
 Statutory Holiday	 National Day for Truth and Reconciliation (in lieu day)
 Non-instructional Days (NI Days) - No school for students	

[Abbotschools District Calendars](#) (pdfs at bottom of page)

RBSS 2026-2027 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A 80 min 8:15 — 9:35	C 80 min 8:15 — 9:35	B 70 min 8:15 — 9:25	D 80 min 8:15 — 9:35	A 80 min 8:15 — 9:35
B 80 min 9:40 — 11:00	D 80 min 9:40 — 11:00	LET 40 min 9:25 — 10:05	C 80 min 9:40 — 11:00	B 80 min 9:40 — 11:00
LUNCH 11:00 — 11:40	LUNCH 11:00 — 11:40	A 70 min 10:10 — 11:20	LUNCH 11:00 — 11:40	LUNCH 11:00 — 11:40
C 80 min 11:45 — 1:05	A 80 min 11:45 — 1:05	LUNCH 11:20 — 12:00	B 80 min 11:45 — 1:05	C 80 min 11:45 — 1:05
D 79 min 1:10 — 2:29	B 79 min 1:10 — 2:29	D 70 min 12:05 — 1:15	A 79 min 1:10 — 2:29	D 79 min 1:10 — 2:29

TIMBERWOLF
Period 1 65 min 8:15 — 9:20
Period 2 65 min 9:25 — 10:30
TIMBERWOLF 60 min 10:30 — 11:30
LUNCH 11:30 — 12:10
Period 3 65 min 12:15 — 1:20
Period 4 64 min 1:25 — 2:29

Timberwolf days have the same block rotation as the regular day but shortened to allow for 5 blocks.





September 2026

Fair Notice: Student Threat Assessment Protocol

The Board of Education is responsible for establishing expectations of student conduct in schools as part of its governance role for the district. The Board believes that the responsibility for creating a safe, caring, and orderly learning environment must be shared by students, staff and parents/guardians. To support these aims, the Board has established both a District Code of Conduct for students and a Threat Assessment Protocol for all schools.

The Abbotsford School District is dedicated to creating and maintaining school environments where all students, parents/guardians, staff, and visitors are safe. In keeping with this commitment, we have established district protocols, in partnership with the Abbotsford Police, for dealing with threats to members of the school community and/or school facilities. A threat is an expression of intent to do harm or act out violently and may be verbal, gestural, written, drawn, or posted online. We take all threatening comments and behaviours seriously.

Often, when we hear in the media about a violent incident, we learn that the threat-maker had made threats in advance of acting violently. To keep our school communities safe, students, staff, parents/guardians, and community members have a duty to report all threatening comments and behaviours.

When knowledge of a threat comes to light, the school's threat assessment team will investigate and appropriately enact the District's Assessment of Risk to Others (ARTO). The purpose of the threat assessment is to:

- Ensure the safety of students, staff, parents/guardians, and others;
- Ensure a full understanding of the context of the threat;
- Understand the factors contributing to the threat maker's behaviour;
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker and others.

Once the threat assessment process has been initiated, information will be collected from various sources, and interviews may be held with the student(s), the threat-maker, parents/guardians, and staff to determine the level of risk and develop an appropriate response. As part of this process, school administrators may act in accordance with the Abbotsford School District Search and Seizure policy where there are reasonable grounds to believe that doing so is necessary to ensure safety. Intervention plans will be developed and shared as required. The Abbotsford School District is subject to personal information privacy laws and will collect this information in compliance with those requirements. Should you, as a parent/guardian, be invited to attend a meeting to discuss safety concerns regarding your child, please be assured that the primary goal of this meeting is to ensure safety.

With your assistance, we will ensure that our schools are safe as we create the most inclusive learning environments for all students in our district.

Sincerely,

Dr. Nathan Ngieng
Superintendent of Schools



**September 2026
Code of Conduct Letter**

As Superintendent of the Abbotsford School District, I sincerely hope you have a successful year. Our commitment to ensuring our schools are safe and welcoming is unwavering. The Board of Education wants to remind students that we all have a part to play in ensuring our friends are safe as well. As a result, we have included the Fair Notice Letter, the Code of Conduct, and district procedures on Harassment (bullying), Search and Seizure, and Emergency Closure of Schools for your information.

CODE OF CONDUCT

Purpose:

The Board of Education is responsible for establishing expectations of student conduct in schools as part of its governance role for the district. The Board believes that the responsibility for student behaviour and conduct in schools is shared among students, staff and parents/guardians in order to create a safe, caring and orderly learning environment. To support these aims, the Board has established a [District Code of Conduct for Students](#) that shall be followed in all schools.

The Board affirms its commitment to the anti-discrimination principles and values contained in the BC Human Rights Code, which includes the prohibited grounds of discrimination in respect of discriminatory publication and accommodation. The Board recognizes that students and staff have the right to a safe, inclusive and welcoming learning environment regardless of their "race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age..." (s. 7)

1. Responsibilities:

School staff are responsible for consistently supporting and applying the District and their School's Codes of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff are required to inform volunteers and the school community about the Code of Conduct and its expectations.

Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination, as set out in the BC Human Rights Code, and becoming actively and productively involved in their own academic learning and social growth.

Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District's and School's Codes of Conduct and encouraging students to understand and follow these Codes of Conduct.

2. Conduct Expectations:

The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:

- All students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- All students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
- There is a joint effort to learn and a feeling of mutual respect among staff, students and parents/guardians;
- Appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
- Disciplinary action, wherever possible, is preventative and restorative rather than solely punitive;
- Expectations for student behaviour increase as they become older and more mature;
- Disciplinary action is considerate of students with diverse needs and disabilities if these students are unable to fully comply with the Code of Conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.

The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property, is essential to the development of responsible citizens. Students are expected to:

- Be aware of and obey all school rules;
- Respect the rights of all persons within the school including peers, staff, parents/guardians and volunteers;
- Refrain from lying, cheating, stealing;
- Attend classes punctually and regularly;
- Work cooperatively and diligently at their studies and home assignments;
- Respect the legitimate authority of the school staff;
- Respect all school property, including buildings and equipment;
- Respect the diversity of our school community;
- Behave in a safe and responsible manner at all times;
- Refrain from any behaviour that would threaten, harass, bully (bullying includes but is not limited to, physical or verbal intimidation, verbal harassment and cyberbullying), intimidate, assault or discriminate against, in any way, any person within the school community on or off school property;
- Refrain from being in possession of, or under the influence of, drugs and/or alcohol in all school facilities or on school grounds or at school-sponsored functions and activities;
- Refrain from being in possession of weapons of any kind in school or at school activities.

STUDENT USE OF PERSONAL DIGITAL DEVICES IN SCHOOLS (AP 345)

The Board believes in promoting online safety and a focused learning environment. To this end, students are expected to:

- refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies
- use District-approved online tools in ways that support privacy, safety, and responsible digital citizenship, including limiting the sharing of personal identifying information where appropriate
- refrain from using personal digital devices during instructional time or during any school-sponsored activity such as an assembly or presentation by a guest speaker unless given the express permission of the school administrator / teacher. A personal digital device is any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet

The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

3. Notification:

The Superintendent will ensure that each Principal, in consultation with staff, parents/guardians and, when appropriate, students, establishes a Code of Conduct for their school that is consistent with the District Student Code of Conduct and reflects the provincial standards.

The school's Code of Conduct and a summary of the district's procedures on [Student Suspensions \(AP 333\)](#), [Possession of Weapons or Explosives \(AP 320\)](#), [Drugs and Controlled Substance Abuse \(AP 331\)](#), [Search and Seizure \(AP 332\)](#) and [Information and Communication Services \(AP 417\)](#) shall be communicated to all students annually.

Under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct. The School District will not disclose personal information as part of a threat assessment unless there is reason to believe that a risk exists and such a disclosure is necessary. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

4. Consequences:

Students will be disciplined in a timely and fair manner, and such discipline shall be in accordance with district procedure [AP 333 Student Suspensions](#).

Students, while attending school and/or school-sponsored functions and activities, shall be subject to the District Code of Conduct and the school's Code of Conduct. Students may be subject to discipline under the school Code of Conduct and/or the District Code of Conduct for any conduct that negatively impacts the school environment, whether that conduct occurs on or off School District property, at a school-sponsored function or activity, or elsewhere.

Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a District Board of Review (Level Three suspension). The condensed version of the District Code of Conduct is posted in every school.

References

Safe, Caring and Orderly Schools: A Guide
School Act
BC Human Rights Code
Canadian Charter of Rights
Constitution Act

Multiculturalism Act
Official Languages Act
Youth Criminal Justice Act
Administrative Procedure (AP 333)

BULLYING AND HARASSMENT (AP 418)

The Abbotsford School District is committed to fostering an environment within which all individuals are treated with respect. The district considers harassment in general and sexual harassment, in particular, to be violations of generally accepted standards of behaviour and the District's Code of Conduct.

In its efforts to eliminate harassment, the Abbotsford School District will provide a working and learning environment that will encourage respect for and fair treatment of all individuals within the community.

Definition

Harassment or bullying includes inappropriate remarks, jokes, taunting, comments, gestures, sexually suggestive comments or actions that create an uncomfortable or hostile environment. A bully is someone who:

- Uses power to hurt others or harm their possessions;
- Purposely scares or intimidates others;
- Often hurts the same person repeatedly;
- Is sometimes supported by other people who just watch and laugh, instead of helping the person being bullied.

Complaint Procedures

If a student is being bullied or harassed, they should take the following steps to try to stop the harassment or prevent it from happening again.

1. Report all incidents to an adult you trust, such as a person of authority at your school, your parent/guardian or an adult you trust outside of school. It is important to tell your parents/guardians of any incidents of bullying or harassment that may occur at school, at school functions or on your way to and from school.
2. If the bully or harasser is an adult from within your school, then it is important to report this immediately to your parents/guardians or an adult you trust outside of school. You and the adult you have told should contact either the Principal, the Deputy Superintendent, or the Assistant Superintendent.
3. It is important to report all incidents of bullying or harassment; however, false allegations are a serious matter and can damage a person's reputation and are not acceptable in any way.



SEARCH AND SEIZURE (AP 332)

All students have a right to attend school in an environment conducive to learning. Dangerous objects, alcohol, and other drug possession (supply or sale) are illegal and interfere with both effective learning and the healthy development of all individuals. The Abbotsford School District is committed to protecting students from harm, maintaining the safety of our schools and promoting an environment free of substance use. Students are not required to obtain a school locker, but if they choose to do so, they do so on the condition that it is to be used only for authorized purposes. Lockers may be subjected to searches by Abbotsford School District staff.

EMERGENCY CLOSURE OF SCHOOLS

During emergency situations, schools will be closed to ensure the greatest possible level of safety for students and staff. Reasons for such closures could include bomb threats, gas leaks, fire, smoke, power failure, extreme weather situations, earthquakes and other causes that may endanger students and staff. The Superintendent is responsible for all decisions relating to school closures.

Our Emergency Procedures are put into place by either a school administrator, Deputy Superintendent, Assistant Superintendent or the Superintendent. The Superintendent is responsible for all decisions relating to school closures. Information regarding each level of emergency status is listed in our [Administrative Procedure 103 - Emergency Procedures](#). Procedures are practiced at each school multiple times throughout the year. In all scenarios, special considerations are to be taken by teachers and supervisors for the care and evacuation of students with diverse needs and disabilities.

Notifications of emergency status will be circulated via:

- District/School Websites (www.abbyschools.ca);
- X (@AbbotsfordSD), Facebook (@AbbotsfordSD) and Instagram (@AbbotsfordSD); and
- Email and/or Phone Call via SchoolMessenger.

Please refer to the complete administrative procedures available on the district website at www.abbyschools.ca, under the About Us tab> Administrative Procedures.

If you require further information, please contact the School Board Office at 604.859.4891.

Sincerely,

Dr. Nathan Ngieng
Superintendent of Schools

SCHOOLCASHONLINE

Step-by-step sheet for parents/guardians

For safety and efficiency reasons, Abbotsford School District would like to reduce the amount of cash & cheques coming into our school. Please join the thousands of parents who have already registered and are enjoying the convenience of paying ONLINE! It takes less than 5 minutes to register. Please follow these step-by-step instructions, so you will begin to receive email notifications regarding upcoming events involving your child(ren).

NOTE: If you require assistance, select the **GET HELP** option in the top right-hand corner of the screen.

Step 1: Register

- If you have not registered, please go to the School Cash Online home page abbotsford.schoolcashonline.com and select the **"Get Started Today"** option.
- Complete each of the three Registration Steps.
*For Security Reasons your password, requires **8 characters, one uppercase letter, one lowercase letter and a number.**



Step 2: Confirmation Email

A registration confirmation email will be forwarded to you. Click on the link provided inside the email to confirm your email and School Cash Online account.

The confirmation link will open the School Cash Online site prompting you to sign into your account. Use your email address and password just created with your account.

Step 3: Find Student

Note: Student Number is Not Required

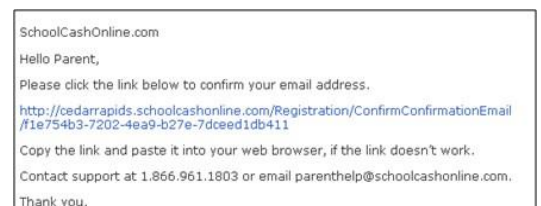
This step will connect your children to your account.

- Enter the School Board Name
- Enter the School Name
- Enter Your Child's Name & Birth Date
- Select **Continue**
- On the next page confirm that you are related to the child, check in the box and select **Continue**
- Your child has been added to your account

Step 4: View Items or Add Another Student

If you have more children, select **"Add Another Student"** option and repeat the steps above. 5 children can be added to one parent account.

If you do not wish to add additional children, select **"View Items For Students"** option. A listing of available items for purchase will be displayed.



Find Student

School Information

School Board Name: School Board 1575
Looking for a student in a different school board? ☐

School Name:

Student Information

Do you have the student number? ☐

Student Number:

First Name:

Last Name:

Birth Date:
Date format: mm/dd/yyyy

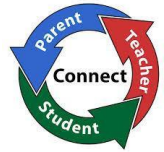
[Continue](#)

(No students? [Click here](#))

SCHOOL/HOME COMMUNICATION

Our goal is to engage in school/home communication with parents and students through a variety of methods.

- School website for more information <https://robertbateman.abbyschools.ca/> .
- Instagram: @robertbatemansecondary
- Email: If we do not have your current email address give us a call and we will update our database. Your email will be used by teachers to communicate your child's progress in courses as well by the office who will send important notices. Please reach out to individual teachers at any time directly via email.
- Phone: (604) 864 - 0220



Student Messages

The office staff will take messages for students from parents/guardians only. We do not page students during school hours but will call them down at lunchtime or after school. Emergencies are handled on an individual basis.

ACADEMICS



Academic Study Blocks

Eligibility for a study block will be based on the following criteria:

Grade 9 No Study Block	Grade 10 No Study Block	Grade 11 No Study Block	Grade 12 ONE study block per year. It needs to be in a semester where they have 3 academic courses.
----------------------------------	-----------------------------------	-----------------------------------	---

Terms and Letter Grades.

Grade 9 students are assessed as per Ministry Standards using the four-point proficiency scale.

Proficiency Scale				
	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Grade 10-12 courses are assessed as per Ministry Standards using percentages.

A	86 - 100%	C-	50 - 59%
B	73 - 85%	F	0 - 49%
C+	67 - 72%	IE	Insufficient Evidence
C	60 - 66%		

Grade 9-12 Students with incomplete work or who are in danger of failing before the end of a semester will be issued an “IE” (Insufficient Evidence) or a similar message

informing student and family of concerns. In consultation with teachers, students may develop a plan which includes actions and solutions for an opportunity to complete the required learning outcomes.

GRADUATION NUMERACY AND LITERACY ASSESSMENTS

Students must write three provincial assessments as part of graduation:

- Grade 10 Numeracy
- Grades 10 Literacy
- Grade 12 Literacy

Assessments sessions are four times each year, typically November, January, April, and June. The provincial assessments are written in the school computer labs. Details and scheduling will come from teachers, counsellors and admin.

Rather than assess specific course curricula, the graduation assessments measure the application of numeracy and literacy skills to realistic situations, requiring students to employ the knowledge and skills considered to be essential for future success. The graduation assessments look at students' ability to apply their knowledge and skills and to analyze, reason, and communicate effectively as they examine, interpret, and solve problems.

More information on the provincial assessments is available online here:

<https://curriculum.gov.bc.ca/provincial/assessment>

Provincial Literacy and Numeracy Assessment Schedule

Date	Assessment
November 2-November 6	Literacy 10, Numeracy 10, Literacy 12
January 11-January 15	Literacy 10, Numeracy 10, Literacy 12
April 12-April 16	Literacy 10, Numeracy 10, Literacy 12
June 7-June 11	Literacy 10, Numeracy 10, Literacy 12

*schedule is subject to change.

See here for details: <https://curriculum.gov.bc.ca/provincial/assessment>

The provincial assessments of literacy and numeracy provide part of the information that supports the certification of graduation. Along with acquiring 80 course credits required in Gr 10-12 for graduation, students are required to write the provincial assessments.

The Graduation Numeracy and Literacy Assessments are not linked to a specific course and will be reported on the provincial four-category proficiency scale.

Homework

Students are expected to do all work assigned by their teachers. Students are expected to do regular home study which is the review, reading and preparation that goes to ensure learning has occurred at the needed level for the course.



Reporting

There are four formal updates for reporting, midway through Semester 1, end of Semester 1, midway through Semester 2, and end of Semester 2. Informal reporting is available through the MyEd gradebook, teacher-initiated contact, and student/home initiated contact.

Online Grades (MyEducationBC)

Most teachers will use the MyEd gradebook to communicate progress. Typically, Semester 1 grades will be seen in 'Q1' and Semester 2 grades will be seen in 'Q3'. Please speak to individual teachers for details and updates at any time.

Grades in courses will be displayed as a cumulative mark in MyEducationBC from the beginning of the semester to the end. This provides the opportunity for the student and teacher to revisit learning outcomes throughout the semester as well as to provide a more accurate indicator of student performance on all material to date during the semester.

ADVANCED PLACEMENT

Students may earn university credits while in high school for completing and writing Advanced Placement courses/exams. Advanced Placement (AP) exams are written in May.



AP Classes - Why They Matter

6 Reasons to Take Advanced Placement Classes

1. Impress College Admission Counselors

At nearly every college in the country, your academic record is the most important part of your college application. The folks in the admissions office want to see that you've taken the most challenging courses available to you. Success in difficult courses is the surest sign of your preparedness for college.

2. Develop College-Level Academic Skills

AP classes require the type of high-level calculating and critical thinking that you'll encounter in your first year of college. If you can write essays and solve problems successfully for an AP class, you've mastered many of the skills that will lead to success in college.

3. Save Money

It can save tens of thousands of dollars because you take college-level courses during high school.

4. Choose a Major Sooner

AP classes can help with your selection of a major in two ways. First, each course provides an in-depth introduction to a specific subject area. Second, a high score on an AP exam often fulfills one of a college's general education requirements. This means you'll have more room in your schedule to explore different academic fields early in your undergraduate career.

5. Take More Elective Classes in College

Not only do AP classes help you zero in on a major sooner, but they also free up your schedule so you can take more elective classes (college classes that are not required for graduation). For many students, a college's general education requirements and major requirements leave little room for fun and exploratory classes.

6. Add a Minor or Second Major More Easily

If you're particularly driven and have multiple interests, AP credits can make it more feasible to add a minor (or two) or even a second major to your undergraduate academic plan.

STUDYING

How do you study? Have you ever been shown how to? What are you supposed to do?

Study has 4 parts:

1. Organizing subject matter efficiently through summaries, using lists, idea maps etc.
2. Getting ongoing day to day work and assignments done
3. Researching and revising work for examinations
4. Relating the learning to what you know already and extending further



Decades of brain research has proved the following about learning.

- Uninterrupted study sessions should only last 20-25 minutes before you take a break.
- Break 5-7 minutes: for some brisk exercise, refreshment, bathroom, phone, getting ready for next Study Session.
- Memory is improved if you study standing up as this delivers more oxygen to your brain.
- Drink plenty of water; it assists brain functioning.
- * Draw diagrams or pictures to represent what you are trying to learn and remember.

Before you begin studying, it is rewarding to prioritize your study

- Set yourself a specific task to achieve in each session.
- Begin with subjects that have the most pressing deadlines and that you find the most difficult.
- Use travel time to organize what you will study and in what order when you arrive home.
- When you arrive home, your purpose is set. You are in control.
- You can apply yourself immediately.

In these Study Sessions:

- Drink a glass of water before you begin; it assists your concentration.
- Be aware of distractions. Try to find a place that will enable you to focus and remove what you know could distract you, such as putting your phone away.
- Break tasks down into smaller, more manageable ones.
- Do daily summaries of work covered in class in your own words under main points.
- Record your plan of attack for different problems; a logical series of steps or perhaps a list or flowchart.
- Practice skills learned by doing problems, exercises, and essays.
- Do a 5-minute revision of what you have done in the session: it will embed it in your long-term memory.

EXAM / ASSESSMENT PREPARATION

Your level of success on exams and major assessments is very much reliant on your preparation and revision throughout the year.

Be very sure of one thing

- Be smart; learn from the experience of those before you.
- You can control your preparation.

List your methods for preparing for exams

- Compare your techniques with those of successful students.
- Ask your teachers for their suggestions or impressions of your approach.
- Be clear what the exams will cover.

Does this give you a clearer picture?

- Can you see what's required?
- If not, ask your teacher for guidance.

In the weeks leading up to the exams and during study breaks

- Put a copy of the exam timetable in a prominent place in your room and on the fridge.
- Ensure that your equipment is ready.
- Know the format of the exam for each subject:
 - Multiple choice
 - Short answers
 - Essays
 - How many questions



In your room put up lists or idea maps of

- Key points, Formulae, Quotes, Examples

Recite them aloud daily when you look at them.

- Practice past exam papers under exam conditions.
- Identify areas of weakness and address them.
- Be comfortable with the vocabulary and phrasing used.
- Work at exam pace; your timing is critical.
- Study in time blocks equal to the duration of the exams.

Speak to students who studied your subjects last year

- Hindsight is a powerful tool, tap into their observations.

Test your knowledge and understanding

- Discuss it, explain it, justify it with friends and family.
- Question each other.

Don't cram last minute

- It does NOT work.

The secrets to success in Exams are

- To be well prepared.
- To have genuine faith in yourself; be positive!
- Don't leave anything to chance; be thorough and focused.

GRADUATION

Class of 2027 Expectations

Our Grade 12 students are expected to be role models on campus. Students earn the privilege of participation in grad ceremonies by having the correct courses, and correct number of course credits with an expectation that all required courses currently in progress will be successfully completed. Students who are short of course credits and/or failing required courses may not be able to participate in graduation ceremony. This decision will be made by counsellors and the school administration. Students affected will be informed. Students who are unclear about their graduation eligibility should contact a counsellor early. The school administration cannot condone any activity that puts student safety at risk, violates school or school district policies, or encourages unlawful behavior. Members of the Graduating Class who participate in any activity that results in willful damage to property, the use of alcohol or drugs, puts student safety at risk, disturbances in the community or the interruption of educational programs, will be disciplined, which may include suspension and/or revoking the privilege to attend any graduation activity. If permission to attend a grad activity has been revoked after the event has been paid for, a refund will not be issued.

Graduation Requirements

Robert Bateman ensures that the range of courses needed for graduation are available and that ministry forms etc. are completed, and various school requirements (exams etc.) are met. Students are responsible for taking the required number and variety of courses. If you have any questions regarding your courses, information is available online in MyEd or students can contact a counsellor at their convenience.

Grad Council

Grad Council oversees all the activities for the grad class. As the leaders of the grad class, they determine ways to involve all grads in preparing for the most important moment in their school career. Grad council is typically selected at the end of Grade 11 and incorporates students and staff voice in the representatives of the grad class.

Grad Ceremony Eligibility

As of mid-February, students must be eligible to meet all Ministry of Education Graduation Requirements by the end of the third quarter, based on courses already successfully completed and/or currently scheduled at Robert Bateman. Students may participate in the Robert Bateman Secondary graduation ceremonies only if they are taking a sufficient number of courses to satisfy the provincial graduation requirements and have a passing grade by May 1st. Students enrolled in courses outside of Bateman (e.g. AVS) that are required for graduation must be 80% complete and have a passing grade by May 1st to be eligible to take part in the ceremony. A student may participate in the ceremonies and other activities only once.

Valedictorian

A **Valedictorian** is a representative of the graduating class who speaks on behalf of the graduates at the commencement ceremonies. The Valedictorian is chosen by a staff committee and represents all qualities that we value as an RBSS Community: Character, Extracurricular Involvement and Community Service, as well as a high level of Academic Achievement, holding one of the highest GPA of the graduating class. In addition, the valedictorian should demonstrate an ability to communicate well, leadership ability, and be well-rounded.



SCHOOL RESOURCES AND SUPPORT

What Support is Available to students?

If you are struggling with anything, whether it be your academics, going through personal issues, or have any other questions or concerns, please talk to a trusted teacher, counsellor, administrator or other adult. Many school and community resources are available to help students.

Counselling

Students may see counsellors for a variety of services including academic, career and personal counselling.

•Ms. Hodgins (surnames A-K)

•Mrs. Crockett (surnames L-Z)

Indigenous

The Indigenous Program offers opportunities for all students with Indigenous ancestry to engage in their culture in a variety of ways. Focus is placed on Sto:lo culture, however our team does their best to incorporate Indigenous teachings from all over North America. Throughout the year, we offer field trips, cultural gatherings, leadership opportunities, hands on activities, as well as student lunch events. Our space in the school offers a quiet place to work, receive emotional support, and meet new people. Contact Mrs. Tommy for more information (charlotte.tommy@abbyschools.ca)

Career Centre

Would you like to work as an Electrician, in Construction, Auto Mechanic, Professional Cook etc. while you are in high school? Stop by today and see what is available to you and to register. Students may visit the RBSS Career Centre for information concerning Police, Fire, Hospital, Academies, Trade Apprenticeships, and Post-Secondary Counselling/Advising. Mr. Dods is the Career Advisor/Apprenticeship and Work Experience Coordinator for RBSS and can be contacted by email (jeff.dodds@abbyschools.ca)

BYOD (Bring your own device)

Bateman students are strongly encouraged to bring their own device (BYOD) for the purpose of using a valuable learning tool. Up to date information, details, and recommendations are available online.

Internet

Access to the Internet is available to students from our library and computer labs. All students who wish to have access must complete a service agreement designed by the School District. This agreement is completed upon initial registration and a copy is kept on file. Currently, students do not have access to the district wireless unless the device has been approved according to district requirements. Please see Mrs. Anderton in the learning commons.

Computer Help

If you need help with your computer accounts or passwords, please see the learning commons or the office.

Website

Visit our website at robertbateman.abbyschools.ca for important information including the latest updates on

grad information, exam schedules, staff contact, parent information, school calendar, MyEducationBC, and much, much more.

Textbooks

Textbooks are issued by subject teachers. There is no charge for use of textbooks. Students will be charged if books are lost or damaged. Lost or damaged textbooks are to be paid for by students at 100% replacement value.



Deposits

Workbooks: Some courses may charge a deposit (face value) subject to the return of the commercially printed workbook in original condition.

Musical Instruments: A deposit is required for an instrument given to the student by the school for the year or rental fee.

Fees

Schools may charge fees for non-curricular services. The following is a standard of service for each fee across the district.

Graduation Fee: The basic cost for graduation will be \$60.00 to cover the cost of gown and stole, keeper cap and tassel, folder, diploma, rental of convocation venue and more.

Student Activity Fee: \$30 to cover the costs of guest speakers, student cards, school events, student recognition, student leadership, lock, and locker rental.

Elective Course Materials

Students may be required to pay for materials of superior quality (optional materials) used in the preparation of a project to meet a course requirement.

Applied Skills and Fine Arts: Should a student choose to; he/she may use optional materials to upgrade the project. For example, a student may use a finer grade of wood, or acrylic versus oil-based paint.

Yearbook

Robert Bateman Secondary is proud to present a yearbook for sale to the student body.

As well as providing a photographic retrospective, the yearbook is a memento for everyone who attends Bateman. Get your yearbook early! Students will receive their yearbook in June when all textbooks are returned, and fees have been paid.

School Photos and ID cards

Photographs are required of all students for the school yearbook and for identification purposes.

Lockers and Locks

Lockers are assigned at the office. "Rules Regarding Student Lockers: Conditions of Use" form must be completed and returned. Only school locks may be used. Lockers are to be kept clean and free of graffiti. Posters and pictures will be allowed if they reflect good taste. Students who lose locks will have to purchase a replacement one at the office. Student lockers are the property of the school and may be subject to search at any time with cause.

There will be an \$8.00 cost to replace a lost or damaged lock.



Protect Yourself from Theft

Do not share your combination. Do not bring valuables or cash to school. Keep your lockers locked.

P.E. Change Rooms

The P.E. change rooms are the number one theft locations in the school. Students may purchase a lock in the office or from the P.E. Dept. teachers for use in the P.E. change rooms. Do not bring money or any other items of value to P.E. classes. The **school will not be responsible** for lost or stolen valuables. Lock it up!



Lunch

Food can be purchased and consumed in the lower lobby/Multi-Purpose area. Lunch tables are provided in the Multi-Purpose Room. Students may eat outdoors. Students are required to clean up after themselves.

Care of Property

Students are required to take good care of textbooks, lockers, furniture, and all school property. Robert Bateman Secondary is a beautiful school with the beauty of the waterfall, as well as the art gallery and displays should inspire us all to take care of the school. Vandalism of any sort will not be tolerated. Offenders can anticipate paying for damage caused.

Student Phone

The phone outside the main office is available for student use **but not during class time**. Do not tamper with phone equipment or abuse emergency services. For example, calling 911 without good cause is a criminal offense! **Offenders risk immediate suspension.**

Insurance

The school encourages all students to take advantage of the Student Accident Insurance Policy Plan offered by the Seaboard Life Insurance Company. Application forms for this coverage are distributed during the first week of school. The completed application forms can be mailed directly to the plan administrator in the envelope provided.

RBSS ACTIVITIES

Field Trips

Field trips and travel of sport teams, music groups, or travel club add an exciting dimension to the school experience. All students who participate in such excursions must submit a **signed parent permission form** before the trip occurs. Where school sponsored travel removes a student from scheduled classes, the student is expected to obtain permission from the teachers whose classes they will miss. Please remember that whenever you travel with the school, you are a school ambassador. Represent Robert Bateman well!

Wolf Pack Student Leadership



The school year will see a calendar full of fun, colorful, wacky, and exciting spirit events. Junior and Senior Leaders are working hard to plan and organize events, weeklong celebrations, and pep rallies. There are many ways you can get involved both small and large. Look for the food drive or a spirit day and make a memory. Dress up, have fun, participate, and get involved. Make your years at Bateman MEMORABLE!

School Sponsored Functions

School functions are defined as those activities that are planned, organized and supervised by school personnel or their designates. Functions can include classes, field trips, plays, sporting events, travel tours, graduation activities etc. School functions may occur before school, during the school day, after school, during evenings or on weekends. If school sponsored activities take place off campus all school rules still apply. Expectations around school functions are the same as expectations during the school day. District policies on use of drugs, alcohol, tobacco, weapons, fireworks, and other matters of student conduct remain in effect. Disciplinary action will be taken against any student who violates school or district policy during a school function. Disciplinary action may include being prohibited from attending future school functions for the balance of the school year.

Athletics and Athletic Fees

The cost of our athletics program is paid for with fees charged to the players at the beginning of each season. The cost of each sport varies and may vary year to year. The coaches will let the players and families of each team how much their team fees will be for the upcoming season. Fees are needed to cover the cost of uniforms, equipment, referees, minor officials, travel, tournament costs, awards, team meals, etc. Athletic programs can also receive money from the PAC and do their own fundraising.

Fall Sports

- Football
- Cross Country
- Swimming
- Girls' Volleyball
- Boys' Soccer

Winter Sports

- Basketball

Spring Sports

- Rugby
- Girls' Soccer
- Track and Field
- Golf
- Hockey

STUDENT CONDUCT

Statement of Purpose

Our motto "Eye to Eye with Respect" serves as the basis for our commitment to promoting a safe, caring and orderly school for learning. We value diversity and strive for an environment where everyone is equal in dignity and rights and free from all forms of discrimination including gender, race, religion and sexual orientation regardless of time and place.

Student Conduct Expectations

The Board of Education has a responsibility to establish expectations of student conduct in schools as part of its governance role for the District. The Board believes that the responsibility for student behaviour and conduct in schools is shared among students, staff and parents in order to create a safe, caring and orderly

learning environment. To support these aims, the Board has established a [District Code of Conduct](#) for Students that shall be followed in all schools.

Responsibilities

School staff are responsible for consistently supporting and applying the District's and School's Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff are required to inform volunteers and the school community about the Code of Conduct and its expectations.

Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the [BC Human Rights Code](#) and becoming actively and productively involved in their own academic learning and social growth.

Families and all other adults working with students are responsible for knowing and supporting the District's and School's Code of Conduct and encouraging students to understand and follow these Codes of Conduct.

Conduct Expectations

1. The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:

- all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
- there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- appropriate behaviour is taught, encouraged, modeled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
- disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive;
- expectations for student behaviour increase as they become older and more mature;
- Disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.

2. The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- respect the rights of all persons within the school including peers, staff, parents and volunteers;
- refrain from lying, cheating, stealing;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and home assignments;
- respect the legitimate authority of the school staff;
- respect all school property, including buildings and equipment;
- respect the diversity of our school community;
- behave in a safe and responsible manner at all times;
- refrain from any behaviour that would threaten, harass, bully*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property; (*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying).

- refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;
- refrain from being in possession of weapons of any kind in school or at school activities;
- refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies (cell phones, cameras, Blackberries, etc).

The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

Notification

The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for their school that is consistent with the District Student Code of Conduct and which reflects the provincial standards.

The school's Code of Conduct and a summary of the district's policies on Suspension, Re-admittance and Refusal to Offer an Educational Program (11.120), Possession of Weapons and Explosives (11.90), Drugs (11.100), and Cell Phones and Multimedia Devices (9.330) shall be communicated to all students annually.

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

Consequences

Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with District Policy 11.120 Suspension, Re-admittance and Refusal to Offer an Educational Program.

Students, while attending school, school sponsored functions and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or elsewhere.

Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a District Board of Review. (Level Three suspension).

Anti-bullying

Bullying is when someone feels hurt repeatedly by the actions and behaviours of another student or group. The school does not tolerate bullying. Students should not tease, touch or take from others.

What to do if you are bullied:

- Move away from the situation or ignore it.
- Identify the problem by talking to the person(s) involved and work out a solution.
- Discuss the problem with a teacher, the school counsellor or vice-principal.
- Tell your parents – they can help you notify the school.

How can you help someone who is being bullied?

- Remember that nobody deserves to be bullied.
- Show the bully that you and your friends disapprove of his/her actions or behaviour.
- Give support to the students who are being bullied.
- Seek help. Report it. The person being bullied may be too upset to tell anyone.

How to stop a bully:

- Do not obey the bully. Tell them to stop and go away.
- Do not encourage bullying by work or action. If you watch someone being bullied and do nothing about it, you are encouraging the bully.
- Do not join in if a person starts to bully. Refuse to join in.
- If you are present when the bullying occurs, take some form of action to let the bully know that their behavior is unacceptable.

Harassment

Your right to feel comfortable and secure is essential ingredients to effective study and a happy life.

Harassment in any form cannot be tolerated:

- It is a destructive influence on your progress and life.
- It must be addressed directly; it will not just go away.

Harassment occurs in four main forms.

***Verbal**

- Being put down, abused or rumors spread about you.
- Being sent unacceptable messages via implication, insinuation, inference, innuendo.

***Electronic**

- Receiving unwelcome messages via email or in chat rooms, or mobile phone, SMS, or Skype.
- Don't reply, it will encourage further messages.
- Report the net address, mobile number or Skype address to your parents and teachers.
- Save any electronic messages; do not delete them.

*** Written**

- Receiving unacceptable notes or letters.
- Don't reply; pass them onto your parents and teachers.
- Graffiti on objects about you.

*** Physical**

- Being pushed, hit or assaulted.
- Having your personal space intruded.

Sexual Harassment is a combination of verbal, electronic and physical harassment

- It is unwelcomed, uninvited and unwanted affection.

If you are harassed

- Act immediately.
- Let the perpetrator know very clearly that it is not ok.
- Speak up and report it, it's your right.

It is interesting that people who harass others often

- Have low self-esteem.
- Possess poor communication skills.
- Do it for attention.

Cyber Safety

The technology available today for you to be globally connected and communicate whenever you like with whoever you like. While there are wonderful opportunities, there is also a dark side to technology usage that can have a threatening impact on your life. As you or your friends have probably already experienced, there are people out there in cyberspace who can make life hard by anonymously bullying you, stalking you, sending you pictures and messages that are sexually suggestive. There are some smart things you can do to keep yourself cyber safe. None of these strategies will cramp your style or reduce your ability to communicate.

***Try these things, they work***

- Firstly, be open and sit down with your family and come up together with an agreed set of cyber behaviours that you can all live with. This should include telling them about cyber problems that you have, they will help you solve them rather than taking away your cell and internet access.
- Always keep profiles private to ensure you know who can see what you have posted.
- Save bullying and sexually suggestive messages that you receive. Don't reply to them and share them with your parent/s and teachers; the Police can trace them and stop the senders.
- Only welcome contacts into your networks that you have met face to face and trust; it is easy for adults with distasteful intentions to create fake identities. Police are catching these people every day and there are plenty of them in cyberspace.
- Put blocks on people who you do not wish to receive messages from.
- Don't share with anyone your username and password; you know how so-called friends sometimes let you down.
- Protect your identity by not putting personal details, cell/home phone numbers, address, sporting clubs, school, named photos; you can be traced very easily through the White Pages and Google Earth. Once people have your identity description, they may be able to access your bank details and accounts.

- Now that Cyber Safety has become one of the biggest issues confronting teenagers today, both parent/s and teachers have been shown the best ways to help you solve them; speaking up and sharing cyber bullying and sexually suggestive messages will make things better for you, be strong.
- Don't become a bully yourself by setting up fake websites; you don't like it, so don't do it to others.
- Don't use your webcam or cell to take sexually suggestive photos or videos of yourself or others; sexting can be illegal, you don't know who will see them, so don't post them.
- It can damage your reputation in the future when applying for jobs if you put sexually suggestive photos or videos of yourself online or using social media, because employers are now checking people on these sites.
- Be aware of online gaming because you don't know with whom you are playing and leaving a game may target you for cyber bullying because you let the team down.
- Your generation is very good at doing several things at once such as using social media, online videos, and other things at the same time; it's called multitasking. Unfortunately, whether you accept it or not, the reality is that your memory is not good at it and effective learning is impossible. Give your brain a chance by only using one technology at a time.

To keep yourself Cyber Safe be smart

- No sexually suggestive photos, videos or nicknames.
- No surnames.
- No school or sporting clubs.
- Set your profile private.



Use of Personal Digital Devices in Schools

All schools in our district follow [AP 345: Student use of Personal Digital Devices in Schools](#). Personal Digital Devices can include: phones, headphones, smartwatches, Airpods, tablets, Meta glasses, etc.

1. Without the permission of the school administrator / teacher, personal digital devices are not to be operated during regularly scheduled hours of instruction or during any school-sponsored activity, such as an assembly or talk by a guest speaker.
2. Personal digital devices are to be placed in silent mode during instructional time and school sponsored activities.
3. Personal digital devices are not taken into test or examination settings unless students have been given permission to do so by the teacher administering the test or exam.
4. Personal digital devices are not to be used in settings such as change rooms, washrooms, or private counselling rooms that have the potential to violate a person's reasonable expectation of privacy.
5. Use of personal digital devices during non-instructional periods (breaks and lunch) and while being transported on a school bus, should be restricted to the access of information related to school or home communication.
6. Meta glasses are not permitted to be worn on school premises.

Students who do not follow the expectations above can expect some or all the following:

1. Request to place device in a secure place where it will not be a distraction
2. Conversation/reminder about importance of following code of conduct
3. School Administration notified, incident documented, and parents / guardians informed.
4. Student asked to leave phone with school official until end of day/ or arranged time
5. Repeated offences may result in an escalation of consequences

It is highly encouraged that personal digital devices are kept at home. If students do choose to bring their personal digital devices to school, they should be kept in their backpack or in their student locker. **The security and storage of personal digital devices are the sole responsibility of the owner/user. The School / District assumes no responsibility for the safety, security, loss, repair or replacement of personal digital devices.**

RBSS Dress Code Policy

Dress Code Philosophy

Robert Bateman's dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school to engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal attire and their response to others.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should use student/body-positive language to explain the code and to address code violations.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), shop classes (loose clothing, hats) or PE (athletic attire/shoes)
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discrimination.

- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, or pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.

Dress Code:

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that the groin, buttocks, and nipples are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Bottoms (for example, pants, jeans, a skirt, sweatpants, leggings, a dress or shorts), AND
- Footwear.

*Courses that include attire as part of the curriculum (for example, safety, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering bodies in a particular way or promoting culturally specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

3. Students May Wear, if these items do not violate Section 1 above:

- ✓ Hats. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- ✓ Religious headwear
- ✓ Hoodie sweatshirts (wearing the hood overhead is allowed, but the face must be visible to school staff).
- ✓ Fitted pants, including opaque leggings, yoga pants
- ✓ Pajamas
- ✓ Ripped jeans, as long as underwear and buttocks are not exposed
- ✓ Tank tops, including spaghetti straps and halter tops
- ✓ Athletic attire
- ✓ Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- ✗ Violent language or images.
- ✗ Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).

- ✕ Bullet proof vest, body armour, tactical gear, or facsimile.
- ✕ Hate speech, profanity, pornography.
- ✕ Images, symbols or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- ✕ Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- ✕ Swimsuits (except as required in class or athletic practice)
- ✕ Accessories that could be considered dangerous or could be used as a weapon.
- ✕ Any item that obscures the face (except as a religious observance or as personal protective equipment (PPE)).

5. PE Gym Strip Policy

PE strip is required to participate in ALL gym class activities. PE students will have the opportunity to purchase one or more Abby PE T-shirts for PE classes. Gym strip consists of a change of clothes different from what they wear to school.

Wearing gym strip is educationally necessary for many reasons:

- Safety: proper athletic wear and footwear is necessary for students to safely engage in high-intensity physical activity.
- Performance: students are more likely to participate to the best of their ability if they are dressed for the activity, which leads to better learning and performance.
- Hygiene: students' regular clothing will not be affected by athletic participation.

Each student is required to have the following Gym Strip:

- Athletic T-shirt
- Shorts, sweatpants, leggings in athletic material (no denim or other fabrics which impede athletic performance)
- Socks
- Proper athletic footwear (no flip flops/slides, boots, sandals, etc.)
- A hoodie or jacket for outside activities

6. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.

- School administration and staff shall not have discretion to vary the requirements in ways that lead to inequitable expectations and enforcement.

- Students will only be removed from spaces, hallways, or classrooms due to a dress code violation outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school.
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
 - Students will be given the option of borrowing clean school clothing.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students publicly about perceived dress code violations in front of others; and,
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and any school-related events and activities.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the School Administration.

Student Parking

Student vehicles should only park in the student parking lot, not the staff lot. Students need to register their car in the office and receive a decal to display in the windshield of the car. Parking on residential streets is bound by municipal regulations. The school is not liable for thefts or damages. Violation of school parking regulations and failure to follow rules of the road may result in your parking privileges at Bateman being revoked.



Student Driving

Students who bring vehicles to school are expected to practice safe driving **on school grounds and in the neighborhood**. Drivers who operate their vehicles unsafely will be dealt with by the school and/or Abbotsford Police and will have their driving privileges revoked.

Electronic Scooters

E-scooters are illegal in Abbotsford. Students are not permitted to ride them on school premises.

Signing In and Out

All appointments should be made outside of school hours. If students are leaving the school for any reason, they must sign out at the office. Students will need to have a note/phone call from their parent/guardian.

Becoming Sick at School



Students who become ill during the school day are to check in at the office. If a parent/guardian can be contacted, the student will be permitted to go home with parental permission. Otherwise, the student must remain at school. Robert Bateman does have a sick room available for student use.

Attendance

Students who attend all their classes perform better in school. It is expected that students will attend all classes unless absent for a legitimate reason such as illness. If you are absent, have a parent call the office (604) 864-0220 to report the absence or hand in your signed note to the office all within 24 hours of the absence from school. RBSS uses an automated phone call system to notify parents daily on attendance.

Missing classes without permission is **truancy**. Truant students will make up lates and missed class time at their teacher's discretion: attending teacher office hours or attending noon hour Bateman Achievement Centre. Continuing truancy will result in escalating discipline including school suspensions and/or withdrawal from class.

RBSS Late Policy

Students are expected to arrive at school and all classes early or on time. Late students will report directly to their classroom teacher. Students chronically late may be assigned to further consequences.

RBSS Unexcused Absences Policy

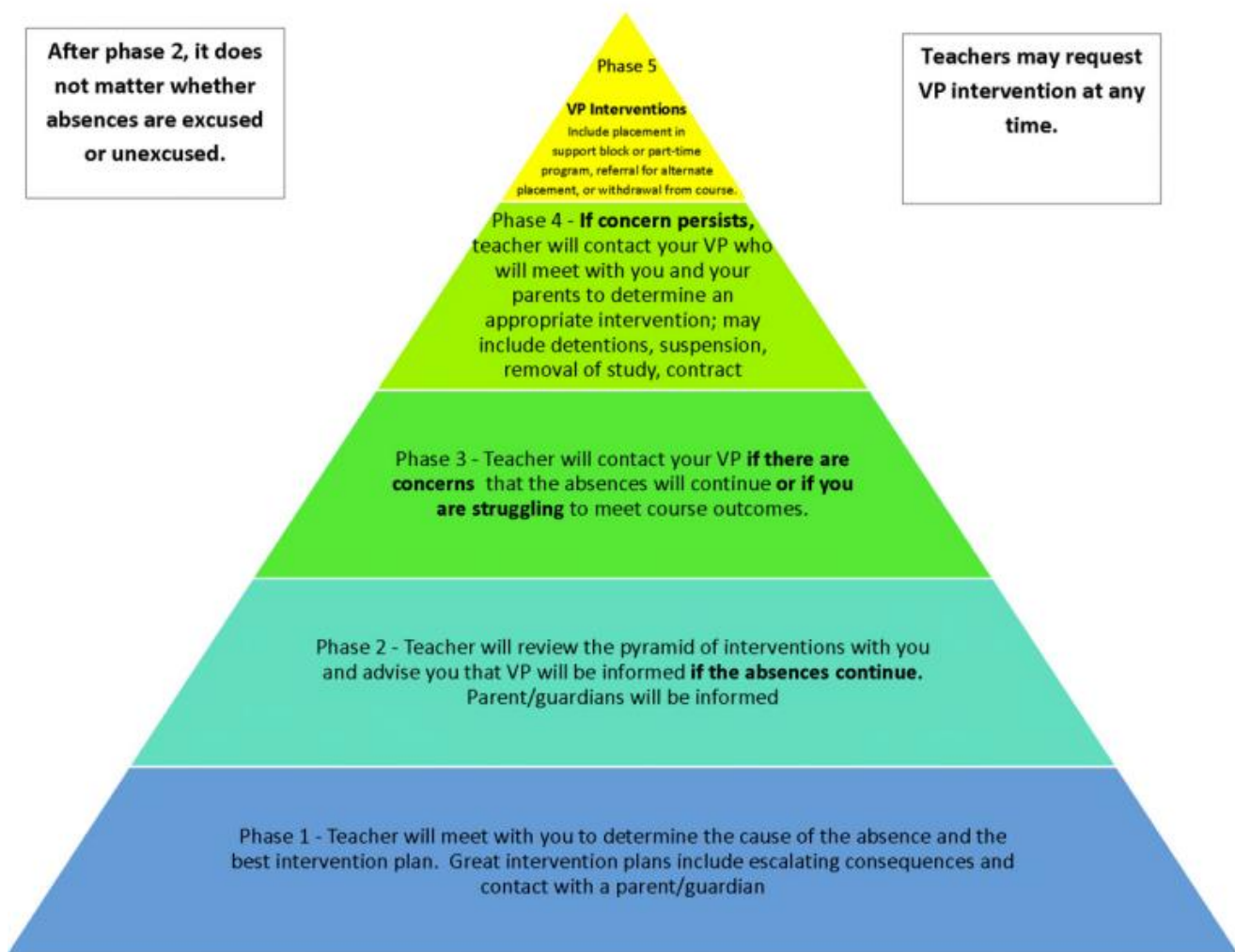
Unexcused absences include skipping, leaving class without permission, leaving school without signing out, sleeping in, missing the bus, missing one class to work on homework from another class. The school has an automated phone call system which notifies parents of one or more unexcused class periods daily. A pattern of non-attendance may result in a series of escalating consequences up to and including withdrawal from Robert Bateman.

Absences and School Functions

Students who are away from school may not be permitted to participate in school functions during the days they are absent.

Attendance Pyramid of Interventions

Our courses are designed for student attendance and participation. Student achievement is higher with regular attendance. When a student misses a lot of classes whether they are excused or unexcused absences, it has a negative impact on learning and often causes the student and the teacher stress as they try to catch up on what they have missed.



Study Blocks & Intentional Non-Engagement in a Course

1. Grade 12 students are allowed one study block per year, with permission of the Admin. Counselling Team
 - a. Admin. Counselling meets once a week. Requests must come to the team. Students must stay in their assigned courses until the team makes a decision.
2. A study can only be given in a semester in which the Grade 12 students has 3 academic courses
3. Students cannot have more than one study block per year
4. Students in Grades 9-11 do not qualify for a study block
5. An LSS block is not a study block
6. Linear alternating AP courses count as one academic, not two
7. If a student chooses not to attend an assigned class with the intention of “taking a fail”, the student will be assigned to an alternate class after a discussion with the counsellor
8. If a student, have been placed in a class, continues to choose not to attend the class, the student may receive:
 - a. A verbal warning from admin.
 - b. A suspension for a Code of Conduct violation: “defiance”
 - c. Grade 12 students may lose upcoming grad activities, including prom
 - d. RBSS is a full-time “brick and mortar” school, funded by full-time enrollment. If a student chooses not to attend full-time, the District offers several different opportunities for learning

Vacations During School Time

We at Robert Bateman Secondary believe that instructional time is important and are concerned when students miss school for family vacations or other activities. When students miss instruction, their achievement normally suffers. It is unreasonable to expect teachers to take responsibility for the progress of students who miss classes for vacations or other activities scheduled during instructional time. Assignments and assessment missed may not be available at a later date. Teachers do not have time to re-teach material already taught nor are they expected to provide work ahead of time if you are on holidays for extended periods of time. Parents should avoid taking their children out of school for vacations or scheduled activities that conflict with school days in session. In making these decisions, parents must realize that student achievement may be adversely affected.



Instructional Time

Students who have a pattern of non-attendance may have a meeting with their parent/guardian, and their administrator at which time the student may be required to enter into an attendance contract. Students may be required to make up instructional time missed due to excessive excused or unexcused absences.

Alcohol/Drugs

Students shall not attend school or any school-organized or sponsored event while under the influence of drugs or alcohol (this includes all School District Property). Students shall not buy, sell, distribute or possess alcohol and/or drugs during school time or at any event that is organized or sponsored by a school. Students violating

this policy shall be subject to discipline in accordance with the established district policy. For the purposes of enforcing school rules and maintaining a safe and orderly learning environment, Principals and Vice-Principals with cause may conduct lawful searches of students, lockers and any other property.

Skateboards/Scooters/Bicycles

If skateboards/scooters are used as a means of transportation, we expect that students will not ride them on campus. **E-scooters are illegal in Abbotsford and should not be brought to school.**



Bicycles brought to school are the sole responsibility of the owner. We recommend that bicycles be stored in bike racks provided and that bikes be chained always when not in use.

Cheating/Plagiarism/Collusion

We value academic integrity and ethical behavior, and will not tolerate academic misconduct of any kind including:

- **Plagiarism:** To copy and use the work of another as one's own, without citing the author and source as commonly required, in the 'text', footnotes and bibliography. This work includes the thoughts, writings, images (art) or research (data and interpretations) of another, used in one's own name.
- **Cheating:** Talking/communicating in any way with other students during a test. Having any unauthorized test related material on or near the student's desk during a test. Cell phone use. Failing to adhere to verbal or written testing guidelines.
- **Collusion:** Knowingly or intentionally helping another student perform any act of cheating or plagiarism.

When an incident of plagiarism/cheating/collusion occurs, the following consequences will be imposed:

1. All academic honesty infractions **will** be recorded in the student's behavior record.
2. The student **may** receive an in-school suspension to complete the assignment or an alternate assignment/exam.
3. The students' parents **will** be contacted by the teacher and advised of the consequences.
4. **Repeat Offense** The students **will** be referred to the administration and consequences may result in detentions or suspension from school.

Smoking-Vaping

Both school district policy and legislation from the Provincial Government prohibit smoking and **possession** of tobacco products on school property. Vaping will be treated with same rules as regular cigarettes. This ban also applies to school field trips or events such as bus transportation to sporting events, and includes excursions, assemblies, or ceremonies such as Graduation Dinner & Dance. Violation of this policy is also subject to a range of consequences including suspensions from



school. Due to the health and safety of everyone in the building, students caught smoking or vaping within the building will receive an automatic suspension.

Visitors

Robert Bateman Secondary School is a closed campus. Visitors and guests are not permitted unless approved by school administration, and all visitors should sign it at the main office.



Weapons/Explosives

Students in possession of weapons or explosives including fireworks at school will be disciplined. Disciplinary action may include suspension and/or removal from Robert Bateman Secondary. Students who are using matches, lighters, fireworks etc. may be required to attend an information session with the Abbotsford Fire Dept. prior to returning to school from suspension.



EMERGENCY PROCEDURES

Fire Alarm in class: Students must exit the building with their teacher they are in class with at time of alarm.

Fire Alarm not in class: Students must exit the building and report to the teacher they just had a class with. Teachers will be lined up in alphabetical order with “A” closest to Clayburn Middle and “Z” closest to our school.

Earthquake: “Duck and cover” until shaking stops. Students exit the building as safely as possible with the teacher they are in class with.

Lockdown: Students are to remain locked in their classroom until all clear is announced. Classes should be dark, and all windows covered. Students must remain quiet and refrain from using cell phones or electronic devices until the lockdown is complete. If a student is not already in a class, they will immediately report to the nearest classroom. If outside of the building, they will seek refuge in the Clayburn Middle School building.

Shelter in Place/Secure & Hold: Students remain in classrooms and are not permitted to leave until directed by the Administration.